

## ***MNGT 475 – Performance and Compensation Management***

### **Performance Summary**

<b>Semester</b>	<b>F17</b>	<b>F18</b>	<b>F19</b>	<b>F20</b>	<b>F21</b>	
Course Enrollment	34	32	23	32	30	
# of Students Responding	28	30	20	19	20	
<b>Questions</b>						
Q1 Ex. Of Requirements	3.69	4.30	4.70	4.47	3.85	
Q2 Prep for Class	4.04	4.50	4.75	4.68	4.35	
Q3 Command of Subj.	3.85	4.47	4.75	4.66	4.20	
Q4 Use of Class Time	3.31	4.33	4.80	4.37	4.10	
Q5 Instructor's Way of Summarizing	3.72	4.37	4.60	4.26	4.05	
Q6 Presentations	3.69	4.50	4.45	4.37	3.85	
Q7 Command of Lang	4.04	4.90	4.95	4.74	4.50	
Q8 Use of Examples	3.85	4.40	4.55	4.42	3.95	
Q9 Challenging Questions	3.31	4.47	4.70	4.56	4.00	
Q10 Enthusiasm	3.72	4.53	4.70	4.58	4.20	
Q16 Grading Information	4.27	4.40	4.50	4.42	4.05	
Q17 Clarity of Exam Questions	3.92	3.93	4.50	4.26	3.90	
Q18 Exam Coverage of Import Mat.	4.15	4.14	4.10	4.47	4.05	
Q19 Instructor Comments	4.24	4.17	4.55	4.58	4.15	
Q20 Overall Quality of Textbook	4.35	4.17	4.80	4.33	3.89	
Q21 Helpfulness of Assignments	3.42	4.03	4.24	4.58	3.95	
<b>DELIVERY OF INSTRUCTION</b>	<b>3.85</b>	<b>4.35</b>	<b>4.60</b>	<b>4.48</b>	<b>4.07</b>	
Q11 Helpfulness	4.81	4.20	4.80	4.53	4.05	
Q12 Respect for Students	4.92	4.37	4.70	4.42	4.15	
Q13 Concern for Students	4.88	4.53	4.85	4.47	4.20	
Q14 Avail for Extra Help	4.88	4.50	4.70	4.47	4.30	
Q15 Listen to Std. Ideas	4.92	4.50	4.65	4.58	4.20	
Q16 Inform How Graded	4.06	4.14	4.42	4.44	4.00	
<b>INTERACTION</b>	<b>4.75</b>	<b>4.37</b>	<b>4.69</b>	<b>4.49</b>	<b>4.15</b>	
<b>OVERALL</b>	<b>4.30</b>	<b>4.36</b>	<b>4.64</b>	<b>4.48</b>	<b>4.11</b>	<b>4.38</b>

**Management 475-2T**  
**Performance and Compensation Management**

<b>INSTRUCTOR NAME:</b>	Dr. Christopher M. Castille
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<b>PHONE NUMBER:</b>	[office] (985) 449-7015 [cell] (337) 256-0664
<b>EMAIL:</b>	christopher.castille@nicholls.edu
<b>OFFICE HOURS:</b>	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

<b>DEPARTMENT HEAD:</b>	Dr. Ken Chadwick
<b>OFFICE LOCATION:</b>	146 Powell
<b>PHONE NUMBER:</b>	985-448-4175
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<b>DEPARTMENT OFFICE HOURS:</b>	Monday-Friday 8:00 am – 4:30 pm

**Syllabus Revision Statement:**

*This syllabus is subject to revision, but not without prior notice by the instructor. (Must be documented with revision date.)*

**Catalog Description:**

Analysis of techniques for evaluating and rewarding employee performance to support organizational goals. Comparison of the relative worth of jobs, setting expectations with employees, delivering feedback, and evaluations.

**Prerequisites for Course: C or better in MNGT 367**

**AoL Puzzle Insert: NA**

**Required Text and Other Materials:**

[Strategic Compensation 10th edition](#) - Martocchio, Pearson. v - 13: 978-0-13-5226131

**Student Learning Outcomes:**

This course focuses on the concepts and practices of managing employees' performance and administering their wages and salaries. The course aims to show that a paycheck is not the only compensation an employee receives. Specifically, this course aims to provide students with the information needed to:

- Understand the strategic importance of compensation to the achievement of organizational goals
- Identify links between compensation objectives and business strategy
- Understand the contextual influences on compensation practice
- Differentiate among various types of compensation tools
- Build internally and externally consistent pay structures
- Demonstrate an understanding of the importance of non-monetary rewards in an employee's compensation package

**Course Content:****SAMPLE COURSE SCHEDULE**

Wk	Day	Topic	Readings	Deliverables
1	A	Course Introduction, Team Building, and Orientation to Team Project	<ul style="list-style-type: none"><li>● Ch. 1</li><li>● Building Strategic Compensation Project – Introduction</li></ul>	Completed “ <a href="#">Getting to Know You</a> ” Survey
	B	Strategic Compensation: A Component of Human Resource Systems	<ul style="list-style-type: none"><li>● Team Contracting Exercise</li></ul>	<ul style="list-style-type: none"><li>● Ch. 1 Quiz</li></ul>
2	A	Contextual Influences on Compensation	<ul style="list-style-type: none"><li>● Ch. 2</li><li>● Building Strategic Compensation Project – Strategic Analysis</li></ul>	<ul style="list-style-type: none"><li>● Ch. 2 Quiz</li><li>● Team Contract</li></ul>
	B		<ul style="list-style-type: none"><li>● Exemplar Strategic Analysis Report</li></ul>	
3	A	Building Internally Consistent Compensation Systems	<ul style="list-style-type: none"><li>● Ch. 6</li><li>● Section 1 – Internal Consistency from the “Building Strategic Compensation Systems” document</li></ul>	<ul style="list-style-type: none"><li>● Ch. 6 Quiz</li><li>● Strategic Analysis Report Due</li></ul>
	B		<ul style="list-style-type: none"><li>● Exemplar Internal Consistency Report</li></ul>	
4	A	Traditional Bases for Pay & Incentive Pay	<ul style="list-style-type: none"><li>● Ch. 3</li></ul>	<ul style="list-style-type: none"><li>● Ch. 3 Quiz</li></ul>
	B		<ul style="list-style-type: none"><li>● Ch. 4</li></ul>	<ul style="list-style-type: none"><li>● Ch. 4 Quiz</li></ul>
5	A	Incentive Pay	Finish Ch. 4	
	B	<b>Fall Break #1</b>		
6	A	Person-Focused Pay	<ul style="list-style-type: none"><li>● Ch. 5</li></ul>	<ul style="list-style-type: none"><li>● Ch. 5 Quiz</li></ul>
	B	Discretionary Benefits	<ul style="list-style-type: none"><li>● Ch. 9</li></ul>	<ul style="list-style-type: none"><li>● Ch. 9 Quiz</li></ul>
7	A	Finish Discretionary Benefits, get into Legally Required Benefits		
	B		<ul style="list-style-type: none"><li>● Ch. 10</li></ul>	<ul style="list-style-type: none"><li>● Ch. 10 Quiz</li></ul>
8	A	<b>Midterm Exam (Ch. 1–6; 9-10)</b>		
	B	Building Market-Competitive Compensation Systems	<ul style="list-style-type: none"><li>● Ch. 7</li><li>● Section 2 – Market Competitiveness from the “Building Strategic</li><li>● Exemplar Market Competitiveness Report (Phase 2)</li></ul>	<ul style="list-style-type: none"><li>● Ch. 7</li><li>● Internal Consistency Report Due</li></ul>
9	A	Finish Chapter 7		

	B			
	A	<b>Fall Break #2</b>		
10	B	Executive Compensation	● Ch. 11	● Ch. 11 Quiz
	A	Compensating the Flexible Workforce		
11	B	(Possible Guest Speaker)	● Ch. 12	● Ch. 12 Quiz
	A		● Ch. 8	
			● Read Section 3 – Recognizing Employee Contributions from the “Building Strategic Compensation Systems” document	
12	B	Building Structures that Recognize Employee Contributions		● Ch. 8 Quiz ● Market Competitiveness Report is due
	A			
13	B	Compensating Expatriates	● Ch. 13	● Ch. 13 Quiz
	A	Pay and Benefits Outside the United States		
		Challenges Facing Compensation Professionals	● Ch. 14 ● Ch. 15	● Ch. 14 Quiz ● Ch. 15 Quiz
	A			
15	B	<b>Thanksgiving Holiday!</b>		
		<b>Oral Report – Pitch Competition</b>		
16	A	● Peer Evaluations Due		
17	B	<b>Final Exam (Ch. 7-8, 11-15; 8:00–10:00 AM)</b>		

### **Course Requirements:**

Your course grade will be comprised of three elements, each of which is described in greater detail below:

Note: when submitting assignments, I prefer a Google Doc link that I can access. This allows us to have a virtual conversation about your submission. Also, please do not try to upload a link *and then* do the work. I can tell (Google Tracks this) and you will be penalized for a late submission.

### **PREPARATION AND PARTICIPATION (15%):**

*In-class Participation* (15%): measured each day we hold class using the following behavioral checklist:

- ☐ Was the student present in class and on time (considered equivalent to an excused absence)? Unexcused absences are not given any credit? Lateness is penalized.
- ☐ Either of the following: (i) Was the student prepared for class this day or (i) was the student contributing to class (enhancing another’s experience of the class in some form or fashion)? Students who either (i) do not do what was asked or (ii) are not actively participating (e.g., on cell phone during exercises or discussions) will not receive full credit.

Typically, points are awarded each class as follows:

- 0 – Absent without excuse
- 1 – Late to class and neither prepared nor contributing
- 2 – Showed up to class on time but not prepared or contributing
- 3 – Showed up to class on time and either prepared or contributing

Occasionally, I will assign various assignments that are required for contributing to class on a given day (e.g., Excel Exercises, exercises). These will fall under the “Preparation and Participation” grading segment.

**QUIZZES & EXAMS (55%):** I give two chances with each quiz to each student and will take the average of the two attempts. Quizzes are mastered well if you complete any *Participation Preparation Assignments* (which I will explain shortly). You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if you do x?”), not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve essays.

***Advice for performing well on these assessments:*** My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – guess as a last resort. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that’s helpful. After you are done, go through once more and answer any remaining questions – the answers may now be a bit more obvious. Still stuck? Eliminate answer choices for a question that seems incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).

Specific percentages are below:

1. Exams one and two (in class, closed book): 50%
  - a. Exams are in multiple-choice, multiple answers, matching, and essay questions.
2. Quizzes (individual and team): 5%
  - a. Not proctored and will involve multiple-choice, multiple answer, matching, and short-answer questions.
  - b. Quizzes are typically mastered if you complete the optional *Participation Preparation Assignments* (PPAs). These assignments focus on key questions from the readings and can be completed as a team for a bonus point toward your overall exam grade. You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if I do y?”); not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve at short-answer questions.

***Advice for performing well on these assessments:*** My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – never ever guess. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test

answering all the questions you can. This might trigger a thought that's helpful. After you are done, go through once more and answer any questions whose answers are now a bit more obvious. Still stuck? Eliminate answer choices for a question that seem incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).<sup>1</sup>

**GROUP PROJECT (30%):** Teams of students (around 3/4 students per group) will complete a project aimed at providing a practical application of the course material. The project involves developing a comprehensive compensation plan for a specific company. This experiential project is designed to provide you with an opportunity to integrate and apply the knowledge that you will learn in this course. Teams of 4/5 class members will be established to complete this project that consists of three separate reports, one report for each part of the project. The three reports and due dates are listed below:

Written Report 1:	Strategic Analysis (30 pts)
Written Report 2:	Internal Consistency (100 pts)
Written Report 3:	Market Competitiveness (100 pts)
Team Oral Report:	Valuing Employee Contributions (30 pts)

Each team will serve as compensation experts who have been hired by the firm to develop an integrated compensation plan. An instructor's grade will be assigned to each report for each team. Each part of the case builds uniquely on your answers to prior parts of the case. Each report should be written as recommendations to top management. A good approach to developing the report is to identify and discuss decisions that must be made to meet the objectives. Each decision should be supported with rationale that is logical and based on the content presented within your texts. Identify plausible alternatives to your decisions and discuss possible problems that may be encountered.

Each written report should be summarized in a one-page executive summary at the front. This executive summary should contain the major objectives of the report and the corresponding major findings. Also, the body of the report should follow the outline included at the beginning of each part of the *BSCS* casebook.

**Report Format Expectations:** Poor writing habits will negatively impact your grade. Written reports are expected to meet the following requirements:

- 12-point, Times New Roman, double spaced (Tables, figures, charts, etc can be single-spaced)
- 1" margin on all sides.
- Cover page with course and team details
- Pages numbered
- Follow APA style if you refer to external material, and write up a References section accordingly

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<sup>1</sup> Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

Mueller, D. J., & Wasser, V. (1977). Implications of changing answers on objective test items. *Journal of Educational Measurement*, 14(1), 9–13.

- Professionally prepared, complete, free of colloquial language, employing the terminology you learned in the college of business, and free of all and any grammatical and style issues.
- Always include an executive summary that briefly explains your work.
- Only files that can be opened with MS Word is acceptable
- Remember to include your team's name in your file name when you upload it in Moodle, for your instructor's organizing convenience.

*Note: There are sample report materials posted to Moodle. Additionally, I **strongly advise** students to have their writing checked before submission. The writing center is a valuable resource that I highly recommend exploiting (I will offer 1 bonus point for using the writing center). To help you out, consider using free resources from [Grammarly](#) (which checks for grammatical issues) and [Hemmingway](#) (which checks for readability).*

**Peer Evaluations:** Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

#### **Methods of Evaluation:**

1. Preparation and Participation: 15%
2. Quizzes & Exams: 55%
3. Group Project Reports: 30%

Final grades will be determined on the following basis:<sup>2</sup>

- A = 90.00% or better (All major and minor goals achieved)
- B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
- C = 70.00 – 79.99% (All major goals achieved; many minor ones not)
- D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)
- F = 59.99% or less (None of the major goals achieved)

*Note:* While I do not round up, I will change your grade manually if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

#### **Late Assignments:**

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<sup>2</sup> Adapted from Travers (1950).

Travers, R. (1950). *How to make achievement tests*. Odyssey Press.

Late assignments will be penalized by 20% of full credit.

**Make-up Procedure:**

If you miss an **exam**, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

**College of Business Testing Policy:** In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

**Attendance Policy:**

Attendance (and correspondingly the quality of your participation) is a substantial percentage of your overall grade in this course. To receive this credit, you must arrive at class and participate in discussions or activities. Additionally, you must make meaningful contributions to the class consistently to receive full credit at the end of the semester. Those individuals not participating in the discussion and providing thoughtful and insightful questions may be asked to leave and will not receive credit for that day. Missed classes will count against you.

**NOTE: YOU MUST TURN IN YOUR EXCUSED ABSENCE WITHIN 48 HOURS FOLLOWING THE MISSED CLASS. AFTER 48 HOURS HAVE PASSED, YOUR EXCUSE IS NO LONGER VALID.**

<b><u>DROP DATE:</u></b> The last day to drop a course with a “W” is:
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**Academic Dishonesty Policy / Cheating / Disruptive Behavior:** *(use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.)*

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.

**Cell Phone & Other Classroom Behavior Policy:**

I will ask that you keep your phones, tablets, and computers inaccessible unless necessary for class. I have two principles that govern decisions to use technology in the classroom: (1) electronic devices (e.g., computers, tablets, cell phones) can be used if doing so facilitates student and peer productivity; (2) any forms of counterproductive technology use (e.g., looking at Facebook during a group activity) will be punished by a loss of participation credit for that



day. Students who are using technology in a way that distracts from other's classroom experience will be removed from class. Students who wonder whether or not they should use an electronic device should ask for my permission (though, they will find that I provide guidance on when to use technology).

### **Multiple Cheating Offenses:**

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

### **Academic Grievances:**

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link: <https://www.nicholls.edu/student-policy/academic-integrity/>

### **Chain of Command**

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
  - o Dr. Ken Chadwick
  - o Email: [ken.chadwick@nicholls.edu](mailto:ken.chadwick@nicholls.edu)
  - o Office 146 Powell
  - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
  - o Dr. Marilyn Macik-Frey
  - o Email: [marilyn.macik-frey@nicholls.edu](mailto:marilyn.macik-frey@nicholls.edu)
  - o Office: 106 White Hall
  - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

### **Classwork During Extreme Emergencies**

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with

(1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

**CLOSURE STATUS.** When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

**REMOTE LEARNING STATUS.** When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.
- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.

Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinicals.

### **Student Portfolio – Watermark Student Learning and Licensure (SLL)**

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

### **University Title IX Statement**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

**Americans With Disabilities Act:** If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 158A Shaver Gym. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

**Assisting with Studying and Assignments:**

- The Tutoring Center at 143 Peltier Hall. Call 985-448-4100, email: [tutoring@nicholls.edu](mailto:tutoring@nicholls.edu), or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>
- The Writing Center at 144 Peltier Hall. Call 985-448-4100, email: [tutoring@nicholls.edu](mailto:tutoring@nicholls.edu), or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>
- Online Tutoring through Moodle. Look for the Brainfuse login link on the home page, <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>