



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS™

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## ***HRM 5316-110 COMPENSATION MANAGEMENT (Online)***

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Fall 2021, revised date: 8.5.2021  
Texas A&M University - Central Texas

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### **1. INSTRUCTOR AND CONTACT INFORMATION**

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#### **1-1. Instructor Contact Information**

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**Course Instructor:** YeongJoon (YJ) Yoon Ph.D.

**Office Location:** Founders Hall, #217

**Phone:** 254-501-5944 (Melanie Mason, Administrative Assistant)

**Email Address:** [yoon@tamuct.edu](mailto:yoon@tamuct.edu)

If you have any questions or concerns, please send an e-mail to [yoon@tamuct.edu](mailto:yoon@tamuct.edu). E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox.

#### **1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction**

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If you have any questions about this course, we can set up an appointment for a virtual office hour through WebEx. You can also send Canvas Inbox or e-mail anytime; I usually respond to questions within 24 hours on weekdays and 48 hours on weekends.

#### **1-3. Syllabus Accessibility**

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This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [weekly checklist](#), [reading list](#), and [course and university procedures and policies](#).

#### **1-4. Warrior Shield**

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Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](#) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**Fall 2021 Return to Campus Plan.** For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](#).

## 2. COURSE INFORMATION

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### 2-1. Mode of Instruction and Course Access

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This is a **100% online asynchronous course** and uses TAMU-CT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Additional information is located under [Technology Requirements](#).

### 2-2. Course Overview and Description

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The main purpose of this course is to help students understand the various factors that affect the two important pay decisions that organizations need to make: *How to* (pay method) and *how much* (pay level) an organization should pay its employees. Integrating various perspectives from management and economics, this course explores how a variety of factors such as labor market, organization, and job characteristics affect (or are correlated with) the levels and methods of pay. The course also examines recent pay related issues in the news such as pay inequality and gender pay gap. **Compared to the undergraduate-level compensation course that TAMUCT offers (i.e., MGMT 4303: Managing Compensation), the emphasis is placed on the actual development of sound compensation programs that consider current trends, legal implications and social requirements.** Basic level of human resource management knowledge and quantitative applications skill is recommended to take this course.

### 2-3. Course Objectives

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Upon successful completion of *HRM5316 Compensation Management*, students will be able to do the followings:

1. ***How much to pay employees (related to the issue of pay level)***
  - 1-A. Demonstrate an understanding of the factors that need to be considered in making pay level decisions as an organization and their consequences.
  - 1-B. Decide an adequate level of pay through various methods such as point system and market pricing.
2. ***How to pay employees (related to the issue of pay method)***
  - 2-A. Demonstrate an understanding of the factors that need to be considered in making pay method decisions as an organization and their consequences.
  - 2-B. Decide through which method to pay employees considering different consequences (or pros and cons) of various pay methods (e.g., pay-for-performance vs. non-pay-for-performance; pay secrecy policy vs. open pay policy).
3. ***Factors to consider as a job-seeker to earn more***  
Identify factors that can affect pay levels and consider these factors in looking for a job as a job-seeker.
4. ***Professional Etiquette***  
Understand, apply, and demonstrate professionalism as described under professional etiquette ([Course Requirement 5](#)).

## 2-4. Module Learning Outcomes

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Module-level student outcomes are located in the Canvas classroom at the beginning of each module.

## 2-5. Required Readings

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The main textbook is *Pay: Why people earn what they earn and what you can do now to make more* by Kevin Hallock. The book is available online through the TAMUCT Library website (<http://tamuct.libguides.com/index>). We will also discuss a number of chapters in other books, academic journal articles, and case studies. All the readings are available online through the TAMUCT Library website, and the links or instructions to obtain these readings will be available in our online classroom (Canvas website). The detail of our main textbook is as follows.

- Title: Pay: Why people earn what they earn and what you can do now to make more
- Author: Kevin Hallock
- ISBN: 978-1-107-01498-5
- Publisher: Cambridge University Press
- Publication Year: 2012

## 3. COURSE REQUIREMENTS

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A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make changes to better facilitate the academic environment. In such an event, changes will be announced in the virtual classroom and emailed to students within one week of the change decision. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

### \* IMPORTANT NOTICE

**All the required works in this course represent the independent work of students; teamwork will not be permitted. A student who turned in his or her assignment that is a result of teamwork will receive a failing grade “F” and a referral to Student Affairs.**

### **3-1. Requirement 1: Individual Assignments (15 assignments, 50 points per assignment, a total of 750 points)**

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Assignments in this course are qualitative assessments of module-level learning objectives, which are designed to help you practice applying course concepts to solve compensation problems. *A rubric entailing the grading criteria is provided with instruction for assignment.* An example of an individual assignment can be found in the [Appendix](#).

If citations and references are needed in writing your answers, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a failing grade “F” on this course and be referred to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor Policies](#). If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module.

**Assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.**

### **3-2. Requirement 2: Review Quizzes (14 review quizzes, 10 points each, a total of 140 points)**

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Review quizzes are provided to ensure students are understanding concepts presented in the required readings and videos as well as to help prepare you for the final exam. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT's Web-supported Canvas application.

**Students can take each quiz twice. The higher score of the two attempts will be recorded.**

Quizzes include 5 to 10 questions each and anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted on the [weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

### **3-3. Requirement 3: Final Exam (100 points)**

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There will be a final exam at the end of the semester. Exams include 50 multiple choice and true/false questions, which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMUCT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 150 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam)**. **An opportunity to complete the final exam late will NOT be provided.**

### **3-4. Requirement 4: Introduction (10 points)**

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You will need to post your introduction at the beginning of the course.

### **3-5. Requirement 5: Professional Etiquette**

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Students are expected to embody professionalism to include the following:

1. **Demeanor** – Being polite, well-spoken, inclusive and mature, and demonstrating tact, respect, compassion, and appreciation - not being rude, belligerent, arrogant, or aggressive.
2. **Reliability** – Following through on tasks in a timely manner and communicating unanticipated events.
3. **Competency** – Committing to learning and applying content from the course, acting in a responsible manner, and practicing sound judgment, seeking assistance when appropriate.
4. **Ethics** – Being honest and trustworthy.
5. **Equality** – Refraining from giving or seeking preferential treatment unless supported by the Office of Access and Inclusion, adhering to published policies of the university, seeking assistance or clarification when appropriate.

**A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course.** A less severe penalty may be assigned by the instructor, depending on the circumstances of the situation.

### **3-6. Bonus Opportunities**

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Bonus opportunities can be created throughout the course by the instructor.

### 3-7. Instructor Policies

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**Late works:** All works are due on the date designated on the [weekly checklist](#) unless otherwise posted in the classroom announcements. **No late works will be accepted without written documentation of an unavoidable or unforeseeable event.**

**Plagiarism:** A student who turned in a plagiarized assignment, *i.e., failing to cite and reference the information source properly*, **will receive a failing grade “F” and a referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

When you are using an idea from another source (including your past assignments from this as well as other courses) in your writing, you need to do the following two things.

- 1) Cite and reference the source properly (using the APA format).
- 2) Paraphrase the original writing, so no more than seven consecutive words are identical.

\* Here, a ‘source’ also includes your past assignments from this as well as other courses.

**Any writing (that uses an idea from another source) that does not meet BOTH of the above two criteria will be considered as plagiarism.**

**How to properly cite, reference, and paraphrase are outlined in the *Citations and References* video in the Orientation Module. Please watch this video and cite, reference, and paraphrase accordingly.**

**Paraphrasing others’ works:** A large portion of a student’s work done by paraphrasing (and thus citing and referencing) someone else’s work will not be viewed as a result of independent work. A student can paraphrase, cite, and reference someone else’s work to make certain points within the student’s writing. However, if a too large portion of the student’s submission is just a paraphrasing (and thus citing and referencing) of someone else’s work, it will be viewed as [“teamwork”](#) outlined in this syllabus. **A student who turned in a course requirement that is a result of teamwork will receive a failing grade “F” and a referral to Student Affairs.**

**Copyright of course materials:** Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material or sharing it with others through any means (e.g., directly or indirectly through various websites like Course Hero) is prohibited without consent by the author and/or course instructor. **A student whose course material(s) has been shared through any means will be viewed as violating this copyright policy. Violation of copyright is against the law and Texas A&M University-Central Texas Code of Academic Honesty. Any alleged violations will result in a failing grade “F” and a referral to Student Affairs.**

**The operation of the online course and being an online student:** Students’ learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a web-based course, you have committed to participate in the online course activities. Plan to participate regularly.

### 3-8. Grading Criteria

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Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and final exam.

**Grade Composition:**

Requirement	Percentage	Detail
Assignments	75%	15 assignments - 50 points each: 750 points total
Review Quizzes	14%	14 quizzes - 10 points each: 140 points total
Introduction	1%	10 points total
Final Exam	10%	100 points total
Professional Etiquette	-	Can be deduction (or failing) factors
Plagiarism		
Teamwork		
Copyright Violation		
<b>Total</b>	<b>100%</b>	<b>1,000 points total</b>

Grades will be determined by the total points that you receive in this course: A= 900 or more, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less. Grades will NOT be determined by the percentage that you may view on our Canvas website.

**Posting of Grades:** All student grades are anticipated to be posted in the Canvas grade book within seven days of the submission deadline. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

**Submitting Course Requirements:** Please submit all course requirements (assignments, quizzes, and exams) through our Canvas classroom.

## 4. TECHNOLOGY REQUIREMENTS AND SUPPORT

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### 4-1. Technology Requirements

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This course will use the A&M-Central Texas Instructure Canvas learning management system. Login to [A&M-Central Texas Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in [myCT](https://tamuct.onecampus.com/) [https://tamuct.onecampus.com/]. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

***This course will use the TAMUCT Canvas learning management system.***

- Login to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

***Technology issues are not an excuse for missing a course requirement.*** Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMUCT computer lab, a local library computer where available, a backup laptop of your own, or access to a friend, neighbor, or family member's computer. If you do encounter technical difficulties, please send me an email.

## 4-2. Technology Support

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**For Canvas issues** Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

**For log-in issues** For log-in problems, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support, please let your support technician know you are a TAMUCT student.

**For course contents and requirement issues** For issues related to course content and requirements, contact the [instructor](#).

**Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.**

## 5. WEEKLY CHECKLIST

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This weekly checklist provides you with a list of the things that you need to do in a given week. You’ll need to check off all the things on the list to be considered as “complete” for that week.

Each week’s work for the course will begin on Monday and end on Sunday (except in Week 16). The things that you need to do within each week have *Sunday night at 11:59 p.m.* deadline (with the exception for Week 16, which has *Friday night at 11:59 p.m.* deadline).

Course materials for a given week will be open a week in advance at 12:01 a.m. on Monday (with the exception of Week 1). For example, Week 2 materials will be open at 12:01 a.m. on Monday of Week 1. Considering that most activities have a Sunday deadline, you will have about two weeks to submit the required materials (e.g., quizzes and assignments) from the time that they are published. **Course materials will not be opened in advance of this schedule.**

I reserve the right to make changes to the course schedule if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

***Week 1: August 23rd, Monday – August 29th, Sunday*****1. Things to do*****Orientation Module***

<b>Things to do</b>	<b>Points</b>	<b>Due date</b>	<b>Where to find</b>	<b>Done?</b>
Watch Instructor Welcome Video Message	-	-	Home	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Upload your introduction	10	Aug 29 <sup>th</sup> , Sunday	Assignments > Other	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>

***Module 1: Introduction***

<b>Things to do</b>	<b>Points</b>	<b>Due date</b>	<b>Where to find</b>	<b>Done?</b>
Read Required Readings	-	-	Modules > Module 1	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 1	<input type="checkbox"/>
Complete Module 1 and Syllabus/Plagiarism Review Quiz	10	Aug 29 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

***Assignments***

<b>Things to do</b>	<b>Points</b>	<b>Due date</b>	<b>Where to find</b>	<b>Done?</b>
Complete Assignment 1: Getting to know the case	50	Aug 29 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Total compensation / Compensation cost



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**Week 2: August 30th, Monday – September 5th, Sunday**

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**1. Things to do****Module 2: Neoclassical Economics Model of Pay and Its Limitations**

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 2	<input type="checkbox"/>
Complete Module 2 Review Quiz	10	Sep 5 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 2: Market pay data	50	Sep 5 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Supply and demand of labor / Market pay level / Geographic location / Labor market competition / Market compensation surveys / Minimum wage / Prevailing wage

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**Week 3: September 6th, Monday – September 12th, Sunday**

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**1. Things to do****Module 3: Business/HR Strategy and Pay**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 3	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 3	<input type="checkbox"/>
Complete Module 3 Review Quiz	10	Sep 12 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 3: Business strategy and pay	50	Sep 12 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Business strategy / Vertical and horizontal fit of HRM / KSAs, behaviors, and culture / External competitiveness / Internal alignment / Market pressures / Compensation cost

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**Week 4: September 13th, Monday – September 19th, Sunday**

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**1. Things to do****Module 4: Relative Importance of a Job and Pay**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 4	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 4	<input type="checkbox"/>
Complete Module 4 Review Quiz	10	Sep 19 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 4: Job evaluation 1	50	Sep 19 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Strategic talent management / Job evaluation / Job analysis

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**Week 5: September 20th, Monday – September 26th, Sunday**

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**1. Things to do****Module 5: Pay-For-Performance**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 5	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 5	<input type="checkbox"/>
Complete Module 5 Review Quiz	10	Sep 26 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 5: Job evaluation 2	50	Sep 26 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Pay-for-performance / Merit pay raise / Equity Theory / Expectancy Theory / Motivation, sorting, and legitimacy effect / Group incentives / Performance appraisal and management

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**Week 6: September 27th, Monday – October 3rd, Sunday**

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**1. Things to do****Module 6: Simple Linear Regression Refresher**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 6	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 6	<input type="checkbox"/>
Complete Module 6 Review Quiz	10	Oct 3 <sup>rd</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 6: Simple linear regression refresher	50	Oct 3 <sup>rd</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Simple linear regression

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**Week 7: October 4th, Monday – October 10th, Sunday**

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**1. Things to do****Module 7: Designing a pay structure: Combining labor market, strategy, relative importance of a job, and pay-for-performance altogether**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 7	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 7	<input type="checkbox"/>
Complete Module 7 Review Quiz	10	Oct 10 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 7: Pay structure design 1	50	Oct 10 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Pay structure / Base pay / Pay level / Point system / Pay grades / Skill-based pay

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**Week 8: October 11th, Monday – October 17th, Sunday**

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**1. Things to do****Module 8: Pay Secrecy**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 8	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 8	<input type="checkbox"/>
Complete Module 8 Review Quiz	10	Oct 17 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 8: Pay structure design 2	50	Oct 17 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Pay secrecy

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**Week 9: October 18th, Monday – October 24th, Sunday**

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**1. Things to do****Module 9: Multiple Linear Regression Refresher**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 9	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 9	<input type="checkbox"/>
Complete Module 9 Review Quiz	10	Oct 24 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 9: Multiple linear regression refresher	50	Oct 24 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Multiple linear regression

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**Week 10: October 25th, Monday – October 31st, Sunday**

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**1. Things to do****Module 10: Pay Discrimination**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 10	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 10	<input type="checkbox"/>
Complete Module 10 Review Quiz	10	Oct 31 <sup>st</sup> , Sunday	Assignments > Review Quizzes	

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 10: Pay discrimination	50	Oct 31 <sup>st</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Pay equality / Pay equity / Pay discrimination

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**Week 11: November 1st, Monday – November 7th, Sunday**

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**1. Things to do****Module 11: Executive Pay / Stock and Stock Options**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 11	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 11	<input type="checkbox"/>
Complete Module 11 Review Quiz	10	Nov 7 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**Assignments**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 11: CEO Pay	50	Nov 7 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Executive pay / Employee stock and stock options / DEF 14A

***Week 12: November 8th, Monday – November 14th, Sunday***

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**1. Things to do*****Module 12: Why Organizations Provide Benefits?***

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 12	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 12	<input type="checkbox"/>
Complete Module 12 Review Quiz	10	Nov 14 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 12: Benefits plan	50	Nov 14 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Deadweight loss / Employee benefits / Insurances / Retirement plans / Wellness programs

***Week 13: November 15th, Monday – November 21st, Sunday***

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**1. Things to do*****Module 13: International Compensation***

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 13	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 13	<input type="checkbox"/>
Complete Module 13 Review Quiz	10	Nov 21 <sup>st</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

***Assignments***

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 13: Expat pay	50	Nov 21 <sup>st</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

: Expat pay / Local employees pay / Geographic location / Hofstede's cultural dimensions

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**Week 14: November 22nd, Monday – November 28th, Sunday**

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**1. Things to do****Module 14: Pay in Nonprofits**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 14	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 14	<input type="checkbox"/>
Complete Module 14 Review Quiz	10	Nov 28 <sup>th</sup> , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

: Nonprofit pay

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**Weeks 15 and 16: November 29th, Monday – December 10th, Friday**

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**1. Things to do****Assignments and Exams**

Things to do	Points	Due date	Where to find	Done?
Complete Assignment 14: Final proposal to the CEO	50	Dec 5 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Assignment 15: What to do to earn more	50	Dec 5 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Final Exam	100	Dec 10 <sup>th</sup> , Friday	Assignments > Other	<input type="checkbox"/>

**2. Topics covered**

: Course wrap-up

## 6. READING LIST

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This provides you with a list of the articles or book chapters that you need to read for a given module. All the readings in this list can be obtained online through our [Library website](https://tamuct.libguides.com/). [https://tamuct.libguides.com/] and the links or instructions to obtain these readings will be available in our online classroom (Canvas website).

I reserve the right to make changes to the reading list if the need arises. If changes are made, you will be notified in advance of the change through a posted announcement in the Canvas classroom.

### ***Module 1: Introduction***

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Hallock, K. 2012. "Common sense, economics and HR: How to pay," Chapter 1 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Hallock, Kevin. 2012. "The Difference between wages and total compensation: Is there a difference between employee value and compensation and the cost to companies?", Chapter 4 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

### ***Module 2: Neoclassical Economics Model of Pay and Its Limitations***

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Gerhart, Barry, and Sara Rynes. 2003. "Differences in pay level: Why do some companies pay more than others," Chapter 2 in *Compensation: Theory, Evidence, and Strategic Implications*. (Optional)

### ***Module 3: Business/HR strategy and pay***

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Hallock, Kevin. 2012. "Business strategy and compensation strategy: Where you work matters," Chapter 5 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Greene, Robert. 2015. "Aligning Human Capital Strategy with Organizational Strategy," *WorldatWork Journal*, Second quarter, 6-11.

### ***Module 4: Relative importance of a job and pay***

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Hallock, Kevin. 2012. "What's in a job?: Job analysis and job evaluation and internal comparisons," Chapter 6 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Lepak, David, and Scott Snell. 1999. "The human resource architecture: Toward a theory of human capital allocation and development," *Academy of Management Review*, 24: 31-48. (Optional)



### ***Module 5: Pay-For-Performance***

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- Hallock, Kevin. 2012. "Evaluating performance, incentives and incentive pay," in Chapter 9 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Shaw, Jason and Atul Mitra. 2017. "The science of pay-for-performance systems: Six facts that all managers should know," *WorldatWork Journal*, First quarter, 24-31.
- Gupta, Nina and Samantha Conroy. 2013. "Evidence-based lessons about financial incentives and pay variations," *WorldatWork Journal*, Second quarter, 7-16.
- Boue, George and Daniel Corradino. 2019. "Does incentive pay work?," *HRMagazine*, Summer, 1. (Optional)
- Giancola, Frank. 2011. "Incentive pay research: The devil is in the details," *WorldatWork Journal*, Third quarter, 24-36. (Optional)
- Schuster, Jay, Paul Weatherhead, and Patricia Zingheim. 2006. "Pay for performance works: The United States Postal Service presents a powerful case," *WorldatWork Journal*, First quarter, 24-31. (Optional)

### ***Module 6: Simple Linear Regression Refresher***

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No readings.

### ***Module 7: Designing a pay structure: Combining labor market, strategy, relative importance of a job, and pay-for-performance altogether***

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- Hallock, Kevin. 2012. "Matching the internal organization structure to market data: How much to pay," Chapter 7 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

### ***Module 8: Pay secrecy***

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- Hallock, Kevin. 2011. "Pay Secrecy and Relative Pay," *Workspan*, April, 10-11.
- Day, Nancy. "What research says about pay secrecy," *WorldatWork Journal*, Fourth quarter 2014, 102-110.
- Anonymous. 2020. "Surveying the pay transparency landscape," *Workspan*, March/April, 80. (Optional)

### ***Module 9: Multiple Linear Regression Refresher***

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No readings.

### ***Module 10: Pay discrimination***

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- Hallock, Kevin. 2012. "The facts: Who makes what and what are their characteristics?," Chapter 3 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin. 2011. "Pay System Gender Neutrality," *Workspan*, November, 11-12.
- Barrington, Linda and Kevin Hallock. 2020. "Gender pay equity analytics: A case study of a large multinational company," *The Journal of Total Rewards*, 29(1), 80-99. (Optional)

***Module 11: Executive pay / Stock and stock options***

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Hallock, Kevin. 2012. "Paying executives, athletes, entertainers and other Superstars," Chapter 8 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Hallock, Kevin. 2012. "Stock and Stock Options," Chapter 10 in *Pay: Why People Earn What they Earn and What You Can Do Now to Make More*.

Rosen, Corey. 2014. "Why an employee stock ownership plan may be right for your company?" *Workspan*, July, 31-33.

Seaman, David. "Microsoft case study: A lesson in stock awards," *WorldatWork Journal*, Fourth quarter 2004, 24-36. (Optional)

***Module 12: Why organizations provide benefits?***

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Hallock, Kevin. 2012. "Pay mix: Why offer benefits? Would employees prefer cash?", Chapter 11 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Werner, Steve. 2015. "Ways benefits can attract employees," *Workspan*, July, 12-13.

Hallock, Kevin. 2011. "Is there deadweight loss in holiday rewards?", *Workspan*, December, 11-12. (Optional)

***Module 13: International Compensation***

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Hallock, Kevin. 2012. "International compensation," Chapter 12 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

***Module 14: Pay in Nonprofits?***

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Hallock, Kevin. 2012. "Compensation in nonprofit organizations," Chapter 13 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

***Weeks 15 and 16: Wrap-Up and Final Exam***

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No readings.

## 7. COURSE/UNIVERSITY POLICIES AND OTHER

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### 7-1. Drop Policy

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If you need to drop this class, you must complete the [Drop Request Dynamic Form](#) through Warrior Web.

**Faculty cannot drop students; this is always the responsibility of the student.** The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid the penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### 7-2. Academic Integrity

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Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt about collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, visit the following web page. [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may submit a report through the following web page. [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### 7-3. Academic Accommodations

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At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services, and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### 7-4. Important information for Pregnant and/or Parenting Students

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Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or

parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#). Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **7-5. Tutoring**

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Tutoring is available to all A&M-Central Texas students on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except for writing support. Access Tutor.com through Canvas.

### **7-6. The University Writing Center**

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University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WConline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## 7-7. University Library

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The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#).

## 7-8. TAMU-CT SHRM Chapter #5395

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All students interested in a career in HRM are welcome to join our Facebook Group. The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. A&M Central Texas – SHRM (HR Warriors).

<https://www.facebook.com/groups/731484783725618/>

You can join our HR student group through SHRM. There is a \$49.00 fee paid to SHRM. You will receive the SHRM student member benefits with this membership. When joining through SHRM, be sure to identify Texas A&M University-Central Texas as your student chapter #5395. After you've joined, please forward a copy of the email to Amanda Eads [aeads@tamuct.edu](mailto:aeads@tamuct.edu)

<https://www.shrm.org/Communities/student-resources/Pages/bufferpage.aspx>

## 8. FREQUENTLY ASKED QUESTIONS (FAQs)

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### FAQ 1. Can the course contents be opened in advance?

**Answer:** No, course materials will not be opened in advance of the schedule outlined in the section '[5. Weekly Checklist](#)'. I develop course content and make adjustments to course materials during semesters for a better student learning experience.

### FAQ 2. I have missed an assignment deadline. Can you extend the deadline for me?

**Answer:** Yes, but ONLY IF the reason for missing the deadline is due to an unavoidable or unforeseeable event. You'll also need to provide me with written documentation that verifies the reason.

### FAQ 3. The reason that I have missed the assignment is private. So, I cannot provide you with a reason or documentation. Can you extend the deadline for me?

**Answer:** I value your privacy. However, in this case, I cannot provide you with a deadline extension. I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

**FAQ 4. I have finished the assignment before the deadline. But I wasn't able to submit the assignment in time because there was a problem with my internet or the Canvas system. Can you extend the deadline for me?**

**Answer:** Yes, I understand that this can happen, and you can submit your assignment late. However, in this case, your submitted assignment (either in word or pdf file format) should have been "last modified" before the deadline (this can be verified through the 'properties' menu in word or pdf program). If your file is shown as last modified after the deadline (for whichever reason, including the case that your file's last modified time cannot be verified), I cannot accept your assignment. Again, I have to be fair to other students, and I have to apply the same standard for a deadline extension to everyone.

**FAQ 5. I have copy-and-pasted a writing that is more than seven consecutive words from another source. However, I have clearly cited the source in my assignment. Is this plagiarism?**

**Answer:** Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source.

**FAQ 6. I have copy-and-pasted a writing that is more than seven consecutive words from my past assignment in another course. Is this plagiarism?**

**Answer:** Yes, that will be viewed as plagiarism in this course because seven or more consecutive words are identical to a writing from another source. "Another source" also encompasses your past assignments from this as well as another course that you have taken in the past. For your writing to be free of plagiarism controversy, you need to paraphrase the original writing so that less than seven or more consecutive words are identical to a writing from another source. You also need to cite and reference your past work accordingly.

**FAQ 7. I have taken this course in the past, but I'm taking this course again this semester. When I was taking this course the last time, I have completed Assignments #1, #5, and #7. Can I re-submit these assignments without any changes?**

**Answer:** No, they will be considered as plagiarism for the same reason in my answer to FAQ 6 above. Please read the answer to the Q6 above for more detail.

**FAQ 8. The syllabus says that teamwork is not allowed in this course. Does this mean that I cannot help out a classmate in understanding the learning contents or assignments that he or she is having trouble with (or vice versa for getting help from a classmate)?**

**Answer:** No, a student helping out another student to better understand the learning contents is a kind gesture and is, in fact, somewhat encouraged. I'd rather have my students study together and have a better understanding of the learning contents than just give up on understanding the contents. (And of course, you can always reach out to me for help too.)

However, students have to answer the questions on their own based on how they have understood the learning contents. If a student's answer is too similar to another student's answer in a way that is difficult to be viewed as an independent work, this is now viewed as "teamwork," which is prohibited in this course.

So, if you are helping out John, please make sure that John writes the answers on his own based on how he understood the learning contents (and vice versa if you are the student that is getting help from John). And if seven or more consecutive words are identical to a writing from John's assignment, it will also be viewed as plagiarism.

**FAQ 9. I have referenced (or used) my friend's work (or someone else's work from the internet). But I have paraphrased every sentence. Is this a problem?**

**Answer:** Yes, this can be a problem as your submission can be viewed as an outcome of teamwork. What your friend can only do is help you to understand the learning contents related to the assignment. In this case, your answer will be too similar to your friend's answer in a way that is difficult to be viewed as independent work.

**FAQ 10. Our Canvas website shows that I have achieved 92% of the grades available. Does this mean that I'm getting "A" in this course?**

**Answer:** It depends. As outlined in the section '[3-8. Grading Criteria](#)' of this document, your final grade will be determined by the total points that you have achieved in this course and not by the percentage that you may see on our Canvas website. So, if your total point, in the end, is 900 points or greater and you see 92% on the website, your grade will be "A" grade for this course. But if your total point, in the end, is less than 900 points and you see 92% on the website, your grade will be "B" for this course.

**FAQ 11. My total point in the end is 903 points. But our Canvas website shows that I have achieved 88% of the grades available. Does this mean that I'm getting "A" in this course?**

**Answer:** Yes, your grade will be "A" in this course because your total point for this course is 900 or greater.

**FAQ 12. Can I upload the course materials to websites like Course Hero?**

**Answer:** No. Please read the section '[3-7. Instructor Polices](#)' of this document for more detail. You'll also receive a failing grade "F" and be referred to Student Affairs if the copyright policy is violated in any way.

## Appendix – Assignment Example

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\* This is only an example. The finalized assignment may differ.

### Assignment #11: CEO Pay (50 points)

Distributed: XXX

Due: XXX

#### Why this assignment?

This assignment is intended to achieve the goal of our Module 11 learning objective, “Find DEF 14A (Definitive Proxy Statement) in the U.S. Securities and Exchange Commission website ([www.sec.gov](http://www.sec.gov)) and examine executive pay.” This assignment supports Course Objectives 1 and 2.

#### Prerequisite knowledge and skills

To do this assignment, you’ll need to watch the *Video 1: Executive pay in DEF 14A* in Module 11. You will need to know how to find the DEF 14A of a given company and examine the summary compensation table within the document.

#### Instruction

For this assignment, let’s assume that Galacticans has grown to be a company with about one billion dollars in sales (and also with many more employees being hired). The company is now also publicly traded. However, the pay of the CEO (John Miller) is still pretty much the same as what you have seen in the HRIS database that was utilized throughout the semester.

The newly formed board of directors are worried about the fact that John Miller is paid too low compared to what other CEOs of the similarly sized companies in the industry are earning. They also think that the current method (mostly based on base salary) for paying John Miller is not adequate.

So, the board of directors has asked you to research *how much* and *how* the other CEOs of the similarly sized companies in the industry are being paid. In doing this, answer the following questions.

**Q1.** For the research, we will be examining the pay of CEOs in the following two companies: Masonite International Corporation and Jeld Wen Holdings. Identify the ticker symbols for these two companies. **(5 points)**

**Q2.** With the identified ticker symbols in Q1, find their most recent DEF 14A (Definitive Proxy Statement) on the U.S. Securities and Exchange Commission website ([www.sec.gov](http://www.sec.gov)). Document (e.g., make a table) *how much* and *how* the CEOs are paid in these two firms in 2020, including salary, bonus, options, and all other forms of pay. (This is in the “summary compensation table”) **(20 points)**

**Q3.** Point out the similarities and differences in terms of how much and how these two CEOs are paid. **(10 points)**



## Appendix – Assignment Example (Continued)

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**Q4.** Do you think the two firms are making the right decisions with respect to paying their CEOs (include a discussion of both *how much* and *how* these firms pay)? If you were asked to make recommendations to the board of Galacticans with respect to the pay of John Miller, what would you tell them? **(15 points)**

### Important Notes

1. In writing your answers, **NEVER copy-and-paste any part of the textbook or any other sources.** Write the answers in your own words. If more than seven consecutive words are identical to a writing from another source (including the textbook, your past works, and any other sources), it will be considered as plagiarism, and you will receive a failing grade “F” in this course. You will also be referred to Students Affairs.
2. See Appendix for the grading rubric.

## Appendix – Assignment Example (Continued)

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### Grading Rubric

Questions	Grading Standard	Point(s)
<b>Q1</b> (5 points)	The student has identified the correct ticker symbols for the two companies.	5
	The student has identified the ticker symbols for the two companies, BUT they are not correct.	3
	The student has NOT identified the ticker symbols for the two companies.	0
<b>Q2</b> (20 points)	The student has documented <i>how much</i> and <i>how</i> the CEOs are paid in the two firms WITHOUT an error.	20
	The student has documented <i>how much</i> and <i>how</i> the CEOs are paid in the two firms, BUT an error(s) can be found.	10
	The student has NOT documented <i>how much</i> and <i>how</i> the CEOs are paid in the two firms.	0
<b>Q3</b> (10 points)	The student has pointed out the similarities and differences in terms of how much and how the two CEOs are paid, AND the argument is in alignment with what has been documented in Q2.	10
	The student has pointed out the similarities and differences in terms of how much and how the two CEOs are paid, BUT the argument is NOT in alignment with what has been documented in Q2.	5
	The student has NOT pointed out the similarities and differences in terms of how much and how the two CEOs are paid.	0
<b>Q4</b> (15 points)	The student has answered ALL the questions that are asked in Q4, AND the answers are based on what is documented in Q2 and Q3.	15
	One of the following. - The student has answered ONLY SOME of the questions that are asked in Q4. - The student has answered ALL the questions that are asked in Q4, BUT the answers are NOT based on what is documented in Q2 and Q3.	8
	The student has answered NONE of the questions that are asked in Q4.	0