

## **GBUS 864 Compensation**

**Summer 2024**

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### **INSTRUCTOR DETAILS:**

Name: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Office Location: [REDACTED]

Office Hours: Tues, Thurs 5:30-6:30 pm or by appt.

*The Faculty of Business Administration is located on land that is the traditional territory of the Cree, Saulteaux, Nakota, Lakota, and Dakota peoples and is the homeland of the Métis people. This land is part of Treaty 4 territory. We are all treaty people, meaning that we are all part of the relationship agreed to over 150 years ago. It is our collective priority to ensure all learners gain a deeper understanding of our shared histories and contemporary relationships. Indigenization and reconciliation are our collective responsibilities*

### **CLASS DETAILS:**

Class Dates: Tuesdays and Thursdays (July 2 – August 15)

Class Times: 7:00 pm – 9:45 pm

Class Location: [REDACTED]

### **COURSE DESCRIPTION**

The 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 understanding of the importance of compensation systems in organizations
- 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 course will entail a combination of lectures, seminar discussions, case discussion, articles and videos. As a result, 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.

**Students are expected to manage their schedules effectively, and keep track of important deadlines.**

Please read each section of the course outline for expectations on all components of the course.

## COURSE MATERIALS

Long & Singh. 2022. *Strategic Compensation in Canada (Seventh Edition)*. Nelson Education Ltd. If you already have a Top Hat account, you can go to <https://app.tophat.com/e/554147/> to be taken directly to our course digital textbook.

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: **554147**.

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.

## COURSE ASSESSMENT SUMMARY

Component	Grade Percentage	Due Date
In-Class Case Study Activities	15%	Weekly
Weekly Reflections	15%	Weekly
Group Project	Lead Class Discussion – 10%	Between July 16 – August 6
	Written Report – 20%	August 14 by 11:59 PM
Final Take Home Assignment	40%	August 15 by 11:59 PM

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

## DESCRIPTION OF ASSESSMENT

### In-Class Case Study Activities (15%)

There will be 7 in-class case study activities (the lowest 2 will be dropped from your final mark). You will be assigned groups in the first week of class and will work with the same group for the remainder of the term. You will be asked to read a case study prior to coming to class, and answer questions as a group based on the case. The case studies will come directly from the textbook, so no additional items need to be purchased for this course. The written portion of the activity must be submitted to UR Courses by the end of the class period. Only one submission per group. The written submissions will be assessed for clarity (how clearly do you express your ideas? Do you elaborate on your examples?), completeness (did you answer all required parts?) and knowledge of course material.

## Weekly Reflections (15%)

Students will be required to submit a reflection after each lecture. The reflection will be due by 11:59 PM the day after a lecture takes place. Each reflection will be worth equal value (the lowest 2 scores will be dropped). Your reflection can comment on lecture content, class discussion content, or textbook material. The reflections will follow a “1-2-3” format:

- **1 comment on prior knowledge** – e.g., *What did you know about this topic before class? Have you had prior work experience? Did you read about it in the news or on social media? Is this topic entirely new to you?*
- **2 questions from the class** – e.g., *What questions do you have about the material or discussions? What more would you like to know?*
- **3 takeaways from the class** – e.g., *What did you learn? What insights did you gain from this lecture? What was interesting? What stood out to you?*

## Group Project (30%)

### **Lead Class Discussion (10%)**

In groups of 4, students will be responsible for leading a 20-minute class discussion in the course. Groups will sign up to lead a class discussion for lectures 4 through 11 (July 16 – August 6 -see course schedule below for exact dates). Groups will be assigned during the first week of class and will be selected at random to sign up for a class discussion date. Keep in mind: groups who present earlier in the course will have less time to prepare the in-class discussion but more time to prepare the second portion of the written assignment.

Students will find a popular press article, news article, journal article, video, or other form of media relevant to the course. All groups must present a different article (**articles must be approved by the instructor no later than July 11**). All students must read the article before class and be prepared to participate in a discussion.

### Format of Class Discussion:

- Discussion leaders will provide an overview of the key takeaways of the article/media and how it aligns with course material. Why is this article/media important for us to know about? What are the implications from a compensation standpoint? (10 minutes)
- Discussion leaders will lead a group activity to engage classmates in discussion about the article/media (e.g., breakout groups, debate, class activity/game, etc.) (10 minutes)

Groups will be evaluated on the relevance of their chosen article/media, and how well they connect the article/media to course content. In addition, groups will be evaluated on the effectiveness of their group activity, how well they engage the class, as well as their creativity in designing the activity. Presentation quality, including eye contact, clarity, pace, use of presentation aids, will also be assessed. **All group members must be actively involved in the presentation/discussion.**

## **Written Report (20%)**

The final written report will be due at the end of the term. Students will write the report as a group (only one submission will be accepted per group). Additional details will be provided at the beginning of the course. The report must include the following sections:

### Overview and Importance of Article/Media (maximum 5 pages double-spaced):

- Provide a brief summary of the article/media.
- What are the key takeaways from the article/media?
- Why is the topic important for us to know about?
- Why is it relevant to the study of compensation?
- What are the implications from a compensation standpoint?

### Reflection on Class Discussion (maximum 5 pages double-spaced)

- Reflecting back on your discussion, as a group consider:
  - What went well?
  - What didn't go so well/what were some challenges you faced?
  - What did you find interesting or surprising when leading the class discussion?
  - What have you learned from this experience that can be applied to the outside world in future?
  - If you could do this class discussion over, would you do anything differently? Why or why not?

## **Final Take Home Assignment (40%)**

The final take-home assignment instructions will be provided to students on August 8. The assignment will be due by August 15 @ 11:59 PM on UR Courses. This assignment will require you to apply your knowledge of everything learned in this course, including lecture content, textbook content, in-class assignments, and group discussions. This assignment is to be completed individually.

## **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 take-home assignment, 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.

**Request for Deferred Submission of Work.** 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/graduate-studies-research/current-students/forms.html>.

### **ACADEMIC INTEGRITY**

As noted in the graduate calendar: *Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words.*

Students are permitted to use generative AI tools on assignments for this course **as indicated by the instructor and outlined on the assignment sheet**. Without such permission, students are expected to complete all coursework without substantial assistance from others, including automated tools.

### **STUDENT RESOURCES**

#### **UR Accommodated – Centre for Student Accessibility**

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at <https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

#### **Student Mental Health**

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

#### **Writing Assistance**

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

## CLASS SCHEDULE

CLASS	DATE	TOPIC	READING/ASSIGNMENT/IN-CLASS
1	July 2	A Road Map to Effective Compensation	Chapter 1
2	July 4	A Strategic Framework for Compensation	Chapter 2 <b>In-Class Case Study Activity (PRACTICE)</b>
3	July 9	A Behavioural Framework for Compensation	Chapter 3 <b>In-Class Case Study Activity</b>
4	July 11	Components of Compensation Strategy	Chapter 4 <b>In-Class Case Study Activity</b>
5	July 16	Performance Pay Choices	Chapter 5 <b>Group Class Discussions Begin (2)</b>
6	July 18	Formulating the Reward & Compensation Strategy	Chapter 6 <b>In-Class Case Study Activity</b>
7	July 23	The Job Evaluation Process	Chapter 7 <b>Group Class Discussion (2)</b>
8	July 25	The Point Method of Job Evaluation	Chapter 8 <b>In-Class Case Study Activity</b> <b>Group Class Discussion (1)</b>
9	July 30	Evaluating the Market	Chapter 9 <b>Group Class Discussion (2)</b>
10	August 1	Evaluating Individuals	Chapter 10 <b>In-Class Case Study Activity</b> <b>Group Class Discussion (1)</b>
11	August 6	Designing Performance Pay Plans	Chapter 11 <b>Group Class Discussion (2)</b>

12	August 8	Designing Indirect Pay Plans Remaining Group Class Discussion (if needed)	Chapter 12 <b>In-Class Case Study Activity</b>
13	August 13	Activating and Maintaining an Effective Compensation System	Chapter 13 <b>In-Class Case Study Activity</b> <b>Group Project Written Report due August 14 by 11:59 PM</b>
14	August 15	Course Wrap-Up	<b>Final Take-home Assignment due by 11:59 PM</b>

*Please Note: This schedule is subject to change. Students will receive as much advance notice as possible.*