



## COURSE DATA

### DATA SUBJECT

**Code:** 42777  
**Name:** Performance  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	Functions of human resources management	COMPULSORY

### COORDINATION

SALAS VALLINA ANDRES

GRACIA LERIN FRANCISCO JAVIER

## SUMMARY

The subject Performance is taught in the second semester of the first year of the 'Master's in Human Resources Management and Administration' and is integrated into Module 3, 'Functions of Human Resources Management.' It consists of a total of 3 ECTS credits. The contents of this subject include the background of performance, the design of performance evaluation systems, performance evaluation and its implications, and the study of counterproductive behaviors. The subject aims to provide students with the knowledge, resources, and necessary abilities to properly conduct performance evaluations, as well as acquire the competencies and tools needed to successfully plan and implement evaluation interview processes, and to study in-role and extra-role behaviors successfully.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS



Students should have knowledge of the official programs required to access to graduate program.

## **COMPETENCES / LEARNING OUTCOMES**

### **2126 - Master's Degree in Human Resources Management**

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to calculate and interpret productivity ratios and advise on decision-making in this respect.

Students should be able to design, implement and evaluate a performance appraisal system.

Students should be able to design and develop career plans in the company.

Students should be able to design and evaluate training plans and potential assessment processes.

Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should be able to plan, implement, develop and evaluate human resources management in accordance with scientific models and procedures and in compliance with the ethical criteria of the profession.

Students should be able to prepare reports and make oral presentations related to human resources management.

Students should be able to read a normative text or an application decision, critically and inferring its consequences in the field of business.

Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.

Students should know the basic concepts of labour legislation and social protection needed to understand the contents of the master's degree and to carry out human resources management tasks.



Students should know the fundamental characteristics of the labour market in Spain, its trends and structural changes.

**DESCRIPTION OF CONTENTS**

**1. Performance evaluation**

This thematic unit is intended to develop the following contents:

To know the background of performance evaluation.

Identify the set of competencies that make up the different job positions.

To know how to interpret the functional organization charts of organizations and the transformation of traditional job positions into different roles within organizations.

To know the techniques of job evaluation, approaching the evaluation of job performance and deepening in the evaluation of performance.

To develop performance evaluation methodologies and identify intra-role and extra-role behaviors.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	6,00
Theory	18,00
Classroom practices	6,00
<b>Total hours</b>	<b>30,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>45,00</b>

**TEACHING METHODOLOGY**



Teaching methodology:

Master class

Readings of relevant documents (reports, articles, etc.).

Group discussions and analyses of relevant issues to management and human resource management

Instruments use

Case study

Use of audiovisual material

Individual and group tutorials

Practices activities in classroom

The course pretends to facilitate experiential learning processes and know key elements in the selection process through dynamics group, role-playing, case studies, articles and audiovisual material. In the units of selection, students will develop a selection process, which will serve as a link between the contents of the different thematic units

## EVALUATION

According to what is stated in the title verification report, the evaluation system to be used in the subject combines two methods:

- Application of scales of observation and recording the attitudes of students in the development of classes. Participation and involvement in the Master's activities.
- Evaluation of the individual and / or group work of the students.

### FIRST CALL

The weight of each of the two assessment methods is as follows:

- Application of scales of observation and recording the attitudes of students in the development of classes. Participation and involvement in the Master's activities (35% of the final grade).
- Evaluation of the individual and / or group work of the students (65% of the final grade).

It is not necessary to have a minimum score in either of the two parts, to proceed to add the score obtained in each of them and obtain the final grade.



## SECOND CALL

The first part of the evaluation, that is to say, the "Application of scales of observation and registration of the attitudes of the students in the development of the classes. Participation and involvement in the activities of the Master ", is not recoverable, but the grade obtained in first call is maintained. (35% of the final grade)

The second part "Evaluation of the individual and / or group work of the students" would be recoverable from new individual and group tasks different to those made and already corrected in the first call. (65% of the final grade).

It is not necessary to have a minimum score in either of the two parts, to proceed to add the score obtained in each of them and obtain the final grade.

The use of generative Artificial Intelligence (AI) tools must always be transparent and responsible. In any assignment, activity, or submission in which such tools have been used, students must include a brief statement at the end of the document clearly specifying: (i) how AI tools were used (e.g., idea generation, drafting support, language editing, information search, programming assistance, etc.), and (ii) the instructions or prompts used to obtain the results.

Failure to include this declaration will be considered a breach of academic integrity and may be treated as plagiarism or academic misconduct.

In accordance with Article 11(g) of **Law 3/2022, of 24 February, on University Coexistence**, plagiarism, in whole or in part, as well as academic fraud in the completion of any work or activity required for assessment purposes, constitutes a very serious offence. For these purposes, academic fraud is understood as any premeditated behaviour aimed at falsifying the results of an assessment task or assignment, whether one's own or others', including the improper use of artificial intelligence tools such as ChatGPT or similar systems.

AI tools may be useful as a support resource, but they do not replace the student's critical thinking or responsibility for the final submitted work. It should also be noted that these systems may produce inaccurate or misleading information (*hallucinations*), and therefore students are expected to critically evaluate and verify all outputs, both when using AI and when consulting any other source of information.

## REFERENCES

- Aubrey, R y Cohen, P. (1995). La organización en aprendizaje permanente. Deusto -Levy-Levoyer, C. (1996). La gestion des compétences. Les Editions dOrganisation. París. -McAdams, J. L. (1996). Premiar el desempeño. Madrid: Díaz de Santos. -Pereda Marín, Santiago. (2005). Técnicas de gestión de recursos humanos por competencias. Editorial Universitaria Ramón Areces -Zarifian, P.H. (1987). Du taylorisme au systématique: une nouvelle approche a la qualification dans l'industrie. En G.I.P. Mutations industrielles.



- Bandura, A. (1987). Pensamiento y acción. Fundamentos Sociales. Martínez Roca. -Casado González, José Manuel. (2008). El imperio del talento: los TATA. Harvard Deusto Business Review: 165; Febrero. -Dolan, S.; Valle, R.; Jackson, S.E. y Schuler, R.S. (2007). La gestión de los recursos humanos. Mc. Graw Hill. --Drucker, P. (1989) .The news realities. Harper & Row, N. Y. - DuBrin, A.J. (2003). Fundamentos de comportamiento organizacional. THOMSON. Mexico. - Etkin, J. y Schvarstein, L. (1989). La identidad de las organizaciones. Invarianza y cambio. Paidós. -Filella, J. (1994). Persona y organización: de estructuras convencionales a formas funcionales. En Recio y Lozano eds.: Persona y Empresa. ESADE, pp. 37-97. -Gasalla, J.M. ( 1993). La nueva dirección de personas. Pirámide. -García Izquierdo, Antonio, García Izquierdo, Mariano, Ramos Villagrasa, Pedro José. (2007). Aportaciones de la inteligencia emocional y la autoeficacia: Aplicaciones para la selección de personal. Anales de Psicología, Vol. 23, 002. - Osca, A. (2006). Selección, evaluación y desarrollo de los recursos humanos. Madrid, Sanz y Torres. -Senge, P. (1992): La quinta disciplina. Granica. -Tapscott, D. y Caston, A. (1995): Cambio de paradigmas empresariales. Mc Graw-hill. -Quijano, S. (1992). Sistemas efectiv