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HRER 413: Compensation (Blended Learning Class)

Fall Term – 2018

Schreiber Center (16 E. Pearson Street) Room 406

HRER 413 │ Compensation

This course examines wage and salary policies and programs in private and public organizations. Legislative and social issues affecting pay decisions and alignment of pay policies with business strategies and other human resource programs are also covered.

Outcome: Students will learn to design and implement compensation policies and programs that will give their employers a competitive advantage, resolve compensation problems from both a human resources professional and managerial perspective, and create pay policies that are perceived as just and equitable. Students will improve their team leadership, analytical, and communications skills.

Required: Purchase access to **McGraw-Hill Connect**, the electronic version of Newman, J.M., Gerhart, B., & Milkovich, G.T. (2017) *Compensation* (12th Edition) ISBN 9781259738180 through McGraw-Hill's website or through the Loyola University WTC Bookstore (the ISBN is 9781259738197 and website. http://www.bkstr.com/loyolawatertowerstore/home/en).

Optional: You can purchase a hard copy of the textbook for an additional fee which I strongly recommend you do so, if you intend to follow a career in HR.

To enhance learning and job opportunities available for HR and management majors, HRER 413 has been designed as a blended-learning flip course. HRER 413 incorporates asynchronous (recorded) lectures, McGraw-Hill Smart Book technology, experiential learning in the classroom, and presentations by rewards leaders. Introducing new learning technologies and pedagogy requires special attention to course structure, assignments, and deadlines. *To prepare for the quiz that is due each week by Monday at 2:00 p.m., you must complete the required readings and view the recorded lectures that are due for that week.* **The first quiz is due Monday, August 27 at 2:00 p.m.**

BACKGROUND

Management's ability to attract, retain, and motivate employees is particularly challenging, as competition for talent has escalated in recent years. Compensation (pay) programs and structures are primary tools in the competition for talent and equally important for controlling labor costs. Since pay is typically the largest single business expense and communicates in a tangible way the values of senior management, it has a dramatic impact on organizations.

Compensation programs are important to employees. The compensation an employee receives indicates explicitly the value an employer places on employee contributions. When the attributes and accomplishments of employees are recognized with larger and more frequent pay increases, this tangibly communicates to other employees the behavior desired by the organization. Furthermore, the pay package an employee receives defines that employee's status among colleagues as well as standing in the community. Pay, in large part, determines where an employee will live, the schools his or her children will attend, and quality of life now and after retirement.

Because pay is important to both the individual employee and the organization, compensation programs and structures are under scrutiny by all stakeholders. Thus, understanding how compensation programs are designed and administered is essential for managers and human resources professionals.

HRER 413 examines the design and administration of base pay (e.g., salary and wages) programs and includes the following topics:[1]

- Pay philosophy, strategies, and goals
- Job analysis
- Work valuing or job evaluation
- Pay surveys and market-based pay programs
- Pay structures (e.g., grades and ranges)
- Merit pay and performance appraisal
- Alternative pay methods (e.g., skill-based pay and broadbanding)
- Pay legislation (e.g., FLSA and Equal Pay Amendment)
- Pay program management, evaluation, and communications

HRER 413 is designed for you to:

- Acquire the knowledge to design or administer pay systems, programs, and policies

- Learn to create fair/just pay programs that contribute to company competitiveness

- Learn to use compensation programs to effectively attract, retain, and motivate employees

- Enhance your ability to work with teams and hone your analytical skills

- Advance your career and increase your lifetime earnings

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[1] Incentive pay and employee benefits are covered in HRER 453, Incentive Pay and Employee Benefits, which is offered winter term.

COURSE ADMINISTRATION

HRER 413 is a blended-learning flip course that incorporates asynchronous (recorded) lectures, McGraw-Hill's Connect – smart book technology, and experiential learning in the classroom. The course lectures, recorded in 15 to 30-minute sessions, can be accessed through Sakai *Class Tab* or through the *Panopto Tab*. Classes will meet five of the scheduled 10 class periods, as shown in the subsequent section. Note that the five classroom sessions will meet for the entire 3 hours. Since class sessions are devoted to guest lectures from rewards leaders and experiential learning, it is important to prepare for class by doing the required readings and listening to the recorded lectures.

To facilitate learning and to maximize your contributions in class, you must complete the required readings, listen to the recorded lectures, and take the quiz assigned each week (due before 2:00 p.m. on Monday). Quizzes are discussed in more detail in the subsequent section, *Quizzes*.

The reasons for reconfiguring HRER 413 as a blended-learning flip course include:

- Enhanced learning where students must absorb technical knowledge with specific applications in organizations

- Development of important professional skills necessary for success (e.g., team work, writing, critical thinking and presentations)

- Building professional networks that will support advancement throughout your career

- Development of job opportunities for students and alumni

Sakai is a repository for course information, including the syllabus, lecture notes, recorded lectures, assignments, required and optional reading assignments, and other materials needed to successfully complete HRER 413. Furthermore, Sakai facilitates communications with the professor and among students, including announcements about course changes and clarifications and provides a place to submit assignments, receive feedback, and view your grades. As a result, it is important to understand how to use Sakai and to consult Sakai frequently during the term.

Information for using Sakai effectively is available through Loyola's Instructional Technology (IT) and Research Support, click here.   Please direct questions concerning its use to the IT Help Desk or refer to information available online, as I am not an expert in how you obtain access to Sakai or your interface with this learning management platform.

I have assigned **McGraw-Hill Connect**, which offers a digital version of Newman, et al. (2017) *Compensation*, (12th Edition), for the following reasons:

- The content of Newman, et al. (2017) is superb. The authors of this textbook are widely recognized experts in rewards strategies, programs, and policies. Since the first edition written over thirty years ago, the authors have continued to refine and keep the content up to date. I am impressed with the quality of the content and the clarity with which the material is explained.

- Although there is some overlap between my lectures and the book, Newman, et al. (2017) provides a different perspective and helps you learn the important basics of compensation.

- This book is an important resource you will need as a future HR professional. Therefore, I strongly encourage you to purchase the additional hard copy as a reference, especially if you intend to become an HR professional. The hard copy and the Smart Book are still cheaper than purchasing the traditional textbook.

- The McGraw-Hill Connect smart book technology enhances learning and provides access to required quizzes used to evaluate your performance in HRER 413.

You **must purchase McGraw-Hill's Connect** to access the weekly quizzes and the required readings for the course. To purchase Connect and the optional textbook click here or to purchase Connect through the Loyola Bookstore (the ISBN is 9781259738197) click here. Once you have purchased McGraw-Hill's Connect, access HRER 413 – Text and Quizzes by clicking here. If you have difficulties connecting to the class, contact McGraw-Hill tech support at (800) 331-5094 or click here.

Although the *Learn Smart* feature of Connect can help you learn the course materials, you are not required to use it. To learn how to use the SmartBook feature of connect, click on How to Use Smartbook or "YouTube" for a video.

Submit questions about course content and assignments through the HRER 413 Sakai Forum *Questions* and not directly to my email. Posting questions on this forum provides all students with access to my responses. The forum allows questions to be submitted anonymously, and I am alerted immediately when questions are posted. During the week (Monday through Friday), I respond to questions within 24 hours; however, on weekends I may not be available to respond. *Students are welcome and encouraged to respond to questions on the Forum.*

Send personal questions or concerns to my email or make an office appointment. Since I receive a high volume of email messages and SPAM, please be sure to place HRER 413 in the subject heading.

Please note that I use the *LUC* email address to communicate directly with students and **not** their personal emails, such as gmail, yahoo, etc.

Writing Center: If writing is a challenge for you, Loyola has a Writing Center that can help with papers and team reports, especially if English is a second language. You can find information about the Writing Center by clicking here.

Hoonut and other instructional technologies are incorporated into the course, as appropriate. Sakai tabs provide access to these on-demand training sites for specific topics. For example, a Hoonut tab titled *Avoid Plagiarism* will show you how to correctly reference reports and term papers.

Panopto is used to record lectures. These lectures can be accessed through your computer or mobile device. Before accessing HRER 413 recorded lectures, **you must authenticate your enrollment in the class** by clicking on the Panopto tab in Sakai (HRER 413). You only need to authenticate Panopto once to give you access to all recorded lectures. For more information about Panopto click here.

Assignments & Grading	Due	Points
Nine (9) Quizzes (15 points each and the lowest score dropped)	One quiz scheduled each week	120
Rewards Professional Engagement and Report	As scheduled	40
Final Examination	October 29	200
Team Report	Nov. 5	100
Team Presentation	Nov. 5	20
Team contribution and participation[2]	Nov. 6 (Submit by noon)	20
Total Points for Grading Purposes		**500 points**

Bonus Points: Earn ten (10) points by attending a qualified Institute or Chicago Compensation Association (CCA) program. A list of qualified programs is in Sakai's Course Information tab. An

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[2] Each team will have 20 points times the number of teams to distribute based on individual contribution (see the section description)

additional, ten (10) points will be given to all students if 80% of the students in this course submit student course evaluations.

Based on the percentage of total points earned during the class, a letter grade will be assigned: **Minimum scores** for A = 94%; A- = 90%; B+ = 87%; B = 84%; B- = 80%; C+ = 77%; C = 74%; C- = 70%; D+ = 67%; D = 60%; F = 0%.

QUIZZES

I assign quizzes for the following reasons:

- To encourage students to be prepared to participate meaningfully in class
- To help students learn the materials and prepare for the final examination
- To evaluate student performance and provide feedback

Nine (9) quizzes are scheduled; each quiz has 15 questions and is worth 15 points. The quiz with the lowest score is dropped, which is why you can earn a total of 120 points (8 quizzes x 15 points). Please note that the reason one quiz is dropped is so if you have a family emergency, illness, accident, or simply forget, the missing quiz will not negatively impact your grade. Therefore, I do not excuse students for a missing quiz or allow make-up quizzes.

The quizzes will test your knowledge of the recorded lectures and the required readings. You will receive access to each quiz the week before it is due (9:00 p.m.). You must submit your responses for each quiz by 2:00 p.m. on the Monday for which it is assigned. You have 12 minutes to complete the quiz and you may make two attempts with the highest score recorded for a grade. Since questions are drawn from a pool, you will not get the same questions for each attempt, and each student will get different questions in a different order.

Quizzes are administered through McGraw Hill's *Connect*. Sign into Connect and access the reading assignment. You will find the quizzes associated with the assigned readings titled Week 1 Quiz, Week 2 Quiz, Week 3 Quiz, etc. Note that I will draw upon these questions for the final exam, as described in a subsequent section (Final Examination).

REWARDS PROFESSIONAL ENGAGEMENT AND REPORT

This individual assignment is designed to provide an opportunity to:

1. Examine course material from the vantage point of a rewards professional.
2. Critically examine a company's compensation strategies, programs, and policies.
3. Practice your writing and group process skills.
4. Impress rewards leaders who employ our graduates.

Each student must sign up to engage, discuss, and report upon one rewards leader's class presentation (i.e. speaker). This assignment requires each student to 1) formulate two or three questions for the speaker, based upon the readings and recorded lectures; 2) ask the speaker a question or two, as appropriate; 3) lead a small group discussion during the class debriefing; and 4) write a short report concerning what the speaker contributed to the class. The report should examine how the information presented differed from what was covered in the recorded lectures and the textbook and identify what was particularly relevant or valuable. The report should be no more than 1,500 words, double-spaced, 12-point Times New Roman font. The report must be submitted as an attached MS Word document to the appropriate Sakai *Assignment* before 2:00 p.m. - 7 days after the rewards leader's presentation.

The presentation skills of rewards professionals (i.e., speakers) vary considerably, but these skills are not necessarily indicative of their professional expertise or competence. *As such, your report should not be an evaluation of the speaker's presentation skills.* The rubric posted in the *Course Information* tab indicates how this assignment will be evaluated.

To sign up for a presentation listed below go to the Sakai *Site Info* Tab – *Managing Groups*. It is a first-come, first served process. Depending on the size of the class, a maximum of eight to ten students will be able to sign up for each speaker. Sign-ups begin at 2:00 p.m. Friday, August 21 at 2:00 p.m. If you have not signed up for a speaker by August 31 (2:00 p.m.), I will assign you to a speaker with empty slots.

The speaker presentation topics and date choices are as follows:

- Compensation Strategies, Policies, and Programs (Week 2 – September 10)
- Collection and Analysis of Pay Survey Data (Week 4 – September 24)
- Merit pay Increases and Performance Appraisal (Week 6 – October 8)
- Public Pay Policy (Week 8 – October 22)

TEAM PRESENTATION AND REPORT

This team assignment is designed to:

1. Develop your ability to critically analyze compensation issues
2. Learn how to conduct HR research in a rigorous and systematic manner
3. Give you experience working on project teams
4. Hone your writing and presentation skills.

Topic Preference: Each three to four-person team will submit a report and make a presentation on one of the compensation topics listed below. Your opportunity to join a team will open on August 21 at 2:00 p.m. You must join a team by 2:00 p.m. on Monday, September 10 by going to Sakai *Site Info* Tab – *Managing Groups*. It is a first-come, first served process (i.e., a maximum of four students can sign up for a topic). If you have not joined a team by that date, I will assign you to a team.

Team Topics for Presentations and Reports

1. Role of job evaluation in modern pay systems
2. Gender and minority pay gap: Why it exists and what can be done to resolve it
3. Market pricing compensation systems: Strengths, weaknesses, and improvements
4. Should merit pay programs be abolished? What are the alternatives?
5. Pay transparency (i.e. secrecy): Is it a good idea or not?
6. Legislated minimum-wage: Is it a good idea or not?
7. Pay gap between the average worker and executives: How wide is too wide? How should the gap be managed?
8. Counter offers: Should companies offer them and how should they be managed?
9. Assessment of crowdsource data for pay purposes and appropriate uses

Team Presentation: Each team will make a 10 to 12–minute presentation and then answer questions from the class. The presentation should be carefully structured so as to accurately describe the topic, convey its importance, provide a critical analysis (both sides if controversial), and give recommendations as to how an organization should respond and manage the issue or compensation method. The rubric used to evaluate the team presentation can be found in the *Course Information Tab.* This rubric can help you prepare for your presentation due Monday, November 11 at 2:00 p.m.

Please use a consistent file name when you submit your PowerPoint deck for the presentation. This will facilitate management of the multiple files that will be submitted. The PowerPoint deck should be named **TP and your last names of team members in alphabetical order**. For example, **TP Herendez Scott Zeller.ppt** is a correct file name. Notice the spacing between each of the names.

Team Report: The team report (term paper) is <u>typically</u> 4,000 to 5,000 words, not including a title page, graphs and charts, and references list. The report should be double-spaced, have 1-inch margins, and use Times New Roman 12-point font.

The Team Report is expected to be tightly reasoned and display graduate level analytical ability. The report should be written as if you were submitting this work to a senior level manager who has asked your team to critically examine this topic and offer advice as to how the organization should handle the issue. Specifically, the report should:

- Clearly define the issue (or topic) and demonstrate why that issue is important for society, organizations, and employees.

- Provide empirical evidence and expert opinions.

- Analyze the issue from multiple perspectives, indicating the strengths and weaknesses of these positions.

- Use evidence to identify and support or disprove positions on this topic.

- Explain the position your team supports, given what you have learned.

- Use quality references (i.e., refereed) and provide proper citations of information.

You can find additional information about report writing under the *Course Information* Tab in Sakai. Be sure to correctly reference materials used in your report (See *Reference/Plagiarism* Tab). The purpose of references is to provide enough information for a reader to be able to evaluate the quality of the source and find the source material, if desired. **The name of the article or site and the <u>URL are not complete references</u>.** As noted above, the rubric that I will use to evaluate the team report and team presentation can be found in Sakai – *Course Information* Tab.

The Team report must be submitted by <u>one</u> team member through Sakai *Assignment* as an attached MS Word document (NOT a PDF). Your report will be reviewed by Turnitin to help ensure that your work is original and not taken directly from books, articles, previously written student papers, and websites (i.e., plagiarism). Remember, I am looking for your team's thinking and not something abstract out of a variety of sources, even if you give them correct attribution.

To facilitate grading and feedback, the report submitted in the <u>MS Word document</u> must be named: **TR and the last names of team members in alphabetical order**. For example, **TR Herendez Scott Zeller.docx** is a correct file name. Note the spaces between TR and names of team members.

Typically, refereed academic journal articles are your best sources of information, since they provide the most rigorous examination of the issues and often include empirical data (e.g., *Human Resource Management Journal, Journal of Applied Psychology* and *Academy of Management Journal*). The next best sources are refereed practitioner journals (e.g., *WorldatWork Journal* and *Compensation and Benefits Review*). **Books or articles not subjected to review (i.e., refereed) by competent professionals are suspect**. As such, if you choose to use non-refereed information, such as websites, you <u>must</u> explain in your reference list why this information should be considered credible and indicate biases that may be inherent in this source. A source documented (i.e., referenced) only by a website will be dismissed. The references in the report should refer to the publications from which the information was obtained and not just the website, as discussed in the Sakai Referencing Tab.

Team Contribution Points. After your team presentation and report submission, team members will be responsible for allocating team contribution points (20 points times the number of individuals on your team). For example, a team of four students will receive a total of 80 points to distribute among individual members of their team. Thus, an individual team member in this situation may receive anywhere from 0 to 40 points, as long as the total number of points allocated among team members does not exceed 40 points (i.e., four team members x 10 points = 40 points).

To be eligible for *team contribution* points, your team must establish criteria for allocating points to team members. Submit your criteria through Sakai *Assignment* tab by 2:00 p.m. on Monday, September 17 (Week 3). These criteria should be in enough detail so team members can allocate points fairly at the end of the term. Examples can be found in the *Course Information tab*.

Establishing clear expectations for team members will contribute to your success, both in terms of your grade and what you learn in HRER 413. One member of your team, based upon team consensus, must submit the contribution points for each team member by 2:00 p.m. on November 5. If the team cannot agree as to how the points should be distributed, I will award points based on the criteria your team has established and on written input from individual team members.

FINAL EXAMINATION

The purposes of the final examination are to:

- Motivate students to learn course materials

- Demonstrate knowledge acquired from required readings, recorded lectures, and class attendance

- Develop the ability to critically analyze pay problems and find appropriate solutions

Students are responsible for materials covered in class, in the recorded lectures, and in the required readings. I have designed these materials to be complementary and not necessarily overlapping. Experience indicates that staying current on the required readings and recorded lectures, completing the quizzes, and participating in class discussions will contribute substantially to your grade on the final examination.

The exam will consist of true/false and multiple-choice questions similar to the questions you answered for the quizzes. In addition, there will be essay questions designed to determine how well you have integrated the material and the extent of your ability to critically analyze compensation issues. You will have a maximum of two hours to complete the final exam. Your response to each essay question can be no longer than 1,000 words.

BONUS POINTS

There is an opportunity to earn bonus points as an encouragement:

- To enrich your knowledge of compensation management and human resources
- To learn about compensation careers by networking with compensation professionals
- To involve you in important discussions taking place in the HRER field

You have a one-time opportunity to earn ten (10) bonus points by attending a <u>designated</u> event sponsored by the Institute or by attending a Chicago Compensation Association (CCA) event. You can find a list of qualified events and dates in Sakai *Course Information*. To obtain credit, attend the event (sign the attendance sheet, if there is one) and submit a one-page report identifying what you learned. Please submit the report within a week of the event you attended.

You can obtain bonus points for attending <u>one</u> event. Of course, you can attend as many events as you like, but a total of 10 bonus points is all you can earn. You cannot apply for bonus points for multiple classes for attending the same event. All of these events are free for students, but you must join CCA as a free student member to attend their events. To join CCA [click here](#).

On occasion, events are cancelled, so be sure to confirm that the event is taking place a day or two before it is scheduled.

CLASS EXPECTATIONS

Students should treat their classroom obligations as they would treat any other serious professional engagement. This includes:

- Preparing for class by completing all reading assignments and listening to recorded lectures
- Arriving on time, returning promptly from breaks, and remaining until the end of class
- Meeting your team commitments
- Turning off all electronic devices in the classroom and putting them away
- Participating in classroom activities and discussions.
- Adhering to deadlines and timetables specified in the syllabus.

Students should view their participation in the course as being part of a learning community. As such, each student has a responsibility to make this course a successful learning experience for all members of the class. Most people have a wealth of human resources experience, so your contribution in class is important. This includes sharing helpful material in class and fulfilling your obligations as a responsible team member.

The student has a right to expect:

- The latest and best thinking on rewards strategies, policies, and programs
- A good learning environment using the latest pedagogy
- Challenges to conventional thinking with alternative perspectives and approaches
- Fair evaluation based on performance exhibited in class but primarily from assignments you submit.

ACADEMIC HONESTY

"Academic honesty demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Failure to practice academic honesty may be defined briefly, though not completely, as an action whereby a student represents falsely that academic work submitted in his or her own name is his or her own work when in fact it is not. Failure to practice academic honesty will, depending upon the seriousness of the misconduct, result in a sanction ranging from the grade of "F" for the assignment to expulsion from the university." [Click here](#) to review the Honor Code.

You may not share the copyrighted materials created for this class without the expressed permission of the instructor. This includes handouts, course notes, and recordings of lectures. Unauthorized sharing is a violation of the Loyola University Chicago Academic Integrity Statement and copyright law. <u>Do not post course materials on the internet or email to friends.</u>

HRER 413 CLASS SCHEDULE

Consult Sakai to find the listing of course content, required readings, recorded lectures, assignments, and due dates for each class. Note that there is a quiz due for each week that must be completed by 2:00 p.m. the week it is due. The quizzes are based upon your readings and recorded lectures.

Week 1 (8/27) Putting HRER 313 in Perspective

NO CLASS OR ASSIGNMENTS DUE ON LABOR DAY (9/3)

Week 2 (9/10) Pay Strategies, Pay Philosophy, and Fairness (Class 6:00 to 9:00 p.m.)

Week 3 (9/17) Job Analysis and Job Evaluation

Week 4 (9/24) External Equity and Pay Surveys (Class 6:00 to 9:00 p.m.)

Week 5 (10/1) Pay Structures and Pricing Jobs

Week 6 (10/8) Merit Increases and Performance Appraisal (Class 6:00 to 9:00 p.m.)

Week 7 (10/15) Alternative Pay Structures

Week 8 (10/22) Pay Legislation (Class 6:00 to 9:00 p.m.)

Week 9 (10/29) Managing Pay Systems (Open-Book, on-line exam)

Week 10 (11/5) Team Presentations (6:00 to 9:00 p.m. classroom)

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Dr. Dow Scott is Professor of Human Resources and Employment Relations at Loyola University Chicago, specializing in compensation, incentive pay, human resources development, teams, and high performance organizations. His teaching, research, and consulting focuses on helping business leaders create organizations that are more productive and enhance employee commitment.

Dr. Scott has:

➢ Led national and international conferences focusing on the creation of effective teams, performance improvement strategies, compensation, incentive pay, and the development of high performance organizations both in the U.S. and abroad.

➢ Developed numerous diagnostic methods for identifying and solving human resource and compensation related problems; e.g., employee opinion surveys, structured interviews, focus groups, and analyzing organizational employment data to determine the impact of human resource policies and programs on a firm's ability to attract and retain employees.

➢ Consulted with diverse organizations, including AT&T, Sur-Seal, Groendyke Transport, Landstar Systems, Sara Lee Corporation, HNI, Marsh, Inc., Hebrew Home, Xaloy, Hay Group, Alabama Manufacturing Company, and USG.

➢ Received national recognition for team/productivity improvement and human resource research from the Academy of Management and the Society of Human Resource Management.

➢ Published in over 100 journals and conference proceedings, including his book *Incentive Pay: Creating a Competitive Advantage* published by WorldatWork.

➢ Developed and directed an industry-sponsored research center funded by employers that focused on productivity improvement through the more effective use of human resources, e.g., U.S. Postal Service, Virginia Power, US Air, Kay Jewelry, and Sara Lee Knit Products.

➢ Directed Loyola University's Institute of Human Resources and Employment Relations

➢ Taught graduate and undergraduate classes at Loyola University Chicago and Virginia Tech in compensation management, training and development, global human resources, incentive pay programs, human resource management, global compensation and benefit programs, and training needs assessment and evaluation. Offered global rewards study abroad programs for Loyola and Australian students at the University of Sydney and University of Melbourne.

➢ Worked for B.F. Goodrich Company in compensation and human resources.

➢ Earned a master's and Ph.D. in Human Resources and Labor Relations from the School of Labor and Industrial Relations at Michigan State University.