



**HAWAII CAMPUS  
SCHOOL OF BUSINESS**

**SYLLABUS**

1. Mission Statement: *Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.*
2. Course: **MGMT 5343 – HI01, Compensation, Benefits, and Performance**
3. Term: **Winter 2017/2018, 13 Nov 2017 – 17 Feb 2018**
4. Instructor: **Dr. James Sandvig**
5. Office Phone Number and WBU Email Address: **(808) 388-8791, james.sandvig@wayland.wbu.edu**
6. Office Hours, Building, and Location: **The professor is available, by phone, M-F 8am-5pm HST, and Sat 8am-12pm HST**
7. Class Meeting Time and Location: **Virtual Campus**
8. Catalog Description: **Administration of compensation and benefit system in public and private organizations; concepts, models, and practices; job analysis and design; performance evaluation and measurement of results; integration of training, development and planning with compensation policies.**
9. Prerequisites: **MGMT 5309**
10. Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	UPDATED
<u>Compensation</u>	Newman	12th	2017	McGraw-Hill	9781-25953-2726	3/16/16

11. Optional Materials: **N/A**
12. Course Outcome Competencies:  
Upon completion of this course the student should be able to:
  - **Explain the strategic importance of compensation to the achievement of organizational goals.**
  - **Become familiar with compensation strategies, concepts and practices.**
  - **Develop the ability to design and manage a compensation system.**
  - **Understand how job evaluation and job design fit into the overall compensation and benefits program.**
  - **Develop techniques for conducting wage and benefits surveys.**
  - **Review actual compensation and benefit practices by directing companies through case analysis.**
  - **Review employee benefits and how they are administered.**
  - **Develop hands-on skills through class discuss and case analysis.**
13. Attendance Requirements: **Attendance is very important to your success in this class. In the event of a missed assignment or activity, it is the student's responsibility to contact the instructor. Missing online assignments is the same as missing face-to-face classes.**

14. Statement on Plagiarism and Academic Dishonesty: *Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.*

15. Disability Statement: *"In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations."*

16. Course Requirements and Grading Criteria:

**Grading Criteria:**

Blackboard Assignment Average	10%
Final Paper	40%
Mid-Term Exam	25%
Final Exam	25%

**Grading Scale:**

100-90	A
89-80	B
79-70	C
69-60	D
Below 60	F

W=	Approved Withdrawal
WP=	Approved Withdrawal Passing
WF=	Withdrawal Failing
I=	Incomplete

*Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.*

17. Tentative Schedule: (Calendar, Topics, Assignments)

<u>Weeks &amp; Dates</u>	<u>Reading Assignments</u>	<u>Homework due by next meeting</u>
<b>Week 1</b> November 13 <sup>th</sup> – 19 <sup>th</sup>	• Newman Chapters 1-2	• Bb #1 Response
<b>THANKSGIVING BREAK</b> November 20 <sup>st</sup> - 26 <sup>th</sup>	<b>**NO READING DUE**</b>	<b>NO WORK – BE THANKFUL!</b>

<b>Week 2</b> November 27 <sup>th</sup> – December 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 3-4</li> </ul>	<ul style="list-style-type: none"> <li>Bb #2 Response</li> <li>Instructor Approves Paper Topic this week- send to professor before 3 Dec</li> </ul>
<b>Week 3</b> December 4 <sup>th</sup> – 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 5-6</li> </ul>	<ul style="list-style-type: none"> <li>Bb #3 Response</li> </ul>
<b>Week 4</b> December 11 <sup>th</sup> – 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 7-8</li> <li>Mid-Term Exam</li> </ul>	<ul style="list-style-type: none"> <li>Bb #4 Responses</li> <li>On-Line Mid-Term Exam (Chapter 1-8), due by 17 Dec</li> </ul>
<b>CHRISTMAS BREAK</b> December 20 <sup>th</sup> – January 1 <sup>st</sup>	<b>**NO READING DUE**</b>	<b>NO WORK – CELEBRATE JESUS!</b>
<b>Week 5</b> January 2 <sup>th</sup> – 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>Newman Chapter 9-11</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Bb #5 Response</li> </ul>
<b>Week 6</b> January 8 <sup>th</sup> – 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 12-13</li> </ul>	<ul style="list-style-type: none"> <li>Bb #6 Response</li> </ul>
<b>Week 7</b> January 15 <sup>th</sup> – 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 14-16</li> </ul>	<ul style="list-style-type: none"> <li>Bb #7 Response</li> </ul>
<b>Week 8</b> January 22 <sup>nd</sup> – 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>Newman Chapters 17-18</li> </ul>	<ul style="list-style-type: none"> <li>Bb #8 Response</li> <li>Study For Final Exam</li> </ul>
<b>Week 9</b> January 29 <sup>th</sup> – February 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>On-Line Final Exam, due by 4 Feb</li> </ul>
<b>Week 10</b> February 5 <sup>th</sup> – 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Finish Paper</li> </ul>	<ul style="list-style-type: none"> <li>Paper must be in SafeAssign prior to 12 Feb</li> </ul>
<b>Week 11</b> February 12 <sup>th</sup> – 17 <sup>th</sup> <b>**term ends on Saturday**</b>	<ul style="list-style-type: none"> <li>SafeAssign (before 12th)</li> </ul>	<ul style="list-style-type: none"> <li>Final date to submit paper is 12 Feb</li> </ul>

- **Professor reserves the right to alter this schedule as needed.**
- **Please be sure to ask if you have questions or concerns during this course. Remember that, while you are a student, you are also teaching the class that which your education and experiences have taught you.**

18. Additional information as desired by the faculty member.

**Blackboard Discussions & Scoring:** Students will fully answer the discussion question(s) using scholarly resource support and critical thinking. It must be a comprehensive response adding value to the discussion and demonstrating application of the principles being discussed. Use outside sources to substantiate your assertions. You will respond to one other student's post. I will grade the discussions each week. You will receive a maximum of 1.25 points per week, for eight weeks, for a total of 10 points.

**Mid-Term and Final Exam (On-line):** Both the mid-term and final exam will be on-line. Both could contain multiple choice, short answer and essay questions. Both will be open book, and open material. Both are worth 25 points respectively.

**Final Paper:** Students will complete one research paper for this class. The paper should be a minimum of ten (10) pages of content, excluding coversheet, abstract and references, and it should utilize at least ten scholarly sources (journal articles, not just websites). Paper must utilize proper APA format. Topics for papers must also be pre-approved by the professor. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than a 20% match of previously written work, you must discuss with the instructor to get further instructions. This is worth the highest percentage of your grade, 40 points (see grading rubric below).

**Other Important Information:**

1. Homework is due by 11:59pm on the last day of the specified week.
2. Late homework will result in a lower grade.
3. Written work is graded on the basis of content first, but also on the quality of grammar and punctuation, which should go without saying at this graduate level.
4. All written assignments should be 12-point type and using APA Manuscript Writing Style.
5. Questions concerning grades will be resolved within one week after the assignment has been returned.
6. All work should be original work of the individual student.
7. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty may result in a zero on the particular assignment.
8. Your discussions and interactions need to remain professional and facilitate learning and growth.
9. Always contact the professor if you need assistance.
10. No work will be accepted after the last day of class!

## 19. Final Paper Grading Rubric:

	<b>A</b>		<b>B</b>	<b>C</b>	<b>D &amp; below</b>
<b>Topic Paper Paper</b>	<b>Exceed Expectations</b>	<b>Meets Expectations</b>	<b>Somewhat Meets Expectations</b>	<b>Below Expectations</b>	
Integration of Knowledge Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course	
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	

Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
	<b>A</b>  <b>Exceed Expectations</b>	<b>B</b>  <b>Meets Expectations</b>	<b>C</b>  <b>Somewhat Meets Expectations</b>	<b>D &amp; below</b>  <b>Below Expectations</b>
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources	More than 12 current sources, of which at least 10 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	12 current sources, of which at least 8 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 12 current sources, or fewer than 5 of 12 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 12 current sources, or fewer than 2 of 12 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.

Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.
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