

Selected Problems: HR Analytics and Issues
Course #: 38:533:613 (Section 01)

Rutgers University – New Brunswick Campus
School of Management and Labor Relations
Spring 2021

Professor: Professor Nichelle Carpenter, Ph.D.
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Teaching Assistant: Bulin Zhang
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Course Meeting: This class is fully asynchronous.
Each week of the semester begins on Monday and all work is due by Sunday.
Student Hours: I will hold office hours each week in my personal ZOOM room:

<https://rutgers.zoom.us/my/nc742?pwd=dEtITkFSOFo5NGhKM2F6RlRqc2FpZz09>

- **Days and Times:** Thursdays and Fridays from 2-4pm ET*
- **How to reserve a time?** Click my Calendly link <https://calendly.com/prof-carpenter/15min> to reserve a time.

*If the available times do not work for you, no worries. Send me an email to set up an alternative time. There also may be weeks where I have a meeting that conflicts with these times – I will update you on the new times.

Course Website: Canvas.rutgers.edu (please get into the habit of checking Canvas for syllabus, course info, and other announcements)
Required Textbook: There is no required textbook for this class. I will provide all readings and materials on our Canvas website.

Recommended Materials: Although not required, you may find that your textbooks from previous analytics courses help you to review some of the statistical concepts. :

From DBD:

Salkind, N. J. (2017). *Statistics for People Who (Think They) Hate Statistics*. Sage Publications, Inc. Print ISBN: 9781483374086, E-book ISBN: 9781483374093

From HR Analytics:

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

Course Description and Objectives

In this course, students will gain skills in developing and evaluating assessments that are commonly used in HR and that are essential to identifying and solving HR-related problems. In this course, we focus on the important strategic decisions and steps that take place BEFORE data are collected or a survey is administered. This course builds on prior analytics courses and contributes to an “analytics mindset” – we will focus on identifying relevant questions and problems within organizations, identifying the appropriate assessments linked to the problems, and carrying out the assessments in a way that provides quality information and answers.

One common critique of HR practitioners is that many decisions are made on the basis of “gut impressions” or “intuition” – this is not good and, furthermore, can get organizations into legal trouble. As a result, this course focuses on “evidence-based management”, which means the purpose is to train students how to find, summarize, and interrogate the evidence that exists for a particular problem (e.g., low engagement) or assessment (e.g., survey) and use this evidence to arrive a plan for how the problem could be solved or investigated within the organization.

At the end of this course, students will be able to (a) conduct a systematic review of relevant literature; (b) understand important issues that impact measurement in HR (and how they can be prevented); (c) develop a survey (and develop a validation plan); (d) deliver a persuasive and thorough professional presentation on how a method can and should be used; and (e) communicate such information in succinct professional (non-jargon) writing and visualizations.

Asynchronous Online Course Structure

Our entire course is asynchronous. There are no scheduled class sessions where we will meet together. I will provide all readings, presentations, and other materials at the beginning of each week, and weekly requirements must be completed by the end of each week.

Specifically, each week’s materials will be available on Mondays and all assignments for that week must be completed by 11:59 pm on the following Sunday. I will provide everything on our Canvas website.

Office hours will be held over Zoom. Please make sure that you have signed up for a Rutgers Zoom account during Week 1. (<https://it.rutgers.edu/zoom/knowledgebase/how-to-create-your-rutgers-zoom-account/>) If you need any help connecting to Zoom, please contact the RU Help Desk (833-648-4357).

Basis of Evaluation

1. Individual Projects (average of 3 projects) = 250 points	50%
2. Quizzes (10 quizzes) = 150 points	30%
3. Participation/Attendance = 100 points	20%
Total: 500 points	100%

Grades will be assigned according to the traditional cut-offs used at Rutgers:

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

Class Projects (3) – 250 points total (50%)

Throughout the semester, you will complete 3 projects. Each project will require to complete different research methods tasks related to HR and evidence-based management. I will provide coaching as you complete your project, but you will need to plan to spend time beyond normal class materials to work on each project.

Scope of Projects:

- **Project #1:** Project #1: Systematic Review. You will conduct a systematic review of at least five articles related to a key HR topic. The goal of your review is to identify evidence-based best practices and limitations. On the basis of your review, you will also provide tangible strategies for the organization. Deliverables are a brief written report and a brief presentation, both to be uploaded to Canvas for peer and instructor review.
- **Project #2:** Survey Development. You will develop a survey administration protocol related to assessing employee diversity and inclusion perceptions. The goal is to develop a survey protocol that could be used to collect employee responses on the topic. In order to complete Project #2, students will (a) identify (and justify) initial items; (b) conduct a pretest of the items; (c) prepare survey for administration using Qualtrics or Survey Monkey. Deliverables are brief written report, pdf of the survey (from the website), and a brief presentation, both to be uploaded to Canvas for peer and instructor review.
- **Project #3:** Analytics Project. Students will analyze a dataset containing employee responses to a diversity and inclusion survey (this is NOT the same as the survey you develop in Project #2). You will conduct a comprehensive statistical analysis of the data and provide your HR recommendations. Deliverables are brief written report, appendix containing tables and figures, and a brief presentation, both to be uploaded to Canvas for peer and instructor review.

Importantly, these are individual projects. While I expect that you'll ask your peers questions about the projects and even work together to figure out how to approach the assignments, **THE WORK YOU SUBMIT MUST BE YOUR OWN.**

You must submit your project through Canvas. All submitted assignments will be evaluated via Turnitin. Please see policies regarding integrity breaches for more information about consequences of cheating and plagiarism.

Weekly Discussion Questions – 150 points (30%)

Each week, you will provide responses to prompts in the discussion board of our class website.

The prompts will check your understanding of the readings and also gauge your reactions to the material.

To complete this requirement each week, you will need to submit your response AND also provide a response or comment on a colleague's post by the end of the week

“Attendance” and Participation – 100 points (20%)

This class is asynchronous, so I will not explicitly take attendance. However, I expect that you will review all class materials, lectures, and required media resources each week. To participate, actively participate and engage with the course materials – this means, ask questions and respond to other students' questions. Be present and attentive when you are watching course materials. Be proactive and persistent – you may need to watch lectures a couple of times. Attend office hours! This also means working on projects early, not at the last minute.

Nine Class Rules for Professionalism (admittedly, some of these do not apply to asynchronous courses):

1. Actively participate and engage [zoom sessions, coursework, classroom participation]
2. Treat each other and professors with respect
3. Respect time (e.g., arrive on time, remain present until the end)
4. Focus on present people, responsibilities, and activities (be present physically and mentally)
5. Be Persistent – mastery of analytics requires deliberate practice, directed feedback, and honest self-reflection.
6. Demonstrate proactivity in problem solving, asking questions, and project scoping
7. Take ownership of projects and assignments
8. Communicate with others in a timely and appropriate fashion
9. Be Agile – be comfortable with uncertainty, be able to rapidly adjust to change, and be resilient.

Late Submissions

I expect students to complete discussion questions/responses and submit projects on time. In general, late projects and quizzes are subject to a 5% reduction in grade after each day late (up to 3 days).

I will grant one FREEBIE, no questions asked (things happen). This means that you can submit an assignment up to 3 days late, with no penalty.

If you have an excused reason for submitting late, I encourage you to contact with me in advance of the due date to discuss a possible accommodation and possible adjustment to the late penalty.

Requests for Reconsidering a Grade

If you have questions about the evaluation or grade that your work earned, you may ask in writing to have it reviewed again and the grade reconsidered. You have seven days from the time you receive the grade to make the request. No reconsideration of grades or scoring will occur after seven days have elapsed. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. Please recognize that a new grade could be lower or higher than the original grade.

Other Important, Miscellaneous Things

Media Policy

The recording and transmission of classroom lectures and discussions by students is prohibited without written permission from the class instructor and all students in the class as well as guest speakers have been informed that audio/video recording may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording.

The recording may not be reproduced or uploaded to publicly accessible web environments. You cannot share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

***Exception:**

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of

1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings:

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

Academic Integrity

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers> All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). Students must return a signed copy to me. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Students with disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <https://ods.rutgers.edu/>.

APA style

You are required to use APA style for your written deliverables and presentations (where applicable). This is most relevant for formatting, in-text citations, reference lists, tables, and figures. It is imperative that you familiarize yourself with the requirements throughout the semester (i.e., don't wait until the first assignment is due to figure this out).

Briefly, all projects must be:

- Typed
- Contain 1-inch margins all around the document
- Use 12pt. Times New Roman font.

Here are some websites that you should consult for further assistance (more materials are located on our Canvas website):

- <https://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.apastyle.org/>
- <http://www.citationmachine.net/>

Course Schedule

Week	Date	Topic	What is due?
1	1/19 – 1/24	WELCOME AND COURSE INTRODUCTION	Discussion Question (“DQ”) #1
2	1/25 – 1/31	SYSTEMATIC REVIEW Discuss Project #1	DQ #2
3	2/1 – 2/7	ASSESSMENT ISSUE: FAKING	DQ #3
4	2/8 – 2/14	ASSESSMENT ISSUE: RATER BIAS AND ERRORS **Changed to "Project 1 Coaching" week: **Make appointments with Professor Carpenter and Bulin Zhang for coaching on your systematic review project	PROJECT #1 DUE (2/14)
5	2/15 – 2/21	SURVEYS: SELECT CONSTRUCTS AND ITEMS	DQ #4
6	2/22 – 2/28	SURVEYS: EVALUATE SURVEY ITEMS Review Project #1 grading and feedback	DQ #5
7	3/1 – 3/7	SURVEYS: EVALUATE SURVEY ITEMS Discuss Project #2	DQ #6
8	3/8 – 3/14	SURVEYS: DEVELOP SURVEY PROTOCOL	DQ #7
9	3/15 – 3/21	Spring Break: No class this week [e.g., please do what you need to rest and recharge]	
10	3/22 – 3/28	SURVEYS: EVALUATE SURVEY RESULTS Reliability and Validity	DQ #8
11	3/29 – 4/4	CONDUCTING SURVEYS	DQ #9
12	4/5 – 4/11	COACHING WEEK	PROJECT #2 DUE
13	4/12 – 4/18	HANDOUT PROJECT #3 CORRELATIONS, REGRESSION, AND DATA QUALITY	DQ #11
14	4/19 – 4/25	T-TEST AND ANOVA	DQ #12

15	4/26 – 5/2	PRESENTING ANONYMOUS SURVEY RESULTS (WRITING/PRESENTING) PROJECT #3 COACHING	DQ #13
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