



SUBJECT (MODULE) DESCRIPTION

Name of the subject (module) in Lithuanian	Code
Company performance evaluation	-

Teacher(s)	Department(s)
Coordinating: Assoc. Prof. Dr. Aurelija Ulbinaitė Other(s):	Faculty of Economics and Business Administration Saulėtekio al. 9, LT-10222 Vilnius

Degree of study	Subject (module) type
The first	Optional

Implementation form	Period of execution	Execution language(s)
Auditory, remote	Autumn semester	Lithuanian, English

Requirements for the student
Prerequisites: Management

Scope of the subject (module) in credits	Full student workload	Contact hours	Hours of independent work
5	130	48	82

Purpose of the subject (module): competences developed in the study program		
<p>The purpose of the subject is to provide knowledge and develop abilities to perform a multifaceted evaluation of the company's activities to make reasonable management decisions.</p> <p>This subject aims to develop: the ability to combine knowledge acquired in different subjects and apply it in solving business problems; the ability to coordinate business activities based on knowledge of the peculiarities of global business development; the ability to analyze and critically evaluate the information provided in the databases; the ability to analyze the collected information and apply it in solving global business problems; the ability to assess the company's strengths and weaknesses, opportunities corresponding to its activities and possible dangers.</p>		
Study goals of the subject (module)	Study methods	Evaluation methods
The participants will know both conceptual and basic principles of performance evaluation and will be able to apply and use them in the activities of business enterprises.	Reading and analysis of literature, lecture, tasks, their presentations, reviews, and discussions	Evaluation of tasks and reviews, test
The participants will be able to convey their acquired knowledge and ideas to the audience and will acquire the skills of presenting problems and solutions orally and communicating with the audience.		
The participants will be able to independently collect, systematize, visualize, summarize, see the problem, critically analyze, evaluate, and interpret the data necessary for the evaluation of the company's activities.		
The participants will be able to constructively critically evaluate and justify analyzed companies, their processes and phenomena.		

Themes	Contact hours							Self-study time and tasks		
	Lectures	Consultations	Seminars	Exercises	lab works	Practice	E-learning	All contact work	Self-employment	Tasks
Introduction to the subject	2		1					3	5	Review of the literature, familiarization with the tasks of the subject, selection of the subject of analysis for the task I and the evaluation method for the task II and e. registration, reviewer tasks e. registration
Holistic company performance evaluation system	4		2					6	9	Preparation and presentation of assignment I, preparation and presentation of reviews I, reading literature (Comparative analysis..., 125-138)
Balanced business indicators	2		1					3	9	Preparation and presentation of assignment I, preparation and presentation of reviews I, reading literature (Balanced Scorecard..., 1-15; Thirty years with..., p. 1-17; Conceptual foundations..., 1-36)
Assessment of the needs of persons interested in the company's performance	4		2					6	9	Preparation and presentation of task I, preparation and presentation of reviews I, reading literature (Stakeholder identification..., 1-43; Stakeholders' engagement..., 1488-1503)
Selection of measures for the comprehensive evaluation of the company's performance	2		1					3	9	Preparation and presentation of assignment I, preparation and presentation of reviews I, reading literature (Designing performance measurement systems..., 49-84)
Use of company performance evaluation results for its management decisions	4		2					6	9	Preparation and presentation of assignment I, preparation and presentation of reviews I, reading literature (Designing performance measurement systems..., 170-194)
An indicator-set usage for company performance evaluation	4		2					6	9	Preparation and presentation of assignment II, preparation and presentation of reviews II, reading literature (Designing performance measurement systems..., 143-150)
Stakeholder-based evaluation systems	4		2					6	9	Preparation and presentation of assignment II, preparation and presentation of reviews II, reading literature (Designing performance measurement systems..., 133-142)
Performance evaluation systems of service providers	2		1					3	9	Preparation and presentation of assignment II, preparation and presentation of reviews II, reading literature (Targeted and perceived service quality, 43-49; Designing performance measurement systems..., 1-20)
Methodology for evaluating the company's performance	2		1					3	9	Preparation and presentation of assignment II, preparation and presentation of reviews II, reading

										literature (Methodology for creating business knowledge, pp. 79-170)
Exam preparation	2		1					3	5	Presentation of assignment II and review II, repetition of subject material
Altogether	32		16					48	82	

Evaluation strategy	Weight %	Billing time	Evaluation Criteria
Task I	20	During seminars, in the first half of the semester	Both tasks are prepared individually. The same evaluation system is used for the assessment of both tasks. 10 percent – the content, form and structure of the task are evaluated: compliance with the structure, the logic and consistency of the development of the points of the task, the internal justification and arrangement of the point and the reflection of keywords, the correspondence of the content of the task to the name of the task, the relationship and completeness of the parts of the task, thematic reflection, selected scientific and other literary sources eligibility.
Task II	20	During seminars, in the second half of the semester	10 percent – the oral presentation of the assignment, performed using MS PowerPoint, in compliance with the rules of presentation of academic work, and the ability to reasonably answer questions are assessed. Assignments are presented at a predetermined time based on an alphabetical list of group members. If tasks are not delivered on time, their delivery rating is 0 points. For the presentation of one task, it is recommended to prepare about 10 slides, the content of which must cover all points of the task. Each task is evaluated as a single piece of work, the points of which synergistically complement each other. The implementation of each task is evaluated on a scale of 10 points (from 0 to 10 points) in accordance with the VU study achievement evaluation system. The specific evaluation criteria of the tasks are presented together with the description of the tasks.
Active participation	10	During the seminars	There are two ways to get points: 1. By reviewing a colleague's tasks without prior preparation, i.e. oral comments, questions, discussion after a colleague presents tasks (two oral reviews, one for Task I and one for Task II); 2. By reviewing a colleague's task (presentations of two written reviews, one for Task I and one for Task II). 1. The ability to actively engage without prior preparation is evaluated. 2. Both reviews are prepared individually. The same evaluation system is employed for the evaluation of both reviews. 50 percent – the content, structure, and form of the review of the task of another participant attending the subject is evaluated: constructive, reasoned positive and/or negative criticism, observations, suggestions for improving the implementation of the task, discussion-type questions for the author of the task, as a result of which a specific grade corresponding to the content level of the work performance is offered in a 10-point scale. 50 percent – the oral presentation of the review is evaluated, including reviewer's discussion with the author of the work and other participants of the seminar, presentation of questions and discussion. Review presentations take place at a pre-arranged time during the seminar in which the reviewed task is being presented. If reviews are not delivered on time, their evaluation is 0 points.

			It is recommended to prepare 1-1.5 pages for the presentation of a review in the form of an MS Word document, the content of which must evaluate all the subpoints of the task, highlighting the advantages and disadvantages of the task performance, providing recommendations for improving the content of the task and listing questions to the author of the task. Reviewing is evaluated on a 10-point scale (from 0 to 10 points) in accordance with the VU study achievement evaluation system.
Test	50	During the exam	The test consists of closed type questions from all topics of the subject. The test consists of 50 questions. All questions are of equal value. The full value for the answer is given only if the test question is fully answered, in all other cases it is 0 points.
			For the final settlement, the student must have submitted both assignments, both reviews (or made two oral reviews) and written the final test. Assessment criteria for the company performance assessment exam: - after scoring 95-100%, the exam evaluation is 10; - after scoring 85-94%, the exam grade is 9; - after scoring 75-84%, the exam grade is 8; - after scoring 65-74%, the exam grade is 7; - after scoring 55-64%, the exam grade is 6; - after scoring 45-54%, the exam evaluation is 5; - if one gets less than 45%, the exam is considered failed.
External exam evaluation strategy	Weight %	Billing time	Evaluation Criteria
Task I	20	Both assignments are due at least two weeks before the scheduled exam date	The above evaluation strategy applies.
Task II	20		
Review I	5	Submitted at least one week before the scheduled exam date. Regarding the assignment of peer-reviewed tasks, the student contacts the professor at least two weeks before the scheduled exam.	The above evaluation strategy applies, except for the option to get activity points for the first case – only the second case is valid. The professor assigns tasks of another student for review.
Review II	5		
Test	50	During the exam	The above evaluation strategy applies.

The author	Release year	Title	Periodical no. or publication volume	Place of publication and publisher
Mandatory reading				
Tawse, Alex; Tabesh, Pooya	2022	Thirty years with the balanced scorecard: what we have learned, Business horizons, 1-17.		
Hristov, Ivo; Apolloni, Andrea	2022	Stakeholders' engagement in the business strategy as a key driver to increase companies' performance: Evidence from managerial and stakeholders' practices.		

		Business Strategy and the Environment, 31(4), 1488–1503.		
Kumar, Jitender; Prince, Neha; Baker, H. Kent	2021	Balanced scorecard: a systematic literature review and future research issues, FIIB Business review, 1-15.		
Franceschini, Fiorenzo; Galetto, Maurizio; Maizano, Domenico	2019	Designing performance measurement systems: theory and practice of key performance indicators (Management for professionals)		Springer Nature Switzerland AG, Cham
Mitchell, Ronald K.; Lee, Jae Hwan	2019	Stakeholder identification and its importance in the value creating system of stakeholder work. In: The Cambridge Handbook of Stakeholder Theory. Chapter 4.		
Gür, Oya Altinsoy	2019	Targeted and perceived service quality. Journal of Tourism, Heritage & Services Marketing, 5(2), 43-49.		
Narkunienė, Judita; Ulbinaitė, Aurelija	2018	Comparative analysis of company performance evaluation methods, Entrepreneurship and sustainability issues 6(1): 125-138.		
Kaplan, Robert S.	2010	Conceptual foundations of the balanced scorecard, Working paper 10-074, p. 1-36.		
Arbnor, Ingeman; Bjerke, Bjorn	2009	Methodology for creating business knowledge		SAGE Publications Ltd
Additional literature				
Neely, Andy	2011	Business performance measurement: unifying theory and integrating practice		Cambridge University Press