



## **Business Administration Southwest College**

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**HRPO 2372 – Wage and Salary  
FALL 2010 - CRN: 61580  
3 credit hours (3lecture)-48 hours per semester-16 weeks  
Distance Education**

**SCANS Competencies Included**

**INSTRUCTOR: Rhonda Johnson**

**INSTRUCTOR CONTACT INFORMATION:**

*Phone: 713-718-8792*

*E-mail: Via Blackboard*

**OFFICE LOCATION AND HOURS**

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM: 12/10-12/15/2010**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: Thursday, **November 18, 2010**  
at 4:30 p.m. Verify in College Schedule Page.**

**COURSE DESCRIPTION**

A study of contemporary business payroll problems emphasizing wage and benefits plans. Concepts of salary determinants, incentive pay systems, merit and seniority payments and wage and salary control systems are taught.

**COURSE PREREQUISITE**

NONE

**PROGRAM LEARNING OUTCOMES**

1. Identify essential management skills necessary for career success.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Examine the role of strategic human resource planning in support of organizational mission and objectives.
4. Describe the impact of corporate culture and atmosphere on employee behavior.

## **STUDENT LEARNING OUTCOMES**

1. Explain and apply the various theories, processes, and functions of management.
2. Identify roles of leadership in organizations; and
3. Recognize elements of the communication process.

## **LEARNING OBJECTIVES**

The chapters in the book introduce students to the specification of internally consistent job structures. Through writing job descriptions, the development of job structures students build the framework for internal equity (1.4).

The chapters in the book focus students' outside of their firm to understand its relationship with the external marketplace. The analysis of market data also leads students to the determination of appropriate pay-policy mixes for each of their job structures (1.1; 1.3).

The chapters in the book will help students to recognize the contributions of individual employees through the creation of merit-pay systems, and put their plan into action by paying employees within their firm. Students are tasked with many of the difficult decisions that compensation professionals face on a daily basis (1.2).

## **SCANS**

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.

3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills**—Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills**—Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

**16 WEEK COURSE CALENDAR**  
**HRPO 2372**  
**Weekly Activity Schedule**  
**WEEKLY SCHEDULE OF ASSIGNMENTS**

**16 WEEKS SESSION or (12 WEEKS SESSION—instructor will provide changes)**

WEEK	TEXTBOOK CHAPTERS	
1	Chapter 1	Strategic Compensation
2	Chapter 2	Contextual Influences on Compensation Practice
3	Chapter 3	Traditional Bases for Pay: Seniority and Merit
4	Chapter 4	Incentive Pay
5	Chapter 5	Person-focused Pay
6	Chapter 6	Building Internally Consistent Compensation Systems
7	Chapter 7	Building Market-Competitive Compensation Systems
8		<b>MIDTERM</b>
9	Chapter 8	Building Pay Structures That Recognize Employee Contributions
10	Chapter 9	Discretionary Benefits
11	Chapter 10	Employee Sponsored Retirement Plans and Health Insurance Programs <b>PAPERS DUE</b>
12	Chapter 11	Legally Required Benefits
13	Chapter 12	Compensating Executives
14	Chapter 13	Compensating the Flexible Workforce: Contingent Employees and Flexible Schedules
15	Chapter 14 Chapter 15	Compensating Expatriates Pay and Benefits Outside the United States
16		<b>FINAL EXAM</b>

### **Weekly Discussion Postings**

I will post a current event or compensation topic. They will be 5 points each. You are required to respond to the topic. **YOU MUST RESPOND THE WEEK THE TOPIC IS POSTED. NO LATE POSTING WILL BE ACCEPTED.**

### **Management Paper**

Write a 2-3 page paper on a company's compensation systems. The paper should include how and why the company chose the system and how has it been beneficial to the company. Tell me if you would you have chosen a different system and why? It can be a company you currently work for, have worked for in the past or one you research on the Internet.

The paper should be 2 to 3 pages, MLA format, double spaced in New Times Roman 12 font. **PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATE.**

### **Midterm**

You will have 1 week to complete the midterm. The midterm will be comprised of essay questions. It goes without saying you may use your book and notes. The quizzes are located under the Assessment course tool. You will have 3 hours to complete the quiz once you open it. Do not open the midterm until you are ready to take it. You cannot open it to look at it then go back and take it. **NO MAKE-UP EXAMS WILL BE GIVEN.**

### **Final**

The final will be comprised of essay questions. The final will be open book and able to use your notes. You will have 3 hours to complete the final. **THE FINAL WILL BE ONLINE. NO MAKE-UP FINAL WILL BE GIVEN.**

## **INSTRUCTIONAL METHODS**

HRPO 2372 is a required course for certain Business Administration certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning business, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about business, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

## **STUDENT ASSIGNMENTS**

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

**Late Assignments:** Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. **Late assignments will not be accepted**

**Instructions for submitting assignments:** Assignments may be submitted in class , using Blackboard or by e-mail.

### **Make-Up Test Policy**

Students are expected to adhere to the weekly schedule printed in the course syllabus. **No make-up tests will be given.**

## **INSTRUCTOR REQUIREMENTS**

As student Instructor, it is my responsibility to:

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

## **PROGRAM/DISCIPLINE REQUIREMENTS**

Business Administration is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Introduction to Business must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the business environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

### **Degree Plan**

Students are encouraged to file a degree plan with a Counselor or the Business Administration Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Administration Department for information about filing a degree plan.

### **Virtual Career Center**

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

## **GRADING**

### **HCCS Grading System**

The Houston Community College grading system will be used to evaluate students' performance in this course.

<b>Grade</b>	<b>Score</b>
A-Excellent	100-90
B-Good	89-80
C-Fair	79-70
D-Passing	69-60
F-Failure	59 and below

### **Student Evaluation**

The following departmental grading system will be used to evaluate students' performances in this course:

Compensation Paper	15%
Midterm	10%
Final Exam	15%
Chapter Assignments	60%
Total	100%

### **INSTRUCTIONAL MATERIALS**

***Strategic Compensation A Human Resource Management Approach,***  
**6 edition, Joseph J. Martocchio, Pearson**  
**ISBN# 978-0-13-610640-1**

### **STUDENT INFORMATION**

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

### **Blackboard Student User ID**

Your Blackboard login user ID will be your HCC User ID (sometimes referred to as the “W” number). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC home page:

- From [www.hccs.edu](http://www.hccs.edu), under the column “CONNECT”, click on the “Student System Sign In” link
- Then click on “Retrieve User ID” and follow the instructions.

Or use the direct link to access the Student Sign In page:

<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

The default student password is “distance.” Students will then be prompted to change their password after their first login. Please visit the DE Technical Support website if you need additional assistance with your login.

### **HCC Course Withdrawal Policy**

The State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor will “alert” you and Distance Education (DE) counselors that you might fail a class because of excessive absences and/or poor academic performance.

**In order to withdraw from your DE class, you MUST first contact your DE professor, PRIOR to the withdrawal deadline to receive a “W” on your transcript.** After the withdrawal deadline has passed, you will receive the grade that you would have earned. Zeros averaged in for required coursework not submitted will lower your semester average significantly, most likely resulting in a failing grade of an “F”. It is the responsibility of the student to withdraw from the class; however, your professor reserves the right to withdraw you without your request due to excessive absences. If you do not feel comfortable contacting your professor to withdraw, you may contact a DE counselor. However, please **do not** contact both a DE counselor and your DE professor to request a withdrawal; either one is sufficient.

### **FALL Final Withdrawal Deadlines:**

- **REGULAR FALL COURSES: November 18<sup>th</sup> at 4:30 pm**
- **FALL *SECOND START* COURSES: November 23<sup>rd</sup> at 4:30 pm**

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar’s Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

### **Student Services**

#### **DISTANCE EDUCATION ADVISING AND COUNSELING SERVICES**

Much DE student information can be found on the DE Student Services website: [de.hccs.edu](http://de.hccs.edu). Advising or counseling can be accomplished through our online request form [AskDECounseling](#). Counselors and Student Services Associates (SSA) can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled to provide brief counseling and community referrals to address personal concerns impacting academic success.

#### **INTERNATIONAL STUDENTS**

International Students are restricted to **ONLY ONE** online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.

#### **STUDENTS WITH DISABILITIES**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

#### **Disability Support Services Offices:**

System: 713.718.5165

Central: 713.718.6164 – also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218



Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.

## **NOTICE FOR STUDENTS OUTSIDE OF HCC SERVICE AREA**

Students who live or work outside the HCC service area and cannot take paper exams at one of our HCC testing locations **MUST** make arrangements for a proctor. Please see the DE Student Services Additional Resources webpage for more information.

## **VIRTUAL CLASSROOM CONDUCT**

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

**USE OF CAMERAS OR RECORDING DEVICES:** Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

**GRADE APPEAL, REFUNDS, DISCIPLINE ISSUES and SEXUAL HARASSMENT POLICY:** Refer to the Student Handbook, Catalog and Schedule.

**ACTIVITIES:** You have the opportunity to enhance your personal and intellectual growth by participating in a variety of activities. Those activities can be located in the Student Handbook or through the HCCS Web resources at: [www.hccs.edu/handbookHome2.html](http://www.hccs.edu/handbookHome2.html)

## **HCC ATTENDANCE POLICY**

### **Class Attendance**

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Blackboard class before the Official Day of Record will be **AUTOMATICALLY** dropped for non-attendance. Completing the DE online orientation does not count as attendance.

### **Early Alert**

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

### **ONLINE TUTORING**

HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

### **ACADEMIC DISHONESTY**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to [http://distance.hccs.edu/de-counseling/DE\\_student\\_handbook.htm](http://distance.hccs.edu/de-counseling/DE_student_handbook.htm)).

### **CLASSROOM BEHAVIOR**

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

**NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Willie Caldwell, Department Chair, at 713-718-7807 or Room N109, Scarcella Building.**



**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS ADMINISTRATION DEPARTMENT**

**Student Questionnaire**

Name:	Last Name	First Name	MI	Student ID#:
Address:	Street	Apt. #		Home Telephone
City	State	Zip Code		Cell Telephone #
E-mail address:				Instructor's Name:

**Educational Plan**

Have you determined your major? \_\_\_\_\_ Yes      No \_\_\_\_\_  
 (If no, please see your instructor or Business  
 Technology Department Chair.)

Have you filed a degree plan? \_\_\_\_\_ Yes      No \_\_\_\_\_

Graduation Target Date: \_\_\_\_\_

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

**Employment History**

Are you currently employed? \_\_\_\_\_ Yes      No \_\_\_\_\_

Is your employment \_\_\_\_\_ Part-time? or \_\_\_\_\_ Full-time?

If you are employed, please complete the following:

Employer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_ Phone# \_\_\_\_\_

Comments:

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If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m.

*HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.*

Willie T. Caldwell, Department Chair  
10141 Cash Road, N109, Stafford Texas 77477

HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS ADMINISTRATION DEPARTMENT

*STUDENT QUESTIONNAIRE*



**Student Success**  
**Organizational Stewardship**  
**Business Administration Department**

**STUDENT ADVISEMENT CHECKSHEET**

When teaching Business Administration courses, it is a **requirement** for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about **degree plans** (contractual agreement)?

Yes  No

Have you been made aware of the importance of completing an application for **graduation** in order to receive your certificate or degree? Yes  No

Have you been given **job placement** information including:

- Job Placement Contact Person with
  - E-mail address
  - Telephone Number
  - Location
- Website address
- Access instruction for website including directions on how to navigate the job placement website

Yes  No

Name \_\_\_\_\_

Print "your" Name

I, \_\_\_\_\_, have been given

Student Signature

Information regarding the above listed items.

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

This form will be returned to Willie Caldwell's office on date of completion.