

Compensation Management 533:461
Fall semester 2022

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FAQs

1. What is the text? Compensation by Newman, Gerhart and Milkovich
(any edition, recommend the e-textbook)
SBN10: 1259532720 ISBN13: 9781259532726

This course contains interactive role-play exercises.
You will be using the iDecisionGames platform this semester.
Registering for the platform is mandatory

You will use the platform to receive your role instructions, enter your results, and receive feedback for some upcoming exercises in Compensation 52:533:461. Please make sure to register yourself and pay the access fee by clicking on <https://idecisiongames.com/promo-home?code=Compensation-52-533-461>.

If the above link doesn't work you can also register by going to idecisiongames.com and entering the following access code for your section: **Compensation-52-533-461**

You will receive an email requesting that you confirm your email address. Please check your spam folder if you haven't received this email. If you have checked your spam folder and didn't find the confirmation email, please go to idecisiongames.com and click on forgot password. Please contact support@idecisiongames.com if you have any registration issues.

Note that you will be required to download and use the Google Chrome browser for all exercises. Also, please memorize the login and password information for subsequent access. You can always click "forgot password" later if you forget it and reset your password.

2. What are the course Objectives?

- A. To develop an understanding of the role of compensation management in contemporary organizations.
- B. To apply this understanding to actual cases in business settings.
- C. To develop your ability to speak about and discuss issues related to compensation.
- D. To appreciate the importance of current research on compensation management.

3. What is the class format?

This course offers readings, lecture material, frequent assessments, and online activities, including active

discussions and exercises. There are no scheduled meeting times, but deadlines are strictly enforced, as students work together to achieve learning objectives. The class follows a rigorous schedule and you should expect to be working at least as many hours as with a traditionally-scheduled class. Plan to log into Canvas and work almost every day.

The course will emphasize the various functions of compensation and how they are achieved in organizations. Frequent examples and 'real world' solutions will illustrate the concepts discussed. The end of the course will feature class presentations and analysis of business cases involving compensation related issues.

As much as possible, we will try to stick with this schedule during the week:

- Monday-Wednesday: read and study online materials
- Thursday by 11pm: post your discussion contribution (unless noted otherwise, you can discuss the class weekly assignment) and upload any assignment I have given
- Thursday-Sunday: follow-up posts in online discussion

4. When are the tests?

Exams: The three exams will cover material discussed in class and will consist of multiple choice, short answer and possibly brief discussion type questions. Each exam can include all material covered the course so far (each is cumulative). All material in the text and class discussion is considered "fair game" for the exams. Tests are typically posted early in the week on canvas and you have all week to take them (90 minute limit) and submit.

Presentation: Each group of 4 people will pick one of the topics listed later in the syllabus. Every group in the class should pick a case and informed me about their case selection by **the third week of class**. *There are no exceptions to this requirement.* Each group will give a talk on the case during a class in the last two weeks of the semester (to be scheduled during the term). The talk should be about 30 minutes. The talk should reflect what you have researched on the case using reading outside of class (journal or newspaper articles, web pages,) plus knowledge gained in class. Given the online nature of the course, your group of 4 can submit four separate mini-presentations, as long as the four fit together as to content. We have used VoiceThread in the past and that program has worked well.

The group should also submit, via email to me, by the last day of class in the semester (December 14), a report that summarizes the presentation. The report should be approximately 10-12 pages long (typed, double-spaced).

Grading criteria for the presentation and report will be (a) accurate and complete coverage of the topic in the presentation and report; (b) clarity of the presentation; (c) professionalism (correct grammar, spelling, etc. in the report)

Peer grading: After the groups present, each member will be given a Peer Evaluation form on which to rate the contribution of each of their fellow group members. I will take these ratings into account in adjusting individual grades on the presentation.

Weekly Class Assignments: We'll use the discussions tool in Canvas to engage in meaningful discussions about weekly assignments I post. I expect you to make a substantive post for each assignment, as well as a substantive response to a classmate's post.

You can expect me to access the discussion forum regularly and contribute to the conversation. Typically I will send an announcement to the whole class with my thoughts on the assignment.

Grading

Exams (3, each is 20%)	60%
Presentation and report	25%
Class assignments	<u>15%</u>
	100%

Grades will be based on the following scale:

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-78
D	60-69
F	below 60

5. Any Class Policies I should know?

It is your responsibility to get information on any changes to class schedules or policies, exam times, or anything else discussed in class.

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Community Standards.

Academic dishonesty includes (but is not limited to):

- cheating*
- plagiarism*
- aiding others in committing a violation or allowing others to use your work*
- failure to cite sources correctly*
- fabrication*
- using another person's ideas or words without attribution*
- re-using a previous assignment*
- unauthorized collaboration*
- sabotaging another student's work*

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at <https://deanofstudents.camden.rutgers.edu/sites/deanofstudents/files/Academic%20Integrity%20Policy.pdf>.

Student Resources:

Refer to this site for resources to assist you in preventing academic integrity issues. Such as coaching from the Learning Resource Center, Tips to help prevent AI violations, and other reference material for writing.

<https://deanofstudents.camden.rutgers.edu/academic-resources>

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Student Code of Conduct

Violations of the Student Code of Conduct are considered serious infractions of student behavior and subject to penalties relative to the level of the matter. Students may not disturb normal classroom procedures by distracting or disruptive behavior.

- Resorting to physical threats or violence directed toward the instructor or other students.*

*Physical threats or violence are a violation of the University's Code of Student Conduct and incidents should be referred to the Dean of Students immediately. Please consult "Standards of Classroom Behavior," in The University Code of Student Conduct

<http://studentconduct.rutgers.edu/files/documents/UCSCJuly2011.pdf>

and the University's "Policy against Verbal Assault, Defamation and Harassment"

<http://studentconduct.rutgers.edu/files/documents/PolicyAgainstVerbalAssault.pdf> for further information.

Exam Missed policy

For missed exams, only excuses for emergency reasons (as determined by the instructor) will be considered. Otherwise, the score on a missed exam will be zero.

How do I get help?

The Rutgers-Camden Learning Center (RCLC) provides academic support to all Rutgers-Camden undergraduate students. The RCLC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to students in this course may include:

- Peer Tutoring: You can make a one-on-one appointment with a Peer Tutor by going to <https://learn.camden.rutgers.edu/peer-tutoring/>
- Peer Writing: Improve your college-level writing skills by bringing writing assignments from your classes to a Peer Writing Tutor. Like tutoring, you can visit the website <https://learn.camden.rutgers.edu/peer-tutoring/> to make an appointment and view the full schedule of available drop-in hours.
- Learning Specialist: In academic coaching sessions, Learning Specialist assists students in developing study skills, setting goals, and connecting to a variety of campus resources.

RCLC services are offered to all Rutgers-Camden undergraduates at no additional cost. You are invited to call the Learning Center at (856) 225-6442, visit <https://learn.camden.rutgers.edu/> or come to the Learning Center located in The Center for Learning and Student Success (CLASS) office located on the 2nd floor of Armitage Hall.

Students with Disabilities

Students who are seeking an accommodation because of a disability are directed to the website <https://success.camden.rutgers.edu/disability-services>

6. What are the important deadlines?

Third week of class...Have research paper approved by me; email me (chester.spell@rutgers.edu) your topic and group members by 11 pm on Friday of the third week of class.

October 3-9...

Test 1

October 31-Nov 6 ... Test 2
December 11... Last day to upload Presentations
December 14 ... Research paper due for all groups

7. What are some Possible Topics for my Group Presentation?

Case 1: Review a company web page

United Parcel Service (UPS) was mentioned in the text because of their competitive strategy. Suggestion: Start by going to the UPS web page at

www.ups.com

Review their web page and see if you can determine their competitive strategy, particularly with respect to pay, based on what is written. Using the web page along with any other information you can find (new articles, etc.) on UPS, describe how their strategy relates to compensation.

Case 2: Government Salary Schedules

Describe the Federal; Government's General Schedule. Suggestion: Locate on the web the General Schedule Classification System, the Classification Standards, and the Compensation Management page at www.opm.gov/oca/index.htm. Evaluate what you find in terms of internal and external equity principles.

Case 3: Research Pay Plans

Employee Stock Ownership plans were discussed in the book. Research ESOPs and their history. One source and perspective on ESOPs is on the Foundation for Enterprise Development web site at <http://www.fed.org/about-overview>.

Case 4: Online Job search sites

One way to determine how businesses view the responsibilities it assigns to its employees is to examine how they choose to describe a position when they want to fill it. For this exercise, locate one of the ever increasing number of online job search web sites. Review the descriptions companies provide for the openings they have. How thorough are the descriptions? How would you change the description if you had to write them? Do you get a sense of how much the company values the positions by reading the descriptions? Are the companies clear about minimal qualifications for the positions? Are they clear about how pay is connected to these qualifications, what is the basis for pay levels, etc?

Case 5: Calculating geographic pay differences

A major component of a consistent compensation plan is the ability to make sure that employees working in different cities are paid comparable salaries. One of the variables to consider is the cost of living differences between cities. Using two different web sites (two are suggested below) calculate differences in pay for two cities:

www.homefair.com/homefair/calc/salcalc.html

www.datamasters.com

Are the numbers the same for the two web sites? Consider the relative validity of each calculation given by the websites.

Case 6: Research and review pay scales.

Audit the pay scales of the University of Pennsylvania (or any other university of your choice, say Rutgers....where can you find that salary information?) using their web page:
www.hr.upenn.edu

Click on Compensation Salary Structure. Review the salary structure for the appropriate grades schedule and job type for various positions that are links at the bottom of the page.
Alternative: Go to the CIA web page at www.cia.gov

Click on the [Employment](#) link. How well does the web site explain the pay structure? Can you make suggestions to make the site more informative?

Case 7: Salary surveys

Look at the salary figures from the accrediting body for business schools (AACSB) at:

www.aacsb.edu

Based on this report and any other information you can collect, what are the internal and external equity issues here? How would you use this information in setting salary for faculty?

Case 8: COBRA and the ACA...

The Consolidated Omnibus Budget Reconciliation Act of 1985 is discussed in Chapter 12. Also, the future of the Affordable Care Act (aka ObamaCare) is in question this year. You can choose any source, but one way to get information on COBRA is go to:

www.benefitslink.com

Search for articles on COBRA, summarize what you found on the web sites or in other sources, and discuss the way COBRA works, what does it have to do with the ACA (as it stands now) and what it means for human resource professionals and employees.

Case 9: Repatriation

Compensation professionals need to consider situations from the employee's point of view. Start by looking at

www.insiders.com

Device cost effective ways the company can ease the repatriation shock for an employee and his/her family returning from an assignment.

Also, the federal income tax liabilities for multinational corporations and its American employees who work overseas can be confusing. To get a better understanding of the tax laws that pertain to working overseas go to

www.irs.gov

Search for Citizens Living Abroad What did you learn by reviewing this site?

Case 10: Golden Parachutes

Golden parachutes are used to compensate executives who leave their positions for a variety of reasons. To get a sense of how companies compensate executives, locate articles on the term “golden parachutes” which has been used for some years, as well as any recent articles on executive compensation.

Case 11: Board of Directors

Find the list of names on the board of directors of Google (Alphabet). Was this information difficult to find? How many members were on the board? Discuss how the members are compensated, and the basis for this compensation.

Case 12: Temporary help compensation

Chapter 14 focuses on how companies compensate contingent workers. For starters, go to

www.manpower.com

What audience do you think this web site is geared toward? Using this site as well as other sources, describe and discuss pay systems associated with contingent work.

CLASS TOPICS AND SCHEDULE

<u>Date (week)</u>	<u>Topic</u>	<u>Reading (slide and text chapter)</u>
1. Sept. 7-11	Introductions, overview of course	Introduction
	Managing Pay	The Pay Model
2. Sept. 12-18	Strategic Compensation	Strategy: The Totality
	Context and Compensation	Internal Alignment
3. Sept. 19-25	Internal Equity	Job based structures
	<i>*(Have research paper topic selected and approved by me- email to me (chester.spell@rutgers.edu) your topic and group members by 9/23 11:00 pm)</i>	
4. Sept.26-Oct2	External equity	External Competitiveness
5. Oct. 3-9	TEST 1	
	Employer Relations and Pay	
	Group Project Progress Reports	
6. Oct.10-16	Topic TBA	

7. Oct. 17-23	Putting it all together	Designing the pay mix
8. Oct. 18-23	Pay based on individual performance	Pay for performance
9. Oct. 24-30	Seniority and merit based pay Incentive based pay	(reading TBA)
10. Oct.31-Nov.6	Competency and knowledge based pay Benefits as compensation TEST 2	Benefits
11. Nov. 7-13	Benefits continued (discretionary benefits)	
12. Nov.14-20	Contingent employees and pay	Compensation of special groups
	(Nov. 21-25 Thanksgiving week-no class)	
13. Nov. 28-Dec.4	International differences in pay Executive pay	International pay systems
14. Dec.5-Dec.11	Class group project presentations	
15. Dec.12-14	Wrap up, submit project reports by Dec 14.	

Final Exam TBA