



School of Business and Technology
Human Resources Management
Course Syllabus

Course	COURSE NUMBER: HRMG 5920: Compensation SITE: Camp Lejeune, NC
Term	Fall 2, 2007
Instructor	Name: Cynthia De Fusco Phone: 252-240-9962 Email: defusco@webster.edu
Catalog Description	This course addresses tangible and intangible compensation in the use of compensation to motivate and reward employee performance. The course also covers job analysis, job description, and job evaluation on the basis of compensable factors, as well as designing an equitable pay structure. In addition, students analyze the influence of unions and government in determining the compensation of the labor force, including compensation of both hourly workers and managerial employees.
Prerequisites	Students majoring in HRMG should have completed HRMG 5000.
Course Level Learning Outcomes	Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none">1. Define, discuss, and recognize important terminology, facts, concepts, principles, analytic techniques, and theories used in compensation.2. Apply appropriate terminology, facts, concepts, principles, analytic techniques, and theories used in compensation when analyzing moderately complex factual situations involving compensation issues.3. Develop appropriate solutions to multifaceted compensation problems involving moderately complex factual situations using appropriate facts, concepts, principles, analytic techniques, and theories from compensation.4. Evaluate the quality of their proposed solutions to compensation problems against appropriate criteria, including fit with organizational strategies and human resources management strategies, as well as organizational constraints.5. Conduct moderately complex job evaluations using ranking and point methods.6. Create moderately complex base pay systems that reflects and integrates compensation concepts and analytic techniques, including job evaluation, pay policies, pay grades and ranges, and market rates.7. Create moderately complex variable pay systems using individual, group, and organizational level variable pay concepts, including motivation theories.8. Develop appropriate merit pay grids based using concepts, principles, and theories from compensation, including motivation theories.

Course Materials	<p>Milkovich and Newman (2008), <i>Compensation (9th Ed.)</i>, McGraw-Hill Publishers. ISBN: 0-07-296947-5</p> <p>Obtain textbook by calling MBS Direct at 1-800-325-3252, by fax 1-800-499-0143, or at http://bookstore.mbsdirect.net/webster.htm. MBS Direct accepts credit card charge, money order or personal check, and mails the textbook directly to your physical address. (No P.O. Boxes)</p>																								
Course Grading	<p>Final grades will be based on the examinations, the paper, oral presentations, and assignments weighted as follows:</p> <p style="text-align: center;">Grading procedure: % of Grade</p> <table border="1" data-bbox="444 667 1040 856"> <tr> <td>Exams (2) 25% each</td> <td>50%</td> </tr> <tr> <td>Outline</td> <td>5%</td> </tr> <tr> <td>Integrative Paper</td> <td>20%</td> </tr> <tr> <td>Debate</td> <td>15%</td> </tr> <tr> <td>Exercise presentation</td> <td>10%</td> </tr> </table> <p>The following table shows the grade associated with each of the different ranges of total possible weighted points:</p> <table border="1" data-bbox="699 1003 1114 1268"> <tr> <td>A</td> <td>95 – 100 %</td> </tr> <tr> <td>A-</td> <td>90 – 94 %</td> </tr> <tr> <td>B+</td> <td>87 – 89 %</td> </tr> <tr> <td>B</td> <td>84 – 86 %</td> </tr> <tr> <td>B-</td> <td>80 – 83 %</td> </tr> <tr> <td>C</td> <td>75 – 79 %</td> </tr> <tr> <td>F</td> <td>Below 75 %</td> </tr> </table> <p>The criteria for Written and Oral Evaluations are explained in the Student Handbook, which is available online from www.webster.edu.</p>	Exams (2) 25% each	50%	Outline	5%	Integrative Paper	20%	Debate	15%	Exercise presentation	10%	A	95 – 100 %	A-	90 – 94 %	B+	87 – 89 %	B	84 – 86 %	B-	80 – 83 %	C	75 – 79 %	F	Below 75 %
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Activities	<p>Students are expected to have read, and be prepared to discuss, the textbook chapters listed for each week. This includes Chapter One and Two, which should be read and prepared prior to the first week of class. In order to be awarded the full numeric values accumulated from the graded course requirements the student must demonstrate preparation for each week's lecture.</p> <p>Readings are the basis of the lecture, and in-class exercises; failure to be prepared could result in reduction of one's final grade. The time in class will be spent on discussion of text material, exercises and discussions of videos and readings. Some individual exercises may be completed during class, but most will be completed outside class. All group exercises will be completed during class. If a class is missed, the student will be responsible for completing the out-of-class exercises on time. Of course, in-class group exercises cannot be made up if a class is missed.</p>																								

	<p>Exams</p> <p>There will be two written, exams (Weeks 4 and 9). The tests will consist primarily of essay questions and applications. The tests will cover the assigned textbook reading, even if the material was not covered in the class lectures. In addition, the tests will cover material not in the text, but covered in lectures, videos, cases, or other additional readings. Further, there may be individual assignments that the student will be responsible for completing as instructed.</p> <p>Integrative Paper and Outline</p> <p>The paper topic, assigned by the Instructor Week 1, will focus on compensation. This paper should illustrate your abilities to analyze “real-world” situations in the workforce and integrate the concepts you have learned in the course.</p> <p>The research requirement includes the term paper <u>outline</u>. The outline enhances student writing skills through focus and organization of material. The paper should be 10-12 pages (double-spaced), excluding the list of references. The paper will adhere to Webster’s A.P.A. Guidelines.</p> <p>Debate</p> <p>Each student will be required to participate in a debate on a topic assigned by the instructor. The debate topic and position (pro/con) will be assigned during Week 1. Students are expected to examine the topic and prepare a presentation in the following debate format.</p> <ul style="list-style-type: none"> ▪ Opening argument: 3 minutes for each side, followed by a 2 minute break to organize rebuttal argument ▪ Rebuttal argument: 2 minutes for each side, followed by a 1 minute break to organize closing argument ▪ Closing argument: 1 minute each side <p>Note: While research of assigned position is necessary, it is prudent to be versed in primary arguments expected from your opponent. This allows for pre-emptive preparation of the rebuttal argument.</p> <p>Exercise Presentation</p> <p>Each student will participate in group work to complete exercises during classes. Additionally, each will be assigned to present one of the assigned exercises to the class. The presenter may convey the solution achieved through group work or may present an independent solution.</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of</p>

academic dishonesty and potential disciplinary actions associated with it.

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Special Services

If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Student Assignments Retained

From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

Class Attendance: The following Webster University Graduate School policy is in effect for this course:

- All classes **will meet** the entire period a course is scheduled to meet **4 hours per night (day) for 9 weeks**, or as otherwise scheduled with approval by the Director.
- The **student should** notify the instructor prior to class if an absence is anticipated and should **not miss more than 4 contact hours**. Makeup work will be assigned and, if the absence is unexcused, the work may exceed the material presented in class.
- Persistent lateness or leaving class early could result in grade point reduction.
- For absences of 8 hours, (other than documented, pre-approved absences), the instructor can opt to lower the students grade significantly if all make up work is not completed in a timely fashion. The Instructor should fail the student if the assigned makeup work has **not** been completed upon return of absences, or the student fails to notify the instructor prior to the absences.

	<ul style="list-style-type: none"> • If a student is absent 12 hours or more, the instructor will assign the grade of “F”. It is the student’s responsibility to withdraw from the course. • For pre-approved excused absences (<i>in an extreme case</i>) when the instructor chooses to award a grade of I (Incomplete) for 6 to 12 hours missed, the student must provide acceptable documentation to verify that the absences were unavoidable (e.g. illness, military TAD, etc.). These actions will be coordinated with the Director. <u>Students will only be allowed 30 days from date of last scheduled class to complete all outstanding tests and assignments.</u> • In all cases, the student needs to withdraw from the regular course if he/she has more than 16 hours of credit absences. Students who fail to comply with this policy should realize they become responsible for the full tuition rate, will then receive the grade of “F” for the course and will have to retake the course in its entirety.
Course Policies	<p>Students must submit two copies (one on paper and one electronic copy) of the paper. The critique of the paper will be in accordance with guidelines found in the <i>Publication Manual of the American Psychological Association</i>, latest edition and the Webster APA Guidelines.</p> <p>Turnitin.com</p> <p>Students are strongly encouraged to make use of this program’s capabilities to help them prevent unintentional plagiarism. The information required to access the program will be forwarded to students by the instructor.</p> <p>Passports</p> <p>Students should make full use of the Webster Library’s Passport capabilities to perform literature searches. It is important to cite information from reputable sources. Question the validity of information and only cite subject experts, professional journals, government agencies, or similar acceptable sources.</p>

Weekly Schedule (May be changed at the instructor's discretion upon the director's approval)		
	Week 1	Introduction Review of course syllabus, class requirements and grading Discussion of debate, term paper and assignment of topic Chapters 1-2 Pay Model and Strategy (Course objective "a" met) Complete exercises on p. 25 and p. 53
	Week 2	Chapters 3-4 Internal Alignment and Job Analysis Complete exercise on p. 82
	Week 3	Continue Chapters 5-6 Job Evaluation and Person Based Structures Complete exercises on p.140 and 174 Outline Due
	Week 4	Chapters 7-8 External Competitiveness and Determining the Pay Level Complete both exercises on p. 209 and p. 250 – select three jobs and answer questions 1, 6, 7, 8, 9 and 10
	Week 5	Exam 1 Chapter 1-8 Chapters 9-10 Pay for Performance Complete exercises on p. 284-285 and 317
	Week 6	Chapters 11-13 Performance Evaluation and Complete exercises on p. 363-364, 426-429 and 461-462 Term Paper Due (Course objective "b" met)
	Week 7	Chapters 14-16 Special Compensation Issues Complete exercises on p. 490-491, 506-507, and 541
	Week 8	Chapter 17-18 Managing the System (Course objective "c" met) Complete exercises on p. 578, and 608 Review
	Week 9	All Debates (course objective "d" met) Exam 2: Chapter 10-18 Course wrap-up

<p>Learning Objectives</p>	<p>The student will:</p> <ul style="list-style-type: none"> a. Possess the knowledge, skills, and ability necessary to conduct a program evaluation. b. Know methods for carrying out evaluations, and the essential steps in organizing findings into reports. c. Achieve understanding of how to assure that the right people get the right pay for achieving the right objectives in the right way. d. Be able to use facts and data in making strategic choices in managing compensation. <p>Course objectives will be met over the length of the term through reading, assignments, lectures, in-class discussions, presentations, and exercises.</p> <p>Note: Course objectives overlap throughout the nine weeks. Student application, in class discussions and earnest preparation toward the assignments and exams are pertinent to the successful understanding and completion of meeting the course objectives.</p>
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Faculty Coordinator: Cindy Rose

Approval Date: June 11, 2007