

PSYC8050: People Analytics
Section: C
Credits: 3

Fall 2026

Instructor Information

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General Course Information

Organizations run on people, but how do we make evidence-based decisions about them? This course introduces the intersection of psychological science and applied data analytics. Students will learn to evaluate workforce metrics to solve real-world organizational challenges, focusing on hiring, employee retention, performance assessment, and workplace well-being.

- **Graduate Expectation:** While attending the same seminar as the undergraduate cohort, doctoral students will go beyond applied problem-solving to critically evaluate the methodological constraints of current analytics tools, bridging the gap between practice and advanced psychological theory.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

- Apply appropriate statistical methods and psychological measurement principles to analyze workforce data and solve organizational challenges.
- Assess the impact of workplace policies and job demands on employee well-being, engagement, and productivity using objective metrics.
- Design data-driven interventions aimed at optimizing team dynamics, collaboration, and overall organizational effectiveness.
- Critically evaluate the ethical, legal, and practical implications of using automated systems and artificial intelligence in modern workforce analytics.
- Translate complex statistical findings into clear, actionable, and visually effective presentations for non-technical organizational leaders and stakeholders.
- **(Graduate Specific):** Synthesize empirical literature to design and propose novel, methodologically rigorous approaches to human capital analytics.

Required Course Material

There is no textbook. We will be posting relevant readings on Canvas before class; quizzes might include questions about the readings.

Grading Policy

Assignments and Grading Policy

While you will attend the same lectures and participate in the same core discussions as the undergraduate students, your evaluation reflects doctoral-level expectations. Note: Graduate students are exempt from the Weekly Knowledge Checks (Quizzes) required of the undergraduate cohort.

Assignments

- Exam 1 (Midterm): 20%
- Exam 2 (Final): 20%
- Graduate Capstone Manuscript: 40%
- Discussion Leadership & Mentoring: 10%
- Participation & Engagement: 10%

Grading Policy

- A > 90; B > 80; C > 70; D > 60

Description of Graded Components

- **Exams (20% each, 40% total):** There will be two exams (one midterm and one final) designed to assess your understanding of core analytical methods and psychological principles. The exams will consist of a mix of multiple-choice, short-answer, and applied scenario questions where you will interpret workforce metrics. The second exam is not strictly cumulative, but it will require an understanding of foundational concepts established in the first half of the course. *Graduate students will be assigned an additional, advanced essay prompt on each exam requiring literature synthesis.*
- **Graduate Capstone Manuscript (40%):** Instead of the undergraduate executive summary, you will use a real-world workforce dataset to produce a full-length, journal-ready empirical manuscript. This will require deep data cleaning, advanced statistical modeling, and a rigorous theoretical introduction and discussion section.
- **Discussion Leadership & Mentoring (10%):** You will be scheduled to lead the facilitation of at least one complex case study or advanced methodology discussion during the semester. You are also expected to serve as an informal methodological mentor during small-group activities.
- **Participation & Engagement (10%):** This course relies heavily on discussion, problem-solving, and the critical evaluation of ethical dilemmas in people analytics. Your participation grade is not just about attendance; it reflects your active engagement in class discussions, your contributions to small-group activities, and your preparedness. As a doctoral student, you are expected to elevate the discourse and role-model academic rigor.

Course Policies

Attendance and Participation Policy

This course is designed around an active, discussion-based classroom. Because we will be applying concepts in real-time, your daily engagement is critical to your success. I have consistently found a strong link between regular attendance and high exam scores. Therefore, attendance is required and will be formally tracked as part of your participation grade.

Excused Absences and Institute Expectations

We adhere to all Georgia Tech Institute policies regarding excused absences. Absences due to documented illness, family emergencies, or Institute-approved activities will be excused. As doctoral students, your active involvement in the wider scientific community is heavily supported. Absences required for critical academic milestones, such as presenting research at

SIOP or other professional conferences, are permitted, provided they are communicated well in advance.

Communication and Catching Up

If you must miss a class, you are responsible for mitigating the impact on your learning. You should:

1. **Communicate Early:** Notify me in advance if you anticipate an excused absence, especially if it conflicts with a project milestone or exam.
2. **Consult a Peer:** Because this is a discussion-heavy class, reviewing slides is not enough. Reach out to a classmate to get notes on the real-time statistical applications and case studies we covered.
3. **Review Canvas:** Check Canvas for any posted readings or datasets you may have missed.
4. **Maintain Online Deliverables:** Ensure you still complete your Weekly Knowledge Checks online before the start of the first class each week, regardless of your physical attendance.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class

Campus Resources for Students

In your time at Georgia Tech, you may find yourself in need of support. Below you will find some resources to support you both as a student and as a person.

Academic support

- Center for Academic Success <http://success.gatech.edu>
 - 1-to-1 tutoring <http://success.gatech.edu/1-1-tutoring>
 - Peer-Led Undergraduate Study (PLUS) <http://success.gatech.edu/tutoring/plus>
 - Academic coaching <http://success.gatech.edu/coaching>
- Residence Life's Learning Assistance Program <https://housing.gatech.edu/learning-assistance-program>
 - Drop-in tutoring for many 1000 level courses
- OMED: Educational Services (<http://omed.gatech.edu/programs/academic-support>)
 - Group study sessions and tutoring programs
- Communication Center (<http://www.communicationcenter.gatech.edu>)

- Individualized help with writing and multimedia projects
- Academic advisors for your major <http://advising.gatech.edu/>

Personal Support

Georgia Tech Resources

- The Office of the Dean of Students: <http://studentlife.gatech.edu/content/services>; 404-894-6367; Smithgall Student Services Building 2nd floor
 - You also may request assistance at https://gatech-advocate.symplcity.com/care_report/index.php/pid383662?
- Counseling Center: <http://counseling.gatech.edu>; 404-894-2575; Smithgall Student Services Building 2nd floor
 - Services include short-term individual counseling, group counseling, couples counseling, testing and assessment, referral services, and crisis intervention. Their website also includes links to state and national resources.
 - *Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the counselor on call after hours at 404-894-2204.*
- Students' Temporary Assistance and Resources (STAR): <http://studentlife.gatech.edu/content/need-help>
 - Can assist with interview clothing, food, and housing needs.
- Stamps Health Services: <https://health.gatech.edu>; 404-894-1420
 - Primary care, pharmacy, women's health, psychiatry, immunization and allergy, health promotion, and nutrition
- Veteran's Resource Center: <http://veterans.gatech.edu/>; 404-385-2067
- Georgia Tech Police: 404-894-2500