

Compensation Management 533:461  
Spring semester 2025

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#### FAQs

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

Also, this is required:

This course contains interactive role-play exercises via iDecsiongames.com  
Instructions for the students to register to follow in Canvas announcement

#### **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.

#### **4. How do I get in touch with you and other students?**

EMAIL- USE YOUR RUTGERS EMAIL ADDRESS

All communications to students will be done using the [Rutgers email address](#) provided to you.

Please forward your Rutgers email to your personal email if necessary.

Not checking your Rutgers email is not an excuse for missing any communications!

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, Power Point slides, announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu> log in, and click on the course in the dashboard. For technical support 833-648-4357 or [help@camden.rutgers.edu](mailto:help@camden.rutgers.edu).

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 (I will set up groups during the first week of class) 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 week of the semester (to be scheduled). 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 Canvas to me, by the last day of class in the semester (**May 5**), a report that summarizes the presentation. The report should be approximately 10-12 pages long (typed, double-spaced). One report per group, this report is also a group effort.

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 as needed.

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

#### Grading

Exams (3, each is 22.5%)	67.5%
Presentation and report	22.5%
Class assignments	<u>10%</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.

##### **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.

##### **Other policies**

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

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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

<https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

### **Academic Integrity**

The Academic Integrity policy can be found at

<https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

<http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students.

### **Artificial Intelligence Use**

### **Acceptable and Unacceptable Use of AI**

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

### **Code of Student Conduct**

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.

To review the code, go to the Office of Community Standards:

<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **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](mailto:chester.spell@rutgers.edu)) your topic and group members by 11 pm on Friday of the third week of class.

February 17-21... Test 1

April 7-11 ...	Test 2
May 5...	Last day to upload Presentations
May 5 ...	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](http://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](http://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](http://www.homefair.com/homefair/calc/salcalc.html)

[www.datamasters.com](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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>
<b>1. January 21-25</b>	Introductions, overview of course	Introduction
	Managing Pay	The Pay Model



<b>2. January 27-31</b>	Strategic Compensation	Strategy: The Totality
	Context and Compensation	Internal Alignment
<b>3. February 3-7</b>	Internal Equity	Job based structures
	*(Have research paper topic selected and approved by me- email to me ( <a href="mailto:chester.spell@rutgers.edu">chester.spell@rutgers.edu</a> ) your topic and group members by 9/20 11:00 pm)	
<b>4. February 10-14</b>	External equity	External Competitiveness
<b>5. February 17-21</b>	<b>TEST 1</b> Employer Relations and Pay Group Project Progress Reports	
<b>6. February 24-28</b>	<b>Topic TBA</b>	<b>Job Exercise</b>
<b>7. March 3-7</b>	Putting it all together	Designing the pay mix
<b>8. March 10-14</b>	Pay based on individual performance Pay for performance	
	<b>(Spring break March 15-23)</b>	
<b>9. March 24-28</b>	Seniority and merit based pay Incentive based pay	(reading TBA)
<b>10. April 7-11</b>	Competency and knowledge based pay Benefits as compensation <b>TEST 2</b>	Benefits
<b>11. April 14-18</b>	Benefits continued (discretionary benefits)	<i>Salary Exercise</i>
<b>12. April 21-25</b>	Contingent employees and pay	Compensation of special groups
<b>13. April 28-May 2</b>	International differences in pay Executive pay	International pay systems

**14. May 5**

Class group project presentations

**submit project reports and presentations by May 5**

**Final Exam TBA**