EAB 4930 - INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT (Special Topics)

University of Florida
Department of Psychology
Fall Semester 2018 - 3 Credit Hours
Class: MWF - 10:40 a.m. to 11:30 a.m.   Location: FLI 0117

Instructor: Nicole Gravina, Ph.D.   TA: Nicholas Matey, MS, BCBA
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Office hours: Mondays 1:30—2:30; Psychology Building 339

Textbooks:

Daniels, A. C., and Bailey, J. (2014). *Performance Management: Changing Behavior That Drives Organizational Effectiveness* (5th ed.). Tucker, GA: Performance Management Publications. *This text is listed as "D&B" on the course schedule.*

In addition, we will be reading chapters from other textbooks and journal articles, which will be posted on Canvas.

Course Description and Purpose:

This course will provide an overview of contemporary research and practice in the field of Organizational Behavior Management (OBM), also sometimes referred to as Performance Management (PM) in organizational settings. OBM is seen by some as a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology.

The concepts and techniques used in OBM originated from the field of behavior analysis. Behavior analysis is most appropriately described as a natural science-based approach to the study and conceptualization of human behavior. Behavior analysis originated in the laboratory operant research of the early to middle 1900's. In the 1960's operant procedures began to be applied with human populations. The application of these principles of learning produced socially significant changes in behavior and the sub-discipline of Applied Behavior Analysis (ABA) was born in the late 1960's with the publication of the first volume of the Journal of Applied Behavior Analysis (JABA). When ABA is applied to organizational problems such as training, safety, productivity, and quality deficits, the collective set of procedures is termed "Organizational Behavior Management". The primary journal in the field of OBM is the *Journal of Organizational Behavior Management* (*JOBM*), founded in 1977. The OBM Network, a special interest group of the Association for Behavior Analysis, International provides a "home" for behavior analysts interested in OBM.

The purpose of this course is to introduce students to practice and research in OBM and to provide students with the skills needed to apply the fundamental principles of ABA to a variety of performance problems in organizational settings.

At the conclusion of the course, students demonstrating mastery of the course material will be able to:

- Describe OBM and its relationship to behavior analysis
- Pinpoint and assess performance problems using an OBM approach
- Design appropriate measurement procedures
- Identify appropriate intervention strategies for improving performance in organizations
- Describe ethical considerations in OBM
- Describe effective supervision practices

Course Format:
This course will be taught with a mix of lecture and group activities. Students are expected to participate in and contribute to each activity/discussion.

Course Requirements:
1) Attend and be on time for all class meetings.
2) Read the assigned material *before* the corresponding class meeting and complete the article and chapter summaries.
3) Use the study objectives to prepare for quizzes and take quizzes.
4) Write article summaries using the provided template.
5) Complete an OBM project and write up.
6) Participate actively and respectfully in class discussion.

Course Assignments and Grading:
Quizzes (140 pts): There will be eight quizzes across the semester worth 20 pts each. Quizzes will consist of true/false, multiple choice, and short answer questions and will be based on study objectives provided in advance. For each student, **I will drop the lowest quiz score**. Because I will drop the lowest quiz score, there will be NO MAKEUP quizzes, except in very rare cases at the discretion of the instructor.

Article Summaries (20 pts): Article summaries are designed to help you understand the article and encourage you to keep up with the readings. I have provided an article summary template on Canvas. Use this template for EVERY empirical article assigned (denoted with a *) in class and upload your summary to Canvas. Article summaries are due before the class for which they are assigned. I will drop one article summary, which means that you can miss one without penalty.

Attendance: Attendance is very important because we will discuss information that will be on the quizzes and we will do activities to help you apply the concepts. Therefore, attendance will be taken at every class. **Students with perfect attendance across the semester will receive five bonus points at the end of the semester. Students who miss more than 3 classes will have their grade lowered by one letter grade, regardless of the reason for the absence** (with very few exceptions, at the instructor's discretion). However, if you miss class, you can make up the absence (but not in for perfect attendance) by bringing an example of an OBM concept from the popular press and writing a paragraph explaining how it relates to OBM **within two weeks of the absence**. *The example should not be from an academic source but it should be reasonably credible and widely available (i.e., not your friend's blog or facebook post).* Possible sources

include: New York Times, CNN, Business Insider, Wall Street Journal, Business Insider, ESPN, NPR, H&F Magazine, etc.

OBM Project (40 pts): This project is designed to help you practice some of the tools from class. For this project, you will find an organization that will allow you to ask a supervisor some questions. You MAY NOT use your own workplace but you can use the workplace of a friend or family member. However, if you would like to go into consulting, I strongly advise you to try to do this project at an organization where you don't know anyone in order to get practice. For the project, you will talk with the supervisor to identify a pinpoint in need of improvement. Then, you will develop a data sheet and collect three data points worth of data. Next, you will complete an ABC Analysis, PDC, or PDC-HS to assess the performance issue. Next, you will provide recommendations for improving the performance of concern. You will not implement an intervention as part of this project. Finally, you will write up your project describing your pinpoint and why you chose it, your measurement method (including the data sheet and a graph of the data made in Excel or another program), your recommendations, and then you will reflect on your experience with this project. For the reflection you will explain what you learned, what you still need practice with, and what you would do differently next time. Please come to office hours if you have questions about the project.

Final write should include:

- A half page description of the organization and site (3 pts)
- The pinpoint and a description of how it meets each of Daniel's pinpointing criteria. (3 pts)
- The data sheet (should be complete and easy to understand and use) and a description of the measurement procedure. (4 pts)
- The three baseline data points you collected presented in a graph created in a program like Excel and a short description of the data (e.g., The baseline data points average x, which was far below the goal described by the supervisor). (5 pts)
- The results of the assessment presented in a table or graph and described in a page. (5 pts)
- Your recommendations for an intervention should be described in 1-2 pages and should include CITATIONS for research articles including those not assigned in class as you describe them. (10 its)
- A 1.5-2 page reflection on the experience. What did you learn? What skills do you want to further develop? What would you do differently next time? (10 pts)
- The paper should be in 12 its font, normal margins, and double spaced. References should be in APA format. Include a cover page. Points will be deducted for grammar or APA errors.
- Points will also be deducted if you fail to meet the deadlines for each section of the project due throughout the semester.

OVERALL COURSE GRADING
A - 90-100%   B - 80-89%   C - 70-79%   D - 60-69%   E - <60%

Schedule and Assignment Due Dates

DATE	TOPIC	READING/ASSIGNMENTS
1-7	Syllabus Day	
1-9	Introduction to OBM	D&B Ch 1&2 Wilder, D. A., Austin, J., & Casella, S. (2009). *Applying behavior analysis in organizations: Organizational behavior management. Psychological Services, 6* (3), 202-211.
1-11	PM vs IO	D&B Ch 3&4
1-14	Pinpointing	D&B Ch 5 *Anderson, D. C., Crowell, C. R., Hantula, D. A., & Siroky, L. M. (1988). Task clarification and individual performance posting for improving cleaning in a student-managed university bar. *Journal of Organizational Behavior Management, 9*, 73-90.
1-16	Mission Statements	D&B Ch 6
1-18	Quiz 1	
1-21	MLK HOLIDAY	NO CLASS
1-23	Measurement	D&B Ch 7
1-25	Scorecards	*Griffin, M., Gravina, N., Matey, N., Pritchard, J., & Wine, B. (In press). Using scorecards and a lottery to improve the performance of behavior technicians in two autism treatment clinics. *Journal of Organizational Behavior Management.*
1-28	Graphing	D&B Ch 8
1-30	Research designs in OBM	D&B Ch 22 *Rice, A., Austin, J., & Gravina, N. Increasing customer service behaviors using manager-delivered task clarification and social praise. *Journal of Applied Behavior Analysis, 42*, 665-669.
2-1	Quiz 2	
2-4	ABC Model	D&B Ch 9
2-6	Assessment PIC/NIC	D&B Ch 10 Austin, J., Carr, J. E., & Agnew, J. L. (1999). The need for assessment of maintaining variables in OBM. *Journal of Organizational Behavior Management, 19*, 59-87.
2-8	Assessment/BEM	*LeFleur, T., & Hyten, C. (1995). Improving the quality of hotel banquet staff performance. *Journal of Organizational Behavior Management, 15*, 69-93.
2-11	PDC/PDC-HS	*Carr, J., Wilder, D., Majdalany, L., Mathisen, D., & Strain, L. (2013). An assessment-based solution to a human-service employee performance problem. *BAP, 6,* 16-32.
2-13	Quiz 3	
2-15	Antecedents/Task Analysis/Setting expectations	D&B Ch 11 *Therrien, K., Wilder, D. A., Rodriguez, M., & Wine, B. (2005). Preintervention analysis and improvement of customer greeting in a restaurant. *JABA, 38*, 411-415.

2-18	Prompts/Rules	Agnew, J. L., & Redmon, W. K. (1992). Contingency specifying stimuli: The role of "rules" in organizational behavior management. *JOBM, 12*(2), 67-76. OBM PROJECT: SITE DUE!!
2-20	Training/BST	*Stocco, C. S., Thompson, R. H., Hart, J. M., & Soriano, H. L. (2017). Improving the interview skills of college students using behavioral skills training. *Journal of Applied Behavior Analysis, 50*, 495-510.
2-22	Goal Setting	*Wilk, L., & Redmon., W. (1990). A daily-adjusted goal-setting and feedback procedure for improving productivity in a university admissions department, *JOBM, 11,* 55-75.
2-25	Quiz 4	
2-27	Feedback	D&B Ch 13 *Luke, M. M., & Alavosius, M. (2013). Adherence with universal precautions after immediate, personalized performance feedback. *JABA, 44,* 967-971.
3-1	Feedback/Consequences	D&B Ch 12 *Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? *JOBM, 4,* 308-324. OBM PROJECT: PINPOINT DUE!
3-4	SPRING BREAK	NO CLASS
3-6	SPRING BREAK	NO CLASS
3-8	SPRING BREAK	NO CLASS
3-11	Finding Reinforcers	D&B Ch 14 *Wilder, D., Rost, K., & McMahon, M. (2010). The accuracy of managerial prediction of employee preference, *JOBM, 27,* 1-14.
3-13	Reinforcement Delivery	D&B Ch 15 & 16 OBM PROJECT: DATA SHEET DUE!
3-15	Incentives	*LaMere, J. M., Dickinson, A. M., Henry, M., Henry, G., & Poling, A. (1996). Effects of a multicomponent incentive program on the performance of truck drivers: A longitudinal study. *Behavior Modification, 20*(4), 385-405.
3-18	Quiz 5	
3-20	Punishers and Penalties	D&B Ch 19 Groover, D. R. (2016). Discipline and safety: 8 principles for getting it right. *Dekra Insights.* Retrieved from: *https://dekra-insight.com/images/white-paper-documents/wp-discipline-in-safety-us.pdf*
3-22	Unwanted behavior/discipline	D&B Ch 20 *Carter, N., & Holmberg, B. (1992). Theft reduction in a grocery store through product identification. *Journal of Organizational Behavior Management, 13*(1), 129-135.
3-25	Job Satisfaction/Ethics	Hantula, D. (2015). Job satisfaction: The management tool and leadership responsibility. Journal of Organizational Behavior Management, 35(1-2), 81-94.

3-27	Procedural Acceptability/Ethics	Parsons, M. B. (1998). A review of procedural acceptability in organizational behavior management. Journal of Organizational Behavior Management, 18, 172-190.
3-29	Quiz 6	
4-1	Self-Management	*Richman, G., Riordan, M., Reiss, M., Pyles, D., & Bailey, J. (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting, *Journal of Applied Behavior Analysis, 21,* 401-409.
4-3	Token Economies	*Fox, D. K., Hopkins, B. L., & Anger, W. K. (1987). The long-term effects of a token economy on safety performance in open-pit mining. *Journal of Applied Behavior Analysis*, *20*(3), 215–224. OBM PROJECT: DATA AND ASSESSMENT DUE!
4-5	Consultant Workshop Model	*Gravina, N., & Austin, J. (2018). An evaluation of the consultant workshop model in a human service setting. Journal of Organizational Behavior Management, 38, 244-257.
4-8	Behavioral Safety	*Komaki, J., Barwick, K., & Scott, L. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant, *Journal of Applied Psychology, 63,* 434-445. Sulzer-Azaroff, B., & Austin, J. (2000), Does BBS work? Behavior-based safety and injury reduction: A survey of the evidence. *PS*, 19-24.
4-10	Behavioral Safety	*Gravina, N., King, A., & Austin, J. (2019). Training leaders to use behavioral science to improve safety. *Safety Science, 112,* 66-70. OBM PROJECT: DRAFT FOR FEEDBACK DUE!
4-12	Quiz 7	
4-15	Institutionalization	*Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. *Journal of Organizational Behavior Management, 26*(4), 41–77.
4-17	Systems Analysis	*Kelley, D., & Gravina, N. (2018). Every minute counts: Using the science of behavior to reduce wait times in an emergency department. *JOBM.*
4-19	Supervision and Leadership	*Komaki, J. L. (1986). Toward effective supervision: An operant analysis and comparison of managers at work. *Journal of Applied Psychology, 71*, 270-279.
4-22	Supervision and Leadership	Turner, L. B., Fishcer, A. J., & Luiselli, J. K. (2016). Toward a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. *Behavior Analysis in Practice, 9*, 287-298.
4-24	Quiz 8	
4-26	READING DAY	NO CLASS
5-1	OBM PROJECT DUE	OBM PROJECT DUE

University policies (some taken from UF guidelines)

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.
- UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor- code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.
- Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
- Absences due to illness or observance of religious holidays should be communicated to the instructor. Requirements for class attendance, make up exams, assignments, and other work in this class are consistent with university policies that can be found at http://handbook.aa.ufl.edu/policies.aspx
- Student disclosures of sexual violence. SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at https://titleix.ufl.edu/report-an-issue/, emailing title-ix@ufl.edu or calling (352) 273-1094.

UF Resources for Students

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- Student Health Care Center, 392-1161.
- *University Police Department,* 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/
- *Library Support*, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- *Writing Studio, 302 Tigert Hall,* 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/