



Texas A&M University - Central Texas

HRM 5316-110 COMPENSATION MANAGMENT (Online)

Fall 2017, revised date: 8.23.2017
Texas A&M University - Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.

Office location: Founders Hall, #318B

Phone: 607-793-6255 or call Andrew McSweeney 254-519-5437

Skype name: yeongjoon.yoon

Email address: yoon@tamuct.edu

If you have any questions or concerns, please send an e-mail to yoon@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox. When sending an e-mail please identify HRM5316-Online in the subject line!

1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction

If you have any questions about this course, I am available in my TAMU-CT office Monday and Wednesday from 11:00 a.m. to 1:00 p.m. We can also set up an appointment and meet through Skype and phone. Finally, you can send Canvas Inbox or e-mails anytime; I usually respond to questions quickly, but not longer than 48 hours. If you need assistance outside the stated office hours, please send me an email request and we will find a time that works around our schedules. I usually do not answer unknown phone calls. So if it is the first time that you are calling me, please leave a message stating that you are a student of this class. I will return your call as soon as possible.

1-3. Mode of Instruction and Course Access

This is a 100% online asynchronous course and uses TAMU-CT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Additional information is located under [Technology Requirements](#).

1-4. Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: [course information](#), [course requirements](#), [technology requirements and support](#), [weekly checklist](#), and [course and university procedures and policies](#).

1-5. 911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

2. COURSE INFORMATION

2-1. Course Overview and Description

The main purpose of this course is to help students understand the various factors that affect the two important pay decisions that organizations need to make: *How to* (pay method) and *how much* (pay level) an organization should pay its employees. Integrating various perspectives from management and economics, this course explores how a variety of factors such as labor market, organization, and job characteristics affect (or are correlated with) the levels and methods of pay (not only wages and salaries, but also such things as bonuses, contingent rewards, benefits, and working conditions). The course also examines recent pay related issues in the news such as pay inequality and gender pay gap. Prerequisite: MGMT 3302 or equivalent knowledge/experience

2-2. Course Objectives

Upon successful completion of *HRM5316 Compensation Management*, students will be able to:

1. ***How much (pay level) to pay employees***
 - 1-A. Demonstrate an understanding of the factors that need to be considered in making pay level decisions as an organization.
 - 1-B. Decide an adequate level of pay through various methods such as job evaluation point system and market pricing.
 - 1-C. Demonstrate an understanding of the consequences of pay level decisions.
2. ***How to (pay method) pay employees***
 - 2-A. Demonstrate an understanding of the factors that need to be considered in making pay method decisions as an organization.
 - 2-B. Decide through which method to pay employees considering different consequences (or pros and cons) of various pay methods (e.g. pay-for-performance vs. non-pay-for-performance; pay secrecy policy vs. open pay policy).
3. ***Factors to consider as a job-seeker to earn more***
 - 3-A. Identify factors that can affect pay levels and consider these factors in looking for a job as a job-seeker.

2-3. Module Learning Outcomes

Module level student outcomes are located in the Canvas classroom at the beginning of Module.

2-4. Required Readings

The textbook is *Pay: Why people earn what they earn and what you can do now to make more* by Kevin Hallock. The book is available online through the TAMUCT Library website (<http://tamuct.libguides.com/index>). We will also discuss a number of chapters in other books, academic journal articles, and case studies. All the readings are available online through the TAMUCT Library website and the links or instructions to obtain these readings will be available in our online classroom (Canvas website). The detail of our textbook is as follows

- Title: Pay: Why people earn what they earn and what you can do now to make more
- Author: Kevin Hallock
- ISBN: 978-1-107-01498-5
- Publisher: Cambridge University Press
- Publication Year: 2012

3. COURSE REQUIREMENTS

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced in the virtual classroom and emailed to students within one week of the change decision. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to the syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

*** IMPORTANT NOTICE**

All the required works in this course represent the independent work of students; teamwork will not be permitted.

3-1. Requirement 1: Discussions (5 discussions 30 points each, total 150 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. Some discussions are intended to make students to think about issues that will be taught in the following week's module. Discussions are anticipated to take approximately 60-90 minutes. The approximate length of initial response should be 1 to 2 paragraphs long (about 100-200 words) for discussions. Follow-up responses can be a more conversational tone; however, they should also add to the conversation beyond a simple post summing to "I agree". *A rubric with the grading criteria is located in the Additional Resources module in the online classroom.*

Discussion instructions are located in the discussion link posted in the module content folders of the week they open. Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Professional Conduct Expectations: Online netiquette and in-person professional conduct is required at all times. I reserve the right to delete student posts that violate netiquette expectations

including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% point deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter.

3-2. Requirement 2: Individual Assignments (12 assignments, points per assignment range from 30 to 60, total 510 points)

Assignments in this course are qualitative assessments of module level learning objectives, which are designed to help you practice applying course concepts to solve compensation problems. A rubric entailing the grading criteria is provided with an instruction for assignment. An example of an assignment can be found in Appendix A.

Assignments should be saved as .doc with your last name first. If citations and references are needed, you are required to use **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor's Policies](#). If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module labeled *About Assignments*. TAMU-CT offers its students tutoring in writing and APA, both on-campus and online. For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or follow this link to [TAMU-CT Student Tutoring](#): <https://www.tamuct.edu/departments/academicsupport/tutoring.php>.

Assignments may be turned in up to three days late with a 10% late penalty. **Assignments are not accepted after three days without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.** For more information about my policy regarding late work please review *late works* under the [Instructor's Policies](#). Assignments represent the independent work of students; teamwork will not be permitted on assignment. Further: any assignment not made up as approved and arranged by the professor will receive a zero.

3-3. Requirement 3: Review Quizzes (for Modules 2 to 15: 14 review quizzes, 10 points each, total 140 points)

Review quizzes are provided to ensure students are understanding concepts presented in the required readings and videos as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module level objectives. Quizzes will be completed and submitted in Canvas, then scored automatically through TAMU-CT's Web-supported Canvas application.

Students can take each quiz twice. The higher score of the two attempts will be recorded. Quizzes include 5 to 10 questions each and anticipated to take approximately 10 minutes to complete. However, you may take up to 20 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the [weekly checklist](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-4. Requirement 4: Final Exam (200 points)

There will be a final exam at the end of semester. Students can take this exam online from 12:00 a.m., December 11th (Monday) to 11:59 p.m, December 13th (Wednesday), 2017.

Exams include 50 multiple choice and true/false questions (100 points) and 5 essay questions (100 points), which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMU-CT's Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 65 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam)**. Students will have to turn in 5 essay questions through online classroom (Canvas website) by 11:59 p.m, December 13th (Wednesday), 2017. **Answers to the 5 essay questions should be saved as .doc with your last name first. An opportunity to complete the final exam late will only be provided with written documentation of an unavoidable or unforeseeable event.**

3-5. Bonus Opportunities (total 85 points)

3-5-1. Weekly Journal (for Weeks 2 to 15, 14 weeks, 5 points each, total 70 points)

Students can write weekly journals that answer following questions.

1. Related to following course objectives, what are some implications that can be derived from this week's learning? (Provide an answer(s) to at least one of the course objectives.)
 - A. Course objective 1: How much (pay level) to pay employees
 - B. Course objective 2: How to (pay method) pay employees
 - C. Course objective 3: Factors to consider as a job-seeker to earn more
2. What was the most memorable part of the learning this week? Why?
3. What can be improved in terms of teaching contents or activities in this week? Why?

Weekly journal should be no longer than one page.

3-5-2. Syllabus Review Quiz (5 points)

The quiz includes 5 questions will take approximately 10 minutes to complete. *This quiz can be retaken as many times as you like and keep the highest grade.*

3-5-3. Introduction and Class Wrap-Up (5 points each, total 10 points)

You can post your introduction at the beginning of the course (5 bonus points). You can also post your reflections of the course at the end (5 bonus points).

3-6. Grading Criteria

Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and final exam.

Grade Composition:

- Requirement 1: 15% Discussions (5 - 30 points each) 150 points total
- Requirement 2: 51% Assignments (13 - 30 to 60 points each) 510 points total
- Requirement 3: 14% Review Quizzes (14 - 10 points each) 140 points total
- Requirement 4: 20% Final Exam (1 - 200 points) 200 points total

100%= 1000 total points

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

Posting of Grades: All student grades are anticipated to be posted in the Canvas Grade book within 7 days of submission deadline and/or close of discussions. If I am unable to return grades within this timeline, I will post an announcement in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

Submitting Course Requirements: Please submit all course requirements (discussions, assignments, quizzes, and final exam) through the Canvas classroom.

3-7. Instructor Policies Related to Absence, Grading, etc.

Late works: All works are due on the date designated on the [weekly checklist](#), unless otherwise posted in the classroom announcements. **No late works will be accepted for quizzes, discussions, final exam, and bonus opportunities without written documentation of an unavoidable or unforeseeable event.** Individual assignments may be turned in up to three days late with a 10% late penalty. All late works should be uploaded to the Canvas classroom.

Plagiarism: Students whose assignment contains plagiarized information, *i.e. failing to cite and reference the information source in properly applying APA formatting to citations and references, or works that do not represent the independent work of students* will receive a **0 for the assignment and possibly a referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Students whose assignment contains inadequate effort will receive a substantial deduction in points, *i.e.* a citation that does not include the author and date in the citation or a reference missing the majority of the required information.

The operation of the online course and being an online student: Students' learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a Web-based course, you have made a commitment to participate in your course discussions as well as other online activities. Plan to participate regularly.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. Technology Requirements

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the TAMU-CT computer lab (Founder's Hall, 113) or contact the [instructor](#) to discuss your situation.

This course will use the TAMU-CT Canvas Learn learning management system.

- Logon to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- Initial password: Your MyCT password

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan

in the event of technology issues, such as using the TAMU-CT computer lab, a local library computer where available, a backup lap top of your own, or access to a friend, neighbor, or family member's computer. If you do encounter technical difficulties, please send me an email.

4-2. Students New to Canvas

If you need a refresher on any Canvas tools, the Help link on the left menu (global Navigation) in the Canvas classroom provides you with a link to the Canvas Guides. You can get to the Canvas Student Video Guides by following the link to the Canvas Guides. Once you get to the Canvas Guides home page, please select Video Guide and then select Students in the table of contents to get to the Student Video Guides.

4-3. Technology Support

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMU-CT student.

For issues related to course content and requirements, contact the [instructor](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

5. WEEKLY CHECKLIST

This weekly checklist provides you with a list of the things that you need to do on a given week. You'll need to check-off all the things in the list to be considered as "complete" for that week.

Each week work for the course will begin on Monday and end on Sunday (except in Week 16: begins on Monday and ends on Friday). *Most* of things that you need to do within each week have *Wednesday, Friday or Sunday night at 11:59 p.m.* deadlines. Note: There are deadlines for all weeks in both the middle and end of the week.

I reserve the right to make changes to the course schedule if the need arises. If changes are made you will be notified in advance of the change through a posted announcement in the Canvas classroom.

Week 1: August 28th, Monday – September 3rd, Sunday

Things to do

Orientation Module

Things to do	Points	Due date	Where to find	Done?
Watch Instructor Welcome Video Message	-	-	Home	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Upload your introduction	5 (Bonus)	Aug 30 th , Wednesday	Assignments > Bonus Opportunities	<input type="checkbox"/>
Complete the Syllabus Review Quiz	5 (Bonus)	Aug 30 th , Wednesday	Assignments > Bonus Opportunities	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>

Module 1: Introduction

Things to do	Points	Due date	Where to find	Done?
Read Required Readings	-	-	Modules > Module 1	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 1	<input type="checkbox"/>
Discussion #1 initial responses (1 initial post per topic / total of 2 posts)	20	Sep 1 st , Friday	Assignments > Discussions	<input type="checkbox"/>
Complete Discussion #1 (At least 2 follow-up posts per topic / Total of at least 4 posts)	10	Sep 3 rd , Sunday	Assignments > Discussions	<input type="checkbox"/>

Other important dates

August 28th: **Add/Drop/Late Registration begins**

August 30th: **Add/Drop/Late Registration ends, 16-week and 1st 8-week classes**

September 1st: **Priority Deadline to Submit Graduation Application**

Week 2: September 4th, Monday – September 10th, Sunday**Things to do****Module 2: Neoclassical Economic Model of Pay**

Things to do	Points	Due date	Where to find	Done?
Watch Required Video(s)	-	-	Modules > Module 2	<input type="checkbox"/>
Complete Module 2 Review Quiz	10	Sep 8 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 1: Econ Model of Pay and BLS Statistics	30	Sep 10 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Sep 10 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important datesSeptember 4th: Labor Day, CAMPUS CLOSEWeek 3: September 11th, Monday – September 17th, Sunday**Things to do****Module 3: Limitations of Neoclassical Economics Model of Pay**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 3	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 3	<input type="checkbox"/>
Complete Module 3 Review Quiz	10	Sep 15 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 2: Why an organization may pay higher or lower than the market pay level	30	Sep 17 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Sep 17 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important datesSeptember 13th: Last day to drop 16-week classes with no record

Week 4: September 18th, Monday – September 24th, Sunday**Things to do****Module 4: Business/HR Strategy and Pay**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 4	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 4	<input type="checkbox"/>
Complete Module 4 Review Quiz	10	Sep 22 nd , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 3: Moneyball	60	Sep 24 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Sep 24 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 5: September 25th, Monday – October 1st, Sunday**Things to do****Module 5: Relative Importance of a Job and Pay**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 5	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 5	<input type="checkbox"/>
Complete Module 5 Review Quiz	10	Sep 29 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 4: Job evaluation	45	Oct 1 st , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Oct 1 st , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 6: October 2nd, Monday – October 8th, Sunday**Things to do****Module 6: Pay-For-Performance (Part 1)**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 6	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 6	<input type="checkbox"/>
Discussion #2 initial responses (1 initial post)	20	Oct 4 th , Wednesday	Assignments > Discussions	<input type="checkbox"/>
Complete Module 6 Review Quiz	10	Oct 6 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Discussion #2 (At least 2 follow-up posts)	10	Oct 6 th , Friday	Assignments > Discussions	<input type="checkbox"/>
Complete Assignment 5: Regression refresher 1	30	Oct 8 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Oct 8 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

October 6th: Deadline to submit graduation

Week 7: October 9th, Monday – October 15th, Sunday**Things to do****Module 7: Pay-For-Performance (Part 2)**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 7	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 7	<input type="checkbox"/>
Complete Module 7 Review Quiz	10	Oct 13 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 6: Expectancy Theory	30	Oct 15 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Oct 15 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 8: October 16th, Monday – October 22nd, Sunday**Things to do**

Module 8: Designing a pay structure: Combining labor market, strategy, relative importance of a job, and pay-for-performance altogether

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 8	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 8	<input type="checkbox"/>
Complete Module 8 Review Quiz	10	Oct 20 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 7: Pay structure design	45	Oct 22 nd , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Oct 22 nd , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 9: October 23rd, Monday – October 29th, Sunday**Things to do**

Module 9: Pay/income inequality

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 9	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 9	<input type="checkbox"/>
Complete Module 9 Review Quiz	10	Oct 27 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 8: Income Inequality	60	Oct 29 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Oct 22 nd , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 10: October 30th, Monday – November 5th, Sunday**Things to do****Module 10: Pay in non-profit organizations**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 10	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 10	<input type="checkbox"/>
Discussion #3 initial responses (1 initial post)	20	Nov 1 st , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Module 10 Review Quiz	10	Nov 3 rd , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Discussion #3 (At least 2 follow-up posts)	10	Nov 3 rd , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Assignment 9: Regression refresher 2	30	Nov 5 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Nov 5 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 11: November 6th, Monday – November 12th, Sunday**Things to do****Module 11: Pay discrimination**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 11	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 11	<input type="checkbox"/>
Complete Module 11 Review Quiz	10	Nov 10 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 10: Assessing pay discrimination in an organization	60	Nov 12 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Nov 12 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important datesNovember 10th: Veteran's Day / Last day to drop with a Q or withdraw with a W (16-week classes)

Week 12: November 13th, Monday – November 19th, Sunday**Things to do****Module 12: Stock ownership and stock option plans**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 12	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 12	<input type="checkbox"/>
Discussion #4 initial responses (1 initial post)	20	Nov 17 th , Friday	Assignments > Discussions	<input type="checkbox"/>
Complete Module 12 Review Quiz	10	Nov 19 th , Sunday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Discussion #4 (At least 2 follow-up posts)	10	Nov 19 th , Sunday	Assignments > Discussions	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Nov 19 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 13: November 20th, Monday – November 26th, Sunday**Things to do****Module 13: Pay secrecy**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 13	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 13	<input type="checkbox"/>
Complete Module 13 Review Quiz	10	Nov 24 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Nov 26 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important datesNovember 23rd – 24th: Thanksgiving, CAMPUS CLOSED

Week 14: November 27th, Monday – December 3rd, Sunday**Things to do****Module 14: Why organizations provide benefits?**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 14	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 14	<input type="checkbox"/>
Discussion #5 initial responses (1 initial post)	20	Nov 29 th , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Module 14 Review Quiz	10	Dec 1 st , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Discussion #5 (At least 2 follow-up posts)	10	Dec 1 st , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Assignment 11: Benefits plan	30	Dec 3 rd , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Dec 3 rd , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Week 15: December 4th, Monday – December 10th, Sunday**Things to do****Module 15: Tipping**

Things to do	Points	Due date	Where to find	Done?
Read required readings	-	-	Modules > Module 15	<input type="checkbox"/>
Watch Required Video(s)	-	-	Modules > Module 15	<input type="checkbox"/>
Complete Module 15 Review Quiz	10	Dec 8 th , Friday	Assignments > Review Quizzes	<input type="checkbox"/>
Complete Assignment 12: What to do to earn more	60	Dec 10 th , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Weekly Journal	5 (Bonus)	Dec 10 th , Sunday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important dates

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Weeks 16: December 11th, Monday - December 15th, Friday**Things to do**

Things to do	Points	Due date	Where to find	Done?
Complete Final Exam: Online automated questions	100	Dec 13 th , Wednesday	Assignments > Final Exam	<input type="checkbox"/>
Complete Final Exam: Essay questions	100	Dec 13 th , Wednesday	Assignments > Final Exam	<input type="checkbox"/>
Complete Course Wrap-up	5 (Bonus)	Dec 15 th , Friday	Assignments > Bonus Opportunities	<input type="checkbox"/>

Other important datesDecember 15th

- Last day to withdraw from the University (16-week and 2nd 8-week classes)
- Last day to file for Degree Conferral (Registrar's Office)
- Commencement (End of Fall Term)

6. READING LIST

This provides you with a list of the articles or book chapters that you need to read on a given week. All the readings in this list can be obtained online through our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/] and the links or instructions to obtain these readings will be available in our online classroom (Canvas website).

I reserve the right to make changes to the reading list if the need arises. If changes are made you will be notified in advance of the change through a posted announcement in the Canvas classroom.

Week 1: Introduction

Hallock, K. 2012. "Common sense, economics and HR: How to pay", Chapter 1 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Hallock, Kevin. 2012. "The Difference between wages and total compensation: Is there a difference between employee value and compensation and the cost to companies?", Chapter 4 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Week 2: Neoclassical Economic Model of pay

No readings

Week 3: Limitations of Neoclassical Economic Model of pay

Gerhart, Barry, and Sara Rynes. 2003. "Differences in pay level: Why do some companies pay more than others", Chapter 2 in *Compensation: Theory, Evidence, and Strategic Implications*.

Week 4: Business/HR strategy and pay

Hallock, Kevin. 2012. "Business strategy and compensation strategy: Where you work matters", Chapter 5 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Greene, Robert. 2015. "Aligning Human Capital Strategy with Organizational Strategy", *WorldatWork Journal*, Second quarter, 6-11.

McArdle, Megan. 2013. "Why Wal-Mart will never pay like Costco", *Bloomberg*, August 27 (<http://www.bloomberg.com/news/2013-08-27/why-walmart-will-never-pay-like-costco.html/>).

Week 5: Relative importance of a job and pay

Hallock, Kevin. 2012. "What's in a job?: Job analysis and job evaluation and internal comparisons", Chapter 6 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
Lepak, David, and Scott Snell. 1999. "The human resource architecture: Toward a theory of human capital allocation and development", *Academy of Management Review*, 24: 31-48. (optional)

Week 6: Pay-For-Performance - Part 1

Hallock, Kevin. 2012. "Evaluating performance, incentives and incentive pay", in Chapter 9 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
Kohn, Alfie. 1993. "Why Incentive Plans Cannot Work", in *Harvard Business Review*, September-October. (in *Harvard Business Review on Compensation*, 2001).
Pfeffer, Jeffrey. 1998, "Six Dangerous Myths About Pay", in *Harvard Business Review*, May-June. (in *Harvard Business Review on Compensation*, 2001).

Week 7: Pay-For-Performance - Part 2

Shaw, Jason and Atul Mitra. 2017. "The science of pay-for-performance systems: Six facts that all managers should know", *WorldatWork Journal*, First quarter, 24-31.
Gupta, Nina and Smantha Conroy. 2013. "Evidence-based lessons about financial incentives and pay variations", *WorldatWork Journal*, Second quarter, 7-16.
Giancola, Frank. 2011. "Incentive pay research: The devil is in the details", *WorldatWork Journal*, Third quarter, 24-36.
Schuster, Jay, Paul Weatherhead, and Patricia Zingheim. 2006. "Pay for performance works: The United States Postal Service presents a powerful case", *WorldatWork Journal*, First quarter, 24-31.

Week 8: Designing a pay structure: Combining labor market, strategy, relative importance of a job, and pay-for-performance altogether

Hallock, Kevin. 2012. "Matching the internal organization structure to market data: How much to pay", Chapter 7 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.

Week 9: Pay/Income inequality

- Hallock, Kevin. 2012. "Wage, the wage distribution and wage inequality", Chapter 2 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin. 2012. "Paying executives, athletes, entertainers and other 'Superstars'", Chapter 8 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin F. 2011. "Pay ratios and pay inequality", *Workspan*, May, 14-16.

Week 10: Pay in non-profit organizations

- Hallock, Kevin. 2012. "Compensation in nonprofit organizations", Chapter 13 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin F. 2013. "Pay in Nonprofits", *Workspan*, April, 12-13.

Week 11: Pay discrimination

- Hallock, Kevin. 2012. "The facts: Who makes what and what are their characteristics?", Chapter 3 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin. 2011. "Pay System Gender Neutrality", *Workspan*, November, 11-12.

Week 12: Stock ownership and stock option plans

- Hallock, Kevin. 2012. "Stock and Stock Options", Chapter 10 in *Pay: Why People Earn What they Earn and What You Can Do Now to Make More*.
- Hall, Brian. 2000. "What You Need to Know about Stock Options", in *Harvard Business Review*, March-April. (in Harvard Business Review on Compensation, 2001).
- Rosen, Corey. 2014. "Why an employee stock ownership plan may be right for your company?", *Workspan*, July, 31-33.
- Seaman, David. "Microsoft case study: A lesson in stock awards", *WorldatWork Journal*, Fourth quarter 2004, 24-36.

Week 13: Pay secrecy

- Case, John. 2001. "When Salaries Aren't Secret", in *Harvard Business Review*, May. (in Harvard Business Review on Compensation, 2001).
- Hallock, Kevin. "Pay Secrecy and Relative Pay", *Workspan*, April 2011, 10-11.
- Day, Nancy. "What research says about pay secrecy", *WorldatWork Journal*, Fourth quarter 2014, 102-110.

Week 14: Why organizations provide benefits?

- Hallock, Kevin. 2012. "Pay mix: Why offer benefits? Would employees prefer cash?", Chapter 11 in *Pay: Why People Earn What They Earn and What You Can Do Now to Make More*.
- Hallock, Kevin. 2011. "Is there deadweight loss in holiday rewards?", *Workspan*, December, 11-12.
- Werner, Steve. 2015. "Ways benefits can attract employees", *Workspan*, July, 12-13.

Week 15: Tipping

- Hallock, Kevin. 2012. "Why do we tip?" *Workspan*, April, 12-13.
- Lynn, Michael, and Glenn Withiam. 2008. "Tipping and its alternatives: business considerations and directions for research", *Journal of Service Marketing*, 22(4): 328-336.
- Saunders, Stephen, and Michael Lynn. 2010. "Why tip? An empirical investigation for tipping car guards", *Journal of Economic Psychology*, 31(1): 106-113.

Week 16: Final exam

No readings.

7. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

7-1. Drop Policy

If you need to drop this class, you must complete a Drop Request Form, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

7-2. Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

7-3. Academic Accommodations

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](http://www.tamuct.edu/departments/access-inclusion):
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of [Student Affairs' Office](#) can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.edu/departments/student-affairs/index.php>. Students may also contact the

institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

7-4. Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

7-5. The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

7-6. University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Appendix A – Assignment Example

Assignment #3: Moneyball
Distributed: XXX
Due: XXX

Please consider the following guidelines for this assignment.

1. Watch the movie *Moneyball*.
2. Write a “movie review” for compensation practitioners.
3. Since this is a review for compensation practitioners, be sure to consider the book or movie from the perspective of HR with an emphasis on COMPENSATION.
4. The review should be 2-3 pages (no more than 3) double spacing and with reasonable margins.

Why this assignment?

This assignment is intended to achieve the goal of our first two course objectives, “understand how organizations make their pay decisions”. More specifically, this assignment will allow students to consider 1) the need for alignment between an organization’s strategy/objectives and its pay and/or HR practices (related to Module 4 learning objectives), and 2) how an organization can shift its target labor market to acquire the needed labor at a lower pay level (related to Module 2 learning objectives).

Some Tips

1. The main focus of the review should be the implications for compensation practitioners. (Probably more than 2/3 of what you write.)
2. Watch the movie with the following two questions in mind: "What was the major problem for Billy Beane and the Oakland Athletics?" and "How did they overcome this problem?"
3. Write a review that provides answer to the following two questions: "What would be a similar situation that organizations face in a more generalized business setting?" and "How can organizations better respond to this situation by applying what we can learn from the movie?"
4. Incorporate what you have learned throughout the course. There is no right or wrong answer to this assignment. But what we have learned in <Module 2: Economics Model>, and in <Module 4: Business/HR Strategy> can be the topics that you may want to incorporate in this assignment.

Grading Criteria (Total: 60 points)

1. Emphasis on compensation: Does the review consider the perspective of compensation? (10 points)
2. Incorporating what we have learned: Does the review incorporate the knowledge that we have acquired in this course? (20 points)
3. Quality of the ideas presented: Do the ideas yield meaningful learning to compensation practitioners in a generalized business setting? (15 points)
4. Overall clarity of the writing (10 points)
5. Length: Does the writing meet the length guideline? (5 point)

Grading Rubric

Criteria	Grading Standard	Points
C1 (Emphasis on compensation)	The points that the student is making in the writing are related to compensation	10
	The points that the student is making in the writing are NOT related to compensation.	5
C2 (Incorporation of learning)	The student has incorporated the knowledge that he or she has acquired from this course.	20
	The student has NOT incorporated the knowledge that he or she has acquired from this course.	5
C3 (Idea quality)	Ideas that are presented are logical AND meaningful to compensation practitioners.	15
	Ideas that are presented are EITHER not logical OR not meaningful to compensation practitioners.	10
	Ideas that are presented are NEITHER logical NOR meaningful to compensation practitioners.	5
C4 (Writing clarity)	The overall organization of the writing is clear AND the ideas are clearly presented in a manner to be easily understood.	10
	EITHER the overall organization of the writing is unclear OR the points that the student is trying to make are difficult to understand.	5
	The overall organization of the writing is unclear AND the points that the student is trying to make are difficult to understand.	2
C5 (Length)	Yes, the writing meets the length guideline.	5
	No, the writing does NOT meet the length guideline.	2