



Managing Reward Systems

COURSE SYLLABUS

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Course Web: <https://canvas.rutgers.edu>

This is an Online and Asynchronized Course

Course Description

This course focuses on how managers can use compensation strategy to attract, retain, and motivate valued employees, while controlling labor costs. Compensation, including direct wages, indirect payments, and employee benefits, is studied from the points of view of theory and practice.

Objectives

The primary goal of this course is to provide students with an understanding and appreciation of the basic functions of rewards management and current practices/issues in compensation. By the end of this course, students should think systematically about how environmental forces shape firms' compensation practices, and also be able to describe how specific compensation practices can be used to help an organization satisfy its multiple stakeholders. Upon completion of the course, students should also be able to conduct wage surveys, evaluate jobs, create salary structures, and administer compensation programs, and to do all these things on the basis of sound economic and motivational theory.

Specific learning objectives include the ability to:

- To understand the guiding principles of effective compensation systems: internal alignment, external competitiveness, pay-for-performance, and cost control.
- Comprehend the value and role of compensation strategy in formulating and executing the organization's strategy.
- Analyze organization compensation strategy scenarios to identify problems and develop solutions that support the organization's strategy

- Comprehend the context of employee compensation strategy decisions (e.g. global markets, labor unions, and legal/regulatory issues)
- To develop an understanding of theories underlying compensation strategy design.
- To acquire hands-on experience in building a pay strategy. Design an effective comprehensive and integrated compensation strategy in the context of a specific company scenario by knowing and using appropriate terminology, theories, tools, and guiding principles. Design three sub-strategies: internal alignment (i.e., pay grade structure), external competitiveness (pay levels relative to competing organizations), and pay for performance (merit pay, variable pay)
- Apply and develop Excel skills to estimate least squares regression, set pay, analyze cost, and do what-if analyses of compensation strategy alternatives
- To provide a knowledge, skill, and experience base that is useful in: (1) working as an entry-level compensation specialist; (2) in managing people generally, and (3) providing an understanding of how one's own pay and career progress is determined.

See **Appendix** for detailed SMLR/HR learning objectives.

I value the perspectives from individuals from all backgrounds, reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this virtual “classroom” an inclusive space for all students. If you see ways to improve, please let me know.

Required Course Materials

Text: Gerhart, B & Newman, J. M. (2020). *Compensation*, 13th edition. Irwin: Boston, MA. [“GN Text”].

Note: I often have students ask if it is OK to use an earlier or later edition of the text book. I don't mind, but you will be held responsible for the material in the 13th edition. That said, there is not a lot of difference between the editions.

Course Web Page (subject to change): CANVAS

All class material, including PowerPoint slides for the lectures and all assigned article readings, will be posted on the course's website. Students are responsible for checking Canvas for the most current syllabus, course materials, and other announcements.

We will use the following features:

- **Syllabus** to understand the requirements of this course
- **Modules** to access course agenda, and weekly lectures
- **Assignments** to submit assignments
- **Discussions** to participate in the graded forum discussion
- **Announcements** to check weekly course schedule, assignment due date/feedback, exam requirements, and etc.
- **Grades** to help keep track of the grades

Evaluation

The grade in the course will be based on three forum discussions, one current event assignment, a group project, and a final exam. (Specific information regarding grading guidelines follows subsequently).

The breakdown of points is:

A. Forum discussions	10 X 5 = 50 points
B. Current event assignment	10 points
C. Final exam	<u>40 points</u>
Total	100 points

Grading scale:

A	90 – 100 points
B+	85 – 89.9 points
B	80 – 84.9 points
C+	75 – 79.9 points
C	70 – 74.9 points
D	60 – 69.9 points
F	0 – 59.9 points

I do NOT round numbers for the final grades.

A. Forums (discussions; 10 X 5 = 50 points in total)

Of great importance in an online learning environment is the use of forums to discuss course topics. Students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process. Discussions are also a means for the instructor to identify whether or not a student comprehends required reading and video assignments. Forums include a suggested case for discussion and **student-to-student** interaction. Suggested answers will be reviewed by the end of each week.

Five learning community forums are held throughout the semester and all of these forums are mandatory. Students are expected to engage in forum discussions multiple times (at least twice) during a Monday–Monday course week. Forums open on Mondays (8:00 A.M.), first comment due-dates are on Wednesdays (by 11:59 P.M.), and forums close on the Sundays (11:59 P.M.). An email/announcement will be sent out to remind students about the due dates of these forums.

Five optional forums are held throughout the semester for students who are interested in earning extra points (One extra point per optional forum).

Best Practices in Forum Participation

While forums are designed to be active and expressive, they are not chat rooms. A forum is an established area of the course where peers contribute to the greater understanding or appropriate expansion of course topics. Working together, students create an intriguing, supportive, and

useful “community of learners” where peers choose to visit and participate. Earning the highest number of points in a forum requires following these best practices:

Comment Quality (50% of Points) – At least 3 comments (one original post and two comments for others):

- are relevant to the topics addressed in a forum
- exhibit critical thinking and an overall understanding of topic evidently
- are constructed so that citation of original work is available

Participation (50% of points)

- 3 or more comments during each forum open period; 10% penalty if 1st comment will not be made prior to Wednesday (3 days after forum opens).
- 2 or more replies acknowledging and then building upon the ideas/thoughts of others. (no echoing)

B. Current Event Assignment (10 points):

For this individual assignment, read the current business press (*e.g., Wall Street Journal, Fortune, Business Week, NY Times, etc.*) and identify an article (published in 2020-) with relevance to a topic we have covered/will be covering in class. **Write a short, double-spaced report of 1 to 2 pages (pages beyond this limit will not be considered)** including:

1. How others can find the article (written reference or on-line link) (1 point);
2. A very brief synopsis of the article (5 points);
3. A discussion of how the article is relevant to a topic(s) covered in class (5 points)
4. At least two questions that could potentially stimulate discussion among students concerning the article and its relevance to a topic(s) covered in class (4 points).

Optional: Students do have the option of **writing up an additional current event report** in which case the lowest grade will be replaced.

All reports must be submitted via the appropriate *assignment* module at the course website on the designated days (see Course Calendar). Failure to submit on time will lose all points possible for this assignment.

Best Practices in Completing Writing Assignments

There are three sets of criteria on which students are graded. Earning the highest number of points within each section of the writing assignments requires following these best practices:

Content

- Content that relates to the required/recommended course material is accurate.
- Content is appropriate for the topic of inquiry.
- Content that indicates knowledge gained and potential for knowledge/skills to influence future thoughts/behavior is adequately linked to course materials (including any material brought into the course by a student). When required, citations are provided.

Reflection

- A high level of reflection and insight on the topic.
- Critical thinking and creative ideas are evident.

Organization and Mechanics

- Writing is fluent and lively.

- Presented in a professional manner: using appropriate grammar, sentence structure, and spelling.
- All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- Engages in a high-quality Internet search (when applicable).

C. Final Exam (40 points):

The final exam will be open-book and online (two hours). Therefore, successful completion of the exam will require students to be familiar with all of the concepts and tools discussed. The exam may include questions from all the course material and relevant chapters of the textbook. **The exam will comprise 7 short answer questions.**

OTHER POLICIES AND PROCEDURES

Office Hour and Email Policy

- Due to the COVID, office hour is held with virtual sessions and by email request only.
- Instructor's Email Checking Policy: Unless students receive an advance notification, the instructor will check for email messages randomly between 10:00 AM and 6:00 PM on most workdays (This excludes Saturday/Sunday, holidays, and Thanksgiving Break). If a student sends a comment or question, the instructor will try to answer the email within 24 hours.
- Students Email Checking Policy: It is the responsibility of the student to check for incoming course-related messages at least 2 times a week. This is in addition to engaging in forums in the course. Forgetting or being unable to check the email is not an excuse. Email messages are ALWAYS sent to the student's default email address for the course.

Class Sessions and Assignment Due-Date Information

- Use the course calendar to identify all assignment due-dates and graded assignment return dates. The calendar is available as a link under course home along with the syllabus.
- Students are given ample time to participate in forums. Forum participation cannot be made up.
- The writing assignment will be accepted up to 24 hours late for a 30% penalty. Writing assignments submitted after the 24-hour late period will not be accepted.

Things happen

- When students don't have to attend a class session in person, it's easy to let a situation in the personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.
- Because “things happen” it's a best practice not to wait until the last minute to take the exam, submit a comment in a forum, or upload a writing assignment.
- Plan ahead if Students will be unable to complete an assignment on time. Students may need to submit the assignment earlier than the posted due date.

Academic integrity policy

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/> for details regarding the Academic Integrity Policy. Students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty.

Resources

- NetID or Rutgers email problems: Call 732-445-HELP (4357)
- Logging into the course: Call Monday through Friday 9 A.M. to 5 P.M.: 732-932-4702

Students with disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where students are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports the request for reasonable accommodations, the campus's disability services office will provide students with a Letter of Accommodations. Please share this letter with the instructors and discuss the accommodations with them as early in the courses as possible. To begin this process, please complete the registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

APPENDIX

Course Goals: This course focuses on the following SMLR/HR learning objectives:

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.

- o Communicate complex ideas effectively, in standard written English
- o Produce high quality executive summaries

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.

- o Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- o Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- o Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- o Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- o Analyze issues related to business strategies, organizational structures, and work systems
- o Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- o Understand the legal, regulatory and ethical issues related to their field
- o Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- o Work productively in teams, in social networks, and on an individual basis