

HR Analytics Fall 2026

38:533:550:90

KEY POINTS

- Instructor:** Professor Michael Sturman, Ph.D., SPHR
- Class Time:** This class will be run in a fully asynchronous format. Work will be organized by the week of the semester, and it is expected that you complete each week of work by Saturday (11:59pm ET) of that week unless otherwise noted (which occurs in the last two weeks of class).
- Technology:** The class is supported in Canvas. Note that the Canvas platform has instructions and tutorial to help you (see <https://canvas.rutgers.edu/students/>). Communication with the professor will be conducted using in-person appointments (Room 216A), Zoom, and email communications.
- Office Hours: (Policy)** My personal office hours will be officially once a week, but I recognize those in this class can have quite varied schedules. As such, I anticipate being in the office most of the time and I am happy if you just want to drop by. You may also make an appointment. Office hours can be on any topic. Participation in office hours is **NOT** required and does **NOT** influence your grade.
- Office Hours**
- Wednesday 2:30-4:30
 - My office is room 216A
 - You can also make an appointment to meet with me. Please contact me by email, preferably with 2 or 3 possible times (in order of preference, if any).
 - Meetings can be held by Zoom if that is easier.
- E-mail:** Professor: michael.sturman@rutgers.edu

Textbook: (Required)	<i>Investing in People: Financial Impact of Human Resource Initiatives</i> Wayne F. Cascio, John W. Boudreau, & Alexis A. Fink. Pearson Education, Inc. 3 rd Edition (2019). ISBN: 978-1586446123 (I'd recommend purchasing the paperback. The book is also available online through the Rutgers library system and on the course Canvas site.)
Readings:	Readings should be accessible through the library system as well as the Canvas course webpage (https://tlt.rutgers.edu/canvas).
Attendance:	No attendance is taken. The course is fully asynchronous. There are, however, weekly "in-class" assignments assessed through "quizzes" on the Canvas site. You are required to complete these quizzes each week.
Flexibility:	If a student has personal/medical/family emergency during the semester, the asynchronous format of the course allows for flexibility. Depending on the scope (and timing) of the emergency, I can work with you on revised due dates to help you complete the course. If absolutely necessary, an incomplete can be taken and the course finished in the Spring or Summer semester. If there is a problem, come talk to me. Do not assume "all is lost" with respect to this course without checking with me first.
Grading:	All grading involves either assignments within Canvas or documents "handed in" to me through the Canvas system.

COURSE DESCRIPTION

This course is designed to introduce students to the fundamental logic, metrics, and methods necessary to conducting HR analytics. Organizations are increasingly relying on HR Analytics to improve decision-making in human resources, and ultimately contribute more effectively to organizational effectiveness. HR practitioners need to be skilled in understanding (1) the types of problems that can be addressed using HR analytics, (2) how to analyze and interpret human resource data, (3) how to evaluate the validity of those analyses, and (4) how to communicate analytical and statistical results in a way to influence decisions. The course is designed to teach basic HR Analytics skills and critical thinking skills with respect to HR decision-making. The course will involve data analysis and statistics, but its emphasis is on application and real-world problem solving.

COURSE OBJECTIVES

Upon successfully completing this course, students should be capable of the following:

- Relating the importance of using data-based reasoning to support HR decision-making
- Engaging in critical thinking, translating how human resource issues and questions can be tested
- Performing basic data analyses to answer human resource questions
- Conducting summary statistics, correlation analysis, and regression analysis to answer human resource questions
- Communicate, in writing and orally, the meaning and implications of HR analytics

MY TEACHING PHILOSOPHY

My goal, quite simply, is for you to learn. I want you coming out of this class knowing how to “do things” with HR Analytics that you did not know going into this course. I know people come to the course with different comfort levels with respect to their prior HR background, their comfort and knowledge of statistics, as well as their skills in using Excel. It is my view that it is my job to teach you how to engage in analytics. If you don’t know how to do something with Excel, or how to conduct a particular type of analysis, I should teach you. If I don’t cover what you need in a lecture, I should have. If there is something you need to know and I didn’t cover it, you should therefore ask about it in office hours (as, chances are, others will be similarly confused).

I also think your education is more important than a schedule set up months ahead of time. It is more important to me that you learn than it is for me to show that I can enforce deadlines. If you will be late with an assignment, I would rather you do the assignment and hand it in late, rather than you not do the assignment. I give an assignment so you can learn from it, not to enforce a deadline or just have something with which to rationalize a grade. In my view, your learning from the assignment is more important than an arbitrary deadline. So, while I have the option of lowering your grade if it is late (and, honestly, I generally do not do that unless it gets extreme or it becomes a pattern), I would still rather you do the assignment than not. While the end-of-semester deadline is fixed (I can’t accept assignments on or after December 22 for Module 5, because I have to get everything graded and final grades entered into the system), I will take any late assignment up to and including on December 16 and will not lower any assignment’s grade more than one full letter grade for being late.

Finally, I fully recognize the continued chaos and challenges that many of you continue to face. If something happens and you need some help or accommodation, please ask. I can’t help you learn if I don’t know what challenges you are facing. I will sincerely try to accommodate problems that arise so that you can come out of this class truly understanding and being able to apply HR Analytics.

ACADEMIC INTEGRITY

All students enrolled in this course are responsible for abiding by the guidelines outlined in the University’s Academic Integrity Policy. You can find the full policy at <http://academicintegrity.rutgers.edu/>. In particular, the principles of academic integrity require that a student do the following:

- *Properly acknowledge and cite all use of the ideas, results, or words of others.*
- *Properly acknowledge all contributors to a given piece of work.*
- *Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.*
- *Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.*
- *Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.*
- *Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.*

ARTIFICIAL INTELLIGENCE POLICY

It has become very clear that students have a large potential set of artificial intelligence tools at their disposal that can be used to complete many of their assignments. It is also clear students need to develop their “AI” skills to be marketable in today’s workforce. While these tools can be quite useful, the primary goal of this course is to develop your analytical thinking and in-depth knowledge about human resource analytics. The use of AI tools for generating answers to questions would undermine this learning objective. At the same time, AI is increasingly part of the HR analytics profession, and there are places in this course where I want you to use it — and to see for yourself where it helps and where it falls short.

Because the appropriate use of AI genuinely differs from one assignment to the next, this course does not have a single blanket rule. Instead, it uses a three-tier, traffic-light system. **Every graded assignment, module, and quiz will display one of the three icons below, and that icon governs what is permitted for that specific assignment.** If an assignment displays no icon, assume the red “No AI Use” standard applies. If you are ever unsure which tier an assignment falls under, ask me before you submit — I would far rather answer a question than process an academic integrity violation.

The Three Levels of Permitted AI Use



NO AI USE (Red). No generative AI tool (e.g., ChatGPT, Claude, Gemini, Copilot, or an AI feature built into Excel or your browser) may be used for any part of the work — not to draft it, not to run or check the analysis, not to edit or polish the writing, and not to verify your answers after the fact. What you submit must be entirely your own work. Unless an assignment says otherwise, this is the standard for all reading assignments and for Workbook Modules 1–5, which together account for the large majority of your grade.



SOME AI USE (Yellow). AI may be used, but only for the limited purposes the assignment describes — for example, to explain a concept you are stuck on, to suggest how you might approach a problem, or to compare an AI’s answer against the one you worked out yourself. It may not be used to generate the substantive answer you submit. You must disclose that you used it (see below). Unless an assignment says otherwise, this is the standard for the weekly “in-class” assignments/quizzes in Canvas.



FULL AI USE ALLOWED (Green). AI may be used freely, and for some assignments in this tier the use of AI will be expected or explicitly required — the point of the exercise is to work with the tool and evaluate what it produces. You remain fully responsible for everything you hand in: if the AI is wrong, you are wrong. Disclosure is still required.

Disclosure: On any assignment that permits AI — yellow or green — you must indicate that you used it and briefly describe how you used it. Space will be provided within the assignment for you to do this. Telling me you used AI where it is permitted costs you nothing. Not telling me is the violation.

Rationale: Use of AI to solve Excel questions can be problematic. In my experience, AI can be useful for solving the simpler questions, but as the questions become more complicated, AI often provides incorrect answers. Most importantly, if you rely on AI to solve the simple questions, you are unlikely to build the necessary skills needed to solve the more complex questions. That is why the workbook modules, where those skills are actually being built and assessed, largely sit in the red tier (with a few exceptions on specific questions).

For the reading assignments, while AI tools can generate acceptable-sounding answers, I provide the readings in this class because I think they are actually helpful for your education. The reading assignments are quite easy, and I am looking for you to relate those readings to your personal experiences — which is something no AI tool can do on your behalf.

The weekly quizzes are a different matter, and that is why they sit in the yellow tier. They are not graded for correctness; rather, they are practice problems to help prepare you for the modules. While I strongly suggest you use these quizzes to build your own skills so that you can do better on the actual graded modules, they are also an opportunity to experiment and see what sort of answers AI comes up with compared to your own process. I therefore allow AI use on the in-class assignments/quizzes, but I discourage you from relying on it solely for these purposes — if you have AI do the practice questions, you will not be able to do the modules.

Where an assignment is marked green, it is because evaluating AI output is itself part of what I want you to learn. HR professionals are already being handed analyses produced by these tools and asked whether they can be trusted. Developing the judgment to answer that question is a legitimate objective of this course.

Consequences: Any submission of AI-generated content when not permitted, in excess of what the assignment's tier permits, or not explicitly acknowledged will be considered a violation of the academic integrity policy and will result in a zero grade for the assignment, and potentially further disciplinary action as outlined in the Rutgers student handbook.

SMLR LEARNING OBJECTIVES

This course is designed to help students attain the following specific SMLR learning objectives:

I) Written & Oral Communication — Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

II) Quantitative, Qualitative, and Analytical Skills — Apply appropriate quantitative and qualitative methods for research workplace issues.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)
- Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills — Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Assess and critique relevant evidence and research findings
- Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

V) Understanding Context — Evaluate the context of workplace issues, public policies, and management decisions

- Analyze issues related to business strategies, organizational structures, and work systems

VI) Application — Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Understand the internal and external alignment and measurement of human resource practices (HRM)

GRADING

Material	Weight
Reading Assignments:	(20%)
For most weeks, there will be a reading and a corresponding homework assignment. The reading and assignment will be provided in the module in the week before it is due (so, the reading and reading assignment for Week 2 will be provided in Week 1's module). All assignments should be written in double-spaced; 12-point font; Times New Roman; 1-inch margins.	
"Quizzes" in Canvas (meant to be like In-Class Assignments):	(5%)
Although the class is asynchronous and virtual, each week is designed with the idea that some class time would be devoted to exercises related to that week's material. Each week of class will contain one or more "quizzes" that you must complete. These quizzes typically ask you to engage in some analytical exercise and provide the answer to particular questions. The quizzes are not graded, although you must complete them to get full credit. Although not graded, I strongly encourage you to seriously engage in these exercises so as to fully learn the class material. You should spend about 15-20 minutes per week on the quizzes. If you find you are spending significantly more time than that, then you are probably taking them too seriously. Of course, feel free to spend as much time as you want on them, but I only expect you to spend 15-20 minutes. And again, your grade on the quizzes DOES NOT affect your grade for the class. You just need to try to do them.	
Analytical Workbook (Due at the end of the specified weeks):	
Students will be expected to regularly work on workbook using data provided on the hypothetical company, <i>Mr. Macky's Cajun Cuisine</i> . Information about the company and the data will be provided in class. There are four modules due at various points during the semester, and the fifth module is due during finals period (please refer to due dates in our course schedule). Each module provides a series of exercises and analytics that you will need to compute and solve. The modules address different areas of analytics, and each module moves from simpler analyses to more complex analyses. Nonetheless, all statistical analyses can be conducted using Excel's Analysis Toolpak add-in. Depending on your own skills, you can import the data into a statistical package and conduct your analyses with such tools as well.	
Module 1: Summary Information (Due last day of Week #5—10/3)	(10%)
You will conduct analytics that provide basic foundational information about Mr. Macky's. In this module, you will find out summary information about current employees, employees who had been employed by Mr. Macky's over the past few years, and on the various restaurant units of the restaurant chain. Information determined in this Module will help set up analyses for future modules.	
Module 2: Performance & Turnover (Due Week #9—10/31)	(15%)
Module 2 pushes you to consider in detail the effects associated with managerial performance ratings, and particularly to examine the relationship between job performance ratings and unit performance. The module then moves into considering the predictors and consequences of employee turnover. This includes by modeling how turnover rates relate to unit performance, as well as developing turnover models to predict the likelihood that individual employees will leave the organization.	

Module 3: Engagement, Diversity & Selection (Due end of Week #12—11/21) (15%)

In Module 3, you will explore issues associated with engagement, diversity, and selection. This module will have you explore issues associated with the measure of employee engagement. It will also examine how successful Mr. Macky's has been in its selection efforts, both in terms of the performance ratings of those hired and the diversity of its recruitment and compensation practices. You will also look into what options Mr. Macky's has with respect to the design of a new selection system and explore ways that Mr. Macky's can improve the quality of its managerial hires. You will also help evaluate the different selection devices and their relative effectiveness.

Module 4: Employee Development & Compensation (Due end of Week #14—12/12) (15%)

In Module 4, you will engage in HR Analytics associated with employee development and compensation. Although Mr. Macky's does not provide much in the way of training, you can look at how employees develop within the organization. In this module, you will explore how much value there is to the organization in accumulating organizational experience. You will also try to understand how the company rewards performance and how effective their compensation practices are for incentivizing future performance and retaining high performers.

(Optional: Revise and Resubmit) For Modules 1-4, after each part submitted, I will endeavor to provide you with grades within one week. The grading will indicate which questions were answered incorrectly. You can then revise and resubmit your responses. The grade for resubmission will replace your initial grade of each module only if it is higher than the initial grade (which it should be, because you shouldn't change any correct answers). Although the resubmission is optional and you may choose not to resubmit your response, I encourage you to review your response for learning purposes. Modules may be resubmitted more than one time if desired. The last day to hand in resubmissions is December 16.

Module 5: Cross-Function and Big Picture (Due on December 21) (20%)

Module 5 covers all aspects of analytics covered in the course. It includes questions related to individual functions covered in the earlier modules, as well as analytics associated with multiple functional areas. It also provides questions related to the overall impact of various HR functions. Note that with Module 5, you will not be able to revise and resubmit your answers to improve your grade.

FINAL GRADES

Final grades will be computed mathematically based on the aforementioned weighting and the scores on the various grade elements. Final grades for the class will be determined as follows:

90-100	A
85-89.9	B+
80-84.9	B
75-79.9	C+
70-74.9	C
< 70	F

COURSE INFORMATION, POLICIES, AND RESOURCES

Course Website:

The course Canvas website (<https://tlt.rutgers.edu/canvas>) will be the primary mechanism that I will use to communicate information to the entire class outside of lecture. All class material, lectures, readings, assignments, and grades will all be available on the course website.

Computer Use:

This class will make extensive use of Excel and the Data Analysis Add-In. Please make sure you can use the Data Analysis tools.

For Windows: <https://support.office.com/en-us/article/load-the-analysis-toolpak-in-excel-6a63e598-cd6d-42e3-9317-6b40ba1a66b4%23OfficeVersion=Windows>

For Mac: <https://support.office.com/en-us/article/load-the-analysis-toolpak-in-excel-6a63e598-cd6d-42e3-9317-6b40ba1a66b4#OfficeVersion=MacOS>

Note that Excel 2011 or earlier version on the MAC operating system will not feature the Data Analysis add-in. To install the most updated version of Excel, please visit <http://software.rutgers.edu> to download and install via your Rutgers NetID account.

Assignment Policy:

Readings should be completed before the first lecture of each week; however, each week's reading assignment homework is officially due by the end (Saturday at 11:59pm ET) of each week. Any other assignments associated with a given week are also due at the end (Saturday at 11:59 pm ET) of that week. Assignments handed in after class (or handed in to my office during class) may be marked down (although I usually do not do this). Note, however, that up until the final course deadline, no assignment will be marked down more than two letter grades. Thus, it is far better to hand in an assignment, even if it is very late, than to get a zero on it. It is always better to at least hand an assignment in late than not hand it in at all. Due to university constraints, though, all assignments due over the course of the semester must be handed in on or by **December 16** to allow me to get grades completed in time. Also, please see my *Teaching Philosophy* above.

Accommodation:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at <https://ods.rutgers.edu/>.

Student-Wellness Services

Rutgers provides several resources to assist student who may be experiencing distress or mental health concerns. The following are some of the resources that are available to you if you need them.

For more general information and links to receive support for (a) victim and mental health services, (b) academics, and (c) financial assistance (mainly emergencies), see <https://smlr.rutgers.edu/academic-programs/current-students>.

Other resources:

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / <https://vpva.rutgers.edu/>

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

LECTURE TOPICS AND ASSIGNMENTS

Week #1: Introduction and Statistics Review
(9/1-9/5)

Week #2: HR Review (from an Analytics Perspective)
(9/6-9/12)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 1)
- Hammonds, K. H. (2005). Why we hate HR. *Fast Company*, August 2005, Issue 97, 41-47.
- Woodruff, J. (2026) Why we still hate HR—And how 100 business leaders plan to fix it. *Fast Company*, July, 30.
- Mohan, P. (2026). How HR's 2026 to-do list will change your workplace. *Fast Company*. <https://www.fastcompany.com/91483667/how-hrs-2026-to-do-list-will-change-your-workplace>

DUE:

- **Reading Assignment #1**

Week #3: Scientific Method, Hypothesis Testing, and Evidence-Based Management
(9/13-9/19)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 2)
- Schwab, D. P. (2004). *Research Methods for Organizational Studies*. Lawrence Erlbaum Associates: Mahwah, NJ. (Chapter 1)

DUE:

- **Reading Assignment #2**

Week #4: Metrics and Measures
(9/20-9/26)

Readings:

- Fink, A. A., & Sturman, M. C. (2017). “HR Metrics and Talent Analytics.” In D. Collings, K. Mellahi, & W. F. Cascio (Eds.) *The Oxford Handbook of Talent Management*, pp. 375-395. Oxford University Press.

DUE:

- **Reading Assignment #3**

Week #5: The Value of Employee Performance

(9/27-10/3)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 9)
- Korkmaz, B., Durth, S., Bérubé, V., & Darino, L. (2026). Rewiring talent to value in the age of AI. *McKinsey & Company*.
<https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/rewiring-talent-to-value-in-the-age-of-ai>

DUE:

- **Reading Assignment #4**
 - Do this **BEFORE** watching this week's lectures
- **Workbook: Module 1**

Week #6: Estimating the value of human resource interventions

(10/4-10/10)

Readings:

- Fu, N., Keegan, A., & McCartney (2023). The duality of HR analysts' storytelling: Showcasing and curbing. *Human Resource Management Journal*, 33, 261-286.

DUE:

- **Reading Assignment #5**

Week #7: Costing Turnover and Absenteeism

(10/11-10/17)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 4)
- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 5)

DUE:

- **Reading Assignment #6**

Week #8 Predicting Turnover

(10/18-10/24)

Reading:

- Ramamurthy, K. N., Singh, M., Yu, Y., Aspis, J., Iames, M., Peran, M., & Held, Q. S. (2015). A talent management tool using propensity to leave analytics. *IEEE International Conference on Data Science and Advanced Analytics*, 1-10.
- Tank, A. (2026). The retention risk AI misses. *Fast Company*.
<https://www.fastcompany.com/91519889/the-retention-risk-ai-misses>

DUE:

- **Reading Assignment #7**

Week #9: Engagement, Wellness, and Attitude Metrics

(10/25-10/31)

Reading:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 6)
- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 7)
- Harter, J. (2026, January 27). U.S. employee engagement declines from 2020 peak. *Gallup*.
<https://www.gallup.com/workplace/701486/employee-engagement-declines-2020-peak.aspx>
- Schweyer, A., Rosenbaum, M., & Donovan, R. (2026, May 7). Job satisfaction 2026: Record high marks 16 years of gains. *The Conference Board*. <https://www.conference-board.org/publications/Job-Satisfaction-2026-Record-High-Marks-16-Years-of-Gains>

DUE:

- **Reading Assignment #8**
- **Workbook: Module 2**

Week #10 EEO and Diversity Analytics

(11/1-11/7)

Reading:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 8)
- TRUSAIC (2021). Creating a culture of diversity, equity, and inclusion: Real progress requires sustained commitment. *Harvard Business Review Analytic Services*.
- Aldridge, C., & Dougan, V. (2026). What do employers need to know about ethnicity and disability pay gap reporting? *People Management*. <https://www.peoplemanagement.co.uk/article/1961386/employers-need-know-ethnicity-disability-pay-gap-reporting>

DUE

- **Reading Assignment #9**

Week #11: Staffing Analytics

(11/8-11/14)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 10)
- Shet, S., & Nair, B. (2022). Quality of hire: Expanding the multi-level fit employee selection using machine learning. *International Journal of Organizational Analytics*.
- Sunil, S., & Saraf, M. (2026). AI has broken hiring. Here's how to fix it. *Harvard Business Review*. <https://hbr.org/2026/06/ai-has-broken-hiring-heres-how-to-fix-it>

DUE:

- **Reading Assignment #10**

Week #12: Training Evaluation and Quasi-Experiments

(11/15-11/21)

Readings:

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 11)
- Bérubé, V., Durth, S., Ocampo, M., & Radford, P. (2026). Reimagine learning and development for the AI age. *McKinsey & Company*. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-organization-blog/reimagine-learning-and-development-for-the-ai-age>

DUE:

- **Reading Assignment #11**
- **Workbook: Module 3**

Thanksgiving Recess

(11/22-11/29)

No new content is posted and nothing is due this week.

Week #13: Compensation Analytics

(11/30-12/5)

Readings:

- Sammer, J. (2024). 6 steps to keep pay up-to-date. *HRMagazine*, 69(1), 45-51.
- Reiman, P. (2026). What is your annual incentive plan trying to accomplish? *Workspan Daily*. <https://worldatwork.org/publications/workspan-daily/what-is-your-annual-incentive-plan-trying-to-accomplish>

DUE:

- **Reading Assignment #12**

Week #14: Future of HR and Wrap Up

(12/6-12/12)

- Cascio, W. F., Boudreau, J. W., & Fink, A. A. (2019). *Investing in People* (3rd edition). Pearson Education: Upper Saddle River, NJ. (Chapter 12)
- House, E. (2026). Why talent analytics could be the missing link to HR excellence. *SHRM Executive Network*. <https://www.shrm.org/executive-network/insights/why-talent-analytics-could-be-missing-link-to-hr-excellence>
- Teitelbaum, A. (2025). The future of work is personal. *HR Quarterly*, Summer, 10-11.

DUE:

- **Reading Assignment #13**
- **Workbook: Module 4**

Post-Class Due Dates

December 16

- Last day to hand in late reading assignments
- Last day to resubmit Workbook Modules 1-4

December 21

- Workbook: Module 5