



**JINDAL GLOBAL  
BUSINESS SCHOOL**  
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*  
**NAAC Accreditation - 'A' Grade**

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Jindal Global Business School  
*Course Outline*

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Course Title	HR Analytics
Core or Elective	Elective
Program and Batch	MBA 2 <sup>nd</sup> year/IBM 4 <sup>th</sup> Year/IBM 5 <sup>th</sup> Year
Semester & Academic Year	Fall Semester, 2026-27
Credits	1.5
Discipline/Area	OB/HRM
Provide details, if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member/Course Instructor	Dr. Arjun Chakravorty
Contact Details of the Faculty Member	achakravorty@jgu.edu.in
Contact Details of Support Staff	
Faculty Member's Open Office Day/s & Time	TBD

### **Introduction to the Course**

The Human Resource function is typically a “data rich” but “information poor” function. With Human Capital Management (HCM) becoming one of the top five strategic issues for all organizations, HR function is stepping into the limelight because of HR analytics. Organizations are looking for metrics or analytics in HR that are related to people and processes such as recruitment, retention, compensation, succession planning, training & development, performance, and appraisal, among many others. HR analytics is becoming more popular these days as organizations are taking a lot of pains to develop and align human resources with strategic business objectives to attain a competitive edge. This course offers practical insight into the subject to address this industrial demand. The course focuses on analytics research and HR application, emphasising the advantages of measuring HRM. The course also provides a hands-on analysis of HR metrics through SPSS software.

## Course Learning Objectives (CLOs)

Upon successful completion of this course, students will learn and understand the following:

CLO1: To understand and Interpret Human-Resource Analytics

CLO2: To translate business requirements of HR functions into operational metrics.

CLO3: Analyse an organisation's data and technology requirements for people management.

CLO4: Design data analytics dashboards to inform people management activities.

CLO5: Recommend a people management technology strategy for an organisation.

## Programme Competency Goals

<b>MBA Programme Competency Goals (PCGs)</b>		<b>MBA Programme Learning Objectives (PLOs)</b>	
		<b>Students will be able to</b>	
<b>1</b>	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies	
		2. Understand future technologies in business domain	
<b>2</b>	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues	
		4. Demonstrate sensitivity towards ethical issues	
		5. Demonstrate sensitivity towards social issues	
		6. Address societal issues	
<b>3</b>	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity	
		8. Prepare an organized and logical business document	
		9. Use technology for effective communication	
<b>4</b>	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems	
		11. Examine information from different sources	
		12. Draw inferences from analysis	
		13. Evaluate alternatives	
		14. Summarize and conclude	
<b>5</b>	<b>Leadership:</b> Ability to take initiative, inspire	15. Take initiative	

and collaborate with others	16. Contribute effectively in groups
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### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
1,7,8,9,10,12,14,15,16	1,3,4,5	A1
1,7,9	1,3	A2
1,2,7,9,10,11,12,13,15,16	1,3,4,5	A3
1,2,7,10,12,14	1,3,4	A4 & A5

### Teaching Method

The participants would learn through a mix of interactive discussions, case studies, hands on exercise, group assignments, and experience sharing. Industry examples would be emphasized throughout the course.

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1: Presentation	25	Group	Ongoing	1,7,8,9,10,12,14,15,16
A2: Data analysis and problem-solving assignment	25	Individual	Week 6	1,7,9
A3: Class participation	10	Individual	Ongoing	1,2,7,9,10,11,12,13,15,16
A4: Quiz	10	Individual	Week 9	1,2,7,10,12,14
A5: End Term	30	Individual	End of	1,2,7,10,12,14

			Semester	
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### Description of Assessments:

#### A1

Students will work in groups as HR analysts and develop an operational recruitment analytics dashboard based on the provided organizational dataset.

The dashboard will analyse key recruitment metrics such as:

- recruitment funnel conversion rates
- time-to-hire and time-to-fill
- sourcing channel effectiveness
- demographic insights such as gender and age

Students will use the dashboard to interpret recruitment performance and provide evidence-based recommendations to senior management. The assignment will culminate in a group presentation explaining the dashboard, insights, and strategic recommendations.

As part of **A2**, Students will be expected to solve a complex HR related issue at hand. Related data sets will be shared and students are expected to analyze the data using relevant analytical s/w, preferably JASP/Excel/PowerBI, and draw actionable insights from the data.

**A3: Class Participation** – CP will be captured as a continuous assessment throughout the course for all sessions, including the guest lecture.

**A4** – A quiz will be administered to assess students' level of understanding and knowledge about the topics and concepts discussed in class till Week 9

**A5**- End-term examination- End-Term Exam will be conducted as per the date and time finalised by the examination office. It will be a case analysis exam, with a focus on strategic thinking and managerial decision-making, and will not involve number crunching or data analysis.

#### Rubrics for Assessments A1

Marks	1	2	3	4	5
1. Dashboard Design & Visualization (5 marks)	Dashboard poorly designed and difficult to interpret	Basic dashboard with limited clarity	Functional dashboard with some useful visuals	Well-structured dashboard with clear visualization	Highly professional dashboard with intuitive and insightful visualizations
2. Analytical	Metrics	Limited use of	Basic metrics	Most relevant	Comprehensive

Accuracy & Metrics (5 marks)	incorrectly calculated or missing	relevant metrics	correctly calculated	metrics included and interpreted	use of recruitment analytics metrics with strong analytical accuracy
3. Data Interpretation & Insights (5 marks)	Minimal interpretation of results	Some interpretation but lacks depth	Reasonable insights drawn from data	Strong insights with clear patterns identified	Excellent interpretation with strategic insights and evidence-based reasoning
4. Managerial Recommendations (5 marks)	No clear recommendations	Recommendations weak or unsupported	Basic recommendations provided	Practical recommendations linked to analysis	Highly strategic and actionable recommendations supported by strong data insights
5. Presentation & Team Collaboration (5 marks)	Poor coordination and unclear presentation	Limited coordination between team members	Adequate presentation with moderate teamwork	Clear presentation with good teamwork	Highly professional presentation demonstrating strong collaboration

### Rubrics for Assessments A3

	9-10 points	7-8 points	4-6 points	Below 4
<b>Frequency and Quality of contribution/participation</b>	<i>Always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives</i>	<i>sometimes contributes to the discussion in the aforementioned ways.</i>	<i>rarely contributes to the discussion in the aforementioned ways.</i>	<i>never contributes to the discussion in the aforementioned ways.</i>

### Text Book / Course Package / Other Readings

There is no single text book for this course. However, The required text book for the course is **Cascio, W., & Boudreau, J.W.** (2011). *Investing in people. Financial Impact of Human Resource*

*Initiatives*. New Jersey: Pearson Education. Chapters from this book are assigned as required readings in the class schedule. In addition, various industry reports, white papers and opinion pieces will be shared and discussed during the course. Other book suggestions,

- How to measure Human Resource Management (3rd ed.)- Fitz-Enz, J. & Davison, B. (2002), McGraw-Hill.
- Discovering Statistics with SPSS. Field, A. (2005) Oxford.
- Kavanagh, M. J., Gueutal, H. G., & Tannenbaum, S. I. (1990). Human resource information systems: Development and application. Boston, Massachusetts: PWS-Kent.
- New HR Analytics (English, Hardcover, Fitz-Enz Jac)
- Practical Applications of HR Analytics Paperback – 1 July 2019 by Manish Gupta Pratyush Banerjee, Jatin Pandey (Author)

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	<b>Overview of HR Analytics-1</b>	1,2,10
Objective of the session	Icebreaking Orienting students to the field of HR Analytics	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Need and Types of HR Metrics</li> <li>• Creating HR metrics for your organization</li> </ul>	
Readings	How Google Is Using People Analytics to Completely Reinvent HR <a href="https://www.tlnt.com/how-google-is-using-people-analytics-to-completely-reinvent-hr/">https://www.tlnt.com/how-google-is-using-people-analytics-to-completely-reinvent-hr/</a>	
Case Title & Number		
Pedagogy	Lecture based	
<b>Session 2</b>	<b>Overview of HR Analytics-2</b>	1,2,10,11,12,13
Objective of the session	Understanding the importance of HR Analytics in solving business problems (through using a case study)	,14

Subtopics to be covered	Case Study on the topic of how to respond to HR challenges using HR Analytics	
Readings	Students will read the case mentioned before coming to the class	
Case Title & Number	Managing Diversity and Inclusion at Yelp: <a href="https://hbsp.harvard.edu/product/918009-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=">https://hbsp.harvard.edu/product/918009-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=</a>	
Pedagogy	Case discussion	
<b>Session 3</b>	<b>Challenges and trends in HR analytics-1</b>	1,2,10
Objective of the session	To provide an understanding of key measurement challenges in HR Analytics	
Subtopics to be covered	Why HR analytics is critical Challenges and limitations of HR Analytics	
Readings	Chapter 1 and 2 (RB) <a href="https://www2.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/us-hc-enabling-business-results-with-hr-measures-that-matter.pdf">https://www2.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/us-hc-enabling-business-results-with-hr-measures-that-matter.pdf</a>	
Case Title & Number	NA	
Pedagogy	Lecture based	
<b>Session 4</b>	<b>Challenges and trends in HR analytics-2</b>	1,2,10
Objective of the session	To understand the trends in HR Analytics	
Subtopics to be covered	Trends in HR analytics	
Readings	Is HR the Most Analytics-Driven Function? Is Your Company Ready for HR Analytics?	
Case Title & Number		
Pedagogy	Class discussion	
<b>Session 5</b>	<b>Analytical methods and models (Descriptive, predictive and prescriptive analytics)-I</b>	1,2,7,9,10,12

Objective of the session	To make students understand the analytical foundations of HR	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Comparing recruitment sources and measuring the effectiveness of the recruitment process</li> <li>• Measuring Learning and Development Outcomes</li> <li>• Basics of statistics; Defining descriptive, predictive, and prescriptive and their differences.</li> </ul>	
Readings	Learning from practice: how HR Analytics avoids being a management fad, Rasmussen, T. & Ulrich, D. (2015), <i>Organizational Dynamics</i> .	
Case Title & Number	NA	
Pedagogy	Lecture based and case discussions	
<b>Session 6</b>	<b>Analytical methods and models (Descriptive, predictive and prescriptive analytics)-II</b>	1,2,7,9,10,12
Objective of the session	To make students understand the analytical foundations of HR	
Subtopics to be covered	Measuring Learning and Development Outcomes	
Readings	The case below needs to be read before the class	
Case Title & Number	PeopleAnswers (A): People Analytics: <a href="https://hbsp.harvard.edu/product/720432-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=">https://hbsp.harvard.edu/product/720432-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=</a>	
Pedagogy	Case discussion	
<b>Session 7</b>	<b>Analytical methods and models (Descriptive, predictive and prescriptive analytics)-III</b>	1,2,7,9,10,12
Objective of the session	To understand predictive analytics	
Subtopics to be covered	Predictive Analytics using hands on exercises and using an HBR case.	
Readings	The case below	
Case Title & Number	Winning Business at Russell Reynolds (A): <a href="https://hbsp.harvard.edu/product/422045-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=">https://hbsp.harvard.edu/product/422045-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=</a>	

Pedagogy	Hands-on session	
<b>Session 8</b>	Analytical foundations for measuring HR	1,2,7,8,9,10,11,12,13,14,15,16
Objective of the session	To understand the analytical foundations for measuring HR	
Subtopics to be covered	Analytical foundations for measuring HR.	
Readings	The case below	
Case Title & Number	Starling Trust Sciences: Measuring Trust in Organizations: <a href="https://hbsp.harvard.edu/product/120006-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=#teaching-note">https://hbsp.harvard.edu/product/120006-PDF-ENG?activeTab=include-materials&amp;itemFindingMethod=#teaching-note</a>	
Pedagogy	Hands on session and case analysis	
<b>Session 9</b>	<b>Quiz</b>	1,2,7,10,12,14
Objective of the session	To evaluate the understanding of the topics taught till the last session	
Subtopics to be covered	It will be a 60 minute hands on quiz with data sets provided	
Readings	NA	
Case Title & Number	NA	
Pedagogy		
<b>Session 10</b>	Decision Applications of Analytics	10,11,12,13,14
Objective of the session	To understand decision applications of Analytics	
Subtopics to be covered	Applying analytics to decision making	
Readings	Google case – Project Oxygen : Do managers matter?	
Case Title & Number	Garvin, David A., Alison Berkley Wagonfeld, and Liz Kind. "Google's Project Oxygen: Do Managers Matter?" Harvard Business School Case 313-110, April 2013	
Pedagogy	Lecture and Experiential	
<b>Session 11</b>	<b>Guest lecture</b>	1,2,10,11
Objective of the session	Industry perspectives about the subject will be discussed	
Subtopics to be covered	Guest : Ms Ankita Verma, Process Lead-HR,Technip	

	Energies	
Readings		
Case Title & Number		
Pedagogy	Lecture based	
<b>Session 12</b>	Data Visualization using Tableau-I	1,7,8,9
Objective of the session	Introduction to Data Visualization	
Subtopics to be covered	What is Data visualization? Why is it important? Basic data structure When does it work and when it doesn't	
Readings	<ul style="list-style-type: none"> <li>• The Quick and Dirty on Data Visualization</li> <li>• When Data Visualization Works - And When It Doesn't</li> </ul>	
Case Title & Number		
Pedagogy	Lecture based	
<b>Session 13</b>	Data Visualization using Tableau-II	1,7,8,9
Objective of the session	Designing data models, visuals, and interactive HR reports  Using tableau	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Descriptive Statistics through visualization</li> <li>• Principles of visualization and choosing the right objects</li> </ul>	
Readings		
Case Title & Number	NA	
Pedagogy	Lecture based	

<b>Session 14</b>	Data Visualization using Tableau-III	1,7,8,9
Objective of the session	To provide HR data sets to students for them to practice	
Subtopics to be covered	Hands-on practice on relational datasets	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Hands on	
<b>Session 15</b>	<b>Revision &amp; Presentations</b>	1,2,7,8,9,10,11, 12,13,14,15,16
Objective of the session	This session will reflect upon all learnings and a brief re-visit to some of the most valued in-class discussions and remaining group presentations.	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture based	

\*Elective Endterm Examinations may take place in the last week of classes.

### Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

*Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.*