

# MGT6310: PEOPLE ANALYTICS

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

People Analytics

### Subject Code

MGT - Management

### Course Number

6310

### Academic Unit

Management (MGT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Human resource (HR) management is the process of delivering competitive advantage through people. People drive organizational performance. Performance relies on measures. HR professionals need to be skilled at planning and

interpreting organizations' "people metrics." This requires a solid grasp of people analytics: the systematic collection, analysis, and interpretation of data designed to improve decisions about talent and the organization as a whole. The use of analytics is changing the way HR professionals quantify the value that people (a.k.a., talent) - a company's biggest asset - have on the organization's ability to succeed in the market or in accomplishing its mission.

To enable executive and line managers to make smart decisions about talent, HR needs to effectively leverage data. When equipped with metrics that are properly designed and easy to interpret, HR can provide managers with analytics to make decisions that will not only improve operations, but also create systemic advantages.

Upon the completion of this course:

- Students can apply analytical techniques to evaluate and resolve HR issues (e.g. recruitment, talent management, compensation, retention)
- Students can analyze HR related data,
- Students have insights on some mistakes to avoid when interpreting data, or when assessing reports and interpretations offered by others, such as consultants,
- Students can use the results of data collection and analysis to tell a story in a compelling manner.

### Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the potential sources of quality HR data.	25	x		
2	Analyze HR data competently.	25	x	x	
3	Design HR metrics that align with organizational strategy.	25	x	x	
4	Apply critical and analytical thinking in the presentation of the results of people & HR analytics to key decision makers.	25			x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Students will engage in seminars that involve conceptual inputs on people and HR analytics.	1, 3	

2	Experiential exercises, cases, and skill practice	Student will engage in these activities that involve identification, diagnosis and implementation of fundamental skills related to people and HR analytics	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Group project	2, 3, 4	30	Students will work in a small group to analyze HR related data. They will develop and propose practical solutions to people management issues.
2	In-class exercises / take-home assignments	2, 3, 4	30	Students will be asked to identify and apply the appropriate statistical tests to understand HR issues.
3	Participation in class discussions	1, 2, 3	10	Students will be assessed on their understanding of the key points in the assigned reading or class discussion.

**Continuous Assessment (%)**

70

**Examination (%)**

30

**Examination Duration (Hours)**

2

**Additional Information for ATs**

Final Examination: Essay and/or case-based questions may appear in the exam.

**Assessment Rubrics (AR)****Assessment Task**

Participation in class discussions (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Preparation for the class with relevant materials; punctuality and attendance; class contribution; offering ideas; asking questions

**Excellent**

(A+, A, A-) Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes to class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.

**Good**

(B+, B, B-) Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class. Contribution is sensible.

**Fair**

(C+, C, C-) Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions. Contribution is minimal.

**Marginal**

(D) Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions. Contribution is lacking.

**Failure**

(F) Not attending 70% of classes and lack of participation in class.

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**Assessment Task**

In-class exercises / take-home assignments (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Understanding of the subject; analytical and critical skills

**Excellent**

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

**Good**

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

**Fair**

(C+, C, C-) Understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal**

(D) Sufficient familiarity with the subject matter to enable the student to progress. (F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.

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**Assessment Task**

Group project - Oral Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Audience impact; ability to handle questions

**Excellent**

(A+, A, A-) A very well- structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact and creativity. Excellent answers to the questions at the end of the presentation.

**Good**

(B+, B, B-) A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good answers to the questions asked at the end of the presentation.

**Fair**

(C+, C, C-) Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Fair answers to the questions asked at the end of the presentation.

**Marginal**

(D) Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact almost nil. Poor answers to the questions asked at the end of the presentation

**Failure**

(F) No presentation was conducted or the presentation was conducted in an extremely poor quality.

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**Assessment Task**

Group project - Written Report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

HR analytical skills; communicating data analytical results; report writing style; reasonableness of the recommendations

**Excellent**

(A+, A, A-) The written report shows excellent evidence on the mastery of HR analytical skills. The results of the data analyses is clearly communicated in a consultancy report writing style. The recommendations are highly reasonable, practical, and insightful.

**Good**

(B+, B, B-) The written report shows good evidence on the mastery of HR analytical skills. The results of the data analyses in most cases are clearly communicated and largely in a consultancy report writing style. The recommendations are reasonable, practical, and insightful.

**Fair**

(C+, C, C-) The written report shows some evidence on the mastery of HR analytical skills. The results of the data analyses are communicated with some ambiguities. The recommendations are given with some doubts on the practicality and appropriateness to the organization.

**Marginal**

(D) The written report shows little evidence on the mastery of HR analytical skills. The results of the data analyses are communicated with lots of ambiguities. The recommendations are given with lots of doubts on the practicality and appropriateness to the organization.

**Failure**

(F) No written report was submitted or the report was of very low quality.

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**Assessment Task**

Final Examination (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Knowledge of the subject matter; analytical and critical thinking skills

**Excellent**

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base in HR Analytics.

**Good**

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

**Fair**

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal**

(D) Sufficient familiarity with the subject matter to enable the student to progress.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

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**Assessment Task**

Participation in class discussions (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Preparation for the class with relevant materials; punctuality and attendance; class contribution; offering ideas; asking questions

**Excellent**

(A+, A, A-) Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes to class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.

**Good**

(B+, B) Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class. Contribution is sensible.

**Marginal**

(B-, C+, C) Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions. Contribution is minimal.

**Failure**

(F) Not attending 70% of classes and lack of participation in class.

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**Assessment Task**

In-class exercises / take-home assignments (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Understanding of the subject; analytical and critical skills

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**Marginal**

(B-, C+, C) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.

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**Marginal**

(B-, C+, C) Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Fair answers to the questions asked at the end of the presentation.

**Failure**

(F) No presentation was conducted or the presentation was conducted in an extremely poor quality.

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**Assessment Task**

Group project - Written Report (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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(B+, B) The written report shows good evidence on the mastery of HR analytical skills. The results of the data analyses in most cases are clearly communicated and largely in a consultancy report writing style. The recommendations are reasonable, practical, and insightful.

**Marginal**

(B-, C+, C) The written report shows some evidence on the mastery of HR analytical skills. The results of the data analyses are communicated with ambiguities. The recommendations are given with doubts on the practicality and appropriateness to the organization.

**Failure**

(F) No written report was submitted or the report was of very low quality.

**Assessment Task**

Final Examination (for students admitted from Semester A 2022/23 to Summer Term 2024)

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**Good**

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

**Marginal**

(B-, C+, C) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

**Part III Other Information****Keyword Syllabus**

Predicting success; aligning metrics; people analytics; human capital investments; smart decision-making; talent intelligence; HR analytics; predictive analytics; optimizing human capital investments; HR metrics; story-telling; strategic workforce planning.

**Reading List****Compulsory Readings**

Title	
1	Edwards, M. R., & Edwards, K. (2019). Predictive HR Analytics: Mastering the HR Metric. London: Kogan Page. 2.2

**Additional Readings**

Title	
1	Sesil, J. C. (2014). Applying advanced analytics to HR management decisions: Methods for selection, developing incentives, and improving collaboration. Upper Saddle River, New Jersey: Pearson Education.
2	Levenson, A. (2014). Employee Surveys That Work: Improving Design, Use, and Organizational Impact. Berrett-Koehler Publishers.
3	Fitz-enz, J., & Mattox, J. (2014). Predictive Analytics for Human Resources. Wiley.



4	Phillips, J., & Phillips, P.P. (2014). Making Human Capital Analytics Work: Measuring the ROI of Human Capital Processes and Outcomes. McGraw-Hill.
5	Pease, G., & Beresford, B. (2014). Developing Human Capital: Using Analytics to Plan and Optimize Your Learning and Development Investments. Wiley.
6	Lahey, D. (2014). Predicting Success: Evidence-Based Strategies to Hire the Right People and Build the Best Team. Wiley.
7	Director, S. (2014). Financial Analysis for HR Managers: Tools for Linking HR Strategy to Business Strategy. Pearson FT Press.
8	Davenport, T.H., & Kim, J. (2013). Keeping Up with the Quants: Your guide to understanding and using analytics. Harvard Business Review Press.
9	Kinley, N., & Ben-Hur S. (2013). Talent Intelligence: What you need to know to identify and measure talent. Jossey-Bass.
10	Smith, T. (2013). HR analytics; The What, Why and How... CreateSpace Independent Publishing Platform.
11	Waber, B. (2013). People Analytics: How Social Sensing Technology Will Transform Business and What It Tells Us about the Future of Work. FT Press.
12	Siegel, E., & Davenport, T.H. (2013). Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die. Wiley.
13	Hoffmann, C., & Lesser, E., & Ringo, T. (2012). Calculating Success: How the New Workplace Analytics Will Revitalize Your Organization. Massachusetts: Harvard Business Review Press.
14	Bassi, L., Carpenter, R., & McMurrer, D. (2012). HR Analytics Handbook. McBassi & Company. By the way, the research for this book was done by Dr. Jeroen Delmotte and Luk Smeyers from iNostix!
15	Pease, G., Byerly, B., & Fitz-enz, J. (2012). Human Capital Analytics: How to Harness the Potential of Your Organization's Greatest Asset.
16	DiBernardino, F.J. (2012). Optimize human capital investments. Make the "Hard" Business Case. Dog Ear Publishing.
17	Cascio, W., & Boudreau, J.W. (2011). Investing in people. Financial Impact of Human Resource Initiatives. New Jersey: Pearson Education.
18	Boudreau, J.W., & Jesuthasan, R. (2011). Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage. Jossey-Bass.
19	Mondore, S. P., Douthitt, S.S. & Carson, M.A. (2011). Business-Focused HR. 11 Processes to Drive Results. Strategic Management Decisions/Society for Human Resource Management.
20	Davenport, T.H., Harris, J.G., & Morison, R. (2010). Analytics At Work: Smarter Decisions, Better Results. Harvard Business Review Press.
21	Fitz-enz, J. (2010). The New HR Analytics: Predicting the Economic Value of Your Company's Human Capital Investments. New York: Amacom.
22	Boudreau, J.W. (2010). Retooling HR: Using Proven Business Tools to Make Better Decisions About Talent. Harvard Business Review Press.