

COURSE OUTLINES: BH2602/BH2606 Total Rewards Management

Academic Year	AY2022/23	Semester	2
Course Coordinator	Assoc Prof. Yu Kang Yang, Trevor		
Course Code	BH2606		
Course Title	Total Rewards Management		
Pre-requisites	AB1202, AB1601		
No of AUs	3		
Contact Hours	3hr x 13 weeks = 39		

A) Course Aims

Total rewards and their administration constitute the foundation upon which all successful employment relationships are built. This course introduces you to the concepts, theories, and frameworks that describe and explain how various components of a total rewards system work. Through the use of various learning modes that include case studies, textbook readings, class activities, team projects, lectures, and facilitated discussions, you will build up your understanding of the key role that pay and benefits occupy in both the overall business and HR competencies of a firm. Your knowledge will allow you to design and advise on rewards systems that strive to obtain a balance between internal fairness and external competitiveness, giving you an appreciation for how talent can be motivated to achieve desired outcomes from the employer organization's perspective. Finally, the knowledge and skills gained in this class will allow you to see how successful firms achieve competitive advantage through their compensation and benefits strategies which supports the development of an engaged workforce.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Apply the total rewards model the describe/ explain how companies use compensation and benefits to attract, motivate and retain talent.
2. Describe and explain how companies use compensation strategy to support the overall business and HR strategy in order to gain competitive advantage and organizational success.
3. Analyse and evaluate jobs to achieve internal alignment and fairness in terms of what jobs, skills and competencies are valued and rewarded.
4. Analyse market data to design a company pay structure based on pay level policies and pay mix strategies.
5. Evaluate different types of pay-for-performance programs and how they can be linked with performance appraisal to motivate employees and achieve organizational goals.
6. Identify the different types of employee benefits to design and administer successful benefit plan.

C) Course Content**Tentative Seminar Plan and Weekly Schedule**

Week	Date	Topic	Readings/Activity	Case
1	10/1	The Pay Model	GN Ch1, Straits Times: Salary not driving Job Satisfaction	Salary not driving Job Satisfaction
2	17/1	Pay Strategy	GN Ch2, NY Times: Inside Amazon	Inside Amazon

3	24/1	Internal Alignment	GN Ch3	Pay levels and differentiation at IDEO
4	7/2	Job Analysis	GN Ch4, The Customer Service Agent (GN)	GN4: Job Description/Analysis* The Customer Service Agent (WSJ)
5	7/2	Job-based structures	GN Ch5, Job Evaluation at Whole Foods (GN)	GN5: Job Evaluation at Whole Foods
6	14/2	Quiz I Person-based structures	GN Ch6	Observation Data Collection exercise
7	21/2	External Competitiveness	GN Ch7	Dirty Jobs Job Description and Pricing; Pay Policy Alternatives
	28/2	Semester Break		
8	7/3	Pay levels, Mix, and Pay Structures	GN Ch8	Deep Dive into Salary Data
9	14/3	Pay-for-Performance	GN Ch9, Ch10 (partial); Safelite Auto Glass	Safelite Auto Glass Debate
10	21/3	Performance Appraisal	GN Ch11; Vitality Health Enterprises	Performance Management at Vitality Health Enterprises
11	28/3	Quiz II Benefits Determination & Options	GN Ch12	
12	4/4	Management: Making Total Rewards work	GN Ch18; Marshall & Gordon	Marshall & Gordon: Designing an effective Compensation System
13	11/4	Team Project Presentations	Team consulting project presentations	Edwards School of Business

Note. This is a tentative schedule which may be subject to change as the semester progresses to suit the learning needs of students.

D) Assessment (includes both continuous and summative assessment)

There are nine (9) course assessment components as shown in the table below. The assessment rubrics (in italic) for these coursework components can be found in NTULearn.

Component	ILO Tested	NBS Learning Goal	Weightage (%)	Team /Individual	Assessment Rubrics from NBS
1. Knowledge and Application Quizzes	1 to 5	Acquisition of Knowledge	40	Individual	Test
2. Team Case Analysis Project	1 to 6	Problem Solving & Decision Making (PSDM)	20	Team	PSDM rubric
3. Team In-Class Performance	1 to 6	Oral Communication and Teamwork & Interpersonal Skills (TWIPS)	20	Team	Oral Communication rubric
4. Individual Presentation	1 to 6	Oral Communication	10	Individual	Oral Communication rubric
5. Individual Participation	1 to 6	Motivation & Development of Self & Others (MDSO)	10	Individual	MDSO rubric
Total			100%		

Important Notes:

Knowledge & Application Quizzes (40%) will be conducted in-class and will test your knowledge and understanding of concepts covered in both the assigned readings as well as in-class lectures/discussions. Absence from quizzes has to be substantiated with a valid MC that is endorsed by NBS UPO.

Team Case Analysis Project (20%) will require you to work in teams to analyse a case study using concepts learned throughout the semester. It will involve both a 10-page written report and presentation (20%) as well as an individually produced 3-minute video presentation (see below for details). The written report and powerpoint slides are due the day before class on week 13. More details will be released in the first few weeks of the semester.

Team In-Class Performance (20%) will be assessed via group work and mini-presentations that will be assigned and conducted during class sessions. A majority of these activities will be based around the assigned case/s for the day. See also document on pre-class reading questions.

Individual Presentation (10%) will be assessed via a 3-minute **self-produced video** about your own **personal learnings** and takeaways from the Team Case Analysis Project. Due 1 week after Team Case Analysis Presentations.

Individual Participation (10%): will be assessed based on individual motivation and behaviors displayed towards both peers and the instructor during class sessions.

Note.

- a. Assessment details are provided in the attached rubrics.
- b. To ensure that grades are assigned fairly based on the effort and contributions of individual team members, an end-of-semester peer evaluation will be conducted using to the assessment rubric in the Appendix (Teamwork & Interpersonal Skills Rubric) of the course outline. Students who are rated by their peers as performing and contributing below expectations will have their respective grades for the Team Case Analysis Project and Team In-Class Performance adjusted commensurately downwards by at least one letter grade (e.g. from B to C) depending on severity of under-performance. Completing the **Peer Evaluation** survey is **mandatory in order for students to receive a class grade**.

Case Studies

Case studies form an important component of your learning experience. They not only serve as a reinforcement for key concepts and theories but also allow you to see how such understanding is played out in the actual workplace. As such coming to class prepared by reading each assigned case thoroughly is very important for your own learning as well as your ability to contribute in both individual and team-based activities (for both in person and online classes). To guide your reading and preparation, each case is accompanied by several assignment questions.

Project Team Formation

You are required to form project teams of five to seven members. Team contracts (template provided) have to be submitted to the instructor by week 2.

E) Formative feedback

Feedback is central to this course. You will receive both written and verbal feedback from me on your team-based case analysis and presentations. Feedback on team presentations will be given in-class, whereas feedback on case analysis will be provided via email using the "Track Changes" feature on word.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The weekly interactive seminar sessions offer ample opportunities for open discussion and learning through dialogue and interaction. Conceptual and practical issues raised in class will challenge you to think critically and apply your ideas to actual business cases. These experiences will help you ensure that you have the foundational background and experience to achieve the above learning outcomes.
Team assignment(s)	The team-based assignments require you to work together with team mates to generate, analyse and deliver insight to an actual business problem. Thereby, sharpening your ability to explain and apply class concepts across a variety of contexts.
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities provide such opportunities.

G) Reading and References

Title: **Compensation**
 Author: Gerhart, B. and Newman, J. M. **(GN)**
 Publisher: McGraw-Hill, 13th edition, 2020
 Call #: ISBN: 978-007-128945-3

Casebook

- *Performance Pay at Safelite Auto Glass (A) (#: 800291-PDF-ENG)*
- *Performance Pay at Safelite Auto Glass (B) (#: 800292-PDF-ENG)*
- *Performance Management at Vitality Health Enterprises, Inc. (#: 913501-PDF-ENG)*
- *Marshall & Gordon: Designing an Effective Compensation System (A) (#: 411038-PDF-ENG)*
- *Marshall & Gordon: Designing an Effective Compensation System (B) (#: 411099-PDF-ENG)*
- *The Merit of a Points-based Merit System at the Edwards School of Business (#: W11603-PDF-ENG)*

Other Reading Resources

JM **Martocchio, Joseph J.**
 Strategic Compensation: A Human Resource Management Approach
 (8th Edition), Pearson/Prentice Hall, 2015
 (Call #: HF5549.5.C67M387)

WAW **WorldatWork**
 Handbook of Compensation, Benefits & Total Rewards: A Comprehensive guide for HR professionals. 2nd
 Edition, 2021, WorldatWork
 (ISBN: 9780470085806). (Call #: HF5549.5.c67W927)

H) Course Policies and Student Responsibilities**Attendance**

Your attendance in all the seminar sessions (physical and online) is required. Unexcused absences will be penalized through a reduced participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies must be submitted to the Undergraduate Programme Office (UPO) for their review and approval. To aid the planning of class activities please inform me if you need to miss a seminar via email prior to the start of the class. Similarly, I would also appreciate advance notice if you know that you need to arrive late or leave early on a particular day. Please come to class on time. Coming in late disturbs the class, and disrupts the discussion.

I) Ethics and Academic Integrity

In today's business world, professionals, consultants, and researchers are commonly held to high levels of etiquette and ethics. Being in a high-quality academic environment also requires you to conduct yourself with the highest possible degree of integrity. Hence, you should be reminded to refrain from all forms of academic dishonesty including, but not limited to the following:

1. *Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.*
2. *Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.*

3. *Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.*

4. *Cheating or sharing information on tests, quizzes, or other academic assignments, whether graded or otherwise, including but not limited to the following:*

- a. *Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods),*
- b. *Representing another's work as one's own,*
- c. *Sharing or obtaining sensitive class-related information with anyone outside of your class section.*

5. *More information on this topic can be found at: <http://academicintegrity.ntu.edu.sg>*

Use of NTULearn

Lecture notes, class assignments/exercises and all other study materials will be posted on NTULearn. You are required to visit the main course site regularly to receive any updates posted by the Course-coordinator as well as your respective course site for any updates from your own course instructor.

Additional Advice on Participation

The opportunity to share, analyze, and debate over ideas and scenarios greatly contributes to successful learning. To do well in participation will therefore require you to:

- **Be prepared.** To contribute to class discussion, you must come to class having carefully prepared all assignments (e.g. readings, cases, exercises). If you are unsure of the assignments for an upcoming class session, please ask me.
- **Be brave.** If you are here and you are prepared, the next step is mustering the courage to speak. I believe that everyone in this class is smart, interesting, and has many unique life experiences to share. You will get the most out of this course if you share your thoughts with one another. I expect each of you to participate fully in all class exercises and to voice your views in class discussions. I also expect you to ask questions about things that you don't understand, which can be an intimidating thing to do. However, asking questions in class not only helps you, but it also helps your classmates by moving the discussion forward in a new direction. If you feel uncomfortable talking in class, please send me an email or set up an appointment to talk with me early in the semester. I will do my best to accommodate each of your individual strengths and weaknesses, but I can only do so if they are brought to my attention.
- **Be courteous.** The final component of successful participation is treating your classmates in a respectful and professional manner. Good communicators are also good listeners, so listen carefully to the comments and questions that your classmates voice. You may learn something new from their perspective, and you will be able to avoid simply repeating something that another classmate has said earlier in discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student; open debate often leads to the most thoughtful and informative class discussions. However, please voice your disagreement in a kind and considerate manner. I require that you extend these courtesies to your classmates and also that they extend the same courtesies to you.

Help and Guidance

If you need additional help with any course-related issues, please do not hesitate to contact me. Don't wait until after the quizzes and assignments to get help. In addition to seeing me in class every week, you can reach me via email.

Advice on Doing Well

Finally, I am committed to helping you get as much out of your experience in this class as possible. I understand that things move really fast during the semester, so I cannot emphasize enough the importance of keeping up with the assigned readings and other class work. Nonetheless, with these time constraints in mind, I assure you that I have taken the steps to structure the course to make the most efficient use of your time both inside and outside of class. I have the following advice for people who want to succeed in this class:

1. Come to class regularly and on-time, participate and have fun!
2. Apply class concepts to your work and other life experiences and share examples with the class.
3. Don't wait until the last minute to start work on assignments.
4. Keep in touch with me – don't let a small problem become a big one.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Trevor Yu (Assoc. Professor)	S3-B1C-94	(65) 6790-5747	akyyu@ntu.edu.sg	By prior appointment via email

Appendix: Assessment Rubrics

Assessment Rubric for Knowledge and Application Quizzes

Traits	Performance	
Pay Model and Pay Strategy	<p>Scant Poor understanding of the pay model and its components. Unable to identify the differences in pay strategy and its alignment with business and HR strategy. Unable to describe a compensation strategy and how it relates to competitive advantage</p>	<p>Substantially Developed Clear understanding of the pay model and its components. Able to identify the differences in pay strategy and its alignment with business and HR strategy. Able to describe a compensation strategy and how it relates to competitive advantage</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>	
Internal Alignment	<p>Scant Poor understanding of internal alignment and pay structure design and how they support organizational objectives. Unable to identify the key elements of job analysis. Poor understanding of how job evaluation translates internal alignment into practice. Unable to recognize the differences between job-based and person-based pay structures.</p>	<p>Substantially Developed Clear understanding of internal alignment and pay structure design and how they support organizational objectives. Able to identify the key elements of job analysis. Clear understanding of how job evaluation translates internal alignment into practice. Able to recognize the differences between job-based and person-based pay structures.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>	
External Competitiveness	<p>Scant Poor understanding of external competitiveness and objectives of pay-level and pay-mix decisions.</p>	<p>Substantially Developed Clear understanding of external competitiveness and objectives of pay-level and pay-mix decisions.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>	

Team Case Analysis Project (PDSM)

Traits	Performance	
Define the Problem	Scant Does not identify the problem clearly; demonstrates limited understanding of the business, organization, and the role of HR.	Substantially Developed Identifies the problem clearly. Demonstrates in-depth understanding of the business, organization, and the role of HR.
	Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	
Devise Strategies to Solve the Problem	Scant Does not select appropriate principles, frameworks, and theory to analyse the case. Does not recognize the limitations and implications of using their chosen approach.	Substantially Developed Selects appropriate principles, frameworks, and theory to analyse the case. Recognizes the limitations and implications of using their chosen approach.
	Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	
Assess implementation feasibility	Scant Does not demonstrate ability to assess the feasibility of solutions and recommendations when applied to the specific context of the case. Does not examine how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects.	Substantially Developed Demonstrates ability to assess the feasibility of solutions and recommendations when applied to the specific context of the case. Examines how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects.
	Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed	

Team In-Class Performance (Based on Presentations & Slides)
(Oral communication)

Traits	Performance	
Content	<p>Scant</p> <p>Business issues and problems to be analysed are not clear. Information included does not clearly describe the case and key stakeholders. Frameworks and perspectives proposed are not clearly articulated. Recommendations and solutions not properly thought out or explained.</p>	<p>Substantially Developed</p> <p>Business issues and problems to be analysed are clearly presented. Information included clearly describes the case and key stakeholders. Frameworks and perspectives proposed are clearly articulated. Recommendations and solutions properly thought out and explained.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
Coherence and Organization	<p>Scant</p> <p>Presentation is choppy and disjointed; does not flow; development of ideas is vague; no apparent logical order of presentation.</p>	<p>Substantially Developed</p> <p>Presentation of ideas flow together well; good transitions; succinct but not choppy; well organized. Specific examples used are appropriate and clearly support key ideas.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
Speaking Skills	<p>Scant</p> <p>Inaudible or too loud, no eye contact, rate too slow/fast, speaker seemed uninterested and used monotone.</p>	<p>Substantially Developed</p> <p>Poised, clear articulation, proper volume, steady rate, good posture and eye contact, enthusiasm, confidence.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	
Audience Response	<p>Scant</p> <p>Incoherent, audience lost interest and could not determine the point of the presentation.</p>	<p>Substantially Developed</p> <p>Engaged the audience in the presentation, points made in creative way.</p>
	<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>	

**Individual Presentation
(Oral communication)**

Traits	Performance	
Content	<p>Scant</p> <p>Business issues and problems to be analysed are not clear. Frameworks and perspectives proposed are not clearly articulated.</p>	<p>Substantially Developed</p> <p>Business issues and problems to be analysed are clearly presented. Frameworks and perspectives proposed are clearly articulated.</p>
	<p>Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>	
Coherence and Organization	<p>Scant</p> <p>Presentation is choppy and disjointed; does not flow; development of ideas is vague; no apparent logical order of presentation.</p>	<p>Substantially Developed</p> <p>Presentation of ideas flow together well; good transitions; succinct but not choppy; well organized. Specific examples used are appropriate and clearly support key ideas.</p>
	<p>Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>	
Speaking Skills	<p>Scant</p> <p>Inaudible or too loud, no eye contact, rate too slow/fast, speaker seemed uninterested and used monotone.</p>	<p>Substantially Developed</p> <p>Poised, clear articulation, proper volume, steady rate, good posture and eye contact, enthusiasm, confidence.</p>
	<p>Evaluation: Scant <u>1 2 3 4 5 6 7 8 9 10</u> Substantially Developed</p>	

Individual Participation
(Motivation & Development of Self & Others)

Traits	Performance	
Motivate Self: Drive to Learn	Scant Acquires knowledge for an issue by drawing superficially from a narrow range of sources	Substantially Developed Acquires knowledge for an issue by thorough examination of a wide range of credible sources
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Self: Knowledge Acquisition	Scant Demonstrates limited understanding of an issue or concepts of interest.	Substantially Developed Demonstrates deep and elaborated understanding of an issue or concepts of interest.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Others: Knowledge Sharing	Scant Does not consider the learning experience of others. Knowledge shared is at the limited superficial level.	Substantially Developed Encourages the learning experience of others. Knowledge shared is deep and enriching.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Others: Genuine Disclosure	Scant Pays little attention to others' viewpoints. Interacts superficially with others.	Substantially Developed Considers others' viewpoints carefully. Engages thoughtfully with others with good feedback and insights.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

Teamwork & Interpersonal Skills Rubric (For Peer Rating)*(Not part of the overall marks but to ensure fair contributions across all team members)*

Traits	1 Below Expectation	2 Met Expectation	3 Above Expectation
Contributes ideas and effort toward the completion and improvement of group activities and assignments	Seldom contributes ideas and effort toward the completion and improvement of group activities and assignments.	Sometimes contributes ideas and effort toward the completion and improvement of group activities and assignments.	Often consistently contributes ideas and effort toward the completion and improvement of group activities and assignments.
Listens attentively to others, seeks input from them, and affirms their contributions	Seldom listens attentively to others, seeks input from them, and affirms their contributions	Sometimes listens attentively to others, seeks input from them, and affirms their contributions	Often consistently listens attentively to others, seeks input from them, and affirms their contributions
Accepts full responsibility for assigned duties, completes duties on time and helps others when needed	Seldom accepts full responsibility for assigned duties, completes duties on time and helps others when needed.	Sometimes accepts full responsibility for assigned duties, completes duties on time and helps others when needed.	Often consistently accepts full responsibility for assigned duties, completes duties on time and helps others when needed.
Demonstrates leadership by taking the initiative to get things done, clarifying issues, monitoring team progress, checking for common understanding, and completing projects on time	Seldom demonstrates leadership by taking the initiative to get things done, clarifying issues, monitoring team progress, checking for common understanding, and completing projects on time.	Sometimes demonstrates leadership by taking the initiative to get things done, clarifying issues, monitoring team progress, checking for common understanding, and completing projects on time.	Often consistently demonstrates leadership by taking the initiative to get things done, clarifying issues, monitoring team progress, checking for common understanding, and completing projects on time.