

Western University
Management and Organizational Studies
MOS 3342B - 650
COMPENSATION AND BENEFITS MANAGEMENT
Winter 2013

COURSE OUTLINE

FACULTY:

Instructor: Linda Eligh

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Campus Phone: 519-661-2111 ext. 81098

Office Location: SSC# 4418

Classroom: SAKAI Online Environment

Office Hours: Wednesdays 9:30 – 11:30 a.m.

(By appointment)

I encourage you to see me during office hours. The best way to reach me is by e-mail since I am not always on campus to pick up phone messages.

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact me, the course instructor, if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

CALENDAR DESCRIPTION & COURSE PREREQUISITES/ANTIREQUISITES:

The purpose of this course is to introduce a systematic framework for identifying and designing compensation systems that add value to organizations. Topics include compensation system components, strategic and behavioural compensation frameworks, technical processes for compensation, and the implementation, management and evaluation of individual and group pay systems.

Antirequisite(s): None indicated

Prerequisite(s): Enrollment in 3rd or 4th year of BMOS.

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

TEXTBOOK

Milkovich, George T., Jerry M. Newman and Nina Cole. *Compensation*. Third Canadian Edition. McGraw-Hill Ryerson, 2010. Additional readings may include class handouts or internet websites, and readings to be accessed from the WESTERN Online Library Catalogue in electronic resources. See Topic Timetable.

COURSE OBJECTIVES

This course provides a systematic examination of choices that confront managers in Canada who wish to manage compensation strategically. These choices are presented within a three-stage integrated decision-making framework designed to create truly strategic compensation and reward systems. The three stages are described as a Total Compensation Model that incorporates:

- Formation of strategic policies concerning internal alignment, external competitiveness, employee contributions and administration of the pay system.
- Selection of pay techniques that effectively link above noted policies to the attainment of compensation objectives through sequential decisions about internal structure, pay structure, incentive programs and various forms of evaluation.
- Attainment of strategic compensation objectives such as efficiency, fairness and legal compliance.

Throughout the course, the dynamic nature of compensation in Canada will be discussed within the context of current theory, research, international influences, current events, and practice (both new developments and established approaches to compensation systems). Numerous examples and case exercises will be introduced to illustrate how theoretical concepts of compensation are applied in practice.

EVALUATION:

Your final mark will be a product of your performance in this course as assessed by your instructor, and will be calculated using the weight assigned to each course component, as shown below:

Participation	20%	Mid Term	25%
Research Assignment	30%	Final Exam	25%

Students are **REQUIRED TO COMPLETE ALL COMPONENTS** of this course. There are no exceptions to this. Extra assignments to improve grades will **NOT** be allowed. Grades will **not** be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

ONLINE PARTICIPATION (20%)

During 12 of the 13 weeks which comprise the duration of this course, discussion topics and questions will be posted for your consideration in the forum section of the course website. To participate, you will choose and respond to **one question** or exercise posted for the week. (Although choice will be offered, you need only respond to one in a given week.) Participation in forum discussion is an **essential component** of this course. You are expected to stay current with your readings (and the online materials), so that you can participate in forum discussion. The minimum requirement for participation is to post comments online in *at least 8 different weeks* of the total course. Of the 8 required postings, at least 4 should appear *before the mid term* examination. In other words, waiting until the last half of the course to participate online will seriously impact your participation mark.

Your grade will be comprised of an equal weighting of the required minimum 8 participation attempts although you may post more than 8 times to ensure a good mark. Where more than 8

postings appear, *the best* 8 postings will be selected to comprise your participation mark. Posting comments in online discussion is the equivalent of attending class and making a contribution to discussion, and is therefore subject to the University Policy Regarding Illness (and other personal difficulties that prevent participation) stated in the General Information section attached to this course outline. A suggested length for a typical posting would be around 300 words. You may find that you need to write more on occasion, or are including information that makes your posting longer.

To receive credit, discussion comments must be posted by Sunday midnight of the week the topic is discussed online. Comments posted after the deadline will not be assessed for participation credits. In most weeks, discussion questions relevant to the week's assigned reading will be posted by the instructor on **Mondays**. In addition, instructor feedback concerning the previous week's online discussion will be posted on Tuesday or Wednesday of each week. (Example: A student reads and responds to discussion questions during the week and decides to post on Friday, well before the Sunday night deadline. The student is then able to read instructor feedback for individual/group efforts by the following Tuesday or Wednesday.)

Online discussions, exercises or assignments will provide opportunities to clarify issues and considerations surrounding effective human resources strategies, techniques and processes. Your participation online will *contribute greatly* to understanding of course theory and your ability to do well with the written assignment outlined below and both exams. Look to the Instructors Standards for Course Participation which appear later in this outline. In addition look to the Policy Regarding Illness described within the General Information guidelines which apply to students in the Social Science program (attached to this outline) for direction on how to handle a variety of problems that may interfere with your participation and performance in this course.

RESEARCH ASSIGNMENT (30%)

You are required to write an 8–10 page (approximately 300 words per page excluding cover page and bibliography or works cited pages) research and opinion paper on a compensation related topic, as described in the Guidelines for Compensation Trends Research Report available on the course website. The Guidelines describe requirements, format and content expectations for your research assignment, as well as hints and suggestions to make the assignment as enjoyable as possible. You are expected to access and read the Guidelines prior to commencing the assignment. See above note on the link between online participation and your ability to do well on the research assignment.

Deadlines:

Abstract: An abstract outlining the course relevant topic for your research assignment is required and should be submitted through the SAKAI course website e-mail system **by midnight March 15, 2013**. The one-page abstract shall consist of 1 – 2 concise paragraphs identifying your research goal, source of inspiration, possible emerging trends, and 3 research sources located in your preliminary literature review. Identify research sources using bibliographic format. *Submit your abstract in the body of your email on SAKAI – do not attach it as a separate document.*

Failure to submit an abstract in the format described above by deadline shall result in a deduction of 5% from the overall mark of your assignment. An abstract must be submitted well in advance of submission of the assignment or the assignment will not be marked.

Research Assignment: Your research assignment is due in hardcopy **by 4 p.m. Friday, April 5, 2013 in the Distance Studies office**. You are also required to submit a digital copy of your assignment to Turnitin.com by midnight on the same deadline. (T.com passwords and directions for doing so will be provided on the course website.)

Penalties: A penalty of 5% for the first day and 2% for each day thereafter (including each day of a weekend or holiday) shall apply to all late research assignments. Also note penalty linked to submission of a late abstract.

MID TERM AND FINAL EXAM (25% each)

You will have both a midyear examination, and a final examination – each 2 hours in length. The mid term exam at least is usually scheduled on **Saturday** (the exact date will be provided in advance by the Registrar. Both exams will be closed book exams and will be two hours in length. Content for each exam is presented in the topic timetable and more information will be provided closer to the exam by your instructor. Both exams are equally weighted in determining your final grade. As indicated in the topic timetable these exams are non-cumulative. The mid-term and the final exam will be presented in a *mixed format and will contain a combination of multiple-choice, true false, short or longer answer, and essay questions or essay questions based on case incidents*. Students are responsible for material covered in the assigned chapters/sections in the text as well as any additional material covered in the course and indicated for the exam.

Portions of both exams will be scored using the program Scan Exam which examines the answer sheets for unusual coincidences in the pattern of answers given which may be indicative and used as supporting evidence of cheating.

Exams will not be returned to students but may be reviewed individually in the instructor's office (by appointment.)

3342B-650 TOPIC TIMETABLE – WINTER 2013

Schedule for coverage of textbook content is approximate; lectures will include content on International Pay Systems found in the Appendix, assigned Journal Articles, and any other additional course content as provided by the instructor.

Week starting: Jan. 7th	INTRODUCTION, COURSE OVERVIEW & EXPECTATIONS THE PAY MODEL	Chapter One
Week starting: Jan. 14th	STRATEGY: THE TOTALITY OF DECISIONS	Chapter Two
Week starting: Jan 21st	DEFINING INTERNAL ALIGNMENT	Chapter Three
PART I: INTERNAL ALIGNMENT: DETERMINING THE STRUCTURE		
Week starting: Jan. 28th	JOB ANALYSIS	Chapter Four
Week starting: Feb. 4th	EVALUATING WORK: JOB EVALUATION	Chapter Five
Week starting: Feb. 11th	PERSON BASED PAY STRUCTURES and Journal Article <i>How Leaders Create and Use Networks</i> , Harvard Business Review, January 2007 (Access through Western Online Library Catalogue, Electronic Resources)	Chapter Six and HBR Article
Week starting: Feb. 18th	READING WEEK – Feb. 18 th – 24 th	
Week starting: Feb. 25th	MID TERM – Covers Chapters 1 – 6, pp. 314 -329 of the Appendix (additional lecture content, HBR Journal Article and class handouts as indicated).	Mid Term Examination (Saturday TBA)
PART II: EXTERNAL COMPETITIVENESS: DETERMINING THE PAY LEVEL		
Week starting: Mar. 4th	DEFINING COMPETITIVENESS	Chapter Seven
Week starting: Mar. 11th	DESIGNING PAY LEVELS, MIX AND PAY STRUCTURES Research Topic Abstract due by midnight March 15th, to be submitted in the body of an email in SAKAI webmail.	Chapter Eight
PART III: EMPLOYEE CONTRIBUTIONS: DETERMINING INDIVIDUAL PAY		
Week starting: Mar. 18th	EMPLOYEE BENEFITS	Chapter Nine
Week starting: Mar. 25th	PAY-FOR-PERFORMANCE: PERFORMANCE APPRAISAL AND PLAN DESIGN	Chapter Ten
PART IV: MANAGING THE SYSTEM		
Week starting: April 1st	PAY-FOR-PERFORMANCE PLANS T Research reports due in hardcopy in Distance Studies Office by 4 p.m. Friday, April 5th. Digital copy due in Turnitin.com by midnight of the same day.	Chapter Eleven
Week starting: April 8th	THE ROLE OF GOVERNMENT AND UNIONS IN COMPENSATION and Journal Article <i>Women and the Labyrinth of Leadership</i> by Alice H. Eagly and Linda L. Carli, Harvard Business Review September 2007 (Access through Western Online Library Catalogue, Electronic Resources)	Chapter Twelve and HBR Article
Final Exam	FINAL EXAM – Covers Chapters 7 – 12, pp. 329-336 of the Appendix, additional lecture content, HBR Journal Article and class handouts <i>since the midterm</i> . Exam period extends from April 14 - 30, 2013. Exact date of exam TBA.	

INSTRUCTOR'S STANDARDS FOR ONLINE COURSE PARTICIPATION

Students are expected to participate in at least 8 online classes and to engage actively in their own learning. *Active learning means taking responsibility for your own learning, as well as helping others to learn more about course material.* Active learning in this course can include, but is not limited to: contributing to online forum discussion, presentations or debates, application exercises, and/or posing interesting questions. Your instructor will assess your weekly participation, based on the quality of your postings and the following criteria for evaluation:

A – EXCELLENT contribution

- Participates meaningfully in 8 *or more* weekly online discussions
- Contributes consistently to online discussions and supports contribution of colleagues
- Contributions indicate preparation and critical thinking
- Frequently shares insights and/or facilitates understanding of difficult concepts
- Occasionally builds arguments for a position
- Provides leadership in creating a positive online learning environment

B – GOOD Contribution

- Contributes meaningfully to at least 8 online discussions
- Contributions indicate preparation and careful thought
- Often willing to address/explain challenging points or concepts
- Occasionally builds arguments for a position
- Supports a positive online learning environment

C – FAIR Contribution

- Meets minimum course requirements regarding submission of content to online discussions.
- Provides minimal evidence of preparation and thought in content submitted to online discussions
- Rarely builds arguments for a position.
- Supports a positive online learning environment.

D - POOR Contribution

- Does not meet minimum course requirements regarding submission of content to online discussions
- Provides little or no evidence of preparation or thought when submitting content to online discussion.
- Fails to support a positive online environment.

Participation is recorded by the instructor when reviewing weekly postings. Participation is assessed more fully at the conclusion of the course, when all postings and other participation have been reviewed. If you have a medical or other condition that prevents you from participating online regularly and actively (as described above), advise the instructor early in the semester. You will be required to provide confirmation of your situation from the Academic Counselor. See the University Policy Regarding Illness and personal situations described in the General Information section (regarding term tests, final examinations, late assignments, short absences, extended absences, documentation of various personal situations and academic concerns) attached to this Course Outline.

GENERAL INFORMATION

1. University Policy Regarding Illness

1.1. Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

<http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

1.2. Make Up Examinations

1.2.1. The student must write a make-up exam if the regularly scheduled exam is missed for reasons for which adequate documentation is received by the instructor (this documentation must be supplied by the Academic Counselling office).

1.3. Attendance

1.3.1. It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

2. University Policy on Cheating and Academic Misconduct

2.1. Cheating on exams will not be tolerated; students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.

2.2. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

2.3. The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

3. Procedures For Appealing Academic Evaluations

3.1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

4. Student Responsibilities

4.1. Material covered in lectures will not always be the same as material covered in the textbook. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are **strongly encouraged** to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes or overheads. Therefore, if you miss a lecture, you should try to obtain this material from another student.

In this class, some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

5. Support Services

5.1. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>

5.2. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

6. Other Issues

6.1. Grade Policy

The DAN Program has a grade policy which states that for courses in the 3300-4499 range, the class average must fall between 70% and 75% for all sections of a course taught by the same instructor. In very exceptional circumstances only, class averages outside this range may be approved by the Assistant Director or Director. Class averages are not grounds for appeal.

6.2. Short Absences.

If you miss a class due to minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or exam. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

6.3. Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed about your difficulties.

6.4. Academic Concerns.

If you are in academic difficulty, it is strongly recommended that you see your academic counsellor.

6.5. Important Dates:

January 7, 2013 Winter Session classes begin.

January 15, 2013 Last day to add a second-term half course

February 18, 2013 Family Day

February 18-22, 2013 Reading Week

March 7, 2013 Last day to drop a second-term half course without academic penalty

March 29, 2013 Good Friday

April 11, 2013 Winter Session classes end.

April 12 & 13, 2013 Study Days.

April 14-30, 2013 April examination period.

7. Other Information

- Bring student identification to exams.
- Nothing is to be on/at one's desk during an exam except a pencil, an eraser, and the individual's student card
- Do not wear baseball caps to exams
- Do not bring music players, cell phones, beepers, or other electronic devices to exams

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>