COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: MGMT 311 ID8W2, Compensation and Benefits
Semester and Term: SPRING 2015
Time: 6pm – 9pm
Campus Location: Bridgeport

Course Description:
Students in this course will examine the major foundation programs and skills that undergird the current practice of Human Resource Management. Theory and method used in the design of compensation systems is explored, interviewing method and skill as applied to data gathering for problem solving or personnel selection, surveys for compensation benchmarking or employee attitude measurement and development of performance feedback and goal setting (MBO) programs are intensively reviewed. Student projects in program applications are required.

Prerequisite Course: MGMT 302 or MGMT 305
Course Code: BC, BE, HRAD, HR-C

Instructor & contact information:
John Geary
Email: jgeary@bridgeport.edu

Required Textbook:

Learning Outcomes:
Upon successful completion of this course, students will be able to:

• To provide students with an understanding of the basis of human resource management programs and skills relating to compensation theory, practice, legal applications, benefit plan design, executive compensation, performance management, and indirect pay plan design.
• To introduce students to alternative pay systems, such as broad-banding, gain-sharing, incentive pay, and indirect pay approaches such as defined contribution and defined benefit plans, asset accumulator plans (under IRC Section 401, 403 and 457), etc.
• To better understand and learn about:
   Establishing job worth and job evaluation practices
   Designing a compensation structure
   Administering a salary system
   Conducting and interpreting salary surveys
   Measuring employee performance
   Developing core competencies (based on mission, vision and values)
   Linking pay to performance
   Short and long term incentive plans
   Executive pay programs
   Alternative reward systems
First Assignment Prior to the First Class:

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Module 1:  
Week # 1  
03/09/2015  

Assignment:  
Introduction to the Class and the Objectives of Compensation  
Read Chapter # 1: The Pay Model and Pay Strategies  

Topics for Review & Classroom Discussion  
A. Definition of Compensation  
B. The Pay Model  
C. Strategic Pay Policies  

Discussion Topic:  
After reading Chapter 1, each student should attempt to express their own thoughts on “How Pay Influences you in your Job”? Refer to the “Pay Motivator” discussion for some thoughts on this topic. Your thoughts must be turned in for a part of your final grade. No more than 1-2 pages.  

Learning Objectives:  
The students in this course will examine the major foundation programs and skills that under line the current practice of Compensation Management. The theories and methods used in the design of compensation systems is explored, interviewing methods and skills as applied to data gathering for problem solving or personnel selection is reviewed, surveys for compensation benchmarking or employee attitude measurement and development of performance feedback and goal setting (MBO) programs are intensively studied. The student projects that will be forthcoming in this course will apply these programs and applications to each of them.  

Module 2:  
Week # 2  
03/16/2015  

Assignment:  
Chapter 2: Strategies—The Totality of Decisions  
Chapter 3: Defining the Internal Alignment of the Corporate Structure  

Topics for Review & Classroom Discussion  
A. Strategic Perspectives in Compensation Management  
Strategic Perspectives of Pay  
Strategic Pay Decisions  
D. Best Practices vs. Best Fit Options  
E. Definition of the Internal Alignment  
F. Internal Pay Structures  
G. Strategic Choices in Internal Alignment Design  
H. Which Internal Structure Fits Best?
Discussion Topic:

Look through the multitude of news media related sources. Bring into class a selected article dated within the last 12 months that relates our course “Compensation”

Learning Objectives:

The first step in any company is to achieve internal alignment and sustainability at the core of its supply chain strategy. In order to achieve this, internal alignment is the set of customer decisions making based on suppliers commercial and ethical commitment and performance. All internal alignment is important both vertically, i.e. from the CEO level to the manufacturing floor, and horizontally, i.e. across department lines. In order to accomplish this phase we will explore the five components of internal alignment. Most companies are at the very beginning stages of working toward internal alignment and best practices in these areas are still being defined. The 5 components of internal alignment are executive commitment and support; integrated policies, strategy and structure; consistent internal communication; meaningful information metrics and reporting; and incentives and accountability for desired behavioral issues at the corporate level.

Module 3:
Week # 3
03/23/2015

Assignment:
Chapter 4: The Job Analysis
Chapter 5: Job Based Structures and the Job Evaluation
Chapter 6: Person-Based Structures

Topics for Review & Classroom Discussion
A. Why Perform Job Analysis?
B. Job Analysis Procedures
C. Job Analysis Data Collection Process
D. Job Descriptions
E. Definition of the Job Evaluation
F. Major Decisions in Job Evaluations
G. Job Evaluation Methods
H. Final Result-The Pay Structure

Discussion Topic:

Go to your Human Resources department and obtain a copy of your job analysis or job description and within a word document drawing from your own personal conclusions, provide to the class an analysis of your current job description. Do you feel that your job description matches your current status? What are some of the would make any improvements to the job description if you had the chance tomorrow? Do you feel that your pay and benefits at the present time truly reflect your current position?

Learning Objectives:
In the job analysis, we will study the applicable laws and regulations that govern all job classification activities. Under these laws and regulations, there are a multiple amount in the job analysis techniques and classification processes. When in place, we then move onto the methods used in corporations of today to establish proper classification relationships. In connection with this we will see the importance of classification strategies to other Human Resource, Compensation and management disciplines. The end results will, be the class being introduced to the compensation strategies and their relationship to the HR function.

Homework:
Module #4
Week # 4
03/30/2015
Assignment: Chapter 7: External Competitiveness and Defining Competitiveness
Chapter 8: Designing Pay Levels, Mix, and Pay Structures

Topics for Review & Classroom Discussion
A. Definition of Competitiveness
B. Pay Policy Alternatives
C. Wage Surveys
D. Interpreting Survey Results
E. Pay Policy Line
F. Pay Grades

Discussion Topic:
Look through the multitude of news media related sources. Bring into class a selected article dated for the last 2 years that relates to our course “Compensation”.

Learning Objectives:
Compensation is a tool used by management for a variety of purposes to further the existence of the company. Compensation may be adjusted accordingly according to the business needs, goals and available resources. Compensation is used to recruit and retain qualified employees; increase or maintain morale and satisfaction to the job environment; reward and encourage peak performance; and achieve internal and external equity. Compensation will be perceived by employees as fair if based on systematic components. These various compensation systems have been developed to determine the value of all corporate and manufacturing positions. These systems utilize many similar components including job descriptions, salary ranges/structures and written procedures. The main areas of study include the job description; job analysis; job evaluation; pay structure; and a multitude of salary surveys.

Module #5
Week # 5
04/06/2015
Assignment: Chapter 9: Employee Contributions-Pay-For-Performance
Chapter 10: Pay for Performance Plans
Chapter 11: Performance Appraisals

Topics for Review & Classroom Discussion
A. Rewarding Desired Behaviors
B. Does Compensation Motivate Performance
C. Designing PFP Plans
D. Merit Pay/Variable Pay
E. Individual vs. Group Incentives
F. Long Term Incentives
G. The Role of Performance Appraisals in Compensation
H. Common Errors in Performance Appraisals
I. Measuring Job Performance
J. Contextual Issues in Appraisals

Learning Objectives:
In this chapter, we will discuss how various methods of pay-for-performance can be strengthened, if methods should be strengthened at all. We define the imitations of meter pay programs, and discuss the similarities /differences between incentive pay and traditional pay systems. We will explore several types of compensation plans that reward individual behavior. In addition, we will work to name programs that reward group or team behavior. As we explore the compensation programs we begin to identify the systems for designing incentive pay plans, and explain how different incentive plans contribute to differentiation and lower cost at corporate competitive strategy programs. In order to achieve all of these items, we must understand the importance of building internally consistent compensation systems, and have the most up-to-date job evaluations and descriptions in this process.

Module #6
Week # 6
04/13/2015
Assignment  Chapter 12: Employee Benefits:-The Benefit Determination Process:
Chapter 13: The Benefit Options

Topics for Review & Classroom Discussion
A. The Benefit Determination Process
B. Value of Benefits
C. Legally Required Benefits
D. Retirement, Medial and Other Benefits

Learning Objectives:
In chapters 12 and 13, we explore various classifications for rewards. We define the goal of benefit terminology; types, characteristics and corporate funding of benefits. We study the selection and negotiation tactics of the negotiation process with benefit
providers. We see the relationship between the budget and budget cost control; and we also study the applicable laws that govern benefit plans, and retirement programs. We evaluate the importance of benefit strategies to other human resource functions. We then conclude with a discussion of why employers offer benefits to their employees? The contrast of Social Security, Unemployment Compensation and Workers Compensation benefits will be explored.

**Module #7**  
**Week # 7**  
**04/20/2015**

**Assignment**  
Chapter 17: Managing the System—The Government and Legal issues of Compensation

**Topics for Review & Classroom Discussion**

A. Legal issues  
B. Pay Discrimination  
C. Comparable Worth  
D. Budgets and Administration

**Learning Objectives:**

The Employers and Employees are both covered by laws of the United States and Foreign countries. We will identify groups protected under the Civil Rights Act of 1964, Title VII. We explore and discuss the importance of the Equal Employment Opportunity Act of 1972. There will be a discussion of the Affirmative Action Plans; and the important components of the Americans with Disabilities Act of 1990. We then study the coverage and regulations of the Family Medical Leave Act of 1993. In conclusion, the discussion of how a business can protect itself from discrimination charges. Concluding this chapter we study the Equal Pay Act and the Fair Labor Standard Act. The role of EEOC in corporate structures will be addressed and affirmative action will conclude this session.

**Module #8**  
**Week # 8**  
**04/27/2015**

**Assignment:** Chapter 16: The International Pay System--Global Compensation

**Topics for Review & Classroom Discussion**

A. Recognizing Variations  
B. Social Contract  
C. Culture & Pay  
D. Strategic Choices in Global Compensation Systems Systems  
E. Expatriate Pay

**Learning Objectives:**
In the concluding week of this course, we describe the internationalization of business and its related compensation and benefit issues. We will look at the reasons for internationalization of businesses in the last 5-10 years. In connection with this we describe the role of the compensation professional on his/her role on a global stage. With the increased responsibilities of a global versus a domestic company, we will discuss the comparative aspects of international laws, and describe the role of ethics in international payroll and compensation related situations. We will discuss the training and preparation of all international, assignees. In conclusion we will discuss the most commonly used system for expatriate compensation and related benefits.

**Letter Grading Scale:**

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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to
get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:
http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom
Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.
Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
Waterbury – Computer Lab; Check open hours at:  
http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
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<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
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<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

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<th>Address</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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<tr>
<td>Stamford</td>
<td>5 Riverbend Drive</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
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<tr>
<td>Waterbury</td>
<td>84 Progress Lane</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations  
http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov.
The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243.