FB6865P: COMPENSATION MANAGEMENT AND HIGH-PERFORMANCE TEAM DEVELOPMENT

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Compensation Management and High-performance Team Development

Subject Code
FB - College of Business (FB)
Course Number
6865P

Academic Unit
College of Business (CB)

College/School
College of Business (CB)

Course Duration
Non-standard Duration

Other Course Duration
2 days

Credit Units
1

Level
P5, P6 - Postgraduate Degree

Medium of Instruction
Chinese (Putonghua)

Medium of Assessment
Chinese

Prerequisites
None

Precursors
None

Equivalent Courses
None

Exclusive Courses
None

Part II Course Details

Abstract

Compensation Management and High-performance Team Development includes two modules, namely, the compensation management module and the high-performance team building module. The compensation management module focuses on the basic concepts of compensation and compensation management, modern compensation management philosophy, compensation design techniques such as fixed compensation design, performance compensation design, short-term bonus design, as well as medium and long-term incentive mechanism design. High-performance team building module focuses on answering four questions: how to define and identify a high-performance team, how to build a high-performance team, how to make people willing to the tail of a lion in the team, and how to acquire the core competitive advantage of the enterprise through building high-performance teams.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Know what: Understand the basic concepts of compensation, modern compensation management and high-performance teams		x	x	
2	Know why: Learn modern compensation management philosophy and advanced ideas of high-performance team building, and related theories			x	x
3	Know how: Develop skills about how to design fixed compensation, performance compensation, bonuses, welfares and high-performance teams		x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive teaching and presentations	to mobilize students' initiative, guide them to think actively and realize the collision etc., then helps to improve teaching quality.	1, 2	
2	In-class cases/exercises	to develop intellectual and practical skills that apply frontier methods in different settings.	2, 3	

3	Group presentation and the instructor's comments	to get hands-on experience in applying frontier methods to developing compensation design and team construction skills to derive insights and tell business related stories.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in case analysis and discussion will be assessed	2, 3	30	
2	Individual assignment	1, 2, 3	30	
3	Individual & group exercises	1, 2, 3	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Class contribution (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of class contribution through class exercises, and active and insightful class participation.

Good

(B+, B, B-) Evidence of class contribution through class exercises and regular class participation.

Fair

(C+, C, C-) Some evidence of class contribution thorough class exercises and preparation.

Marginal

(D) Minimum class contribution.

Failure

(F) No evidence of adequate class contribution through exercises or in-class discussion.

Assessment Task

Individual assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.

Fair

(C+, C, C-) Evidence of learning from the course; show some ability to think analytically and to offer adequate responses to the questions.

Marginal

(D) Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.

Failure

(F) Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of class knowledge.

Assessment Task

Individual/ Group exercises (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with class knowledge.

Fair

(C+, C, C-) Evidence of learning from the course; understanding of the subject; ability to develop solutions to simple problems.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of class knowledge.

Assessment Task

Class contribution (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of class contribution through class exercises, and active and insightful class participation.

Good

(B+, B) Evidence of class contribution through class exercises and regular class participation.

Marginal

(B-, C+, C) Minimum class contribution.

Failure

(F) No evidence of adequate class contribution through exercises or in-class discussion.

Assessment Task

Individual assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.

Marginal

(B-, C+, C) Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.

Failure

(F) Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of class knowledge.

Assessment Task

Individual/ Group exercises (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with class knowledge.

Marginal

(B-, C+, C) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of class knowledge.

Part III Other Information

Keyword Syllabus

Compensation, Total Compensation Management Fix Salary, Performance Pay, Bonuses, Welfare, High-performance Team

Reading List

Compulsory Readings

	Title
1	Kerr, S. On the folly of rewarding A, while hoping for B. Academy of Management Journal 1975, 18(4), 763-783.
2	Lawer E.E. The design of effective reward systems. University of Southern California, 1994, 1, 1-56.
3	Moran, C. M., Diefendorff J. M., Kim, T-Y., & Liu, Z-Q. A profile approach to self-determination theory motivations at work. Journal of Vocational Behavior. 2012, 81(3), 354-363.
4	Pfeffer, J. Six dangerous myths about pay for post. Harvard Business Review 1998, 5, 110-119.
5	Ryan, R. M., & Deci, E. Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being, American Psychologist 2000, 55(1), 68-78

Additional Readings

	Title
1	Viktor E Frankl. Man's Search for Meaning. Rider. 2004.