

**GBUS 862-001 EVALUATION OF HR PRACTICES AND SYSTEMS****WINTER, 2025**

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**INSTRUCTOR DETAILS:**

[REDACTED] or by appointment

**CLASS DETAILS:**

[REDACTED]

**COURSE DESCRIPTION**

This course focuses on methods that can be employed by HR practitioners to assess the effectiveness of HR practices and of overall HRM systems. Students will be introduced to the principles and practices of Human Resources Analytics and will learn how to leverage data and analytics to make informed decisions in various HR functions, including recruitment, performance management, and employee development. Students develop skills in identifying and employing valid, evidence-based decision criteria and measurement tools to assess HR practice and enhance their ability to evaluate information and conduct research.

**LEARNING OBJECTIVES / OUTCOMES**

This course will introduce students to the theory underlying data analytics in HR, as well as practical tools and frameworks for implementing a systematic and data-driven approach to HR system evaluation. Students will learn

1. Understand the fundamentals of HR analytics and its role in strategic decision-making.
2. Develop proficiency in key HR metrics and data analysis techniques.
3. Apply HR analytics tools to real-world HR challenges.
4. Gain insights into workforce planning and talent management through data-driven approaches.
5. Enhance decision-making skills by interpreting HR data and trends.

**COURSE EXPECTATIONS**

This course will entail a combination of lectures, seminar discussions, case discussion, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. Students are expected to prepare in advance for class and be able to participate in class discussions. It is expected that students will read and prepare appropriately for every class. As a general rule, students should expect to dedicate on average a minimum of 5 hours/week out of class for this course.

## COURSE MATERIALS

Cascio, W. F, Boudreau, J., W, Fink, A., F., Investing in People – Financial Impact of Resource Initiatives, 3rd Edition, Alexandria, VA, Society of Human Resource Management Book website: Investing in People Online (shinyapps.io) Additional readings and case studies will be provided throughout the course

## COURSE ASSESSMENT SUMMARY

The evaluation for this course will include the following components:

Evaluation Components	Evaluation Type	Weight
Midterm	Individual	30%
Final Project	Individual	35%
Discussions	Individual	20%
Quizzes	Individual	15%
<b>Total</b>		<b>100%</b>

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

## DESCRIPTION OF ASSESSMENT

### ***Discussion and Quizzes***

**35%**

The goal of the discussion component is to encourage students to reflect critically on the course content, engage with peers, and articulate their ideas clearly. Through discussions, students will explore the material from multiple perspectives, raise questions, and challenge assumptions. Quizzes will evaluate understanding of the core concepts and ensure continuous engagement with the course content.

### ***Midterm Exam***

**30%**

The midterm exam is closed-book. Students are not permitted to use dictionaries, calculators, cheat sheets or other materials or devices during the exam.

**Final Project**

**35%**

Details will be provided on UR Courses

**ACADEMIC REGULATIONS** *e.g. student support resources, student accessibility services, exam rescheduling policy, unclaimed assignment policy, copyright regulations, etc.*

*Eg All late in-semester assignments will be deducted 10% per day after the submission date. For the pre-reflective submissions, no submissions will be accepted once the class in question starts. For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.*

**Request for Deferred Submission of Work.**

A missed exam, quiz or discussion will be assigned a grade of zero unless proof is provided for an extraordinary circumstance. You must do your best to inform your instructor prior to or immediately if you expect the assessment will be missed.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

**ACADEMIC INTEGRITY**

Academic integrity requires students to be honest and responsible in all learning environments. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from a student's own understanding and effort. The principles of academic integrity include, but are not limited to:

- Completing your own work;
- Documenting your research and citing the works of others;
- Acting ethically and with integrity as you pursue your academic studies;
- Upholding the ethical or professional code of the profession for which you are preparing;
- Being accountable and taking responsibility for your actions; and
- Learning from your mistakes.

While students may use generative AI tools for brainstorming and idea development, the submitted content, analysis, and conclusion must be independently developed by the student.

## **STUDENT RESOURCES**

### **UR Accommodated – Centre for Student Accessibility**

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at

<https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

### **Student Mental Health**

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

### **Writing Assistance**

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

## **CLASS SCHEDULE**

Date	Class	Topic	Reading	Deadlines
January 6	1	Intro to Analytics and HR	Chapter 1	
January 13	2	Foundations of HR Measurements	Chapter 2	
January 20	3	Talent Management	Chapter 3	
January 27	4	Absenteesim and Turnover	Chapter 4 & 5	
February 3	5	Employee Health	Chapter 6	

February 10	6	Midterm Exam		February 10,
February 17	7	No Class- February Break		
February 24	8	Attitudes and Engagement	Chapter 7	
March 3	9	Workplace Flexibility Programs	Chapter 8	
March 10	10	Utility	Chapter 9	
March 17	11	<b>Employee Selection</b>	<b>Chapter 10</b>	
March 24	12	HR Development	Chapter 12	
March 31	13			
April 7	14			

**Important Notice**

This schedule is subject to change. Students will receive as much advance notice as possible.