Instructor: Catherine Dunwoodie
Adjunct Professor - UC
Sr. Director ACA Compliance and Benefits Administration - Paycor
(513) 226-1092 (cell)
dunwoocb@ucmail.uc.edu or cdunwoodie@gmail.com

Office Hours: Tuesday evenings 5 - 6 pm or by appointment (Note: Please feel free to email or call if you have any questions or concerns during the course!)

Class Meeting Times: Tuesday evenings 6 p.m. – 9:50 p.m.

Class Location: 808 Swift


Expensive new but lots of used copies are out there on Amazon and other textbook services.

Applications readings are also required for the course. Any non text book readings, will be posted as .pdfs on Blackboard

Course Purpose: This course focuses on concepts and applications related to organizations and the benefits offered to the individuals who work in them. My goal is to help you better understand the challenges and goals of effective design of employee benefit plans. We will cover micro-level issues (e.g., individual differences and motivation), mid-level issues (e.g., design decisions on benefits offerings) and macro-level issues (e.g., national and international trends and legislation). It is my hope that focusing on these concepts, applications, and issues will allow you to see and understand benefits concepts you might currently be unaware of. I believe that HR leadership in benefit plan design and education is key to meeting corporate and stakeholder goals of the organization as a whole.
Course Objectives:

- To learn more about yourself and your own assumptions, strengths, and areas for development.
- To understand more about others, including the nature and value of differences in points of view.
- To build a toolkit of concepts so that you can engage in dialogue about employee benefits more knowledgeably.
- To refine ability to read critically, think analytically, speak articulately, and write convincingly.

Course Methods:

This course is intended to blend theory (concepts) and practice (applications) with the intent of learning more about both. To gain a richer understanding of both theory and practice, we will use a variety of methods, including experiential exercises, instrumental exercises, role plays, videos, cases and other activities. To fully engage in this course, it is essential that you come to class prepared to jump into the material so that we can make the most of our limited contact time.

Blackboard:

We will use Blackboard throughout the course. (http://blackboard.uc.edu). Blackboard will be used as a means for making course materials available to you. All presentations and other course materials will be posted there. Blackboard will also be used to make announcements and post any schedule adjustments. It is important to check Blackboard regularly!

Grading:

**Individual Components**

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>Concept quizzes (2 @ 60 pts./each)</td>
</tr>
<tr>
<td>30</td>
<td>Class Presence/participation</td>
</tr>
<tr>
<td>60</td>
<td>Reading Takeaways / discussion</td>
</tr>
<tr>
<td>50</td>
<td>Individual Case Analysis</td>
</tr>
</tbody>
</table>

**Group Component**

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Group Case Study Overview &amp; Briefing</td>
</tr>
</tbody>
</table>

300 pts TOTAL POSSIBLE POINTS
Typical Grading Levels
94% - 100%  A
90% - 93%  A-
86% - 89%  B+
82% - 85%  B
78% - 81%  B-
74% - 77%  C+
70% - 73%  C
69% and below F

Concept Quizzes:
Two concept quizzes will be given as an opportunity for you to demonstrate your understanding of concepts, theories and terms in the course. These concepts are largely drawn from the textbook, lectures and readings. The quizzes will be taken on-line after all course material for the quiz has been covered. There will usually be a 2 day window within which you can access the on-line quiz. These quizzes will be open book/open note assessments.

Case Analyses
Individual Case Analysis
One individual paper will require you to analyze a short case study that is related to the topics discussed in this course. These cases will be at the end of the chapters in our text for easy access. Your selected case should not be the case your group is presenting. Your Case Analysis paper will be due at the beginning of class on the day on which that case is to be discussed as shown on the schedule or Feb. 7, whichever is earlier. The specific requirements for this assignment will be provided on the first day of class and posted in Blackboard.

Group Case Study Overview
Each team will be responsible for preparing one Case Study. On the first day of class, each team will sign up for one of several Case Study presentation dates. In addition to preparing the Case Study Overviews, your team will also be expected to prepare a one-page “briefing” for each case, in which you provide a diagnosis of the case, as well as defensible recommendations for action. The requirements for this one-page briefing will be provided on the first day of class and posted on Blackboard.

Class Presence:
It is my expectation that you will be prompt and regularly attend class sessions. Also, class contribution is an important component in this course. You are expected to read the assigned material (including the short cases each week) and be prepared to discuss it in class and to participate in in-class activities and exercises.
Takeaways from readings:
(60 pts.)

Each week you will find application readings drawn from sources other than our textbook. These short articles will always have connections with the content of the session. These readings will usually deal with real world benefit management challenges. For each class sessions, you will come prepared with your “takeaways” from the readings associated with the topic of that day. These should be ideas or thoughts from the reading(s) that struck you as something that you could apply to your current or future managerial tasks. You need not speak on each article, but I am confident that there will be at least one or two ideas the readings that will catch your interest and attention.

Assessment of your responses to these cases will focus on:
1. Clarity of describing the idea from the reading.
2. Attempt to relate the ideas form the reading to your experience.
3. Evaluative reactions to the ideas in the article (Positive and/or negative).

Other Course Policies:

- **Cancelled classes.** If the University cancels classes on a regularly scheduled class day, any assignments will be due at the next regularly scheduled class. Please be sure to check Blackboard for updates to our schedule and assignments.
- **Incomplete.** Incompletes will be given only in rare cases where arrangements have been made with me in advance. Otherwise, if you do not complete all course requirements, you will be assigned the letter grade corresponding to the number of points you have received.
- **Late assignments.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due.
- **No extra credit assignments or projects will be given under any circumstances in this course.**
- **Grade appeals.** If you have a concern about a grade that you receive in this class, you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and provide evidence to support a grade change. I will then review your appeal and respond as quickly as possible.
- **Academic dishonesty.** Academic dishonesty as defined by University policy (e.g., plagiarizing, cheating, etc.) will not be tolerated in any form. The University Rules, including the Student Code of
Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

- **Special needs policy.** If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) that may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. You may contact DSO at 556-6823. Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.
## Course Schedule: MGMT 8080-001: Benefits Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Chapters</th>
<th>Applications Readings</th>
<th>Case Study</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Introduction to Employee Benefits, Psychology and Legislation</td>
<td>1, 2, 3</td>
<td>A New Business Strategy: Treating Employees Well</td>
<td>1 - 6</td>
<td>Takeaway from reading</td>
</tr>
<tr>
<td>Jan. 10</td>
<td></td>
<td></td>
<td>How to Develop an Effective Benefits Communication Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Health Insurance Programs and ACA</td>
<td>5</td>
<td>Healthcare for All Americans</td>
<td>7 and 8</td>
<td>Takeaway from reading</td>
</tr>
<tr>
<td>Jan. 17</td>
<td></td>
<td></td>
<td>Positioning Wellness Strategies Within Employee Benefit Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Retirement Plans</td>
<td>4, 11</td>
<td>The Emerging Role of Employee Education in Retirement Planning</td>
<td>9 - 12</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Jan. 24</td>
<td></td>
<td></td>
<td>Employee Financial Literacy - One Seasoned Perspective</td>
<td></td>
<td>Takeaway from reading</td>
</tr>
<tr>
<td>Tuesday Jan. 31</td>
<td>Disability, Life and Workers Compensation Insurance</td>
<td>6</td>
<td>Workplace Safety, Security and Employee Gun Rights</td>
<td>13 and 14</td>
<td>• Takeaway from reading</td>
</tr>
<tr>
<td>Tuesday Feb. 7</td>
<td>PTO, FMLA and Accommodation Benefits</td>
<td>8, 9</td>
<td>$21 Billion and Counting - The Burdens of FMLA to Employers</td>
<td>15 - 18</td>
<td>• All individual case analyses due • Takeaway from reading</td>
</tr>
<tr>
<td>Tuesday Feb. 14</td>
<td>Benefits Design, Trends and Global issues</td>
<td>10, 12</td>
<td>Global Health Systems Comparisons</td>
<td>19 - 22</td>
<td>• Quiz 2 • Takeaway from reading</td>
</tr>
<tr>
<td>Tuesday Feb. 21</td>
<td>Group Case Presentations</td>
<td></td>
<td></td>
<td></td>
<td>• Takeaway from reading</td>
</tr>
</tbody>
</table>
Employee Benefits  MGMT 8080-001  Spring, 2016
Application Readings: Case Studies for Individual and Group Assignments

Jan. 10  Introduction to Employee Benefits, Psychology and Economics, and Regulation

Jan. 17  Health Insurance and ACA

Jan. 24  Retirement Plans

Jan. 31  Disability, Life and Workers Comp Insurance
Feb. 7  PTO, FMLA and Accommodation Benefits


Feb. 21  Group Case Presentations