**Offered by Department of Management
with effect from Semester A 2024/25**

Part I   Course Overview

Course Title:	People Analytics
Course Code:	MGT6310
Course Duration:	One Semester
Credit Units:	Three
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   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:

1.   Students can apply analytical techniques to evaluate and resolve HR issues (e.g. recruitment, talent management, compensation, retention),

2.   Students can analyze HR related data,

3.   Students have insights on some mistakes to avoid when interpreting data, or when assessing reports and interpretations offered by others, such as consultants,

4.   Students can use the results of data collection and analysis to tell a story in a compelling manner.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Identify the potential sources of quality HR data.	25%	✓		
2.	Analyze HR data competently.	25%	✓	✓	
3.	Design HR metrics that align with organizational strategy.	25%	✓	✓	
4.	Apply critical and analytical thinking in the presentation of the results of people & HR analytics to key decision makers.	25%			✓
		100%			

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.

3. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	CILO No.				Hours/week (if applicable)
	1	2	3	4	
Seminar: Students will engage in seminars that involve conceptual inputs on people and HR analytics.	✓		✓		
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	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 70%						
Group project		✓	✓	✓	30%	Students will work in a small group to analyze HR related data. They will develop and propose practical solutions to people management issues.
In-class exercises / take-home assignments		✓	✓	✓	30%	Students will be asked to identify and apply the appropriate statistical tests to understand HR issues.
Participation in class discussions	✓	✓	✓		10%	Students will be assessed on their understanding of the key points

						in the assigned reading or class discussion.
Examination: **30%** (duration: 2 Hours)						
Final Examination	✓		✓	✓	30%	Essay and/or case-based questions may appear in the exam.
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in class discussions	Preparation for the class with relevant materials; punctuality and attendance; class contribution; offering ideas; asking questions	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.	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.	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.	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.	Not attending 70% of classes and lack of participation in class.
2. In-class exercises / take-home assignments	Understanding of the subject; analytical and critical skills	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.
3. Group project • Oral Presentation	Audience impact; ability to handle questions	A very well- structured presentation delivered to a superior professional standard	A well-structured presentation delivered to a high professional standard	Presentation structure not fully coherent and presentation skills no more than acceptable.	Presentation structure barely coherent and presentation skills bordering on the	No presentation was conducted or the presentation was conducted in an

		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.	of presentation skills with strong audience impact. Good answers to the questions asked at the end of the presentation.	Audience impact weak. Fair answers to the questions asked at the end of the presentation.	unacceptable. Audience impact almost nil. Poor answers to the questions asked at the end of the presentation	extremely poor quality.
4. **Group project** • **Written Report**	HR analytical skills; communicating data analytical results; report writing style; reasonableness of the recommendations	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.	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.	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.	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.	No written report was submitted or the report was of very low quality.
5. **Final Examination**	Knowledge of the subject matter; analytical and critical thinking skills	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.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Participation in class discussions	Preparation for the class with relevant materials; punctuality and attendance; class contribution; offering ideas; asking questions	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.	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.	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.	Not attending 70% of classes and lack of participation in class.
2. In-class exercises / take-home assignments	Understanding of the subject; analytical and critical skills	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature. Plagiarism.
3. Group project • **Oral Presentation**	Audience impact; ability to handle questions	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	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.	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.	No presentation was conducted or the presentation was conducted in an extremely poor quality.

		the presentation.			
4. **Group project** • **Written Report**	HR analytical skills; communicating data analytical results; report writing style; reasonableness of the recommendations	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.	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.	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.	No written report was submitted or the report was of very low quality.
5. **Final Examination**	Knowledge of the subject matter; analytical and critical thinking skills	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.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
   (An indication of the key topics of the course.)

   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.

2. **Reading List**
2.1 Indicative Texts
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Edwards, M. R., & Edwards, K. (2019). <u>Predictive HR Analytics: Mastering the HR Metric</u>. London: Kogan Page.

2.2 Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

1. Sesil, J. C. (2014). <u>Applying advanced analytics to HR management decisions: Methods for selection, developing incentives, and improving collaboration</u>. 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.