City University of Hong Kong
Course Syllabus

Offered by Department of Management
with effect from Semester A 2017 /18

Part I **Course Overview**

Course Title:	**People & HR Analytics**
Course Code:	**MGT4307**
Course Duration:	**One Semester**
Credit Units:	**Three**
Level:	**B4**
Proposed Area: *(for GE courses only)*	☐**Arts and Humanities** ☐**Study of Societies, Social and Business Organisations** ☐**Science and Technology**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**CB2300 / FB 2300 Management**
Precursors: *(Course Code and Title)*	**Performance & Compensation Management (MGT4306); Staffing (MGT4308); Talent Management: Learning & Development (MGT4309)**
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 HR 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 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.

   This course aims to:

   Provide students with the following.

   1.   An in-depth knowledge and application of analytical techniques to evaluate and resolve HR issues (e.g. recruitment, talent management, compensation, retention),

   2.   Practice analyzing HR related data,

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

   4.   Develop the student's knowledge, skill, and ability to use the results of data collection and analysis to tell a story in a compelling manner so that change follows.

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.	Display insightful knowledge of fundamental skills they need to identify and obtain quality HR data. [Knowledge and understanding]	25%	✓		
2.	Demonstrate competency in analyzing HR data (e.g., creating regression models to predict employee attrition and retention). [Application of concepts]	25%	✓	✓	
3.	Identify and resolve operational issues in order to develop and align HR metrics with organizational strategy. [Appraisal of evidence]	25%	✓	✓	
4.	Provide evidence of critical analytical and evaluative ability by presenting in a compelling way the results of people & HR analytics. [Analysis and evaluation]	25%			✓
		100%			

   * If weighting is assigned to CILOs, they should add up to 100%.
   # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	CILO No.				Hours/week (if applicable)
	1	2	3	4	
Seminar: This will involve conceptual inputs on people and HR analytics.	✓	✓	✓	✓	1
Experiential exercises, cases, and skill practice: These activities will involve identification, diagnosis and implementation of fundamental skills related to people and HR analytics	✓	✓	✓	✓	2
Group project: The project will focus on the development, implementation, and oral presentation of a solution to a people management and/or HR problem (e.g., optimal compensation to maximize employee retention) using people and HR analytics.	✓	✓	✓	✓	3

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	5		
Continuous Assessment: **70%**							
Group project presentation		✓	✓		✓	30%	Participation in group project work to develop, implement, orally present a solution using analytics to a people management and/or HR problem
In-class exercises / take-home assignments		✓	✓	✓	✓	30%	Individual knowledge and skill activity to identify, diagnose and implement fundamental skills related to people and HR analytics.
Class Participation	✓	✓		✓		10%	Contribution in weekly class discussions and activities.
Examination: **30%** (duration: 2 Hours, if applicable)							

Final Examination/Test		✓		✓	✓		30%	Essay and/or short-answer, case-based questions.

The weightings should add up to 100%.

100%

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assessing and Grading Participation		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. Assessing and Grading Individual In-class exercises / take-home assignments		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter;	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence	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

		evidence of extensive knowledge base.	of familiarity with the subject matter.			skills; limited or irrelevant use of literature. Plagiarism.
3. Assessing and Grading Group project Presentation		A faultlessly 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. Substantial amount of analysis and research done on the topic. Clear evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.	A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact and creativity. Good evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.	Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Little creativity observed. Some evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.	Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact and creativity almost nil. Little research and analysis done on the topic. Little evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.	Presentation shows little evidence of any planning or rehearsal. Very little evidence of any skills (both delivery and interactive skills) learnt from the course. No research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and unstructured.

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; HR costing; calculating success; 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. (2016). <u>Predictive HR Analytics: Mastering the HR Metric</u>. London: Kogan Page.

2. 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.

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

1. Levenson, A. (2014). *Employee Surveys That Work: Improving Design, Use, and Organizational Impact*. Berrett-Koehler Publishers.
2. Fitz-enz, J., & Mattox, J. (2014). *Predictive Analytics for Human Resources*. Wiley.
3. Phillips, J., & Phillips, P.P. (2014). *Making Human Capital Analytics Work: Measuring the ROI of Human Capital Processes and Outcomes*. McGraw-Hill.
4. Pease, G., & Beresford, B. (2014). *Developing Human Capital: Using Analytics to Plan and Optimize Your Learning and Development Investments*. Wiley.
5. Lahey, D. (2014). *Predicting Success: Evidence-Based Strategies to Hire the Right People and Build the Best Team*. Wiley.
6. Director, S. (2014). *Financial Analysis for HR Managers: Tools for Linking HR Strategy to Business Strategy*. Pearson FT Press.
7. Davenport, T.H., & Kim, J. (2013). *Keeping Up with the Quants: Your guide to understanding and using analytics*. Harvard Business Review Press.
8. Kinley, N., & Ben-Hur S. (2013). *Talent Intelligence: What you need to know to identify and measure talent*. Jossey-Bass.
9. Smith, T. (2013). *HR analytics; The What, Why and How....* CreateSpace Independent Publishing Platform.
10. Waber, B. (2013). *People Analytics: How Social Sensing Technology Will Transform Business and What It Tells Us about the Future of Work*. FT Press.
11. Siegel, E., & Davenport, T.H. (2013). *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die*. Wiley.
12. Hoffmann, C., & Lesser, E., & Ringo, T. (2012). *Calculating Success: How the New Workplace Analytics Will Revitalize Your Organization.* Massachusetts: Havard Business Review Press.

13. 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!

14. Pease, G., Byerly, B., & Fitz-enz, J. (2012). *Human Capital Analytics: How to Harness the Potential of Your Organization's Greatest Asset.*

15. DiBernardino, F.J. (2012). *Optimize human capital investments. Make the "Hard" Business Case*. Dog Ear Publishing.

16. Cascio, W., & Boudreau, J.W. (2011). *Investing in people. Financial Impact of Human Resource Initiatives*. New Jersey: Pearson Education.

17. Boudreau, J.W., & Jesuthasan, R. (2011). *Transformative HR: How Great Companies Use Evidence-Based Change for Sustainable Advantage.* Jossey-Bass.

18. 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.

19. Davenport, T.H., Harris, J.G., & Morison, R. (2010). *Analytics At Work: Smarter Decisions, Better Results.* Harvard Business Review Press.

20. Fitz-enz, J. (2010). *The New HR Analytics: Predicting the Economic Value of Your Company's Human Capital Investments*. New York: Amacom.

21. Boudreau, J.W. (2010). *Retooling HR: Using Proven Business Tools to Make Better Decisions About Talent*. Harvard Business Review Press.

22. Mondore, S.P., & Douthitt, S.S. (2009). *Investing In What Matters: Linking Employees To Business Outcomes.* Society of Human Resource Management.

23. Ulrich, D., Allen, J., Brockbank, W., & Nyman, M. (2009). *HR Transformation: Building Human Resources From the Outside In.* McGraw-Hill.

24. Fitz-enz, J. (2009). *The ROI of Human Capital: Measuring the Economic Value of Employee Performance.*

25. Davenport, T., & Harris, J.G. (2007). *Competing on Analytics: The New Science of Winning.* Harvard Business Review Press.

26. Boudreau, J.W., & Ramstad, P.M. (2007). *Beyond HR: The new science of human capital.* Harvard Business Review Press.

27. Fitz-enz, J., & Davison, B. (2002). *How to measure Human Resources management*. New York: McGraw-Hill.

28. Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). *The HR scorecard: Linking people, strategy, and performance*. Harvard Business Press.