

# MANA 70970: People Analytics

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# MANA 70970: People Analytics

**Instructor Name:** Dr. Patrick Downes  
**Semester/Year:** Spring 2020  
**Number of Credits:** 1.5  
**Class Location:** NEEL 3505  
**Class Meeting Day(s) & Time(s):** MW 12:30-1:50  
**Office:** NEEL 3307  
**Office Hours:** by appointment  
**Telephone:** 817-257-5401  
**Email:** patrick.downes@tcu.edu

## Course Description

The concept of “people analytics” (also referred to as “HR analytics,” “workforce analytics,” and similar) refers to a data-driven approach for managing employees that overcomes limitations associated with more subjective methodologies (e.g., making decisions based on personal relationships, prior experiences, and/or cognitive biases). This course will introduce philosophical issues (e.g., inductive and deductive logic, ethics, etc.) associated with using data to manage employees; discuss popular and up-and-coming problems that may benefit from analytic approaches; build knowledge of the fundamental issues associated with identifying and measuring critical variables; and, provide hands on experience collecting, analyzing, and interpreting people-related data. Students should exit the course with a solid conceptual foundation of people analytics as well as demonstrable skills that can be used to improve outcomes for employees and organizations. I will strive throughout the class to facilitate meaningful discussions and encourage deep critical thinking that emphasize the complexity, outright messiness, and opportunity associated with using analytics to guide workforce management. I may also rely on practitioner- and scholarly-oriented articles, case studies, guest speakers, and experiential assignments to achieve our learning objectives.

## Learning Outcomes

- Students will understand how people analytics can be used to address organizational issues (as well as the limits of people analytics)
- Students will correctly demonstrate statistical procedures to test hypotheses
- Students will interpret data and apply these interpretations to managerial decisions
- Students will critique statistical analyses and interpretation of data
- Students will apply legal, regulatory, and ethical frameworks to identify potential risks and benefits of people analytics processes
- Students will explore the organizational implications of people analytics

## Prerequisite

The only prerequisite is that the student is enrolled in a Neeley MBA program. However, the course will draw from some concepts that students should have learned about in other courses (e.g., statistics, organizational behavior). Although these are not required prerequisites, I highly recommend students have working knowledge in these areas before enrolling.

## Required Texts / Materials

There is no textbook for this course. Selected readings will be posted to TCU Online or otherwise made available by the instructor.

The course requires access to the free and open source statistical software Jamovi ([www.jamovi.org](http://www.jamovi.org)). I am not an IT professional, and know much more about the statistical analyses underlying the software than about installing and configuring the software for various operating systems. If you have trouble getting the software installed and operating on your personal system, you will need to find help outside the class environment.

## Final Exam Date & Other Important Dates

The final in this course is a cumulative project that involves analyzing data to form conclusions about your personal leadership practices and make recommendations for improvement. It will be an individual-level project requiring students to display both technical mastery of data analysis skills as well as critical thinking about what the data mean for you as a leader.

## Course Policies and Requirements

### Assignments

#### Participation

Because students benefit from hearing other students' analyses, perspectives, and opinions, I expect students to take an active role in contributing to class discussions. You should come to class prepared to discuss the reading material, ask questions, and engage with other students. My assessment will be based primarily on the quality (versus quantity) of your in-class participation. Beyond your in-class contributions, I will also take into account your classmates' assessments of your contributions, the quality of the constructive feedback you provide to your fellow students, and your general demeanor towards your classmates.

I understand that some students are more comfortable speaking in class than others, so this portion of your grade is not intended to reward extroverted students or punish soft-spoken students. Rather, it is meant to ensure that all students come to class prepared and willing to contribute to a high-quality learning environment. I plan to take this into account in making a holistic evaluation of your contributions to the class.

#### Discussion Leadership

Each student will take one week to prepare a discussion (approximately 20 minutes) of the required readings. I am flexible about how students go about leading, but expect the discussion and insights to go beyond summarizing the material for the classroom (although an overview, outline, or summary should have a place as part of the discussion!). The conversation could be extended by bringing in supplemental readings, current events, multimedia content, or other thoughtful lines of questioning that help students engage with the content. Some material may be—but is not required to be—sent out via the instructor in advance of the discussion. Leaders will be evaluated based on the depth of discussion, engagement of fellow students, and overall value add for the classroom.

Students who are not leading discussion of the material should come prepared. A good leader will consider ways to keep one another accountable; in a good discussion it will quickly become obvious to the classroom who has (and has not) prepared sufficiently for thoughtful discussion.

## Skills Assessments

Throughout the semester, you will complete a number of skill assessments to gauge your understanding of the course material (i.e., readings, podcasts, lectures, activities, etc.). These assessments will be individually based and require you to integrate across multiple content areas in the class. The intent of the course is not to grow your cognitive database of disconnected knowledge, but rather to gain a richer perspective about what it means to rely upon data to make decisions about people and organizations.

## Multisource Feedback Exercise

Whereas the group case analyses reveal how a company can use analytics on a programmatic level, this individual assessment exercise aims to personalize the use of analytics. The purpose of the customized multi-source assessment is to give you the opportunity to gather more information from others about yourself to ultimately help inform your growth and development as a leader. This will give you the opportunity to experience how the collection of data and conducting analytics feels and contributes to something personal to you, which can help you explain the importance of analytics to your employees.

The information you gather should be based on what you personally want insight into - your values, interests, attitudes, style and goals. Thus, it is up to you to determine what that information is and whom you will get it from. You will send electronic surveys via your TCU Qualtrics account (<http://qualtrics.tcu.edu>), and those surveys must: **(a) comprise of at least 20 likert-scale** (1-7 continuous rating) questions about to you, your personality, your style, your attitude, etc., and **(b) include at least 4 background/demographic questions about the respondent**. Also, you are expected to **collect responses from at least 20 people**, preferably people from various aspects of your life (i.e., work, school, family). Regardless of the specific questions you ask in your survey, I am primarily concerned with what you have learned about yourself from this assessment of copious data. Documenting people-insights derived from data and provides valuable practice for making people-oriented arguments with analytics in your respective organizations. In the write-up of your data and insights gleaned from it, you will be graded on the following:

- **Quality of data (30%):** Was a variety of questions and constructs assessed? Were the questions written appropriately? Were the constructs relevant and interesting? Were multiple respondents surveyed, from various aspects of the student's life?
  - Notes:
    - *You may find "Getting the Truth in Workplace Surveys" (on the supplemental reading list) to be valuable in designing your survey instrument.*
    - *Qualtrics has a bit of a learning curve, so I recommend starting early on this step and reviewing Qualtrics' training platform: <https://www.qualtrics.com/support/survey-platform/survey-module/survey-module-overview/>*
- **Quality of analyses (30%):** Was there depth in the analytics used to examine the data? Are the analytics appropriately conducted and interpreted? Were analyses presented in a detailed way that is easily digestible and convincing?
- **Quality of conclusions/insights from the data/analyses (20%):** Were the interpretations and insights interesting and informative? Were actionable and valuable changes suggested?
- **Quality of report (20%):** Was the layout logical and clear? Was the writing both engaging and grammatically correct with few errors? Were tables and figures presented to clearly communicate critical ideas?

Your written report should be a maximum 6 pages (12 point Times New Roman font, double spaced, 1-inch margins on all sides, all-inclusive not counting the title page). It should be written as if you are an

outside consultant providing leadership coaching to yourself. You do not need to include the raw data from your assessments, but you should provide tables, figures, etc. to aide your report. You must also include an appendix with all of the survey questions and their response formatting, which does not count against your page limit (note this is easily exported as a PDF file in Qualtrics).

### Group Case Study

You will complete one formally graded case as part of the class. The case will describe a general business problem and require you to analyze data to provide a more specific diagnosis of the issue and recommended course of action. Ultimately, your objective is to offer data-backed problem identification along with some proposed solutions. You should approach the case as a data scientist, recognizing the limitations of the data and being skeptical of your own suggestions. I recommend thoroughly vetting the logic of your solutions, relying on research and or other sources of data in order to ground your recommendations in some evidence. In this regard, the case is intended to integrate your analytical and critical thinking skills in applying the course content to a real-life scenario.

### Grading

#### Final Grade Elements / Grade Breakdown:

Assignments, Exams/Quizzes, Presentations, etc.	Weight	Format
Participation	10%	<i>Individual Assessment</i>
Discussion Leadership	10%	<i>Individual Assessment</i>
Skills Assessments	20%	<i>Individual Assessment</i>
Multisource Feedback Exercise	30%	<i>Individual Assessment</i>
Group Case Study	30%	<i>Group Assessment</i>

### Grading Scales

Overall course grades will be computed in accordance with policies both from TCU and the Neeley School of Business. Plus and minus grades will be used as indicated below. Grades will not be rounded.

Grade	Score	Grade	Score	Grade	Score
A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	0-59

## Late Work

Late work will not be accepted, except in instances where an official university absence conflicts with a deadline. In these cases, students are expected to communicate with the instructor well in advance of the deadline in order to make alternate arrangements.

## Grading Concerns

If students have concerns over the evaluation of deliverables, they should email the instructor within their concern between 1 and 10 calendar days after the feedback was provided. All grade appeals must be in writing to document the rationale behind the grade and the appeal. Although I am always willing to discuss grades, I will not negotiate grades. At the end of the term (or after 10 days after receiving the grade), the grade will be considered final.

## Attendance

Regular and punctual class attendance is essential and expected. Students are expected to communicate *in advance of their absence* if they must miss class for an official university purpose. When such excused absences will occur, the student and I will collaboratively identify a deadline and process for the student to submit any missed work. Additions and withdrawals follow the policies of the TCU Registrar and the policies of the Neeley School of Business.

## Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>).

## Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. I may use Turnitin for plagiarism detection.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

## TCU Online: Our Learning Management System

### Getting Started with TCU Online

- Access via my.tcu.edu > Student Quick Links > TCU Online  
OR  
Login at the following [website \(http://d2l.tcu.edu\)](http://d2l.tcu.edu). Enter your TCU network credentials (the same you use for MyTCU).
- For information about logging into TCU Online, view these [instructions \(http://tcuonline.tcu.edu/kb/how-do-i-log-in/\)](http://tcuonline.tcu.edu/kb/how-do-i-log-in/).
- If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the "Student Orientation Tutorial" on your home page. Follow the instructions in the course.
- Technical requirements for using the system – specifications list:  
<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

### How This Course Will Use TCU Online

Class materials (e.g., videos, recorded lectures, podcasts, articles) will be posted to TCU online. It is the students' responsibility to access these materials and communicate with me if any issues arise. I will also use TCU Online to track grades throughout the course. Students should review any grade feedback and communicate issues with me in a timely manner.



## Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the D2L HELP DESK. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

**Phone: 1-877-325-7778**

**Chat:** Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

## Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

## Recommended App for Use with TCU Online: Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload and includes the ability to view and access course materials offline. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

# Support for TCU Students

## Campus Offices

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Mary Coutts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1<sup>st</sup> floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

## Anti-Discrimination and Title IX Information

### Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

### Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

## Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

## Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, room 1010 or [http://www.acs.tcu.edu/disability\\_services.asp](http://www.acs.tcu.edu/disability_services.asp). Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which

they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at [http://www.acs.tcu.edu/disability\\_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp).

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

## Emergency Response Information

Building & Room Number: TBD.

The emergency exits are located: TBD.

The predetermined Rally Point is located at: TBD.

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](https://police.tcu.edu/frogshield/) on your phone: <https://police.tcu.edu/frogshield/>

TCU Alert Message	Action
<p><b>“Lockdown”</b></p> <p>Situation: Violence/Active Shooter</p>	<p>If an active shooter incident is taking place near you, and it is safe to do so, call the TCU Police and provide information to include the location and number of assailants, description of assailant(s), weapons used, and number of potential victims. In the event of an active shooter, take these actions:</p> <ul style="list-style-type: none"> <li>• <b>Run:</b> Run off campus if you are sure you can get away. Leave belongings behind and try to warn others if possible. Do not delay and call TCU Police once it is safe to do so.</li> <li>• <b>Hide:</b> If you are aware of the shooter’s whereabouts, hide out of shooter’s view, behind a locked door. Block entry into your hiding place. Turn off the lights and silence your phone (including vibrate). Remain quiet. The hiding place must appear locked and empty.</li> <li>• <b>Fight:</b> As the last resort and when your life is in danger, fight. Act with as much physical aggression as possible. Improvise weapons or throw items at the shooter. Attempt to incapacitate the shooter.</li> </ul>
<p><b>“Evacuate”</b></p> <p>Situation: Fire</p>	<ul style="list-style-type: none"> <li>• Remain calm</li> <li>• Alert others and pull the nearest Fire alarm</li> <li>• <b>NEVER IGNORE A FIRE ALARM</b></li> <li>• All fire alarms require mandatory evacuation</li> <li>• Evacuate the building immediately</li> <li>• Do NOT use elevators</li> <li>• Gather at the predetermined Rally Point</li> <li>• Call TCU Police when it is safe to do so</li> <li>• Do NOT re-enter the building until authorized by the TCU Police</li> </ul>

TCU Alert Message	Action
<p><b>“Seek Shelter”</b></p> <p>Situation: Tornado</p>	<p>Thunderstorms are the most common type of severe weather in the Fort Worth area. However, tornadoes can occur.</p> <ul style="list-style-type: none"> <li>• Move to the innermost and lowest level of the building, away from exterior windows</li> <li>• Get under sturdy furniture or along an interior wall, if possible</li> <li>• Use your arms and hands to protect your head and neck.</li> <li>• Wait for the “All Clear” before leaving your “Seek Shelter” safe space</li> </ul>

## Tentative Course Schedule

Week	Topic	Deliverable	Preparation
<b>1</b> Jan 13 Jan 15	<ul style="list-style-type: none"> <li>• <b>Introduction to People Analytics</b> <ul style="list-style-type: none"> <li>○ Defining the business question</li> <li>○ LAMP Model</li> </ul> </li> </ul>		Huselid & Becker (2006)
<b>2</b> Jan 20	<b>NO CLASS – MLK Holiday</b>		
<b>2 (cont)</b> Jan 22	<ul style="list-style-type: none"> <li>• <b>Technical Skills</b> <ul style="list-style-type: none"> <li>○ Opening Datasets</li> <li>○ Recoding and Computing variables</li> <li>○ Descriptive Statistics</li> <li>○ Subgroup Analysis</li> <li>○ Correlations</li> <li>○ Multiple Regression</li> </ul> </li> </ul>		
<b>3</b> Jan 27 Jan 29	<ul style="list-style-type: none"> <li>• <b>People Analytics for Insight (I)</b> <ul style="list-style-type: none"> <li>○ Measurement (reliability, validity)</li> <li>○ Causal Modeling</li> <li>○ Correlation and Causation</li> <li>○ Statistical and cognitive impediments to understanding cause and effect</li> <li>○ Research design</li> <li>○ Practical versus statistical significance</li> </ul> </li> </ul>		Deloitte (2018) Davenport et al., (2010)
<b>4</b> Feb 3 Feb 5	<ul style="list-style-type: none"> <li>• <b>People Analytics for Insight (II)</b> <ul style="list-style-type: none"> <li>○ Univariate and multivariate regression</li> <li>○ Hypothesis testing (coefficients, incremental validity, model prediction)</li> <li>○ Boundary conditions &amp; interactions</li> </ul> </li> </ul>	<b>Skills Assessments</b>	Goleman (2015) Rynes, Brown, & Colbert (2002)
<b>5</b> Feb 10 Feb 12	<ul style="list-style-type: none"> <li>• <b>Selected Ethical Considerations</b> <ul style="list-style-type: none"> <li>○ Errors, biases, and model corrections</li> <li>○ Privacy and Internationalization</li> <li>○ Self-fulfilling algorithmic prophecy</li> </ul> </li> </ul>		O'Neill (2015) Intro. and Chapter 6
<b>6</b> Feb 17 Feb 19	<ul style="list-style-type: none"> <li>• <b>People analytics for Impact (I)</b> <ul style="list-style-type: none"> <li>○ Algorithm aversion</li> <li>○ Cognitive biases</li> <li>○ Decision-maker input</li> </ul> </li> </ul>	<b>Group Case (Selection at Desert Lizard)</b>	Leetaru (2019) Rynes & O'Boyle (2018)
<b>7</b> Feb 24 Feb 26	<ul style="list-style-type: none"> <li>• <b>People analytics for Impact (II)</b> <ul style="list-style-type: none"> <li>○ Politics and persuasion of data</li> <li>○ Data Visualization</li> </ul> </li> </ul>		Boudreau (2017) WATCH: Ben Wellington (14:18) WATCH: Cole Nussbaumer-Knaflic (53:14)
<b>8</b> Mar 2 Mar 4	<ul style="list-style-type: none"> <li>• <b>Frontiers in People Analytics</b> <ul style="list-style-type: none"> <li>○ Pulse surveys and within-person change</li> <li>○ Machine learning</li> <li>○ Data exhaust, wearables, and passive measurement</li> </ul> </li> <li>• <b>Wrap Up</b></li> </ul>	<b>Multisource Feedback Exercise</b>	Bassi (2011)  WATCH: Sendhil Mullainathan (30:33)

## **Student Perception of Teaching (SPOT)**

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

I will remind you when the SPOTs open, and I do take student feedback seriously. My goal is to maximize the benefit of this course for students. Part of this continuous improvement process relies on student feedback to make revisions over time to best meet the needs of students.

## **TCU Mission Statement**

TCU's mission is to educate individuals to think and act as ethical leaders and responsible citizens in the global community. Similarly, the Neeley School of Business's espoused missions are (1) *to develop ethical leaders with a global perspective who help shape the business environment*, and (2) *to develop and disseminate leading-edge thought in order to improve the practice of business*. I support each of these missions and have designed my teaching to be consistent with their aims. Further, my overall objectives are guided by the Neeley promise: *to unleash human potential with leadership at the core and innovation in our spirit*.