| **Annex No. 3** | | **Second Cycle Study Program** | | | |
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| 1. | Title of course | **Performance Management & Data Analytics** | | | |
| 2. | Code | **MSHR 504** | | | |
| 3. | Study program | MBA in Strategic Human Resource Management | | | |
| 4. | Organizer of the study program (university unit i.e. institute, department, division) | Faculty of Economics-Skopje | | | |
| 5. | Degree (first, second, third cycle) | Second cycle | | | |
| 6. | Academic year / semester | Year | 1 | Semester | 1 |
| 7. | Course load expressed in ECTS | 7.5 ECTS | | | |
| 8. | Professor (in case of multiple professors, a designated professor in charge) | Prof. Ljupcho Eftimov, PhD, Full time Professor<br>Prof. Violeta Cvetkoska, PhD, Full time Professor | | | |
| 9. | Language of instruction | English | | | |
| 10. | Necessary prerequisites for | None | | | |

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| | enrolling in the course | |
| 11. | Course objectives (competences) and learning outcomes: | On successful completion of this course, the students should be able to:<br>1. Demonstrate a critical awareness of current research within the field of Performance Management;<br>2. Identify the benefits of performance management for the employees, managers and organizations;<br>3. Translate the organizational strategies into performance indicators<br>4. Design effective performance management system and determine steps for its implementation;<br>5. Acquire a wide range of practical skills to plan, manage, measure and review organizational performance;<br>6. Understand how data analytics strengthens performance management systems (including data maturity, KPI alignment, and evidence-based decision-making);<br>7. Combine, clean, and structure datasets for performance analysis (including integration of multiple sources, preprocessing, and data quality principles);<br>8. Apply the four analytics pillars: descriptive, diagnostic, predictive, prescriptive (to analyze trends, identify drivers, forecast outcomes, and recommend actions with analytical methods);<br>9. Build professional dashboards in Power BI (including KPI design, drill-down analyses, cluster analysis, regression analysis, logistic regression, and executive views);<br>10. Use Storytelling with Data techniques to communicate insights clearly and persuasively (including narrative structure, annotation, visual clarity, and message-driven design);<br>11. Present and defend analytical insights to senior management through convincing narratives (including pitching performance-management findings, justifying data-driven decisions, and answering executive-level questions with clarity and strategic relevance).<br>*Student Learning Objectives (SLOS)*<br>1. Describe the key features of effective performance management and reward systems. LO 1.1<br>2. Translate the organizational strategic goals into HR departmental goals and performance indicators. LO 1.3 and LO 3.1.<br>3. Find applicable solutions and initiate appropriate actions for significant enhancement of the organizational and employee performance. LO 2.1; LO 2.2. and LO 3.1.<br>4. Be more confident in providing constructive performance feedback and evaluations to your employees. LO 4.1 and LO 5.1<br>5. Use a variety of analytical methods and techniques in performance management LO 2.1. and LO 3.2. |
| 12. | Detailed course content by chapters and units with learning outcomes for each chapter: | • **Managing organizational performance.**<br>SLO>Understand the key features of effective performance management and reward systems.<br>• **Dominant concepts for managing organizational performance in practice.**<br>SLO>Develop a BSC system for measurement of organizational performance<br>• **The view of organizational performance through the prism of HR function.**<br>SLO>Translate the organizational strategic goals into HR departmental goals and performance indicators.<br>• **Providing constructive performance feedback and evaluations for your employees**<br>SLO>Be more confident in providing constructive performance feedback and evaluations to your employees.<br>• **Linking performance with employees' salaries and rewards.** |

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| | | SLO>Find applicable solutions and initiate appropriate actions for significant enhancement of the organizational and employee engagement.<br>• **Data-Driven Performance Management**<br>SLO>Understand how data analytics strengthens performance management systems.<br>SLO>Combine, clean, and structure datasets for performance analysis.<br>• **Descriptive Analytics: Summarizing & Visualizing Performance**<br>SLO>Combine, clean, and structure datasets for performance analysis (preparing data for summary statistics, distributions, and KPI visualization).<br>SLO>Apply the four analytics pillars: descriptive, diagnostic, predictive, prescriptive (with emphasis on descriptive techniques to summarize and interpret organizational performance).<br>SLO>Build professional dashboards in Power BI (designing clear and structured KPI dashboards that follow visual standards for color, chart choice, and decluttering).<br>• **Diagnostic Analytics: Identifying Drivers of Performance**<br>**Learning outcomes:**<br>SLO>Combine, clean, and structure datasets for performance analysis (preparing data for comparisons, subgroup analysis, and identifying drivers).<br>SLO>Apply the four analytics pillars: descriptive, diagnostic, predictive, prescriptive (with focus on diagnostic techniques to uncover root causes of performance differences).<br>SLO>Build professional dashboards in Power BI (creating diagnostic visuals such as variance charts, drill-downs, driver comparisons, and subgroup analyses).<br>• **Predictive Analytics: Forecasting Future Performance**<br>**Content:**<br>SLO>Combine, clean, and structure datasets for performance analysis (preparing data for forecasting models and scenario analysis, and risk identification).<br>SLO> Apply the four analytics pillars: descriptive, diagnostic, predictive, prescriptive (with emphasis on predictive techniques to forecast future trends, outcomes, and performance risks).<br>SLO>Build professional dashboards in Power BI ( creating predictive dashboards that include trends, regression-based forecasts, scenario modelling, and dynamic visualizations).<br>• **Prescriptive Analytics: Recommending Actions for Improvement**<br>**Content:**<br>SLO>Apply the four analytics pillars: descriptive, diagnostic, predictive, prescriptive (with emphasis on prescriptive techniques, including using DEA results to identify improvement opportunities and guide decision-making).<br>SLO>Build professional dashboards in Power BI (developing prescriptive dashboards that display efficiency results, benchmarks, and recommended actions for improved performance).<br>• **Storytelling with Data: Communicating Insights to Leaders**<br>**Content:**<br>SLO>Use Storytelling with Data techniques to communicate insights clearly and persuasively.<br>SLO>Present and defend analytical insights to senior management through convincing narratives (including pitching performance-management findings, justifying data-driven decisions, and answering executive-level questions). |
| 13. | Interrelationship of courses: | None |
| 14. | Detailed description of the teaching and | Asynchronous recorded video lectures (techniques, dashboards, storytelling).<br>Individual and Group Case Analysis. Group Case Presentation. Team Application. |

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| | working methods for the course: | Hands-on data labs with *real and synthetic datasets* to ensure practice in safe and diverse environments. Interactive quizzes after each analytics pillar. Power BI workshops (KPI dashboards, forecasting visuals, drill-downs). Storytelling mini-labs where students rebuild visuals into clear narratives. Peer-review studios (critique dashboards, storytelling clarity). Live online sessions for interpretation, discussion, and managerial communication exercises. | | | |
| 15. | Total hours: | 7.5 ECTS x 25 hours = 187.5 hours | | | |
| 16. | Forms of teaching activates | 16.1. | Lectures – theoretical teaching: classes | | 24 |
| | | 16.2. | Tutorials (laboratory, auditory), seminars, teamwork: classes | | 6 |
| 17. | Other forms of activities | 17.1. | Project assignments: hours | | 40 |
| | | 17.2. | Individual assignments: hours | | 40 |
| | | 17.3. | Self- study: hours | | 77.5 |
| 18. | Signature requirements: 50% class presence | | | | |
| 19. | Method of assessment | | | | |
| | 19.1. | Tests: points | | 30% | |
| | 19.2. | Individual tasks / projects (assignments: written and oral), seminar paper/project, written and oral presentations: points | | 30% | |
| | 19.3. | Group Assessment (Group Case Presentation, Group Case Analysis, Team Application Exercise, Capstone Team Project): points | | 30% | |
| | 19.4. | Attendance | | 10% | |
| 20. | Assessment criteria (points/grade) | | Up to 50 points | | 5 (five) (F) |
| | | | 51- 60 points | | 6 (six) (E) |
| | | | 61- 70 points | | 7 (seven) (D) |
| | | | 71- 80 points | | 8 (eight) (C) |
| | | | 81- 90 points | | 9 (nine) (B) |
| | | | 91- 100 points | | 10 (ten) (A) |
| 21. | Method of monitoring the quality of teaching | | Self-evaluation | | |

22. Literature

22.1. Mandatory literature

| No. | Author | Title | Publisher | Year |
|---|---|---|---|---|
| 1. | Michael Armstrong | Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership 7th Edition | Kogan Page | 2022 |
| 2. | Cvetkoska, V. and Peovski, F. | Business Analytics (2nd edition) | Amazon: https://www.amazon.com/Business-Analytics-Violeta-Cvetkoska-ebook/dp/B0FH1J1G15 | 2025 |

22.2. Additional literature

| No. | Author | Title | Publisher | Year |
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| | | 1. | Espegren, Y. and Hugosson, M. | HR analytics-as-practice: a systematic literature review | Emerald Journal of Organizational Effectiveness: People and Performance (2025) 12 (5): 83–111. https://doi.org/10.1108/JOEPP-11-2022-0345 | 2025 |
| | | 2. | Bernard Marr | *Data-driven HR: How to use analytics and metrics to drive performance* | Kogan Page | 2018 |
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