

Western University  
Management and Organizational Studies  
MOS 3342A - 001  
COMPENSATION AND BENEFITS MANAGEMENT  
FALL 2013

**COURSE OUTLINE**

**FACULTY:**

Instructor: Linda Eligh

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Campus Phone: 519-661-2111 ext. 81098

Office Location: SSC# 4418

Classroom: UCC 65

Class Time: Wednesdays, 2:30 – 5:30 p.m.

Office Hours: Wednesdays 10 a.m. – 2:00 p.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, Bruce Gerhart, Nina Cole and Margaret Yap. *Compensation*. **Fourth** Canadian Edition. McGraw-Hill Ryerson, 2013. 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.

## PARTICIPATION (20%)

Your mark in this area is based on your level of contribution to class discussion and participation in group exercises and assigned activities **as per the attached Instructor's Standards for Participation**. Class exercises are designed to provide experiential opportunities to clarify issues and considerations surrounding effective compensation strategies, techniques and processes. Your participation in class exercises and discussion will *contribute greatly* to understanding course theory and your ability to do well with the written assignment outlined below. If you are too shy to speak out in class you are expected to manage your learning style and find other ways to contribute, such as bringing course related articles to class to share with the instructor. Look to the University Policy Regarding Illness described in the General Information section of the course outline for direction on how to handle a variety of problems that may interfere with your attendance and/or 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 class 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 due by beginning of class **November 13, 2013**. The one-page abstract shall consist of 1 – 2 concise paragraphs identifying your research goal, source of inspiration, possible emerging trends, and at least 3 research sources located in your preliminary literature review. Identify research sources using bibliographic format.

**Research Assignment:** Your research assignment is due in hardcopy at the beginning of class, **November 27, 2013**. You are also required to submit a digital copy of your assignment to Turnitin.com (via the Assignments Dropbox on the SAKAI course website) by midnight on the same deadline.

**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. 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.

## **MID TERM AND FINAL EXAM (25% each)**

You will have both a midyear examination, and a final examination. Both exams will be closed book exams, 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.)

### 3342A TOPIC TIMETABLE – FALL 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.

<b>“First Class” Sept. 11th</b>	INTRODUCTION, COURSE OVERVIEW & EXPECTATIONS THE PAY MODEL	Chapter One
<b>Sept. 18<sup>th</sup></b>	STRATEGY: THE TOTALITY OF DECISIONS	Chapters Two
<b>PART I: INTERNAL ALIGNMENT: DETERMINING THE STRUCTURE</b>		
<b>Sept. 25th</b>	DEFINING INTERNAL ALIGNMENT	Chapter Three
<b>Oct. 2nd</b>	JOB ANALYSIS	Chapter Four
<b>Oct. 9th</b>	JOB BASED STRUCTURES AND JOB EVALUATION	Chapter Five
<b>Oct. 16<sup>th</sup></b>	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
<b>Oct. 23rd</b>	MID TERM – Covers Chapters 1 – 6, pp. 321 -339 of the Appendix (additional lecture content, HBR Journal Article and class handouts as indicated).	Mid Term Examination
<b>PART II: EXTERNAL COMPETITIVENESS: DETERMINING THE PAY LEVEL</b>		
<b>Oct. 30th</b>	DEFINING COMPETITIVENESS	Chapter Seven
<b>Nov. 6th</b>	DESIGNING PAY LEVELS, MIX AND PAY STRUCTURES	Chapter Eight
<b>PART III: EMPLOYEE CONTRIBUTIONS: DETERMINING INDIVIDUAL PAY</b>		
<b>Nov. 13th</b>	EMPLOYEE BENEFITS <b>Research Topic Abstract due by beginning of class.</b>	Chapter Nine
<b>Nov. 20th</b>	PAY-FOR-PERFORMANCE: PERFORMANCE APPRAISAL AND PLAN DESIGN	Chapter Ten
<b>PART IV: MANAGING THE SYSTEM</b>		
<b>Nov. 27th</b>	PAY-FOR-PERFORMANCE PLANS <b>Research reports due in hardcopy beginning of class and digital copy submitted to Turnitin.com by midnight (via Assignment Dropbox on SAKAI course website).</b>	Chapter Eleven
<b>Dec. 4th</b>	THE ROLE OF GOVERNMENT AND UNIONS IN COMPENSATION (continued) 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
<b>Final Exam</b>	FINAL EXAM – Covers Chapters 7 – 12, pp. 340 - 346 of the Appendix, additional lecture content, HBR Journal Article and class handouts <i>since the midterm</i> . Exam period extends from December 8 – 19, 2013. Exact date of exam TBA.	

## **INSTRUCTOR'S STANDARDS FOR CLASS PARTICIPATION**

**Students are expected to attend all classes** and to participate actively in their own learning. *Active learning means paying attention in class and 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 class discussion, presentations or debates, application exercises, posing interesting questions, and/or bringing relevant media articles or other exhibits to the attention of your instructor. **Note: Playing games, texting, processing e-mail or surfing the internet on a laptop or other electronic device during class is considered to be a distraction to other students and to the instructor. Such activity will be interpreted as a decision on your part to NOT participate in class activity, and will thus reduce your participation mark.** Your instructor will assess both the quantity and quality of student participation in each class, based on attendance and the following criteria for evaluation.

### **A – EXCELLENT contribution**

- Attends all classes and places full attention on the lecture
- Contributes consistently to class 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 positive environment

### **B – GOOD Contribution**

- Attends class regularly, places attention on the lecture, and contributes consistently to class discussions
- Contributions indicate preparation and careful thought
- Often willing to explain difficult points or concepts
- Occasionally builds arguments for a position
- Supports positive classroom environment

### **C – FAIR Contribution**

- Attends class occasionally or often and/or contributes to class discussion occasionally
- Provides minimal evidence of preparation and thought
- Rarely builds arguments for a position

### **D - POOR Contribution**

- Attends class infrequently and/or rarely if ever contributes to class discussion or attends class but spends considerable class time texting or surfing the internet
- Provides little or no evidence of preparation or thought
- Distracts other students from class activity

Participation is recorded following the conclusion of each class. If you have a medical or other condition that prevents you from attending class regularly (or participating 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) which forms part of 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.

## **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/>**