SYLLABUS

HRIR 3051 – Compensation Theory and Practice
Fall 2013

Instructor: Peter Ronza
Email: ronza001@umn.edu
Office Hours – By appointment

Department of Human Resources & Industrial Relations
Carlson School of Management
Tuesdays & Thursdays – 3:45pm to 5:25pm
Classroom CSOM 2-213

Course Description:

This course is an introduction to compensation principles and practices. The goal of the course is to give students an opportunity to comprehend the variety of theories and methods used to recruit, retain and reward employees. Although mainly a theory course, we will utilize cases to illustrate real-world compensation conflicts and the application of compensation principles and practices to arrive at a proper resolution these conflicts.

During this course:

We will focus on the concepts of compensation in the workplace. As a group, we will cover the key concepts, theories and methods that comprise this area as practiced in a variety of contexts and for a variety of purposes, such as recruitment, retention, and motivation.

The course will center on the needs of the Human Resources professional, as well as the organizational manager. There will also be an examination of the ethical issues related to total rewards. It is critical that we understand the impact that programs have on employees in the workplace, both in their professional and personal lives.

As an individual, you will pursue in greater depth, those areas that are related to your present and/or future area of practice. You will share this learning with the group so that we will all emerge from this learning experience having obtained breadth and depth in this field.

The objective of this course is to instill in students the ability to analyze situations, devise logical courses of action and recommend sound human resources solutions to business problems.
You will be involved in the following: (These are your assignments)

**Active Class Participation and Key Concept Discussion Team** 10%

**READ! Reflect! Be ready to discuss assigned readings/cases and actively participate at each session.** It is critical to express your reactions, reflections and opinion of the material as it enhances your learning experience and that of your classmates. Most of us learn best when we are actively involved in the process of learning, this includes your reading and thinking about the course content. Please be sure you are actively involved and prepared for each course session. This will affect your grade in the course as well as the quality of your learning. Be ready to be involved in activities based on these cases/readings.

**Quizzes** 30%

Two (2) quizzes will be given that will cover material from the class presentations and required textbook readings:

- Quiz #1 will cover the material in Sessions 1 through 4.
- Quiz #2 will cover the material in Sessions 6 through 9 AND Chapter 11 of text – Managing Performance

**Group Project #1 – The Ottawa Voyaguers** 10%

Each group of students will work on a project that will involve analysis and recommendations on distributing funds in accordance with the Ottawa Voyagueurs case.

Students will split into teams for this project. All students will be required to grade their teammates and submit those separately to the instructor as part of the process.

Brief class presentations will be conducted on November 6th before the class. A properly formatted PowerPoint presentation that is suitable for summarizing and presenting the solution should also be submitted and used to present the case to the class. Final report is due prior to the beginning of class on November 5th. Late submittals will be considered as an incomplete.

The project presentation and final report must include:

1) How should the $850,000 be distributed to the six (6) players in the case.
2) Methods of internal and external equity and reasons for recommendations.
3) Specific criteria/rationale behind recommendations

**Group Project # 2** 50%

Each group of students will work on a project that will involve the creation and presentation of a compensation system for either a start-up company or a public sector agency. The group will act as a consultant that has been retained to create and present a compensation system to the owners of the company.

Students will split into teams for this project. Students will be required to grade their teammates and submit input separately to instructor as part of the process.
Class presentations will be conducted on December 5th and 10th to the class. A properly formatted PowerPoint presentation that is suitable for summarizing and presenting the solution should also be submitted and used to present the case to the class. Final report is due prior to the beginning of class on December 5th. Late submittals will be considered as an incomplete.

The Bermuda project should include:

1) How compensation strategy relates to culture and objectives of organization.
2) Methods of internal and external equity and reasons for recommendations.
3) How rewards system will be constructed.
4) Benefits mix and rationale.
5) How system achieves client’s objectives.

The Valley County project should include:

1) Definition of issues and objectives.
2) Possible solutions (three)
3) Recommended solution and how it achieves objectives

_Students must construct recommendations that are realistic in relation to the political and cultural issues summarized in the case._

**Required Textbook:**


**Assigned Readings:**

There are readings that will be assigned from the required text that will assist in comprehending the material and preparing the student for class discussions. Material from the readings will also appear in the quizzes.

**Class Format**

This class will be interactive and participatory in nature. Attendance is critical in this short nine week class. A significant portion of your grade is based upon engagement, participation and preparation. Through speaking and giving opinions about the cases you demonstrate your knowledge of the topics at hand (through preparation and analysis).

Be respectful and courteous to everyone especially when making comments and contributions in class. Wait until called upon to make a comment without interrupting others. All ideas and comments are valid and welcome.

Turn cell phones **OFF**. Don’t text and do not utilize laptops. Give your instructor and fellow students your full attention. Class starts on-time so be on-time.
Statement on Submission of Written Assignments:
One of the competencies of HR professionals is to be able to convey ideas in a coherent and cogent manner. Your written assignments should incorporate correct grammar and syntax, and be free of spelling and typographical errors. Incorrect grammar, syntax and proofreading will result in a reduced grade.

All assignments must be handed in on time, unless you have sought prior permission. The use of ideas from others without appropriate credit is called plagiarism. In any assignment that you submit, you must cite the sources of your ideas as well as any quotations used.

Statement Regarding Students with Disabilities:

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the instructor or the University of Minnesota Office of Disabilities Services in regard to accommodations for this course.

Academic Misconduct – MA HRIR Policy

The Carlson School of management defines academic misconduct as any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one’s own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another’s work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding grade of F or N for the entire course, to suspension from the University.
## HRIR 3051 – Fall 2012 Course Outline

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<th>Topics:</th>
<th>Readings:</th>
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<td>1</td>
<td>10/22/12</td>
<td>Intro, Syllabus</td>
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<td>Regulatory Environments</td>
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<td>2</td>
<td>10/24/12</td>
<td>Total Rewards Strategy</td>
<td><strong>Textbook:</strong> Greene Chapter 1: Human Resource Management Strategy</td>
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<td>3</td>
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<td>Job Analysis (Internal Worth)</td>
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<td>4</td>
<td>10/31/12</td>
<td>Market Analysis (External Worth)</td>
<td><strong>Textbook:</strong> Greene Chapter 3: Rewards Management: Guiding Principles</td>
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<td><strong>Textbook:</strong> Greene Chapter 9: Rewarding Performance: Public Sector and Not-For-Profit</td>
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<td>Benefits</td>
<td><strong>Textbook:</strong> Greene Chapter 3: Rewards Management: Guiding Principles</td>
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<td>Performance Management</td>
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Peter Ronza is a Teaching Specialist in the Human Resources and Industrial Relations Department of the Carlson School of Management at the University of Minnesota. He has also served as an Adjunct Professor at the Organization Learning and Development Department at the University of St. Thomas. He is the President of the Pontifex Consulting Group.

Mr. Ronza has over twenty six years of experience in health care, banking, higher education, government and as a consultant for a variety of industries. He also has been called upon as a resource based on his expertise by print and video media (NBC Nightly News, Wall Street Journal, USA Today).

Mr. Ronza has been responsible for designing, implementing and maintaining new base pay, variable pay and incentive pay systems for staff, managers, and executives. He has also designed rewards and performance management systems for specialty groups such as pharmacists, physicians, athletic personnel and sales staff.

Mr. Ronza has a Master's degree in Human Resources/Industrial Relations from the University of Minnesota.

Mr. Ronza is a member of:

WorldatWork (formerly American Compensation Association) and has his Certified Compensation Professional (CCP) certification.

Society for Human Resources Management and has his Senior Professional Human Resources (SPHR) certification. He also served on the Total Rewards Special Expertise Panel (2005-2008) and the Ethics Special Expertise Panel (2010-2012) that provided advice and professional services to the 250,000 members of SHRM.