

GBUS 864-001: Compensation

Spring 2021

INSTRUCTOR DETAILS:

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Office Hours: Contact via phone or e-mail

CLASS DETAILS:

Class Dates: May 6, 7, 8, 14, and 15

Class Times: 8:30a.m. – 4:30p.m.

Class Location: Zoom sessions

COURSE DESCRIPTION

This course introduces and develops concepts used in compensating employees and managers in organizations. The course will cover designing pay structures for strategic purposes, internal consistency and external competitiveness, job evaluation models, variable group and individual pay systems, basic employee benefits, legal issues surrounding compensation (pay equity and discrimination), compensating special groups of employees, compensation and unions, and administration topics.

LEARNING OBJECTIVES / OUTCOMES

Students will:

- Develop an appreciation of the importance of how compensation systems impact an organization's productivity as well as the ability to recruit and retain highly skilled and motivated employees.
- Develop an understanding of why compensation systems should support an organization's strategy.
- Identify the problems that can be caused by an ineffective compensation system.
- Understand how the compensation system and other structural and strategic variables are connected.
- Design effective job evaluation and pay-for-knowledge systems.
- Use market data to calibrate the compensation structure.
- Design effective processes for implementation and ongoing management of a compensation system.
- Explain why changing a compensation system is so difficult, and how to increase the odds of success.

COURSE EXPECTATIONS

- Classes will take place via Zoom.
- This course requires a reliable internet connection, a computer, and a webcam to enable your participation in mandatory course discussions and assignments. Use of a webcam is required to maintain academic integrity during this course.
- 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 on articles, etc. It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.
- In this course, you will be encouraged and expected to engage in critical thinking. This will apply to class discussions, assigned readings, and assignments. Critical thinking involves being thoughtful, asking questions, and not taking things you read or are told at face value. As it relates to this course, critical thinking will require researching, understanding different viewpoints, and challenging underlying assumptions and beliefs. Through thinking critically, we are able to develop an appreciation for difference, ambiguity, and contradiction.

COURSE MATERIALS

- Long & Singh. 2018. Strategic Compensation in Canada (Sixth Edition). Nelson Education Ltd.
- Additional case studies will be used in this course. The total cost incurred by each student will be no more than \$25.00. The instructor will make these case studies available during the course, and the costs will be billed prior to the end of the semester.

To access the following Harvard Business Review (HBR) articles, you can either:

- Access the article by searching for the article title in Quick Find (note that you will not be able to access “HBR 500” articles through Quick Find).
- Access the article at <https://hbr.org>. (You may access two free articles per month or purchase a subscription).
- **Articles:**
 - Chamberlain, A. (2017) What matters more to your workforce than money. *Harvard Business Review* (January).
 - Smith, D. (2015) Most people have no idea whether they’re paid fairly. *Harvard Business Review* (December).
 - Low, T. (2016) When unequal pay is actually fair. *Harvard Business Review* (March).
 - Cable, D and Vermeulen, F. (2016) Stop paying executives for performance. *Harvard Business Review* (February).
 - Ogbonnaya, C., Daniels, K., and Nielson, K. (2017) Research: how incentive pay affects employee engagement, satisfaction, and trust. *Harvard Business Review* (March).

COURSE ASSESSMENT SUMMARY

<i>Component</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
Case Study Assignment	May 5, 2021	15%
Group Assignment – Simulation	Phase 1 – May 9, 2021 Phase 2 – May 15, 2021 Phase 3 – May 21, 2021	15% each phase (total 45%)
Individual Paper	May 28, 2021	30%
Participation	Throughout course	10%

Overall Grading Descriptions (from U of R Graduate Studies)

95-100 An *exceptional* performance:

- exemplary knowledge and understanding of the subject material, relevant issues, literature, & techniques
- the work is original and demonstrates insight, understanding and independent application or extension of course expectations in ways that would contribute significantly to expertise in the relevant field(s) (e.g., it is publishable)
- demonstrates exceptional depth/scope of research, theory, and techniques supported extensively by the relevant literature and far exceeding course expectations
- exceptional level of analytical and critical ability demonstrating independent application of unique and multiperspective solutions to complex problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

90-94 An *outstanding* performance:

- superior knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and outstanding ability to integrate multiple perspectives in comprehensive and complex ways
- demonstrates outstanding depth/scope of research, theory, and techniques supported extensively by the relevant literature and exceeding course expectations

- outstanding level of integration of course material demonstrating analytical and critical insight, understanding, and independent application or extension of course expectations in relation to difficult problems related to the subject material
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

85-89 An *excellent* performance:

- excellent knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates original thinking, new analysis, or new interpretation and makes insightful points that represent a high level of integration, comprehensiveness and complexity
- demonstrates excellent depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- excellent ability to solve difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains no errors in grammar, spelling, format, citation style, or referencing and is well communicated, coherent, clear, and highly persuasive

80-84 A *very good* performance:

- very good knowledge and understanding of the subject material, relevant issues, literature, and techniques
- the work demonstrates ability to apply knowledge and understanding in new ways and/or to provide new analysis or new interpretation
- demonstrates a good depth/scope of research, theory, and techniques relevant to course expectations and appropriate literature
- very good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work is relatively free of errors in grammar, spelling, format, citation style, or referencing and demonstrates very good communication, coherence, and clarity

75-79 A *good or satisfactory* performance:

- good knowledge and understanding of the subject material, relevant issues, literature and techniques
- the work is complete and some new analysis or new interpretation is provided
- arguments are supported by evidence and demonstrate a good depth/scope relevant to course expectations and relevant literature

- good ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains few errors in grammar, spelling, format, citation style, or referencing and demonstrates satisfactory communication, coherence, and clarity

70-74 A *minimally acceptable* performance or marginal pass:

- a basic grasp of the subject material, relevant issues, literature and techniques
- the work is complete, but little new analysis or new interpretation is provided
- arguments are sufficiently supported by evidence and demonstrate minimally acceptable depth/scope relevant to course expectations and relevant literature
- basic ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner
- the work contains multiple errors in grammar, spelling, format, citation style, or referencing and/or there are difficulties in effective communication, coherence, or clarity

0-69 An *unacceptable or failing* performance:

- a weak grasp of the subject material, relevant issues, literature and techniques
- the work is incomplete, with no new analysis or new interpretation
- arguments are not supported by evidence and/or demonstrate very limited depth/scope relevant to course expectations and relevant literature (See also the Faculty of Graduate Studies and Research (FGSR) policy on ‘academic conduct and misconduct’ <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>)
- unsatisfactory ability to solve moderately difficult problems related to the subject material and/or to examine the material in a critical and analytical manner the work contains many errors in grammar, spelling, format, citation style, or referencing and/or there are substantial difficulties in effective communication, coherence, or clarity

DESCRIPTION OF ASSESSMENT

Case Study Assignment (Due: May 5, 2021) – 15%:

Read the case “A Zero Wage Increase Again” (MacMillan, 2011). In no more than six (6) pages, respond to the following questions and issues:

1. **Diagnose the situation.**

Consider such things as the following:

- What outcomes does Mark want to achieve by addressing wages/rewards?
- Is money that important to people?
- Will money make people work harder or smarter on a day-to-day basis?

2. Propose and analyze an action plan.

As a consultant to Mark, would you advise him to give a raise to all, to none, or to the deserving minority? Explain your reasoning and how you would mitigate against possible repercussions.

Design a reward system that will improve the behavior of employees like Anne, Marie, and Dougie.

Use Times New Roman 12-point font, 1-inch margins, one-and-a-half-line spacing, and include page numbers.

A grading rubric will be posted to UR Courses for this assignment.

Group Assignment – Simulation

(Due: Phase 1 – May 9, 2021; Phase 2 – May 15, 2021; Phase 3 – May 21, 2021) - 15% x 3 = 45%:

This assignment will be completed in groups assigned by the instructor. You will complete this simulation assignment in three phases. Additional details will be provided through UR Courses.

Individual Paper (Due: May 28, 2021) – 30%:

Individually, you will prepare a paper on a compensation-related topic of your choice.

You will be required to research the topic, in addition to utilizing content from the required class readings and supplemental research.

Your paper will be a maximum of 12 pages. Use 12-point Times New Roman font, one-and-a-half line spacing, 1-inch margins, and include page numbers.

Guidelines and a grading rubric will be posted to UR Courses.

Participation - 10%:

Students are expected to be present and engaged in class via Zoom. High levels of participation include such things as active involvement in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing material discussed in class), and bringing in outside materials from news sources/current events and personal experiences/observations.

Note: If you are absent from class via Zoom without a valid reason, you will lose participation points for that day. However, just being present in class will not be enough to ensure a high grade.

The following guide will be used in assessing participation grades:

Exceeds Expectations

9 -10: Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations

7 – 8: Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand course material; act as positive group role models, etc.

Does Not Meet Expectations

6: Students attend class regularly, but only occasionally contribute to the classroom experience.

Less than 5: Students fail on all of the previously identified ways of contributing.

ACADEMIC REGULATIONS

Late assignments will be penalized 10% for each day that they are late. Late assignments will not be accepted after five (5) days unless there are extenuating circumstances that have been discussed with the instructor prior to the assignment deadline, and the instructor has agreed to extend the deadline.

For the final paper, 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.

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/gradstudies/forms.html>

Plagiarism and Academic Dishonesty:

Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another

person's work is presented as one's own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, suspension, or expulsion from the University.

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work.

For all formally assessed individual submissions, students should not collaborate with other students in the preparation or writing of the work.

STUDENT RESOURCES

Accessibility Services

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/> . The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services

If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>

Writing Assistance

The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in- person tutoring on writing skills.

Time All time is SK Time	Thursday May 6, 2021	Friday May 7, 2021	Saturday May 8, 2021	Friday May 14, 2021	Saturday May 15, 2021
8:30 – 10:00AM	Introduction & Road Map to Effective Compensation	Components of Compensation Strategy	Formulating the Strategy	Evaluating the Market	Designing Performance Pay Plans
10:00 – 10:15AM	Break	Break	Break	Break	Break
10:15 – 11:45AM	Strategic Framework	Performance Pay Choices	Evaluating Jobs	Evaluating Individuals	Designing Indirect Pay Plans
12:00 – 1:00PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:15PM	Behavioral Framework	Guest Speaker: TBA	Guest Speaker: TBA	Guest Speaker: TBA	Conclude
2:15 – 2:30PM	Break	Break	Break	Break	Break
2:30 – 4:30PM	Group Project Time	Group Project Time	Group Project Time	Group Project Time	Group Project Time
Please Note: This schedule is subject to change.					