



Master Course Syllabus

Semester: Spring

Course Prefix: HR

Course Title: Total Rewards

Year: 2025

Course and Section #: HR 4000 X02

Credits: 3

Course Description

This class is to study total reward systems in private and public organizations, which includes examining these systems' wage, salary, and benefits elements. Provides a comprehensive overview of total reward strategies in organizations, discuss relevant compensation models, and review various benefits influences, including laws and regulations. Explores the relationships between employee performance the different intrinsic and extrinsic rewards in total reward systems.

This course is required for all Human Resource Management Majors. Students must complete HR 3430 and have University Advanced Standing prior to enrolling in this course.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Irene Whittier, SHRM-SCP

Office: Keller Building 332B

E-mail: IWhittier@uvu.edu - Office hours are available by appointment. These can be in person or via Teams. Also, if a question posed is relevant to the entire class, I will post the question and answer in an Announcement as well.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain total reward strategies, including base, incentive compensation, and benefits
- Analyze the strengths and benefits of pay systems
- Analyze the strengths and benefits of benefit systems
- Implement strategies of total reward systems
- Apply HRIS systems to total reward mechanisms
- Analyze and respond to issues, problems, and the opportunities faced in organizations through practicing the following skills: analytical thinking, problem solving, ethical awareness and

decision-making, oral and written communication, enhancing abilities to integrate theory and practice, and teamwork skills

Course Materials and Texts

- Strategic Compensation: A Human Resource Management Approach, 10th edition by Martocchio; Pearson; ISBN 978-0135192146
 - [SHRM cases for discussions](#)[Links to an external site.](#)
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Course Requirements

Course Assignments, Assessments, and Grading Policy

The course requirements include weekly quizzes, occasional case discussions, two group projects, two exams, and occasional assignments.

Course grades will be based primarily on points earned, although factors such as free-riding on group efforts will be considered and may reduce your grade. Your grade in this course will be determined as follows.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99

C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
E	0-59.99

Assignment Categories

Activity	Percent
Exams	40%
Assignments	5%
Quizzes	5%
Pay System Design Project	25%
Benefits Program Analysis Project	25%

Late Work Statement:

If you are late completing deliverables, the grade will be reduced by 5% each day it is late. If you think you will be unable to turn the paper in on time, please notify the instructor in advance (at least two days before the due date) to make other arrangements. Giving notice will minimize the penalty on the deliverables but may not completely remove it. Late work will be handled according to individual circumstances, so the process may differ by the student. Make-up work will only be offered when there are extenuating circumstances beyond the control of the student.

Assignment and Assessment Descriptions

Quizzes

Weekly quizzes will cover all material about the weekly topic. Questions will be drawn from readings, lectures, assignments, and any other materials from a module. These quizzes will be non-cumulative. Each quiz will have a combination of 20 multiple-choice and true-false questions. All quizzes will be taken in Canvas. Each quiz will have a 30-minute time limit and be open note. Quizzes are meant to help you learn the field's vocabulary, test basic application knowledge, and prepare for the exams. These are low-stakes quizzes, because their value is not high relative to other deliverables for the class.

Case discussions

In this course, we will use several short case studies from the Society for Human Resource Management (SHRM) about business problems that have an HR element. We will discuss these cases during the weeks they are assigned on the relevant discussion board. It is essential, then, that you read these cases early in the week so you can contribute to the case discussion.

Three cases will be analyzed in this course. The final selected cases were based on the relevance to the week's topics, the quality of the case, a balance of strategic HR issues and decisions, and the realism of the problem being faced by the company. Last, the age of the case varies from recent cases to cases written 20 years ago. If you feel these are too "old," I ask you to take out a pencil and change all the dates to today to see if anything changes—most of the core issues in the case will be relevant to today (aside from technological advances).

Case teaching is used because it lets the students apply theory and judgment to real problems and mirrors the way problems are encountered and solved in typical organizations. Additionally, case teaching enables students to learn from each other and not just from the teacher. Students will be stating and comparing opinions and learning from differences and similarities. In turn, you must be prepared to discuss and learn from a case. Although these are short cases, you should set aside at least one hour per case to read it and make notes about what you consider the key issues and potential solutions.

In general, to prepare a case, follow these steps:

1. Read the case briefly by yourself to get an overview of the facts and understand the people involved, the company, and the overall context.
2. Actively read the case carefully to construct your own meaning. And answer any questions posed in the case or that are supplied with the case.
3. Make a sheet of notes with your suggested solution (or alternative solutions) to refer to when writing your posts for the case discussion.
 1. Note relevant theories, frameworks, or other ideas from the course content readings that apply to the case or offer insight into the issue in the case or potential solutions.

The case discussions are lagged; you will read and prepare the case in the first part of the week (Mon-Tue) and then discuss the case in the second part of the week (Wed-Sat).

1. Assign/Volunteer "Openers": To get the discussion board going, a couple of individuals will be assigned each week to kick off the discussion. I will post who is to start the discussion via an Announcement the week before.
2. Opening Post Submitted by Wednesday at noon: Because effective case discussion can take 3-5 days, these "opening" posts should be submitted no later than noon on Wednesday, so it is available before the latter part of the week begins, which is when most students do the majority of their work. The opening post will count toward the 2-post minimum.
3. 3-200 Guideline: Each student must post a minimum of 2 comments, each no longer than 200 words. The "opening" post will count towards this requirement and will be graded. While you can post more than 2 comments, only your first 2 will be subject to grading. (If you need to post asking a clarifying question, etc., please indicate that you would not like it graded.) Also, you can go over the 200-line limit only if the content demands it and it doesn't affect the quality of your post. (You could lose points if the extra length is judged as unnecessary.) You should plan on committing a minimum of at least 3-4 times to check and read the discussion thread, so you can make comments to the classes' discussion. You want to post early and in meaningful ways throughout the discussion. Deadlines (each week):
 1. Noon on Wednesday of that week: Opener has responded to the discussion question to kick off the class case discussion.

2. Midnight on Saturday of that week: 2 discussion thread comments are submitted by each class member.
3. Midnight on Sun of that week: Each Closer has submitted 2-3 key takeaways to the class discussion board for the case. I will assign several people to be Closers the week before via Announcements in Canvas.

Assignments

Throughout the semester, various assignments will need to be completed. Each of these assignments will prepare you for other deliverables, such as the Pay System Design or Benefits Plan Review projects.

Pay Systems Design Project

Compensation is a critical area of HR management and one that can greatly affect employee behavior. To be effective, compensation must be perceived by employees as fair, competitive in the market, accurately based, motivating, and easy to understand. HR professionals might create their organization's pay structure or work with an external compensation consultant. There are several steps to designing a pay structure: job analysis; job evaluation; pay survey analysis; pay policy development; and pay structure formation. In this project, you will design a pay structure using a case scenario and its related information. There are several tasks that are part of the project. You will submit two memos explaining what you have done at different points during the project. Each memo will provide an overview and an explanation of your work.

Benefits Program Analysis Project

Benefits are an important part of every company's total rewards strategy. In this assignment, you will work individually to identify the benefits program for a current company and analyze it to determine how effective this package benefits would be to both, attract and retain employees as well as assess the costs likely associated with this program. You will do your analysis of the program, along with your recommendations about how to improve it for the final deliverable in the form of a paper at the end of the semester.

Exams

There will be two exams during the semester. One exam will cover compensation and the other benefits. The exams may use multiple choice, identification, and short essay questions to assess your knowledge of the material. Although many of the questions will test your ability to apply the ideas discussed in the readings and class discussions, others will require that you simply know the various models, concepts, or other subject matter. In order to do well on the exams, you will have to both know and understand all of the material covered in the course.

Exams will be open book, open note as I believe students learn more if they search for the answer instead of memorizing material and promptly forgetting after the exam is over.

[Course Schedule](#)

Module 0 Stuff You need to know January 11	Read: Syllabus Read: Guidelines for Written Assignments	Discuss: Icebreaker Submit: Introduction Assignment Submit: Canvas Communication Assignment Submit: Resume Upload Assignment
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Module 1 Strategic Compensation and Context January 18	Read: Strategic Compensation Chapters - 1 and 2 Watch: Lecture	Complete: Quiz 01
Module 2 Traditional Bases for Pay January 25	Read: Strategic Compensation - Chapter 3 Watch: Lecture	Submit: Group Charter Assignment Complete Quiz 02
Module 3 Incentive Pay February 1	Read: Strategic Compensation - Chapter 4	Discuss: Aflac Case Complete: Quiz 03
Module 4 Person-Focused and Flexible Workforce Pay February 8	Read: Strategic Compensation – Chapters 5 & 12 Watch: Lecture	Complete: Quiz 04
Module 5 Internally Consistent Pay February 15	Read: Strategic Compensation - Chapter 6 Watch: Lecture	Read: Compensation System Design Project – Part 1 Complete: Quiz 05
Module 6 Market Competitive Pay February 22	Read: Strategic Compensation - Chapter 7 Watch: Lecture	Discuss L.L. Bean Case Submit Compensation System Design Project – Part 1 Quiz 06
Module 7 Employee Contribution Practices March 1	Read Strategic Compensation – Chapter 8 Watch: Lecture	Complete: Quiz 07
Module 8 Compensation Exam March 8		Complete: Compensation Exam
Module 9 Legally Required Benefits March 22	Read: Strategic Compensation – Chapter 10: Sections about of Origins of Legally Required Benefits, Legally Required Benefits and Cost Watch: Lecture	Submit: Compensation Design Project – Parts 1 and 2 Complete: Quiz 09
Module 10 Health Insurance and Retirement Benefits March 29	Read: Strategic Compensation – Chapter 9	Submit: Compensation System Project Reflection Assignment Complete: Quiz 10
Module 11 Discretionary Benefits April 5	Continued Reading: Strategic Compensation – Chapter 9	Discuss: IKEA Case Complete: Quiz 11
Module 12 Enrollment and Communication April 12	Read: Benefit Enrollment and Communication Materials Watch: Lecture	Complete: Quiz 12
Module 13 Benefits Exam April 19		Complete: Benefits Exam
Module 14 Benefits Assessment Paper April 26		Submit: Benefits Assessment Paper
Module 15		Submit: Benefits Assessment

Course Wrap Up April 29		Paper Reflection Assignment Submit: Resume Update Assignment
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General Description of the Subject Matter of Each Lecture or Discussion

See Course Schedule

Required Course Syllabus Statements

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Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that

produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.