WEEK 8

ASSIGNMENT INFORMATION

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

United States Department of Labor Case Study

Go to the United States Department of Labor website to read "Continuation of Health Coverage – COBRA." This website communicates the current regulations and federal involvement in employee benefits. Navigate the website to become familiar with its contents.

Write a five- to seven-page paper in which you:

1. Describe the major features of this website and how each feature can be used to monitor employee benefits.

2. Explain how employers could verify that their employee benefits comply with all federal laws by using this resource.

3. Explain how employees would use this information to ensure their benefits rights are protected.

4. Create an outline of the website so that you could orient others to its usefulness for regulatory compliance.

5. Use at least five quality academic resources in this assignment. Note: Wikipedia and other websites do not quality as academic resources.

APA 7 FORMAT PAPER

This course requires the use of ~~Strayer Writing Standards~~. For assistance and information, please refer to the Strayer Writing Standards link in the left-hand menu of your course.

The specific course learning outcome associated with this assignment is:

- Review how employers and employees can benefit from the Health Plans and Benefits section of the United States Department of Labor website.

Institution Release Statement

When finished, make sure to click ***Submit****.*
Optionally, click ***Save as Draft*** *to save changes and continue working later, or* (Larry Douglas

t

U.S. DEPARTMENT OF LABOR

Continuation of Health Coverage (COBRA)

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods of time under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102% of the cost to the plan.

COBRA generally requires that group health plans sponsored by employers with 20 or more employees in the prior year offer employees and their families the opportunity for a temporary extension of health coverage (called continuation coverage) in certain instances where coverage under the plan would otherwise end.

COBRA outlines how employees and family members may elect continuation coverage. It also requires employers and plans to provide notice.

Webpages on this Topic

COBRA Continuation Coverage Assistance
Provides information on continuation health coverage opportunities.

Frequently Asked Questions: COBRA Continuation Health Coverage
Provides answers to commonly asked questions about COBRA.

Health Benefits Under the Consolidated Omnibus Budget Reconciliation Act (COBRA)
Provides a detailed overview of the major provisions of COBRA.

Compliance Assistance
Provides publications and other materials to assist employers and employee benefit plan practitioners in understanding and complying with the requirements of the Employee Retirement Income Security Act for the administration of retirement and health plans.

HIPAA Portability of Health Coverage and Nondiscrimination Requirements Frequently Asked Questions
Provides answers to questions on HIPAA special enrollment and nondiscrimination requirements.

Your Employer's Bankruptcy: How Will it Affect Your Employee Benefits?
Provides information on bankruptcy's effect on retirement and group health plans.

Retirement and Health Care Coverage... Questions and Answers for Dislocated Workers
Provides answers to common questions asked by dislocated workers about their retirement and health benefits.

Top 10 Ways to Make Your Health Benefits Work for You (Español)
Provides information to help you make informed decisions about health plans.

Work Changes Require Health Choices (Español)
Provides information on protecting your health care rights when your work life changes.

Life Changes Require Health Choices (Español)
Provides information on making health benefit decisions following key life events such as marriage or the birth or adoption of a child.

Frequently Asked Questions for Reservists Being Called to Active Duty Related to their Retirement and Health Benefits
Provides answers to the most frequently asked questions about retirement and health benefits by National Guard and reserve members being called to active duty.

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Name: **w08a1**

Description: **w08a1 - United States Department of Labor Case Study - Scoring GuideDefine Performance Levels**

Exit

Grid View List View

	Unacceptable	Needs Improvement	Competent	Exemplary
Describe the major features of this website and how each feature can be used to monitor employee benefits.	**0** (0.00%) Did not submit or incompletely described the major features of this website and how each feature can be used to monitor employee benefits.	**23.4375** (18.75%) Partially described the major features of this website and how each feature can be used to monitor employee benefits.	**26.5625** (21.25%) Satisfactorily described the major features of this website and how each feature can be used to monitor employee benefits.	**31.25** (25.00%) Thoroughly described the major features of this website and how each feature can be used to monitor employee benefits.
Explain how employers could verify that their employee benefits comply with all Federal laws by using this resource.	**0** (0.00%) Did not submit or incompletely explained how employers could verify that their employee benefits comply with all federal laws by using this resource.	**18.75** (15.00%) Partially explained how employers could verify that their employee benefits comply with all federal laws by using this resource.	**21.25** (17.00%) Satisfactorily explained how employers could verify that their employee benefits comply with all federal laws by using this resource.	**25** (20.00%) Thoroughly explained how employers could verify that their employee benefits comply with all federal laws by using this resource.
Explain how employees would use this information to ensure their benefits rights are protected.	**0** (0.00%) Did not submit or incompletely explained how employees would use this information to ensure their benefits rights are protected.	**18.75** (15.00%) Partially explained how employees would use this information to ensure their benefits rights are protected.	**21.25** (17.00%) Satisfactorily explained how employees would use this information to ensure their benefits rights are protected.	**25** (20.00%) Thoroughly explained how employees would use this information to ensure their benefits rights are protected.

	Unacceptable	Needs Improvement	Competent	Exemplary
Create an outline of the website so that you could orient others to its usefulness for regulatory compliance.	**0** (0.00%) Did not submit or incompletely created an outline of the website so that you could orient others to its usefulness for regulatory compliance.	**18.75** (15.00%) Partially created an outline of the website so that you could orient others to its usefulness for regulatory compliance.	**21.25** (17.00%) Satisfactorily created an outline of the website so that you could orient others to its usefulness for regulatory compliance.	**25** (20.00%) Thoroughly created an outline of the website so that you could orient others to its usefulness for regulatory compliance.
Five references.	**0** (0.00%) No references provided.	**4.6875** (3.75%) Does not meet the required number of references; some or all references poor quality choices.	**5.3125** (4.25%) Meets number of required references; all references high quality choices.	**6.25** (5.00%) Exceeds number of required references; all references high quality choices.
Clarity, writing mechanics, and formatting requirements.	**0** (0.00%) More than 6 errors present.	**9.375** (7.50%) 5–6 errors present.	**10.625** (8.50%) 3–4 errors present.	**12.5** (10.00%) 0–2 errors present.

Name:**w08a1**

Description:**w08a1 - United States Department of Labor Case Study - Scoring GuideDefine Performance Levels**

Exit

Preview: HRM533 : Total Rewards

Course Guide

Prerequisites

Course Description

NOTE: *The links in this document do not function. Please refer to your course to view/download linked content.*

Examines the modern philosophy and approaches to total rewards. Analyzes reward strategies and the associated technical processes. Explores the available tools that may be used to attract, motivate, and retain employees. Examines elements of a total rewards program that will drive desired behaviors in the workplace, reinforce overall business strategy, and ensure organizational success through enhancement of a firm's competitiveness.

Instructional Materials

Required Resources QUALITY ACADEMIC RESOURCES

WorldatWork. 2007. *The WorldatWork Handbook of Compensation, Benefits, & Total Rewards*. John Wiley & Sons.

Geico. No date. Total Rewards Program. http://careers.geico.com/working_at_geico/total_rewards_program

PayScale. 2020. The PayScale Index: Trends in Compensation. http://www.payscale.com/payscale-index

Susan M. Heathfield. May 1, 2019. How to Do a Job Analysis. https://www.thebalancecareers.com/job-analysis-1918555

U.S. Bureau of Labor Statistics. March 2010. Tables Organized by Benefit. http://www.bls.gov/ncs/ebs/benefits/2010/benefits.htm

U.S. Department of Labor. No date. Continuation of Health Coverage – COBRA. https://www.dol.gov/general/topic/health-plans/cobra

Supplemental Resources

Bruce Ellig. 2007. *The complete guide to executive compensation.* McGraw-Hill.

Steven E. Gross. 2004. Creating an Effective Total Reward Strategy: Holistic Approach Better Supports Business Success. *Benefits Quarterly,* vol. 20, no. 3, pp. 7–12.

Andy Hiles. 2009. Tough Times Demand Focus – Total Rewards Strategy. *Benefits Quarterly*, vol. 25, no. 4, pp. 44–47.

Laura L. Koppes. 2008. Facilitating an Organization to Embrace a Work-Life Effectiveness Culture: A Practical Approach. *Psychologist-Manager Journal,* vol. 11, no. 1, pp. 163–184.

Phillip G. Panitz. 2009. Executive Compensation: What's Reasonable? *Journal of Accountancy,* vol. 207, no. 6, pp. 56–61.

16 Equity-Based Rewards

Many U.S. employers rely on equity-based rewards to inspire their emp[illegible] reach new heights of performance. Based on existing company practices, [illegible] based rewards account for much of the marked increase in executive [illegible] many employees still participate in stock option plans despite the less [illegible] accounting treatment that is the result of sweeping regulatory changes, wh[illegible] be covered later in this chapter.

Equity rewards take many forms. Within the total rewards package, some [illegible] panies consider equity to be a form of compensation and others consider it [illegible] a benefit. For the purpose of this chapter, we will cover equity rewards under [illegible] umbrellas.

- *Compensation.* Some equity rewards are used as long-term employee inc[illegible] tives, which are a form of variable pay. Equity rewards that may be cons[illegible] ered compensation include stock options, stock awards/grants, and sto[illegible] alternatives.
- *Benefits.* Some types of equity rewards are used for the purpose of provid- ing income protection, assisting employees with wealth building and retire- ment planning. Examples include employee stock purchase plans (ESPPs), retirement plans such as employee stock ownership plans (ESOPs), and other defined contribution plans. Equity-based rewards programs are more likely to be considered benefits programs when they are tax-qualified and cover a broad employee population.

BUSINESS STRUCTURES

The types of equity-based rewards used by different organizations are highly de- pendent upon the business structure under which organizations operate. Some organizations do not have equity (stock) to use for these programs. Some of the more commonly known business structures are as follows:

- *Sole proprietorship.* The sole proprietorship is the simplest structure, with one individual owning the company. For legal purposes, the individual and the company are the same, with the individual accepting liability for all of the company's debts and declaring the income from the company as personal income. Although a sole proprietorship does not have stock, it may use certain stock alternatives (discussed later) to reward employees in a manner similar to other equity-based programs.
- *Partnership.* A partnership is similar to a sole proprietorship from a legal standpoint as the owners (partners) share in the profits and losses and are personally liable for the debts of the business. The partnership does not issue shares to represent ownership
  - *General.* Two or more owners share in the operation and finances.
  - *Limited.* Limited partners may invest in the partnership, but limits are set on their role in the operation and liability for the debts of the business.
- *Closely held company.* A closely held company may have stock that is not publicly traded. Regarding equity-based rewards, some closely held companies may use stock alternatives or offer ESOPs.
  - An *S corporation* is a corporation that passes the taxes through to the owners, as if it were a partnership. It can have no more than 75 shareholders.
  - A *limited liability company* (LLC), permitted in some states, is a combination of a partnership and a corporation. Unlike a partnership, the owners of the LLC are considered a different legal entity from the company, limiting their liability. This business structure enjoys some of the same tax advantages as an S corporation, although it is not subject to S corporation IRC requirements.
- *Publicly held corporation.* A publicly held corporation has stock that is traded on a public exchange or "over-the-counter." The owners of publicly held companies are the shareholders, who, for legal purposes, are considered a separate entity from the company, limiting their liability to their investment in the company. Publicly held corporations have the greatest flexibility and number of alternatives related to equity-based rewards. The majority of the information in this chapter focuses on the equity-based rewards available to employers that operate as publicly held corporations.
- *Not-for-profit corporation.* A not-for-profit corporation cannot issue stock or pay dividends. It is exempt from certain taxes under IRC Section 501(c)(3). The individuals who operate not-for-profit corporations, subject to certain exceptions, have limited liability for the corporation's debts. As a result, creditors are entitled only to the assets of the corporation in the event of bankruptcy. Because a not-for-profit corporation cannot issue stock, the equity-based rewards programs it may offer are limited to those that do not require the use of company stock (e.g., stock alternatives, 403[b]).

COMPENSATION PLANS USING EQUITY

Equity rewards that may be used as part of the compensation package for the employee include:

- *Stock options:* rights to purchase company shares at a specified price during a specified period of time.

- *Stock awards (also known as stock grants):* plans that provide stock to employees without any cost to them (usually with corresponding restrictions).
- *Stock alternatives:* plans that do not involve the actual ownership of shares or right to shares, but whose potential value to participants parallels value of ownership.

BENEFITS PLANS USING EQUITY

The use of equity in employee rewards does not stop at compensation. Many benefits plans involve employee ownership of the employer's stock and/or other equity vehicles, such as:

- *Employee stock purchase plan (ESPP):* a program whereby stock is offered at a fixed price (usually below market) and paid for in full by employees; typically implemented via payroll deduction.
- *Defined contribution (DC) plan:* a plan that provides for future income from an individual account for each participant, with benefits based solely on the amount contributed to the account and any income, expenses, gains, losses, and forfeitures allocated to that account.
- *Employee stock ownership plan (ESOP):* a plan that enables qualified employees to receive shares that they accrued as plan participants upon retirement or separation from the organization.
- *401(k) plan:* a defined contribution plan that enables employees to make pre-tax contributions through salary reduction agreements within the format of a cash or deferred arrangement (CODA).
- *Other:* other defined contribution retirement plans that are invested in equity.

Q&A
Aren't employee stock purchase plans considered compensation?

It depends on whom you ask. Some companies consider these plans to be compensation, particularly if the stock is offered to employees at a discount. Other companies consider ESPPs to be an employee benefit, particularly if they are tax-qualified and feature broad-based eligibility, covering most of the company's employees. The bottom line: Categorize the plan according to what you do at your employer. The information presented here on ESPPs is not affected by whether the plans are considered compensation or benefits.

EQUITY TERMINOLOGY

Some of the terms that will appear in this chapter are defined below:

Equity: As an employee reward, equity represents ownership in a company. Ownership typically is in the form of stock (also known as shares, securities).
Company stock: Shares in the stock of the employer.
Stock class: Refers to the type of stock issued (common, junior common, or preferred).
Common stock: The most prevalent form in which an owner's interest is represented (most equity rewards use common stock). Appreciation and dividends are not fixed or guaranteed.

Preferred stock: Equity securities in which an owner's rate of return is fixed (via a guaranteed dividend). Preferred stock receives a higher priority to be paid back than common stock in the event of liquidation or bankruptcy.

Stock split: A change in the number of shares issued by a company by adjusting the number of shares to existing shareholders. For example, a two-for-one split would double the number of shares owned by a stockholder. A reverse stock split of one-for-five would decrease the total number of outstanding shares.

Liquidity: An indicator of a company's ability to generate cash to meet short-term financial obligations.

Dividends: Payments to shareholders by a corporation, paid from the company's retained earnings and not deductible as an expense to the company.

Yield: The rate of return on an investment, expressed as a percentage. The *total return* on a security is a combination of the capital gain and the dividend yield (annual dividend rate/current price per share).

Downside risk: The potential for losing money when a downturn in the market or the stock price negatively affects the value of one's stock holdings.

Public securities market: The "market" or exchange where stocks are publicly sold/traded. Exchanges such as the New York Stock Exchange (NYSE), American Stock Exchange (AMEX), Tokyo Stock Exchange (NIKKEI), and the National Association of Securities Dealers Automated Quotation system (NASDAQ) are also known as *secondary markets* in that shares of corporations are sold between investors rather than directly from the corporation to the investor.

Initial public offering (IPO): A company's initial sale of its shares to the investing public.

EVOLUTION OF EQUITY-BASED REWARDS

Since the founding of the New York Stock Exchange in 1792, stocks have had a significant influence on American society. That influence, however, has evolved, especially with regard to employee rewards, as evidenced by the passing of the following two acts:

- In 1933, the *Securities Act* was passed, which regulates company offers to buy or sell its stock. It also contains Rule 144, requiring an executive to hold stock not registered in accord with this act for two years before selling it on the open market.
- In 1934, the *Securities Exchange Act* was passed, which regulates insider trading and requires disclosures on executive compensation. The Securities and Exchange Commission (SEC) is responsible for the establishment and enforcement of rules for reporting financial and business results to shareholders of publicly owned companies.

EVOLUTION OF STOCK OPTIONS

Stock options, which initially gained popularity in the 1920s, were once reserved for the executive level of the organization. As early as 1952, one company, Pfizer, began offering stock options to all employees. In the 1990s, due in part to the emergence of New Economy companies, options were expanded to all levels in many organizations. The National Center for Employee Ownership (NCEO) defines broad-based plans as those where at least 50 percent of employees are eligible.

In the early 2000s, the issue of and ensuing debate over expensing of options became heated. As companies began to treat options as an expense on the shareholder books, there was a shift in their advantages and disadvantages versus other equity-based rewards. Subsequently, there were cutbacks and changes in the use of stock options, particularly broad-based programs. The use of stock options will continue to evolve as companies adapt to mandatory expensing and its effect on stock options and other equity-based reward vehicles.

EVOLUTION OF BENEFITS PLANS USING EQUITY

ESPPs

The Revenue Act of 1964 modified the statutory stock options introduced in 1950 (Internal Revenue Code [IRC] Section 422) and added statutory stock purchase plans (IRC Section 423). FAS 123(R) modified the conditions whereby ESPPs will not incur a compensation cost and corresponding charge to earnings.

ESOPs

ESOPs have primarily been used as a vehicle to transfer stock ownership in closely held or private organizations from owners to employees. Covered under IRC Section 401, ESOPs date back to the early 1950s. As opposed to stock options, which were initially available only to key executives, ESOPs have a more inclusive history.

The Employee Retirement Income Security Act of 1974 (ERISA) has ensured broad employee participation in the plans. In 1974, only 200 companies within the United States offered ESOPs to their employees. The number increased dramatically in the 1980s as a result of favorable tax treatment. (A leveraged stock ownership plan [LSOP] purchases the stock with loans/debt.)

Since Congress eliminated some tax incentives in 1989, the number of U.S. companies offering plans has leveled off at more than 11,000, according to 2005 statistics from the Resource Library of the ESOP Association (www.esopassociation.org).

A change in the Internal Revenue Code in 1978, known as 401(k), resulted in a major shift in the retirement planning of millions of Americans. Today, there are more than $2 trillion in assets held in the accounts of millions of participants nationally. The 401(k) plan has become the most commonly offered employer-sponsored retirement plan, with the number of plans and participants increasing every year. With the decline in defined benefit plans, this trend is expected to continue and/or accelerate.

WHY EQUITY IS USED TO REWARD EMPLOYEES

Organizations use equity to reward their employees for a number of reasons, including:

- *Align management/employees with shareholders.* Employee interest in the profitability and success of the company is often limited to the desire for job stability.

Equity rewards help to create an ownership culture in which employees take a greater interest in the factors driving business success. It should be noted that many employees sell their ownership interest as soon as the rules and regulations allow them to do so.

- *Build motivation.* Many components of the total rewards package can be used to motivate employees. Money is one of the most powerful motivators available. Equity rewards programs offer employers effective methods to financially motivate employees.
- *Conserve resources.* In many cases, equity rewards allow companies to provide competitive compensation without depleting other assets, such as cash.
- *Wealth creation.* The actual realized gain can create significant opportunity for employee wealth creation.
- *Tax advantages.* Equity reward programs may offer tax advantages to the employee and/or the employer. In some cases, employers may significantly reduce their tax obligations through the use of various equity reward programs.
- *Attraction and retention.* Creative use of equity rewards, coupled with the right mix of other total rewards components, may provide the competitive edge to attract, motivate, and retain key talent.
- *Capital accumulation.* Positive cash flow from employee stock purchases provides a mechanism for the company to raise capital.

LEGAL, TAX, AND ACCOUNTING ISSUES

One of the "facts of life" of equity-based rewards programs is that they are highly regulated. This can be a plus in that much of the legislation created over the years has given rise to innovation in equity rewards.

With regard to taxation, equity-based reward programs vary widely in the tax implications on both the employer and the employee. The effect of taxation can drive plan selection depending on employer objectives.

The following section examines the impact of the legal environment on the evolution of equity rewards and the tax implications of the various programs.

IMPACT OF LEGISLATION ON EQUITY-BASED REWARDS PROGRAMS

Regulation of equity rewards spans many government agencies, including the IRS, SEC, and Department of Labor (DOL). (See Figure 16.1.) Legislation specifically addressing equity rewards dates back to the 1920s and has been instrumental in the creation and revision of many programs. (See Figure 16.2.)

Internal Revenue Code

In its simplest sense, the Internal Revenue Code (IRC) refers to the tax laws passed by Congress and administered by the IRS. Of all the legislation affecting the design and implementation of equity-based rewards programs, the IRC is arguably the most far-reaching, affecting most plans in one way or another. See Figure 16.3 for a partial list of the IRC sections affecting various equity-based rewards programs.

17 Employee Benefits Basics

To attract, motivate, and retain good workers, companies need to define what an employee wants from the employment relationship. One way to define employee needs is to consider "total rewards," which are everything an employee perceives to be of value resulting from working for the company.

Benefits are a core element of the WorldatWork total rewards model. (See Figure 1.3 in Chapter 1.) Benefits include health and welfare plans and retirement plans designed to help protect and ensure employees' financial security, as well as programs providing pay for time not worked. Over a period of time, employee benefits have evolved from basic "fringe benefits" of insurance coverage and a few perquisites to a comprehensive range of benefits that strike a balance between employees' personal and professional lives.

The ever-growing package of offerings has evolved, along with some compensation programs, into a separate element of the total rewards model, work-life. Can some programs of work-life be considered benefits? Yes, many organizations still consider them benefits. The total rewards model takes into account the fluidity of the relationship between compensation, benefits, and work-life. It will be up to each individual organization to define precisely where the various programs will be categorized.

HISTORICAL PERSPECTIVE OF BENEFITS

The world of employee benefits is drastically different than just 5 years ago, let alone 15 to 20 years ago. What is not new is that employees need benefits and companies need employees. However, due to the escalation of benefit costs, employers have started to re-examine the *employees'* role in the selection, payment, and management of benefits.

GOVERNMENT REGULATION OF BENEFITS PLANS

Management of employee benefits includes compliance with numerous federal and state laws and regulations. Sanctions and penalties for noncompliance can be severe, including plan "disqualification" under the Internal Revenue Code. Disqualification can cause employees to lose tax exemption or tax deferral of benefits values, and employers to lose the advantage of tax deductibility of plan expenditures.

Figure 17.4 highlights major laws affecting benefits plans and identifies principal agencies that issue regulations and monitor compliance. At least one new law each year affects some aspect of employee benefits. It is important to know that benefits continue to change due to legislation.

Federal regulations with the most significant influences include:

- *Internal Revenue Code (IRC).*
  - Refers to tax laws passed by Congress and administered by the IRS.
  - Early statute governing private pension plans.

FIGURE 17.4 Regulations of employee benefits.

Laws/Regulations	Scope/Provisions	Enforcing Agency
Family and Medical Leave Act of 1993 (FMLA)	Group health plans—requirement to continue regular coverage during periods of qualifying leaves (as many as 12 weeks per year).	U.S. Department of Labor (DOL)
Civil Rights Act of 1964	All benefits plans—regulations prohibiting discrimination against women and other protected classes in benefits plan "terms and conditions."	Equal Employment Opportunity Commission (EEOC)
Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA)	Group health plans—requirements for continuation of coverage following termination of employment and other "qualifying events."	U.S. Department of Labor (DOL) Internal Revenue Service (IRS) U.S. Public Health Service (for state and local employee plans)
Health Insurance Portability and Accountability Act of 1996 (HIPAA)	Group health plans—requires employers to provide terminated employees with a certificate of group health plan coverage, when requested.	U.S. Department of Labor (DOL)

(continued)

Discussions and Assignments Preparation Guide

Expectations and Requirements for:

Discussion Responses and Comments to Other Students

Grading Assignments

Avoiding Assignment Errors

Using APA and SWS

Note: The guidance, expectations, and requirements in this document take precedence over any items from previous courses or any other interpretations made while reading other course information. Always consult the professor when clarity is needed.

Weekly Discussions Grading

Overall Requirement

Responses to discussion topics and comments to fellow students must be specific, effective, and qualitative. These things normally do not occur when responses are only 3-4 very small sentences. Do not respond with personal stories like how things are done at your company. The idea is to keep responses in academic perspective. Be thorough with all responses, yet do not include wordy, non-relevant filler information. You must stay on point with your responses.

You are also required to use some level of research with responses to the discussion topics. It's up you how much you use but there must be at least one reference used. Any references used will be directly cited (citation) in your discussion response and the reference must be properly listed according to APA or SWS rules. If references are used but information in the post has no citations, 2 points are automatically deducted. If neither reference nor citations are listed, 3 points will automatically be deducted. Note however that more points may be deducted if the response has multiple statements that should have been cited.

Points for Discussion Responses

There are 30 maximum points allowed for each weekly discussion with the following points allocation:

- Specific, effective, and qualitative discussion responses – Up to 24 points max.
- Comments to a minimum of one other student's response – Up to 6 points max.

CRITICAL NOTE: Responses to discussion topics and comments to other students will not be accepted after 9 am on the Monday starting the new week. **No Exceptions**.

Assignment Grading

The overall guidelines for assignments are located in the course information section or student center. Be sure to review the information as it will be extremely helpful towards the overall success of assignments.

How Assignments Are Graded

During this quarter grading will be largely based on information found in the **Assignment Error Avoidance Descriptions** (**AEAD**) table. The table has two columns, one listing possible paper content errors and one listing possible paper formatting errors. The hope is that the student will use the table when writing papers to avoid as many of the listed errors as possible. The AEAD table is seen below:

Content Issues	Formatting Issues
Missing the introduction or conclusion section (**or both**) or they are ineffective, or not meets the minimum requirement	Not using APA 6, 7 or SWS properly overall.
Discussing non-relevant information and/or placing questionable information in 1 or more sections of the paper	Not using SWS properly regarding citations...i.e. not placing page or paragraph numbers with reference info instead of with citation.
Not enough specific or relevant discussions and information to fully address topics in one or more sections.	Missing or improperly set running heads (APA 6) and/or page numbers and/or cover page not properly set up
Not properly citing certain information or images/tables requiring research support (citations and references needed). **Major issue.**	Headings are missing or not properly set up per the course paper rules.
Difficult to verify some cited words from their respective sources due to improper citation settings, missing citations, or cannot locate web or journal sources. **Major issue.**	Citations (some) missing or not properly set up per the course paper rules (3-parts for all citations) and not placing 3rd part with reference for SWS
Did not meet minimum required page count for content. This means additional input is required.	All paragraphs not properly set up or too long (up to a full page) and general layout of information not to standard.
Missing entire paper topic section(s) [critical error]	Reference page and reference list not properly set up according to APA, SWS, and/or course paper rules. Not using academic/professional sources.
Using multiple quoted (or long quoted) words from sources violating fair use rules. Not enough synthesis or own thoughts. **Major Issue.**	Spacing not maintained at "double" and/or text size and font not consistent and/or paper format not to standard
Similarity of multiple words found from other sources. Paper is allowed but multiple points are deducted.	Write in active voice when possible. Use third person point of view and avoid first person point of view as much as possible

Student will actually see the above table as part of the feedback given by the professor. Any area violated will be highlighted in yellow. More details will be discussed by the professor during the course. The final score will be determined based on the number and severity of the above items.

However, there are two things that can negatively affect the final percentage you receive: (1) Late Submission Days and (2) Plagiarism.

Late Submission Days. Students who submit work after the assigned due date without documented (or communicated) exceptional circumstances can expect **a 1.428% daily score reduction** with accompanying late points in the following manner:

- Assignments submitted within 7 days after the submission deadline will receive up to a 10% deduction. The actual deduction will be determined by the professor but cannot exceed 10%.
- Assignments submitted between 8 and 14 days after the submission date will receive up to 20% deduction. The actual deduction will be determined by the professor but cannot exceed 20%.
- Assignments submitted between 15 and 21 days after the submission deadline will receive up to a 30% deduction. The actual deduction will be determined by the professor but cannot exceed 30%.
- Assignments submitted beyond 21 days after the submission deadline **will not be accepted**. The professor has the option to amend this rule based on critical student circumstances as determined by the professor.
- **Assignments due during the final week of the term cannot be accepted late. Any assignment that is not 21 days pass the due date can still be submitted and must be submitted by 11:59 pm on the last Wednesday (week 11) of the course to receive some credit.**

Plagiarism. It goes without saying that an assignment found to have a certain amount of similar, uncited words will be "flagged" and scored a "0". The student will have an opportunity to resubmit the flagged work at a reduced percentage. For this course, there is no such thing as "allowable percentage of plagiarism". However, an assignment will be considered "flagged" for plagiarism if more than 3 "sections of words" (long sentences, paragraphs, etc.) are determined to be from other sources for which credit has not been given. The paper will then receive a score of "0". As a matter of record and compliance, intentional or unintentional plagiarism offense will be reported to Strayer University's Office of Student Affairs.

Here is what else you need to know about plagiarism:

Upon reasonable determination that a student violated the Academic Integrity policy with such severity as to merit a more severe sanction, the instructor will take following actions:

A. Impose one of the following grade consequences, depending on the egregiousness of the offense and frequency of the occurrence in the course, along with the detailed explanation to the student in writing regarding the offense.

   I. Zero grade on the assignment with an opportunity to resubmit it for up to half credit (50%) up to 15 days after receipt of the grade with the instructors explanation (Note:

re-submissions of final course assignments will not be accepted after the last day of class unless otherwise specified by the instructor);

II. Zero grade on the assignment with no opportunity to revise, or

III. Referral to the Office of Student Affairs for Administrative Course Failure (F**).

Avoiding or Minimizing Errors for Assignments

When reviewing assignments, the professor will key in on a few particular items.

With overall formatting

1. Make sure section headings are properly set up. Do not copy and paste the paper requirement statements but instead restructure those statements into 5 but no more than 10 words. Headings must also be centered on page, each word begins with a capital letter (except and, of, the, etc.), and all should be bold text (except abstract and sources).
2. Make sure **all citations** have at least 3 parts (author[s], year, and page or paragraph number) regardless of if they apply to quotes or paraphrases.
3. Make sure all paragraphs are properly indented one-half inch to the right and spacing between lines of words do not exceed double. There should be no "page-long" paragraphs and no more than one page-long paragraphs.
4. Make sure references are properly formatted according to APA or SWS or as required by the instructor. Ensure all required information is part of the reference and be sure the reference page is accurately set up.

With overall content

1. Be sure to include an Abstract or Introduction section for all assignments. The headings for either must not be bold text. Both must be at least one full paragraph of at least 8 to 10 lines or sentences of information.
2. **Content is critical**. Be sure to directly address all key points of the particular section's requirement with a good balance of research and your own thoughts. Responses must be specific, effective, and clear. There should be no non-relevant discussion or input and research must not dominate the responses.
3. Include a conclusion section after all input has been shared. The conclusion section must have a heading (Conclusion) and must be bold text. Conclusion sections must be at least one full paragraph of at least 8 to 10 lines or sentences of information. A conclusion is not a summary, meaning it should not just mention the things you covered in the paper. It should highlight the importance of the paper's topics and information and make a couple recommendations for future applications.

NOTE: Be sure to always review the AEAD table on page 3 as it is a great source avoiding errors.

APA or SWS

When writing papers for this course the student may use APA 7 or Strayer Writing Standards (SWS) to effectively write and format assignment papers. A link has been provided for SWS at the left menu on the course home page and in the course information section. However, it is highly recommended that you use the SWS document provided by the instructor. For APA 7 information, the student can go to…
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

NOTE: When writing papers students must indicate somewhere on the cover page, which style was used, either APA 7 or SWS to write their paper.

The use of citations and references for this course **not other courses**, must be followed. The primary reason for adhering to the below information is to confirm and verify cited paper information.

Citations and References Using APA

Citations

Each time that information is either quoted or paraphrased from other's work there must be a citation used to cover such information. The citation must be placed directly before or immediately after the quoted or paraphrased words. Directly quoted words will also be inside quotation marks. **The citation must also have at least 3 parts: (1) an author, (2) a year, and (3) a page or paragraph number depending on the type of source.** This is extremely important so that anything you have written claiming to come from sources can be verified.

Example of Quoted Information

According to Lussier and Hendon (2019, p. 53) "HR managers need to recruit, select, train, and interact with employees differently based on different organizational strategies." Notice that quoted information has quotation marks, and the citation was placed before the quote and has 3 parts (author, year, and page number).

Example of Paraphrased Information Based on Above Quote

HR must be aware of differences in company strategies so that they recruit, train, and interact appropriately with all types of employees (Lussier & Hendon, 2019, p. 53). This is paraphrased input from the above quoted statement. Note that paraphrased information does not require quotation marks, **but the citation still has 3 parts,** and this time came after the paraphrased words.

NOTE: In either of the examples above or any other "borrowed" information **you must have 3 parts to the citations**, and you may place the citations directly before or immediately after the sourced words (your choice). If there are not 3 parts to the citations it makes it difficult to locate the information from the reference source. Each time a citation is missing all 3 parts, points will be deducted from assignments.

References

Only quality references may be used for all assignments. Avoid using non-quality information or web sites. When listing references on the assignment reference page follow general APA rules for how to list the reference.

Example Book Reference and Quality Web site Reference

Book

Mathis, R. L., Jackson, J. H., & Valentine, S. R. (2015). Human resource management (15th ed.). Stamford, CT: Cengage Learning.

Acceptable Web site Reference

Sammer, J. (2019). *Pay equity shines spotlight on compensation alignment.* Retrieved from the Society for Human Resource Management (SHRM) web site at https://www.shrm.org/ResourcesAndTools/hr-topics/compensation/Pages/pay-equity-shines-spotlight-on-compensation-alignment.aspx

If you use an article or paper from a web site, Ebsco Host, research.strayer.edu, or any other journal-type organization, you must include "retrieved from" information when listing the reference.

Example

You use the following reference for information in your paper:

> Rees, C & Edwards, T. (2009). Management strategies and HR in international mergers: Choice, constraints, and pragmatism. *Human Resource Management Journal. 2009, Vol. 19*(1), p24-39. 16p. 1 Chart. DOI: 10.1111/j.1748-8583.2008.00087.x.

Same reference above but you must now include the retrieved from link where you obtained the source and thus the reference reads:

> Rees, C & Edwards, T. (2009). Management strategies and HR in international mergers: Choice, constraints, and pragmatism. *Human Resource Management Journal. 2009, Vol. 19*(1), p24-39. 16p. 1 Chart. DOI: 10.1111/j.1748-8583.2008.00087.x. Retrieved from

https://eds-b-ebscohost-com.libdatab.strayer.edu/eds/pdfviewer/pdfviewer?vid=6&sid=6d8b3b11-b4c6-4cef-a520-c53647eb3956%40sdc-v-sessmgr02

Citations and References Using SWS

If students decide to use SWS for citations and references, these items are set up differently from APA 7. Students must click the **Strayer Writing Standards** link in the left menu on the course information page. Students can also go to https://www.youtube.com/playlist?list=PLSvmYamJpLX5DN_56vyQqN4VzitwJU-9r to review the SWS support videos.

NOTE: It is highly recommended to follow the guidelines below and from the SWS document provided by the instructor in the course.

SWS Citations

Citations when using SWS are only required to have the last name of the author and the number of the reference as listed on the reference page. Ex: Lussier (1) or (Lussier, 1). This means that the information you are citing in your paper came from the Lussier textbook and that textbook is the first reference listed on your reference page. Just because no page number needs to be with the citation does not mean that it is not needed. It is now placed with the reference information.

References

If your reference used is a book, journal article, or any source that has page numbers, you are required to place the page number of the in-text citation as part of the reference on the reference page. For example, take this quote...

According to Lussier (1) "HR managers need to recruit, select, train, and interact with employees differently based on different organizational strategies." The quote is actually on page 53 of the Lussier textbook, and although the page number no longer has to be with the citation in the body of the paper when using SWS, **it does have to show up as part of the reference**.

Here's how the reference looks on the reference page:

1. Robert N. Lussier. 2019. Human Resource management: Functions, applications, and skill development. 3rd Ed. [p. 53]. Thousand Oaks, CA: Sage Publications.

If your reference is a **website source**, instead of a page number to show where the information comes from, there must be a paragraph or section number (your preference on what you call it).

EXAMPLE APA 7 FORMAT PAPER

Evaluating Corporate Recruiting Plan

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U03a1

Dr. Courtney Hammonds

January 18, 2021

ABSTRACT

This report examined current and past theory on recruiting strategies and processes to emphasize the importance and relevancy of effective selection processes for competitive business organizations. Gatewood, Field & Barrick (2016, p. 36) uses the word "formidable" to indicate the arduous nature of conceptualizing and developing an effective selection program. Particularly, the authors as well assert that the difficulty level in developing sound recruitment and selection processes is compounded when consideration is given to the adherence of certain laws that impact hiring and selection. This report recognizes the need for effective recruiting plans as a critical organizational strategy aimed at attracting top quality employees. It also makes the case that targeted recruiting must have as its foundation processes and programs that strongly address underrepresented groups in hiring. The report finally recognizes that no recruitment strategy or plan, whether from the private or public sector can truly be effective or add overall organizational value if those developing such strategies lack knowledge of how laws affect selection and hiring.

Evaluate the Merits and Limitations of Recruiting Plan

Selecting and acquiring top talent has never been more important today for organizations seeking competitive advantage. Thus, the need for an effective recruitment strategy and plan is essential for acquiring and retaining top talent (Brazeel, 2010, p.1). The overall effectiveness of the organization's recruitment plan is even more important when consideration is given to the need to recruit across levels. Rashmi (2010) believes most organizations will probably have structured recruitment and selection processes but knowing how the processes are applied across levels is essential. The processes (or program) may differ in:

- sources of recruitment
- advertisement content
- application methods
- selection methods, and
- closure methods (p. 121).

Understanding the merits and limitations of organizational recruitment plans will increase the likelihood that HR teams will develop strong recruitment and selection processes.

Recruitment Plan Evaluation – Foxconn

This report assumed that like most major organizations Foxconn is making significant investments in major new operations. To support this endeavor, they have determined a need exists for additional employees with specific knowledge, skills, and abilities. Such experience is needed to meet the demands of high-performing teams. An evaluation of the current recruitment plan for IT and engineer positions reveals Foxconn's current plan utilizing college job fairs, internships, professional organizations, and executive recruitment. The recruitment plan for administrative and distribution center entails sourcing from local newspapers, point-of-sales advertising, and internal job referrals. As a result of these findings, this report recommends eliminating across each plan college job fairs and local newspapers.

As far as IT and engineer positions, they are usually considered high-profile or high performing positions thus, professional organizations, executive search, and even internships must remain part of the current recruitment plan. The latter of the elements can also be a cost-saving measure in terms of salary and benefits. Rockwood and Hermans (2020) also states "Intern hiring was expected to increase 2.6 percent in 2019 from the previous year" (p. 68). The authors also made a point that pools of highly motivated interns are available. Each element will likely continue to be successful and can also be leveraged by the recruitment plan for administrative and distribution positions.

On the other hand, the likelihood of on-site college job fairs and local newspapers continuing to be successful are rather slim. With the existing Covid-19 concerns across the nation, it is easy to speculate that the lack of willingness to participate in such a job fair event, particularly at rented facilities or on site, exists with both candidates and the hosting organization. With respect to using local papers as a source for recruiting talent this approach may be seen a limiting strategy for two reasons. First, there is some research suggesting that newspapers are no longer a primary sources of information, thus many people are no longer reading newspapers. It is worth mentioning the following:

> The estimated total U.S. daily newspaper circulation (print and digital combined) in 2018 was 28.6 million for weekday and 30.8 million for Sunday, down 8% and 9%, respectively, from the previous year. Weekday print circulation decreased 12% and Sunday print circulation decreased 13% (Pew Research Center, n.d., sec. 2).

Based on the overall analysis for this report's section on evaluating the recruitment plan, a general recommendation might be that Foxconn leverage the plan elements for the IT and engineer positions and morph them into the administrative and distribution positions plan.

Recommending Plan for Successful Research-Based Recruiting of Targeted Groups

Organizations evaluate recruiting effectiveness to see how their recruiting efforts compare with past patterns. They also do so to make comparisons with other organizations. Recruiting strategies take into consideration a number of EEO and diversity considerations and therefore the need for HR leaders to address target groups, such as underrepresented candidates has never been more important.

Recruitment of Targeted Groups: A Brief Analysis

This report contends when organizations apply specific practices aimed at recruiting targeted groups such approaches tend to make the overall workplace more functionally creative and innovative (McKay & Avery, 2005, p. 332). The term "targeted groups" takes on different meanings with respect to the overall goal of recruiting top talent. Target groups could be candidates with specific expertise and experience regardless of race, color, or national origin. However, targeted groups may also be candidates that have previously been underrepresented but now the goal of recruiting is to close the gap between majority and minority representation. To emphasize the importance of closing selection gaps three underrepresented target groups are worth discussing, minorities, women, and disabled candidates.

It is important to understand and discuss the topic of diversity in organizations to appreciate the need to better represent minorities, women, and disabled candidates, especially when seeking top talent. Diversity simply put is the existence of differences in people (Lussier & Hendon, 2019, p. 95). When organizations understand the significance of a diverse workplace and its impact on creativity (thinking uniquely) and innovation (creating new processes), they begin to recognize the value of minority, women, and disabled worker representation across the organizational landscape. It is also critical for management and HR teams to understand current legal mandates that impact policies and practices used to recruit talent including Americans with Disabilities Act (ADA), Age Discrimination in Employment Act (ADEA), Equal Pay Act (EPA), and Pregnancy Discrimination Act (PDA] (Gatewood, Field & Barrick, 2016, p. 35).

Recommendations for Targeted Search Success

One recommendation for enabling targeted search success to ensure adherence to guidelines derived from law and hiring practices is to ensure HR managers remain abreast of both current and guidance on diversity and inclusion and the previously mentioned laws in this report. This is especially needed as HR departments seek to modernize and reform assessment and hiring of job candidates (Federal Register, 2020, para 2). Regular policy reviews and strategic planning meetings will be beneficial. Another recommendation for enabling targeted search success to ensure adherence to guidelines derived from law and hiring practices is to ensure HR teams are knowledgeable of other key laws and current best practice affecting targeted groups. Joubert (2020, p.11) believes that such understanding of key laws and industry best practices positions HR to be a more effective business partner when sourcing top talent. As a final recommendation

As a final recommendation it will be necessary to simply maintain effective internal management principles around planning, organizing, leading, and controlling. Through these principles management teams and HR leaders stay abreast of the changing landscape of the organization but also to their own accountability for avoiding discrimination in hiring and by targeting groups normally considered underrepresented. Talent acquisition is one of the most important HR functions in the department and not understanding how prevailing laws impact that function places the HR team at a disadvantage for adding value to the organization.

Identify Impact of Legal Environment on the Recruiting Process

Gatewood et al, 2016 provides an informative perspective on Federal laws that must be considered by HR practitioners when formulating strategies to develop recruitment and selection processes. Some of the laws noted include the civil rights act of 1991, age discrimination in employment act, Americans with disabilities act, immigration and control reform act, and several executive orders (p. 107). This report focused on the latter, executive orders in the federal government, since they are centered on race, color, religion, sex, national origin, handicap, or age. The primary focus are executive orders 13087 and 13672.

Executive Orders and Impact on Hiring, Recruiting, and Promotion

Executive orders 13087 and 13672 came about due to the need to make more specific guidance related to Executive Order 11478. In other words, the executive order needed to be updated to clarify and make additions to current characteristics (race, color, religion, etc.). Thus, the essentials of orders 13087 and 13672 can be simply summarized as follows:

- <u>Executive Order 13087</u> Signed in 1998, this order amends Executive Order 11478 to include sexual orientation.
- <u>Executive Order 13672</u> Signed in 2014, this order amends Executive Order 11478 and 11246 to include gender identity (Gatewood et al, 2016, p. 110).

The selection of executive orders 13087 and 13672 for this report was important because each makes clear the apparent need to highlight the terms sexual orientation and gender identity—and rightfully so. Look no further than the recent Supreme Court ruling that federal civil rights law recognized to protect gay, lesbian, and transgender workers (de Vogue & Cole, 2020). The actions by the courts to emphasize such fair treatment is not just beneficial support for employment candidates in the federal sector, but as well, the private sector.

Finally, it is recommended that federal government agencies ensure adherence to executive orders derived from law and hiring practices is to ensure department managers remain abreast of both current and prior executive orders. This is especially needed as these departments seek to modernize and reform assessment and hiring of federal job candidates (Federal Register, 2020, sec. 3). Regular policy reviews and strategic planning meetings will be beneficial. Just as critical for agencies and organizations to understand and leverage executive orders so is dealing with perceived human resource business partner issues derived from legal implications.

HR Issues and Law Implications

There are two issues that immediately come to mind that HR leaders encounter. The first is clarity of federal laws versus state laws. The second issue derives somewhat from the first and it centers on challenges and constraints for recruiting.

HR Issues with Federal Vs. State Laws

HR support departments in organizations must be well-versed on both federal and state laws, especially when they govern how employment processes are applied. "The U.S. Department of Labor (DOL) administers and enforces more than 180 federal laws. These mandates and the regulations that implement them cover many workplace activities for about 150 million workers and 10 million workplaces" (DOL, n.d., para 1). The website lists several laws that impact employment and the laws apply to things like wages and hours, workplace safety and health, workers compensation, and family and medical leave to name just a few. Lack of understand and applying these laws to organizational strategies and policies are certain to lead to HR issues.

HR Issues Due to Organization Challenges/Constraints

Challenges and constraints refer to internal organizational actions that can challenge the implementation of a sound recruitment process. While there may be many challenges or constraints, three come to mind and they include (1) budgetary constraints, (2) lack of strategic acuity by HR teams, and (3) applying laws appropriately (Lussier & Hendon, 2019, pp. 169-170). At first glance one may ask how do federal or state laws impact these challenges and constraints?

First, all internal budgets to support HR activities should always be created to not only ensure necessary jobs are filled, but they must also be planned around the required tasks HR assumes to ensure legally administered programs, especially those that are jurisdictional (Lo, Mackay, & Pio, 2015, p. 335). Second, federal and state laws impact how HR teams strategically understands the laws and strategically communicates and implements the programs derived from those laws. Finally, the third constraint flows with, and derives from the second challenge or constraint. However, extra emphasis must be placed for pay equity and other programs when organizations operate either nationally (across state borders) or globally.

Conclusion

It is important for businesses and their owners to develop and continue to foster good recruiting plans in efforts to ensure both organizational success and legal compliance. HR teams in organizations play a major role in that endeavor as they must effectively attract and retain top talent. Although administrative and legally mandated tasks are important, HR's strategic contribution should also add value to the organization by improving the performance of the business. As such, improving the performance of the business requires a strategic HR management approach (Mathis, Jackson, Valentine & Meglich, 2017, p. 47). This means, as derived from the previous discussion herein, HR must appropriately conceive and implement recruitment practices and programs that are well within the parameters of federal employment laws. Planning must also address the "jurisdictional nature" of business operations as employment laws apply differently across regions and borders.

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ASSIGNMENT INFORMATION

Due Date	Points Possible
Monday, May 3, 2021 9:00 AM	**125** View Rubric

Sales Force Compensation

For companies that have a mission of selling, a major objective is to motivate the salespeople. While many factors go into motivating these people, one of the primary factors is the compensation plan that describes how they will be rewarded. Research a large organization's sales force and its compensation plan. Write a five- to seven-page paper in which you:

1. In order to motivate the sales force to produce the highest number of clients, describe six features of an effective total rewards program.
2. Describe the behaviors of the sales force that are targeted with the compensation plan.
3. Assess how a value proposition is achieved for current and future employees in the plan you have outlined.
4. Based upon the type of plan you have created, indicate how attracted you think future salespeople may be to this plan.
5. Use at least five quality academic resources in this assignment. Note: Wikipedia and other websites do not quality as academic resources.

This course requires the use of Strayer Writing Standards. For assistance and information, please refer to the Strayer Writing Standards link in the left-hand menu of your course.

The specific course learning outcome associated with this assignment is:

- Assess the effectiveness of a total rewards program in motivating salespeople.

Institution Release Statement

*When finished, make sure to click **Submit**.*
*Optionally, click **Save as Draft** to save changes and continue working later, or click **Cancel** to quit without savir*

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