MNO4761A [Compensation and Performance Management]

AY2024/2025 Semester 1

Instructor: Dr. SONG Zhaoli
Department: Management and Organization
Office: BIZ1 8-51
Contact: 6516-5739

MODULE DESCRIPTION

Compensation and performance management are key components of the HR system. They are key contributors to organizational effectiveness. This module addresses how organizations use compensation and performance management practices to drive strategic business success. This module is designed to examine how recent theoretical and research developments inform compensation decisions and performance management in developing and maintaining a motivated, committed, and competent workforce.

LEARNING OUTCOMES

By the end of this module, you should be able to:

- Learn how organizational systems operate to manage a competent workforce using compensation and performance management as instruments.
- Better understand how to evaluate reward and performance management systems in terms of equity and cost-effectiveness.
- Know how to diagnose compensation management issues and problems.
- Develop appropriate compensation and performance management solutions.

TOPICS

- Compensation strategies
- Internal alignment of a compensation system
- External competition
- Performance management systems
- Pay for performance programs
- Benefit programs
- Pay administrations

READINGS

Recommended Textbook

Gerhart, B. *Compensation* (14th ed.). Burr Ridge, IL: McGraw Hill-Irwin, 2023.

Gerhart, B. Cases in Compensation (12e th ed. Will be distributed in class)

Supplementary Material

Cappelli, P., & Tavis, A. “Spotlight on building the workforce of the future: The performance management revolution.” *Harvard Business Review*, October 2016.

Cappelli, P., & Tavis, A. “The new rules of talent management.” *Harvard Business Review*, March-April, 2018

Case, John. "When salaries aren't secret." *Harvard Business Review,* May 2001, 37-43.

Giancola, F. “Skill-Based Pay: Fad or Classic?” *Compensation & Benefits Review.* 2011 43: 220-226.

Gratton, L., & Scott, A. “The corporate implications of longer lives.” *MIT Sloan Management Review*, Spring, 2017.

Groysberg[a], B., Abbott, S., Marino, M. R., & Aksoy M. “Compensation packages that actually drive performance.” *Harvard Business Review*, January-February, 2021.

Groysberg[b], B., Healy, P., & Lin E. “Job-hopping toward equity.” MIT Sloan Management Review, July 2021

Kiron, D., & Spindel, B. “Redefining performance management at DBS Bank.” *MIT Sloan Management Review*, March 2019

Kohn, A. Why incentive plans cannot work. *Harvard Business Review,* Sep/Oct 1993.

Manso, G. “Creating incentives for innovation.” *California Management Review*, August 2017, 1-15.

Martin, R. L. “The rise (and likely fall) of the talent economy.” *Harvard Business Review*, October 2014.

Martin, W., M., Lopez, Y., Lannery, T., Ferry, K., Dixon, B., & Ferry, K. “Infectious disease: Protecting worker and organizations: The role of compensation & benefits.” *Compensation and Benefits Review*, 53(1), 2021, 43-55.

Wan, D. & Ong, C. H. “Compensation’s system in Singapore.” *Compensation and benefits Review.* July-August, 2002, 23-32.

Williams, J. C., Loyd, D. L., Boginsky, M., & Armas-Edwards, F. “How one company worked to root out bias from performance reviews.” *Harvard Business Review*, April 2021.

Roberge, M. “The right way to use compensation.” *Harvard Business Review*, April 2015

Zeng, H, N. "Improving the Welfare of Platform Workers in Singapore." *Lee Kuan Yew School of Public Policy*, 2020. https://scholarbank.nus.edu.sg/handle/10635/166536

PRECLUSION

NA

PREREQUISITE

NA

ASSESSMENTS

Component	Weightage
Classroom participation	15%
In-class quizzes	30%
Team project report	40%
In-class presentation of articles	15%
Total	**100%**

SCHEDULE

Session	Description
Session 1 (17 Aug makeup class)	Introduction
Session 2 (21 Aug)	Strategic perspectives
Session 3 (28 Aug)	Internal alignment and job analysis
Session 4 (04 Sep)	Job evaluation methods
Session 5 (11 Sep)	Person-based structures
Session 6 (18 Sep)	External competitiveness
Recess Week	
Session 7 (02 Oct)	Design pay level, mix, and structure
Session 8 (09 Oct)	Performance management
Session 9 (16 Oct)	Pay for performance
Session 10 (23 Oct)	Benefits
Session 11 (30 Oct)	Compensation of special groups
Session 12 (06 Nov)	Global Compensation, Pay Administration, and Legal Issues
Session 13 (13 Nov)	Project team presentations and course reflection

Commented [LY1]: Internal faculty level approval would be sought if there is change to existing assessment weightage setup.

According to BIZ Graduate Programmes Assessment Guidelines, the assessment components should meet the following conditions:

(a) At least 50% individual assessments
(b) At least 3 components for assessments
(c) For courses with "test" as an assessment component (e.g. mid-term test and/or final test), weightage for each test should be worth at most 30%

No final exam is applicable, as all our MSc courses are 100% CA. All tests/quizzes should hence be held within the 13 weeks of classes.

PROFILE OF INSTRUCTOR

Title: Associate Professor

Affiliation: Department of Management and Organization, NUS School of Business, National University of Singapore

Education: Ph.D. in Industrial and Human Resources Management, University of Minnesota

Personal introduction: Dr. Song has research expertise on topics such as behavior genetics, leadership, job search and reemployment, leadership, cross-culture management, AI and the future of work, work-family balance, emotion, and future scenarios. He is leading the research effort to introduce molecular genetics into the management area. He has published in some top management journals such as PNAS, Journal of Applied Psychology, Academy of Management Journal, Human Relations, Journal of Vocational Behaviors, and Leadership Quarterly. His work on genetics has been featured in the media such as Economists, Washington Post, and Strait Times. Dr. Song has consulted or provided training to companies and government agencies in the US, China, and Singapore. He was the academic director of the NUS Asian Pacific EMBA (Chinese) from 2013-2017.

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism.

Artificial Intelligence (AI) tools such as ChatGPT do not require specialist knowledge to use. Many of these AI tools are commonly used in social media, for example, to create content and disguise and refine content created from programmes like ChatGPT. We understand that students will be drawn to using these AI Tools, as they would for any other electronic aid.

However, to be clear, normal academic rules still apply. As noted in the Code of Student Conduct:

"*The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct is subject to disciplinary action by the University*."

With respect to AI tools (e.g., ChatGPT and image generation tools), your instructor will clarify whether the use of these tools as inputs into your assignment development process is acceptable. AI is a technology that requires skill to use, and knowledge about when and how to use it. If you use ChatGPT or any other such AI tool in your work, you must provide a proper representation of how you used the tool and what prompts you used to generate output. Failure to cite its use constitutes academic misconduct.

Further, as with any information source, be aware that minimal efforts yield low quality results. You will need to refine your work and fact check the output, as you would double-check information from any source. Further, you should be selective in how and when you use such tools instead of using it for each and every assignment you create.

To summarise:

1. Always check with your instructors on what are the permitted uses of AI tools.
2. Have a discussion at the start of a course about the use of AI.
3. Where permitted, acknowledge your use of AI.
4. You remain responsible for the quality of your work and its appropriate representation.
5. Failure to follow the above steps can lead to a concern about plagiarism (academic dishonesty).

As always. you have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is entirely your own work. This is a minimum standard.

Additional guidance can be found at:
Admission Condition: http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct
NUS Code of Student Conduct: http://nus.edu.sg/osa/resources/code-of-student-conduct
Academic Integrity Essentials: https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-4
Guidelines on the Use of AI Tools For Academic
Work: https://libguides.nus.edu.sg/new2nus/acadintegrity#s-lib-ctab-22144949-3