



GBUS 864-001: Compensation Fall 2022

INSTRUCTOR DETAILS:

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CLASS DETAILS:

Class Dates: Monday & Wednesday, 31-Aug-22 to 06-Dec-22
Class Times: 5:30p.m. – 6:45p.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

- This is a hyflex course and I expect everyone online to keep their cameras on.
- 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/ec329136> 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: 329136**
- *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), 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.*
- Additional case studies will be used in this course. The total cost incurred by each student will be minimal. The instructor will make these case studies available during the course on UR Courses, and the costs will be billed prior to the end of the semester.

COURSE ASSESSMENT

Component	Due Date	Percentage
News Story/Article Assignment	Sept. 19	15%
Interview with Compensation Specialist	Oct. 12	15%
Group Project Paper	Nov. 23	15%
Group Presentation	Nov. 28, Nov. 30, & Dec. 05	15%
Participation	MW	10%
Final Exam	Dec. 17 (9:00 – 12:00)	30%



NEWS STORY/ARTICLE ASSIGNMENT (15%):

This assignment is designed to develop your critical thinking skills, which will involve researching and analyzing information related to a real-life application. The first part of this assignment will require you to locate and select a compensation-related news story or article. Your next task is to research whether that article's/story's information is accurate and whether or not the claims are supported by research. In order to do this, you will have to identify at least one relevant research article and summarize it to support your argument. The conclusion of your assignment must include recommendations based on your research.

Both articles must be attached to your assignment at the time of submission. The assignment must not exceed three (3) pages. Use Times New Roman 12-point font, 1-inch margins, double-space, and include page numbers. APA 7 is the required referencing style.

Evaluation of this assignment will focus on: clear explanation of key concepts/terms; demonstrated ability to integrate content across readings to form persuasive and well-evidenced conclusions; and a thoughtful and thorough critique. This will form 80% of your grade for this assignment.

Evaluation of this assignment will also take into account structure and writing (i.e., spelling, grammar, flow, clarity, referencing, limited use of quotes, adequate paraphrasing, and inclusion of an introduction and conclusion). This will form 20% of your grade for this assignment.

INTERVIEW WITH COMPENSATION SPECIALIST (15%):

This assignment can be completed individually or in a self-selected group with no more than four (4) students.

You will interview a compensation specialist about his or her organization's compensation strategy. Focus specifically on the five issues of objectives, internal alignment, external competitiveness, employee contributions, and management.

In addition to outlining what you learn from the interview in your paper, include answers to the following questions:

1. How does this organization compare to Google?
2. What compensation strategy does it seem to fit?
3. What changes would you recommend and why? (Use research to support your suggestions).

The assignment must not exceed four (4) pages. Use Times New Roman 12-point font, 1-inch margins, double-space, and include page numbers. APA 7 is the required referencing style.

Evaluation of this assignment will focus on your ability to: conduct a thorough interview to acquire information and explain the organization's compensation strategy; analyze the strategy; and conduct a thoughtful and thorough critique. This will form 80% of your grade for this assignment.

GROUP PROJECT PAPER/PRESENTATION (15% Paper/15% Presentation)

To enhance your learning experience, you will co-facilitate a section of the course content. In an instructor-selected groups of no more than four (4), you will present on a topic agreed to by your



group members and the instructor. You will be required to utilize the content from the required class readings as well as supplemental research.

As a group, you will submit a paper no longer than 12 pages about the topic. You will also deliver a 20-minute presentation to the class. Use 12-point Times New Roman font, double-space, 1-inch margins, and include page numbers. Presentations will be scheduled for the following dates: Nov. 28, Nov. 30, and Dec. 05.

Potential topics include: employee benefits; pay for performance (performance appraisal and plan design); executive compensation; the role of unions in compensation; pay equity; defined benefits and defined contribution pension plans; pay for performance plans (individual and group incentive plans); or another topic that is agreed upon by your group and the instructor.

The paper will form 15% of your total grade for this course; your presentation will form 15% of your total grade. This assignment will be discussed further in class, and a marking template will be posted to UR Courses.

PARTICIPATION (10%):

Students are expected to be present and engaged in class via Zoom and in-person. High levels of participation include such things as active involvement in class discussions, keeping your camera on if you are on zoom, 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. Moreover, keeping your camera off might also be interpreted as a lack of class participation.

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 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) offers both on-line resources and in-person tutoring on writing skills.

CLASS SCHEDULE:

Date	Topic
Aug. 31	Course Outline & Methodology/Introductions
Sep. 05	Labour Day
Sep. 07	Learning through Cases/Case Methodology
Sep. 12	Chapter 1: A Road Map to Effective Compensation
Sep. 14	Incentive Strategy within Organizations (Harvard Background Note)
Sep. 19	Chapter 2: A Strategic Framework for Compensation News Story/Article Assignment Due
Sep. 21	When Salaries Aren't Secret (Harvard Case Study)
Sep. 26	Chapter 3: A Behavioral Framework for Compensation
Sep. 28	Harrah's Entertainment: Rewarding Our People (Harvard Case Study)
Oct. 03	Chapter 4: Components of Compensating Strategy
Oct. 05	Barber Cardiosystems (Harvard Case Study)
Oct. 10	Thanksgiving Day
Oct. 12	Chapter 5: Performance Pay Choices Interview with Compensation Specialist Assignment Due
Oct. 17	Xiamen Airlines: Pay for Performance (Ivey Case Study)
Oct. 19	Chapter 6: Formulating the Reward and Compensation Strategy
Oct. 24	Sushma Industries (Ivey Case Study)
Oct. 26	Chapter 7: Evaluating Jobs: The Job Evaluation Process
Oct. 31	Chapter 8: Evaluating Jobs: The Point Method of Job Evaluation



Nov. 02	Attock Refinery Ltd.: Performance Management (Ivey Case Study)
Nov. 07	Chapter 9: Evaluating the Market
Nov. 09	Chapter 10: Evaluating Individuals
Nov. 14	Chapter 11: Designing Performance Pay Plans
Nov. 16	Chapter 12: Designing Indirect Pay Plans
Nov. 21	Chapter 13: Activating and Maintaining an Effective Compensation System
Nov. 23	Marshall & Gordon: Designing an Effective Compensation System (Harvard Case Study)
	Group Project Paper Due
Nov. 28	Presentations
Nov. 30	Presentations
Dec. 05	Presentations

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