

MHR 4326
COMPENSATION ADMINISTRATION

Spring 2018

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Course Objectives:

- (1) Develop a working understanding of compensation theory, research, and practice.
- (2) Acquire some of the technical skills needed to design and manage a compensation system.

Require Readings

Newman, Gerhart, & Milkovich (2017) Compensation, 12th ed. Chicago: Irwin.

Milkovich and Gerhart. Cases in Compensation, 11.1e. Release 2 Ithaca, NY: Compensation

Kavanagh et al. (2015) Human Resource Information Systems, 3rd ed. SAGE Publications. Thousand Oaks, CA

Evaluation Criteria

Case Paper	15%
Case Presentation	15%
Group Project Evaluation	10%
Exam I	30%
Exam II	30%

Examinations

Two examinations have been scheduled. The second exam is not comprehensive. It will only test your knowledge of the material that we cover after the first exam. Exams will be made up of short-answer questions and will cover both the reading materials and your notes from class.

Deadlines

The examinations must be taken on the assigned dates and the cases and the group evaluations must be turned in by the beginning of class on the assigned date. No exceptions will be made to this rule unless there are highly unusual circumstances which prevent you from doing so. You must, however, clear this with me before the due date. If you take an exam late or turn in a case or evaluation late without my permission, your grade will be reduced one full letter grade per late day.

Appeals

If you have any questions, comments, and concerns about a grade you received, they must be put in writing to me. I will respond in writing to you. If my answer is not satisfactory, then you can set up an appointment to discuss the matter with me.

Assignments

Date	Topic	Milk.	Kava.
1/9	Intro		
1/11	Strategic Issues	1,2	
1/16	Internal Consistency	3	
1/18	Job Analysis	4	
1/23	Job Evaluation	5,6	
1/25	Market Surveys	7	
1/30	Pay Structure	8	
2/1	Motivation Theory	9	
2/6	Performance Appraisal	11	
2/8	Incentives	10	
2/13	Exam I		
2/15	Benefits I	12	
2/20	Benefits II	13	
2/22	Laws and Regulations	17	
2/27	Administration	18	
3/1	Special Groups	14,15	
3/6	International	16	
3/8	Implementation		2
3/20	Implementation		3
3/22	Implementation		4
3/27	Implementation		5
3/29	Implementation		6
4/3	Implementation		14
4/5	Presentations		
4/10	Presentations		
4/12	Presentations		
4/17	Presentations		
4/19	Exam II; Case & Evaluations Due		

Cases

You will be divided up into teams of 4 students. The team is responsible for completing the integrated case, found in Cases in Compensations, by the assigned date. The case analysis requires a report to upper management (the instructor).

Group grades for each phase of the case will be assigned on the basis of the performance of the team using the following criteria:

<u>Points</u>	<u>Criteria</u>
10	<u>Style</u> . Correct grammar, including spelling and punctuation, and professional appearance.
10	<u>Clarity</u> . The clarity of the concepts that are covered in the report.
30	<u>Technical Adequacy</u> . The extent to which you correctly apply the concepts learned in the class.
30	<u>Rationale</u> . The extent to which you provide well-developed arguments for the recommendations that you make in the report.
30	<u>Completeness</u> . Extent to which all of the questions asked in the case are addressed in the report.

Group Evaluation

When the case is turned in by the team, each member should submit an evaluation for each of the team members' performance on the case including their own. The form is attached.

Group Presentation (15 minute presentation)

The presentations will be graded by me, using the following criteria:

Content: Was the information presented accurate, complete and was the rationale presented well-developed?

Process: Was the material presented in such a way that it was possible for the emerging HR professional to comprehend and retain the major learning points?

Each criteria will be worth 50 points and each member of the group will receive the same grade.

OSU Disability Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; <https://slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

Name _____

Group Project Evaluation

Instructions. Write down the name of each person in your group including yourself. Then, rate each person by entering a score for each dimension of performance defined on this page and the next. Turn this page in to your instructor.

Name	Dimension					
	I.	II.	III.	IV.	V.	VI.
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.
 - 1 = Unsatisfactory. Usually exhibits uncooperative behavior.
 - 2 = Marginal. Minimal contribution to group discussion.
 - 3 = Competent. Organizes assignments to enable group to achieve average grade.
 - 4 = Good. Comes to meetings with prepared notes and schedules.
 - 5 = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.

- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.
 - 1 = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.
 - 2 = Marginal. Occasionally misses meetings without an excuse; frequently arrives late or leaves early.
 - 3 = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leaves early
 - 4 = Good. Attends almost all meetings; meetings missed are excused absences; arrives to meetings on time and stays for the duration.
 - 5 = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.

- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance in writing the paper.
 - 1 = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.
 - 2 = Marginal. More than 50% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 3 = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.
 - 4 = Good. 100% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 5 = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.

- IV. **Person Orientation.** The extent to which the person maintains order in the group, keeps group focused on goals, maintains group morale, draws ideas out of members, cooperates with other members, brings in opposing ideas, and structures meeting times, dates, and deadlines.
- 1 = Unsatisfactory. Rarely contributes to the group process.
 - 2 = Marginal. Inconsistently contributes to the group process.
 - 3 = Competent. Consistently contributes to the group process.
 - 4 = Good. Consistently contributes to group process and provides new insights for the group process.
 - 5 = Excellent. Consistently contributes to group process, provides new insights, and stimulates others to contribute.
- V. **Participation.** The extent to which the person provides the group with the technical expertise needed to answer the questions posed in the case.
- 1 = Unsatisfactory. Rarely provides any insight on how to answer case questions.
 - 2 = Marginal. Sometimes provides some insight on how to answer case questions.
 - 3 = Competent. Usually has some insight on how to answer case questions.
 - 4 = Good. The group frequently draws upon the persons insights in order to answer case questions.
 - 5 = Excellent. The answers to the case from the group draw heavily upon the insights provided by the person.
- VI. **Overall Performance.** Your overall summary of the person's performance based upon their ratings from the previous five dimensions. Numerical values correspond to letter grades.
- 1 = Unsatisfactory. Corresponds to a letter grade of F.
 - 2 = Marginal. Corresponds to a letter grade of D.
 - 3 = Competent. Corresponds to a letter grade of C.
 - 4 = Good. Corresponds to a letter grade of B.
 - 5 = Excellent. Corresponds to a letter grade of A.