

**MANA 7358 (16611)**  
**COMPENSATION & BENEFITS**

**Spring 2024 - 3 Credit Hours**

**Asynchronous Online Format**

**Instructor:** Tina Zamanipour **Office:** Virtual

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**Student Hours:** Virtual Wednesday 12 pm – 1 pm CST; or by appointment

**\*\*\*\*\*Please only contact me via the email address above using your UH email address (NOT your personal email – we can run into a lot of legal issues doing this, please avoid it). You can refer to instructions for setting up your UH Email [here](#) if you have not already done so. Please DO NOT contact me via Canvas as I will likely miss your message on there. \*\*\*\*\***

**COURSE OBJECTIVE**

The focus of this course is to consider the applied issues in the direct compensation of employees. The course is intended to develop skills in making compensation decisions and examine current issues in compensation administration. During this course students will develop a compensation plan for an organization. The goals of the plan will be to control labor costs while maintaining the organization's ability to attract, retain, motivate, and develop a competent work force.

**REQUIRED TEXT**

Gerhart, B. 2022. *Compensation, 14th Edition*. New York, NY: McGraw Hill Education.  
ISBN10: 1264080905 ISBN13: 9781264080908

This textbook is **required** to complete your weekly assignments and will be the **primary source of information** for all of the course material. You are expected to have this book **prior** to the start of class as to give you sufficient time to start your work.

**\*\*PLEASE NOTE: You need the most up-to-date version (14th edition) of the book for this class (its less expensive than the old version). You can rent a digital copy of it [here](#) for less than \$60. You ONLY need the ebook for this class – DO NOT PURCHASE ANY SUPPLEMENTAL ACCESS for anything as we will not be using them.**

**COURSE CIVILITY**

As students enrolled in courses offered by the Bauer College, you are expected to adhere to the ethical principles described in the Bauer Code of Ethics and Professional Conduct (Bauer Code), in addition to those required by the UH Student Handbook. You may review the Bauer Code by clicking on the following link <http://www.bauer.uh.edu/BCBE/BauerCode.htm>. You may obtain a copy of the UH Student Handbook from the Dean of Students Office located in room 252 of the University Center, or by visiting the publications webpage on the Dean of Student's website at <http://www.uh.edu/dos/pub.html>.

Students are expected to conduct themselves in this online course as follows:

- **Respect for other students** – Everyone is required to participate in online discussions. While doing so, it is important to allow everyone to fully express their opinions. The online environment must be conducive to encouraging full participation from each student.
- **Preparation for discussions** – You are expected to prepare for discussions by reading all assignments and all posts of the other students. Your preparation will show by the quality of your posts.
- **Harassment** – Harassing, obscene, rude, uncivil, inappropriate, or unprofessional comments will not be tolerated. Although this pertains largely to online posts, it also includes emails or voice messages to other Bauer students, faculty, or staff.

**CANVAS**

Canvas will be used in this class as a course management tool. Specific options for this class are described below. To access Canvas, please obtain a Cougarnet ID and login at: <https://canvas.uh.edu/>. If you have questions about Canvas or need technical assistance, you can click on the Help icon (symbolized by a question mark) located at the bottom of the red navigation bar on the left side of your Canvas page. If you are having trouble accessing Canvas, please refer to the <https://uh.edu/canvas/student/> webpage or contact the UH IT help-line at 713-743-1411 (M-F 8am-8pm). Please email me for any course-related questions.

You will use the following features on Canvas for this class:

- Announcements  
Use this feature to keep up with any updates for the class. This will be how I will communicate with the class. Please get in the habit of checking it frequently as you might miss important updates otherwise. If you need to contact me directly, please use the UH email system. Do **NOT** use your personal email account. Please provide the course name (MANA 7358) in your email allow up to a 48-hour response window between when you send a message to me and expect a response (e.g., messages received past 7 pm will not be answered until the next day at the earliest). Do **NOT** send me messages via the Canvas messaging system as I may not see them.
- Canvas Inbox  
This is where you can find your classmates and send one another messages.
- Assignments  
This tool will be used to submit the different phases of your class project. You will submit assignment via the appropriate Turnitin link in this folder. Instructions for these assignments are available later in this syllabus. All submissions are due on the dates indicated at the end of this syllabus by 11:59:00 PM CST. Late submissions (meaning anything **even 1 second after 11:59:00 PM CST**) will be accepted with a 10% late penalty for every 24 hours late.
- Discussions  
The discussion board tool will be used for weekly discussions on topics from the required readings. New discussion questions will be posted every Monday and will be due the subsequent Sunday night by midnight. No late submissions are allowed on discussions unless you have an extenuating circumstance (i.e., hospitalization or other emergency).
- Collaborations  
If you are working on the class project as a group, you can use the Collaboration feature of Canvas to communicate, exchange ideas etc. You are not obligated to use this feature and can communicate with one another however you see fit. Your actual assignments must still be submitted via the appropriate Turnitin portal under the Assignments tab.
- Grades  
Use this tool to access your grades for this class including assignments, discussions, and the final course grade.

### **ACADEMIC HONESTY POLICY**

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

### **EXCUSED ABSENCE POLICY**

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and

[Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

### **RECORDING OF CLASS (required language)**

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

### **REASONABLE ACADEMIC ADJUSTMENTS/AUXILIARY AIDS**

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing [jdcenter@Central.UH.EDU](mailto:jdcenter@Central.UH.EDU)

### **TITLE IX/SEXUAL MISCONDUCT**

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

### **COURSE EVALUATIONS**

The Bauer College has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and Bauer Administration through the evaluation process.

### **MENTAL HEALTH AND WELLNESS RESOURCES**

The University of Houston has a number of resources to support students' mental health and overall wellness, including [CoogsCARE](#) and the [UH Go App](#). [UH Counseling and Psychological Services \(CAPS\)](#) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit [uh.edu/caps](http://uh.edu/caps), call 713-743-5454, or visit a [Let's Talk](#) location in-person or virtually. [Let's Talk](#) are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

[The Student Health Center](#) offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The [A.D. Bruce Religion Center](#) offers spiritual support and a variety of programs centered on well-being.

### **Need Support Now?**

**If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat [988lifeline.org](https://988lifeline.org).**

### **STUDENT RESOURCES**

In addition to CAPS and Center for Students with DisABILITIES, UH offers plenty of other resources and support for you to utilize. These include the LGBTQ Resource Center, the UH Student Health Center, the International Student & Scholar Services, the Student Advocacy And Support Services, University Career Services, University Eye Institute, the Women and Gender Resource Center and much more. You can find out more about these services at:

<https://www.uh.edu/campus-life/resources/index.php>.

Coogs Care: <https://www.uh.edu/dsaes/coogscare/>

Health FAQs: <https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/>

Student Health Center: <https://uh.edu/class/english/lcc/current-students/student-health-center/index.php>

### **SYLLABUS CHANGES**

Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through Canvas announcements.

### **DETERMINANTS OF THE TERM GRADE**

#### **Percentages**

Project - Phase 1	= 20%
Project - Phase 2	= 20%
Project - Phase 3	= 20%
Project - Phase 4	= 20%
<u>Online Discussion Contribution</u>	<u>= 20%</u>
Total	= 100%

#### **Points**

*Point values are as follows:*

Project Phase 1.....	40 points
Project Phase 2.....	40 points
Project Phase 3.....	40 points
Project Phase 4.....	40 points
<u>Online Discussion Contribution.....</u>	<u>40 points</u>
Total.....	200 points

#### **Grades**

Grades will be based on the following point totals:

A .....	186.0 - 200.0 points
A-.....	180.0 - 185.9 points
B+.....	174.0 - 179.9 points
B .....	166.0 - 173.9 points
B-.....	160.0 - 165.9 points
C+.....	154.0 - 159.9 points
C .....	146.0 - 153.9 points
C-.....	140.0 - 145.9 points
D+.....	134.0 - 139.9 points
D .....	126.0 - 133.9 points

D-.....120.0 - 125.9 points

F .....000.0 - 119.9 points

## **ONLINE DISCUSSION CONTRIBUTION**

Canvas discussion contribution counts as 40 points. The Canvas discussion will be based on the week's readings as specified on the schedule below. Canvas discussion contribution points will be based on the quality and quantity of each student's postings, as well as the quantity of postings each student has read. High quality posts will be more than just opinions; they will include references and links to material that supports the opinions. Students are expected to contribute two quality posts per week.

## **PROJECT**

Students will develop a compensation plan for an organization in four phases. The plan will ultimately create the pay structure for this organization and will include policies to maintain the structure. Each phase will be due at midnight on the date specified in the schedule below. Late projects will be accepted with a 10% penalty per day late. Projects should be turned in via Canvas's assignment function and will be submitted to turnitin.com to be analyzed for plagiarism (go to [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html) to learn more about plagiarism and how to avoid it). Students may do the project independently or in a group (up to 3 students). All students in a group will receive the same grade for the project. Students having difficulty with their group may break away from the group at any phase, however, students working independently may not join groups later. That is, if you do Phase 1 individually, the entire project must be done individually. Projects should be done exclusively for this class without collusion (except within groups.) The projects that receive an A will be well written, be free from errors, be appropriately referenced, accurately apply the course content, look professional, be realistic and functional, and meet the guidelines as specified below. Should you choose to work on the project as a group, only one person out of the group needs to submit each assignment – however you must ensure that **everyone's name is written at the top of your paper** to ensure that everyone in the group receives full credit. You may elect to use the collaboration feature on Canvas as a means of communicating and working together or use a different medium of communication of your choice.

### **The Organization**

You are planning on opening a “Canine Wellness Center” in the Heights. You will need to hire numerous employees and then will need to determine how much to pay them. Thus, you will need to create a compensation plan that will control labor costs while maintaining the organization's ability to attract, retain, motivate, and develop a competent work force. The plan should also be well justified and perceived as fair by the employees. The jobs you intend the company to have include: General Manager, Veterinarian, Cashier, Sweeper, Bookkeeper, Dog Stylist, Dog Walker, Dog Dietician.

### **Phase 1 -- Job Descriptions**

In this phase you will create job descriptions for the 10 jobs listed above. These job descriptions should include:

- a summary of the job,
- the duties, tasks, and responsibilities of the job,
- the knowledge, skills, and abilities needed to do the job,
- the experience and qualifications needed to do the job,
- the context and working conditions of the job, and
- the internal and external relationships related to the job.

Information and examples of job descriptions can be found in the book and at:

- <https://www.onetonline.org/>,
- <https://www.indeed.com/hire/how-to-write-a-job-description>,
- <https://www.hr.pitt.edu/sites/default/files/JobDescriptionWritingGuide.pdf>,
- <https://www.shrm.org/resourcesandtools/tools-and-samples/job-descriptions/pages/default.aspx>

(please note, this last website requires membership to SHRM [Society of Human Resource Management], which is available to students for \$40 a year – I would highly recommend it).

Remember that these descriptions will be used as the basis for hiring, compensating, and evaluating the performance of employees. They should be as comprehensive as possible and should capture your vision for what the job will entail. Thus, your job descriptions should be 1 to 2 pages **each**.

### Phase 2 - Job Evaluation

In this phase you will create a job evaluation plan for your company and will evaluate the 8 jobs from phase 1 using your job descriptions. You will use the point method for your evaluation plan, with 1000 points being the most points any job could receive. Creating this plan entails selecting compensable (or job) factors, defining factor degrees, and assigning factor weights. Compensable factors and factor degrees are generally described with a short paragraph. You should have between 5 and 7 compensable factors. You should turn in your evaluation plan as well as a summary page of the evaluation of your jobs. This summary page should include the total point value of each job as well as the point value of each job on each compensable factor.

### Phase 3- The Pay Structure

In this phase you will create a pay structure for your organization. It should resemble Exhibit 8.18 from the book, although the x-axis should be evaluation points. You should turn in:

- copy of your pay structure,
- a summary table describing the evaluation point range, minimum, maximum, and midpoint of each grade,
- a summary table of the minimum, maximum, and midpoint of each job, and
- a description of the process used to create the structure including the source of salary data.

Your structure should have between 5 and 8 pay grades, should meet all current legal requirements, and be adaptable to new jobs.

### Phase 4- Updating the Structure and Benefits

In this phase you will create a plan for updating the structure and providing benefits. This should include specifying how raises will be determined, how new employees will be incorporated into the structure, how the pay structure will be audited to detect possible discrimination, and when and how the structure will be updated in the future. Raises should be based on a merit system with 5 levels of performance: 1-poor, 2-needs improvement, 3-satisfactory, 4-good, 5-outstanding. Auditing should involve compa-ratios and equity adjustments. The section on benefits should describe the process the company will use to determine which benefits to offer and a plan on administering them.

### SCHEDULE:

Week	Topic	Readings	Assignment
January 16 <sup>th</sup>	Introduction	Syllabus	Intro Discussion due 01/21
January 22 <sup>rd</sup>	Pay Model & Strategy	Chapter 1&2.	Discussion 1 due 01/28
January 29 <sup>th</sup>	Internal Alignment & Job Analyses	Chapter 3&4.	Discussion 2 due 02/04
February 5 <sup>th</sup>	<b>Project – Phase 1 due Feb 11<sup>th</sup> at midnight</b>		
February 12 <sup>th</sup>	Structures and Evaluations	Chapter 5&6.	Discussion 3 due 02/18
February 19 <sup>th</sup>	Competition & Design	Chapter 7&8.	Discussion 4 due 02/25
February 26 <sup>th</sup>	<b>Project – Phase 2 due Mar 3<sup>rd</sup> at midnight</b>		
March 4 <sup>th</sup>	Pay for Performance	Chapter 9&10.	Discussion 5 due 03/10
March 11 <sup>th</sup>	<b>Spring Break</b>		
March 18 <sup>th</sup>	Appraisals & Benefits	Chapter 11&12.	Discussion 6 due 03/24
March 25 <sup>th</sup>	<b>Project – Phase 3 due Mar 31<sup>st</sup> at midnight</b>		
April 1 <sup>st</sup>	Benefit Options & Special Groups	Chapter 13&14.	Discussion 7 due 04/07
April 8 <sup>th</sup>	Unions & International Systems	Chapter 15&16.	Discussion 8 due 04/14
April 15 <sup>th</sup>	Legal Issues & Management	Chapter 17&18.	Discussion 9 due 04/21
April 22 <sup>rd</sup>	<b>Project – Phase 4 due Apr 28<sup>th</sup> at midnight</b>		
April 29 <sup>th</sup>	<b>You're done – enjoy your summer!</b>		

*This schedule is tentative and may change due to situational factors.*