



## **GBUS 864-001: Compensation**

**Spring 2022**

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### **INSTRUCTOR DETAILS:**

Name: Caroline Graves

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Email: caroline.graves@uregina.ca

Office Hours: By appointment

### **CLASS DETAILS:**

Class Dates: Tuesday & Thursday, May 2 – June 15

Class Times: 7:00p.m. – 9:45p.m.

Class Location: ED 514 / Hyflex

### **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

- Regular class attendance 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.
- Should you miss a particular class, it is your responsibility to obtain notes, assigned activities, handouts, etc. from another class member.
- Log into UR Courses regularly to check for e-mails or any course-related announcements.
- 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. 2022. Strategic Compensation in Canada (Seventh Edition). Nelson Education Ltd.
  - *We will be using **Top Hat** to access the digital textbook: Strategic Compensation in Canada, 7th Edition. You will need this format in order to complete the simulation assignment.*  
*If you **already have a Top Hat account**, you can go to <https://app.tophat.com/e/261154> to be taken directly to our course digital textbook.*  
**OR**  
If you are **new to Top Hat**:  
Go to <https://app.tophat.com/register/student>  
Next, search for our course textbook with the following **Join Code: 261154**
  - *The cost of the textbook is **\$99** (plus tax) and will be applied at checkout when signing up. Or you can apply a Bookstore Key that you have purchased from the bookstore. Your Top Hat textbook is not only easy to use, it is fully mobile too! For more information about the interactive features in the textbook, click here: <https://success.tophat.com/s/article/Student-Using-Your-Textbook>*
  - *Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.*
  - *If you wish to purchase a print copy of the textbook, it is \$25.00 (after you purchase access to the interactive text).*
- Additional case studies will be used in this course. The total cost incurred by each student will be no more than \$20.00. 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 19, 2022	15%
Group Assignment – Simulation	Phase 1 – June 2, 2022 Phase 2 – June 14, 2022	25% - Phase 1 20% - Phase 2 Total = 45%
Individual Paper	June 23, 2022	30%
Participation	Throughout course	10%



For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

## **DESCRIPTION OF ASSESSMENT**

### **Case Study Assignment (Due: May 19, 2022) – 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 – June 2, 2022; Phase 2 – June 14, 2022) - Phase 1 – 25%; Phase 2 – 20%:**

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



**Individual Paper (Due: June 23, 2022) – 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. 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: 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 term paper, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approval 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](http://www.uregina.ca/ssc)) offers both on-line resources and in- person tutoring on writing skills.

**CLASS SCHEDULE**

May 3	Introductions and Review of Course Outline
May 5	Chapter 1: A Road Map to Effective Compensation
May 10	Chapter 2: A Strategic Framework for Compensation
May 12	Chapter 3: A Behavioral Framework for Compensation
May 17	Chapter 4: Components of Compensating Strategy
<b>May 19</b>	Chapter 5: Performance Pay Choices <b>Case Study Assignment Due</b>
May 24	Chapter 6: Formulating the Reward and Compensation Strategy
May 26	Chapter 7: Evaluating Jobs: The Job Evaluation Process
May 31	Chapter 8: Evaluating Jobs: The Point Method of Job Evaluation
<b>June 2</b>	Chapter 9: Evaluating the Market Chapter 10: Evaluating Individuals <b>Simulation – Phase 1 - Due</b>



June 7	Chapter 11: Designing Performance Pay Plans
June 9	Chapter 12: Designing Indirect Pay Plans
<b>June 14</b>	Chapter 13: Activating and Maintaining an Effective Compensation System Conclude <b>Simulation – Phase 2 - Due</b>
<b>June 23</b>	<b>Individual Paper Due</b>

**Please Note:** Class activities may occur that are not reflected on the class schedule, and adjustments may be necessary.