

**Faculty of Business and Law**

**Assignment Brief 2023/24**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Title: HR Analytics | | |  | |
| Unit Code: 5V7V0024 | Full Time | Core: Y | | Level: 7 |
| Assignment Title: HR Analytics coursework (1CWK100 - 1 Verbal Report 100%) | | | | |
| Unit Leader: Dr Duncan Adam | | | | |
| Contact Details: d.adam@mmu.ac.uk | | | | |
| Submission Date: See Moodle | | Feedback Return Date: See Moodle | | |
| Submission Instructions: Upload Audio/Video file to Moodle. | | | | |
| Feedback Return Information: Please see Moodle | | | | |
| Assignment Task:  This individual assignment includes tasks relating to (1) a dashboard; and (2) a regression analysis. For each of these 2 areas, there are several sub-tasks for you to complete as described below.  Your analysis and findings will be presented in the form of a (maximum) **20-minute group** presentation for the HR Director and Senior Management Team (SMT).  Grades are determined at group-level and are based upon the ability to orally present a credible, robust and coherent argument. | | | | |
| Unit Learning Outcomes Assessed.   1. Critically analyse the insights and quality of evidence available from people data 2. Critically assess the methods for gaining insights from people data 3. Critically evaluate the contribution of HR analytics for different stakeholders | | | | |
| **AACSB requirements** AOL - PG World Professional Skill(s) to be developed or assessed.  Early Career/ World Class Professional Skills (PLOs) being assessed or developed/assessed.  The purpose of this section is to help students to identify the **professional skills**, which they will have gained or developed through completing the assessment, so that they can add them to MyShowcase or an alternative skills portfolio as part of their professional development (PPD). These are the Programme Learning Outcomes (PLOs) phrased as **professional skills** for clarity in communicating with students and employers.  Please list the Professional Skills which are being **introduced**, **developed** or **assessed** in the assignment brief, based on the AOL Programme Learning Outcomes and use the terms Early Career Professional Skills (undergraduate) or World Class Professional Skills (postgraduate), where appropriate.  Please also use these in designing the assessment feedback sheet to that the feedback clearly tells **students** what skills they have gained from completing the assessment.  AOL Programme learning outcomes **Introduced (L4), Embedded (L5) or Assessed (L6 & L7)**   1. PLO1 2. PLO2.1.1 3. PLO3.1.1 | | | | |
| **AACSB – Assurance of Learning (AoL) Programme Learning Outcomes (PLOs) – ALL programmes** | | | | |
|  | | | | |
| Assignment Details and Instructions.  Students will form teams of 3 or 4 members. (4 is a strict maximum, and 3 is a strict minimum). Individuals are free to select their team members and anyone not signed up to a team by 22nd March will be randomly assigned to a team. As this is a group presentation, it is crucial that you work together.  This assessment is based on the context of a nationwide insurance provider called Dover Insurance. Dover Insurance staff are split into three main product areas (divisions):   1. Car & Home insurance 2. Pet insurance 3. Commercial insurance for businesses / organisations etc.   There are also management and administrative staff in a ‘Central’ company division.  Even before the pandemic, Dover Insurance were experiencing significant issues with their employees. Absence and turnover were viewed as relatively high, as was customer turnover and complaints. Employee engagement throughout the company was generally perceived to be low.  In 2022 a new HR Director joined the business and implemented several new initiatives including the universal availability of a wellness app and measurement of certain factors relating to employee engagement, satisfaction, and wellbeing. Having recently been employed as an analyst in the HR department, one of your mains jobs is to utilise such employee data and perform analytics to support the decision-making processes of the HR Director and the Senior Management Team (SMT).  The data, provided in Excel is as follows:  Worksheet 1 – Dashboard Data:   * Employee ID * Employee information in terms of position, division, gender, ethnicity, age group, and contract type. * No of days absence (fulltime equivalent) last 12 months * Percentage of working time recorded as viewing non-work content online * Number of hours spent logged-in to wellness app in 2022. * Six survey statements relating to engagement, satisfaction and wellbeing. Staff indicate level of agreement with each statement on a scale of 0 to 10 (Highly disagree through to highly agree). These six statements will be used as employee satisfaction KPI’s (key performance indicators). The target average score for each statement has been set at 7, apart from statement ‘My work is stressful and pressurised’ (target average score of 5).   Worksheet 2 – Regression Data:   * Separate survey data from a smaller random sample of employees * Several statements relating to wellbeing, engagement and satisfaction (0 to 100 scale, highly disagree through to highly agree).   Your specific tasks are therefore as follows:  Dashboard -   1. Utilise ‘Dashboard Data’ to develop a dashboard for the HR director and SMT which presents a summary of how Dover Insurance is performing against key metrics. 2. Demonstrate how the dashboard works by identifying key findings including a critical assessment of the following areas:    1. How inclusive the flexible working and career development opportunities are at Dover Insurance;    2. The scale and extent of any absence problems at Dover Insurance;    3. Any patterns in time spent viewing non-work content online; and    4. Usage of the wellness app. 3. What 3 specific actions would you advise the HR Director and SMT to prioritise in the next 12-18 months based on your analysis? Justify your proposals.   ‘Regression’ Data –   1. Run a correlation analysis to identify potential drivers of ‘overall wellbeing’. 2. Perform regression analyses to identify key drivers of ‘overall wellbeing’ and explain what the model tells you in terms of boosting employee wellbeing. 3. Critically evaluate the limitations of the regression analysis. What additional sources of data might you want to consider for deeper insights into wellbeing at Dover Insurance?   **Additional Information**   1. During the weekly tutorials, you will be provided with data sets and will familiarise yourself with the analytical tools, including developing and interpreting dashboards, correlation analysis, and regression analysis. You will critically analyse the insights that you gain from data sets and discuss how to make use of your insights in order to influence business decisions and outcomes. This will enable you to develop the skills, competence and confidence to work with data, gain insights and make valuable use of your insights. There will be dedicated time during the tutorials to support the assessment with guidance provided on approach, structure, content and presentation. 2. The dashboard will be produced in Microsoft Power BI. There is no optimal number of Power BI reports to present in the time available. It very much depends on individual style. Beware information overload, however. Practice delivery and timings before the final recording. 3. Please note that the unit is PC based, as is Power BI Desktop. Here is Microsoft’s position on this as of Nov 2020:   *We are not considering bringing Power BI Desktop to Mac anytime soon; however, we do plan to bring more and more authoring capabilities from Power BI Desktop into the web experience. In the meantime, consider running Power BI Desktop in an application like Parallels or Turbo.net.*   1. There are alternative ways of running Power BI on a Mac, including the Power BI cloud-based service. 2. The audio/visual hand-in just needs to consist of a screen capture recording. Probably the easiest way to do this is in PowerPoint (see: [Record your screen in PowerPoint](https://support.microsoft.com/en-us/office/record-your-screen-in-powerpoint-0b4c3f65-534c-4cf1-9c59-402b6e9d79d0)). You can also use BB Flashback Pro on any MMU PC or download BB Flashback Express for free on your own PC (a Mac has QuickTime built in). The Flashback recording can then be saved as a Windows Media Video (.WMV) file. There should be no need to edit the video. Please ensure however that your commentary is audible and the video is of sufficient quality to be clear to the viewer. 3. Do not get too technical. Think about your ‘audience’; what will they want to know? What will lose their attention? Remember the KISS principle: Keep It Sophisticatedly Simple. 4. Make sure you use the data to tell a story about Dover Insurance, your findings and evidence-based recommendations for change. 5. Imagine yourself in the role of HR Analyst. 6. The screencast should for a **maximum** 20 minutes. Any recorded content after this time will not be taken into account. Make sure you manage your time to include all the required content. | | | | |
| **Academic Integrity, Academic Misconduct and Plagiarism**  Academic Integrity is about engaging in good academic practice. It means being honest and transparent, and demonstrating rigour and accuracy in your work. This can include the proper citation and referencing of the sources of your ideas and information, ensuring that you are using appropriate research methods, or checking that your work is free of errors.  Additional information, video tutorials and guides to support good academic practice and maintain Academic Integrity in your assignments can be found on the Academic Integrity area of the [Academic and Study Skills page on Moodle](https://moodle.mmu.ac.uk/course/view.php?id=98810&sectionid=1033904).  Academic Misconduct is any action that could give you an unfair advantage in coursework, exams, or any other assessed work, which could lead to undermining the academic standards of the University. This includes practices such as plagiarism, self-plagiarism, collusion, contract cheating or falsification of data. Full details of the Manchester Metropolitan University guidelines for Academic Misconduct and definitions of terms can be found [here](https://www.mmu.ac.uk/student-case-management/guidance-for-students/academic-misconduct/).  **Assessment Mitigations:**  Please refer to [this link](https://www.mmu.ac.uk/student-life/course/assessments) which will take you to MMU Student Life Assessment & Results guidance. Here you will find information for MMU’s assessment mitigations process. Further guidance can be found in this [video link](https://mmutube.mmu.ac.uk/media/Moodle+Mitigation+Request+-+Student+Process/1_ktu7v3qg) for step-by-step instructions on how to apply for your extension via Moodle.    Please Note: If you think you are unable to submit on time due to a health or some other unforeseen issue you must request this via your unit Moodle page, referring to the guidance in the links provided above. | | | | |

|  |
| --- |
| **Resources**  See Moodle |
| **Marking Criteria**  Your submission will be marked using the **stepped marking scheme**. Your grade will show which marking band your work is in, and whether you are at the top, middle, or bottom of the band. Stepped marking is used to simplify the marking process for staff and make it clearer to students in which band their work sits.   |  |  | | --- | --- | | **Mark** | **PGT**  **Classification** | | 95-100% | Distinction | | 90% |  | | 85% |  | | 80% |  | | 75% |  | | 72% | Marginal Distinction | | 68% | Merit | | 65% |  | | 62% |  | | 58% | Pass | | 55% |  | | 52% | Marginal pass | | 48% | Marginal Fail | | 45% |  | | 42% |  | | 38% | Fail | | 35% |  | | 32% |  | | 28% |  | | 25% |  | | 22% |  | | 18% |  | | 15% |  | | 12% |  | | 8% |  | | 5% |  | | 2% |  | | 0% |  | |
| Group Work Guidelines  Students must adhere to the group work policy outlined below. Failure to do so will have implications on your grade. As a MMU student it is essential that you develop team-working skills, which are assessed in this unit.  This assignment involves group work; your group must work effectively together, this includes;  1. Students must hold regular meetings and keep records of decisions made  2. Students must share team minutes on a regular basis  3. Everyone in the group should ensure that they can be contacted easily by other members of the group by giving them adequate contact information  4. When working in a group, please treat other members of the group with courtesy and respect their opinions, even if you do not necessarily agree with them  5. Students are expected to make a full and fair contribution to the work of the group  6. When you agree to undertake a task that has been assigned to you by the group you must try work to the agreed deadline since failure to do so could impede the progress of the assessment task  7. You have the right, naturally, to challenge other’s opinions but please try to do it in a non-aggressive way  8. It is your responsibility to attend all meetings arranged by the group to advance the assessment task, and to arrive at those meetings on time. If you can’t attend a meeting of the group you should consider providing your input in written form and giving this to the other group members before the meeting. Failure to attend group meetings or contribute must be brought to the attention of your class tutor and recorded in the minutes of the meeting.  9.If another member of your group tells you something in confidence, you should respect their wishes.  10. All students who are registered with your group will be credited with the group mark unless properly documented information is provided to the unit tutor prior to submission date.  Students who DO NOT participate in the group or contribute towards the assessment task will receive a reduced mark for the teamwork element. |
| See Moodle for Unit Specification |

Assessment Marking Criteria Rubric- This is how your work will be graded. You will receive an overall grade that will be GUIDED by each of the criteria. The mark will fall into a 2, 5, or 8 in accordance with step marking. This grade may be achieved by the demonstration of strengths in different areas.

**Marking rubric**

Manchester Metropolitan Step Marking Guide <https://www.celt.mmu.ac.uk/assessment/lifecycle/5_step_marking.php>

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **AOL/PLO Covered** | 0-20% | 20-29% | 30 - 39% | 40-49% | 50-59% | 60- 69% | 70-79% | 80-89% | 90-100% |
| **Demonstration of knowledge and practice of HR Analytics in context** |  | No identification of theory and practice, no examples offered. | Very limited identification of theory and practice. Very limited discussion of operational issues | Limited identification of theory and practice. Limited discussion of operational issues | Adequate identification of theory and practice. Adequate discussion of operational issues. | Satisfactory identification of theory and practice. Satisfactory discussion of operational issues | Good identification of theory and practice. Good discussion of operational issues Critical discussion of operational issues | Excellent identification of theory and practice. Excellent discussion of operational issues Critical and extensive discussion of operational issues. | Exceptional identification of theory and practice. Excellent discussion of operational issues Critical and extensive discussion of operational issues. | Outstanding identification of theory and practice. Insightful discussion of operational issues. |
| **Key points framed and contextualised** |  | No attempt has been made to frame the question. No background offered | Extremely limited background context and framing of concepts | Some back ground and contextualisation offered, incomplete and superficial points raised | Descriptive background and context adequate number of points raised | Sufficient contextualisation and background, sufficient identification and framing of key issues | Good examination and contextualisation of key issues, well defined and framed with practical examples | Rigorous critical contextualisation underpinned with theory. Thorough identification of issues | Exceptional critical contextualisation underpinned with theory. Thorough and critical identification of issues | Exemplary contextualisation, meticulously framed |
| **Critical discussion of the challenges of HR Analytics** | **AOL PLO1 & PLO 3.1.1** | No discussion | Limited critical discussion of operational and ethical challenges of People Analytics | Some critical discussion of operational and ethical challenges of People Analytics | Adequate critical discussion of operational and ethical challenges of People Analytics | Sufficient critical discussion operational and ethical challenges of People Analytics | Fluent critical discussion operational and ethical challenges of People Analytics | Original critical discussion operational and ethical challenges of People Analytics | Exceptional discussion operational and ethical challenges of People Analytics | Insightful critical discussion operational and ethical challenges of People Analytics |
| **Utilisation of data and evidence from literature** | **AOL PLO 1.1.2** | No attempt to incorporate data or evidence form literature | Extremely limited use of evidence or data from literature | Some literature and evidence used | Adequate evidence and data used from literature | Satisfactory use of data and evidence from literature | Good critical use of evidence and data from literature | Rigorous use of data and evidence from literature | Rigorous and critical use of data and evidence from literature | Authoritative and exemplary use of data and evidence from secondary sources |
| **Conclusions are evidence based and supported through critical discussion** |  | No conclusions evident | Very limited conclusion that have tenuous links to the discussion | Some conclusions drawn but are more opinionated than evidence based | Adequate conclusions drawn from discussion | Satisfactory conclusions drawn from discussion | Appropriate and critical conclusions drawn | Reflective conclusions drawn from discussion | Critically reflective conclusions drawn from discussion | Illuminating and insightful conclusions drawn |
| **Discussion is well structured, logical and organised** | PLO 2.1.1 | Unstructured, illogical flow, disorganised | Poor structure disrupted flow. Limited logical flow | Some structure and logical flow, but still too jumbled | Adequate structure and flow, acceptable organisation | Satisfactory structure and organisation. Coherent and logical flow | Good structure and organisation. Critical flow and connectivity between elements | Excellent structure and organisation. Fluent and precise connectivity between elements | Superior structure and organisation. Fluent and precise connectivity between elements | Outstanding structure and organisation. Authoritative connectivity between elements |
| **Discussion is professionally presented** |  | Inappropriate language and syntax unacceptable grammar and spelling | Very poor usage of language, syntax and spelling; extremely poor grammar | Poor use of academic language, too many spelling errors, bad grammar | Acceptable, language, grammar and syntax. Still needs to be more academic | Satisfactory use of academic language. Appropriate syntax, few spelling or grammatical errors | Good use of academic language. Precise syntax. No grammatical or spelling errors | Excellent use of academic language, sophisticated syntax. Excellent spelling and grammar | Exemplary use of academic language, sophisticated syntax. Excellent spelling and grammar | Complex language and syntax. Outstanding grammar |