EAB 4741 - INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT

University of Florida
Department of Psychology
Spring Semester 2024 - 3 Credit Hours
Class: T - 11:45 a.m. to 12:45 p.m. in PSY 130 and TH 10:40 a.m. to 12:45pm in TUR 2319

Instructor: Nicole Gravina, Ph.D.   Grad TA: Kelcie McCafferty, MS
Office hours: Mondays 2-3   Office hours: by appointment
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Office Phone: 352-294-6788

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.*

We will also 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. Some see OBM 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 studying and conceptualizing human behavior. Behavior analysis originated in the laboratory operant research of the early to middle 1900s. In the 1960s, operant procedures began to be applied to 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 1960s 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.

After 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 summaries.
3) Take six quizzes.
5) Complete two applied assignments (scorecard, assessment and intervention).
6) Participate actively and respectfully in class discussion.

Course Assignments and Grading:
Quizzes and Final (20-30 pts each): There will be 6 quizzes across the semester worth 20-30 pts each. Quizzes will consist of multiple choice and short answer questions and will be open book and administered through Canvas. The question will require you to apply your knowledge to scenarios and synthesize information learned throughout the course. Quizzes will be made available on class day and will be available for 48 hours. Once you start the quiz, you will have 80 minutes to complete it. Therefore, I advise that you study the material in advance. You do not need to attend class on quiz days. Instead, log in and start your quiz. Evidence of cheating will result in a zero on the assignment (possibly the class) and a referral.

Article Summaries (2 pts per article): 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 to complete article summaries for assigned empirical articles 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.

Applied Assignments: There will be two applied assignments due during the semester. These assignments are meant to help you practice the skills you have learned in class. For each assignment, please include a cover page and a reference page as needed. These will be graded for quality of content, demonstration of understanding of course material, and writing quality. Plagiarized assignments will result in a zero on the assignment (possibly the class) and referral.

1. **Pinpointing and Scorecard (30 pts):** For this assignment, you will create a performance scorecard for yourself based on a current or previous job. If you have never held a job, you can create a scorecard for a sports team or club, volunteer position, or being a

student. First, you will generate a list of pinpoints and describe how each will be measured, with enough detail that someone could follow your instructions and measure performance. You should include 5-8 pinpoints that are most relevant to the job. Refer to page 53 in Daniels and Bailey to evaluate each of your pinpoints. When choosing pinpoints, try to select measures that could be reasonably collected weekly or monthly at the organization. You will then put the measures into a scorecard similar to the scorecard you see in Daniels and Bailey on page 91. Next, you will do a mock rating of your performance that includes some under- and over-performance and calculate your score. Last, you will write 2-3 paragraphs reflecting on your experience with the assignment and answer the following questions: What did you learn? When do you think scorecards would be the most helpful? When would they be the least helpful?

    a. The final write up should include:
        i. Title page
        ii. Definition of pinpoints and a description of the measure used, including whether it will be scored daily, weekly or monthly and whether it will be scored as a count, percentage, rating, etc. It might help to review the research literature to see if there are studies about similar jobs, but don't copy all of your measures from a study.
        iii. Blank Scorecard
        iv. A second completed scorecard with a final score computed
        v. Any references
        vi. Reflection

2. **Assessment and Intervention Assignment (45 pts):** For this assignment, you will identify a friend or family member currently working and interview them. You can conduct the interview online. I will request confirmation from the supervisor you interviewed that you completed the interview. For the project, you will ask the person you are interviewing questions to identify a performance problem needing improvement. Refer to page 53 in Daniels and Bailey to evaluate your pinpoint. After you have identified a pinpoint in need of improvement, use the performance diagnostic checklist (provided in class) to interview your contact and look for potential performance issues. Ask follow-up questions each time a deficit is identified to learn more. Be sure to complete the rankings and the end of the assessment. Once you have finished, write a summary of the findings. This summary should provide enough information to help inform an intervention plan. Use the assessment results to write a proposal for an intervention. The intervention plan should describe who will implement the intervention and when, what will be included in the intervention, and how it should be implemented. Please include at least three intervention components. Finally, reflect on your learning by writing a paragraph that answers the following questions: What did you learn? When do you think the PDC would be the most helpful? When do you think it would be the least helpful?

    a. The final write up should include:
        i. Title page
        ii. Description of organization and position of person interviewed
        iii. Description of performance problem identified
        iv. Scores for PDC

v. Summary of results
vi. Intervention plan with at least three components
vii. References
viii. Reflection

OVERALL COURSE GRADING

A	=93-100%		C	=73-36%
A-	=90-92%		C-	=70-72%
B+	=87-89.9%		D+	=67-69%
B	=83-86%		D	=63-66%
B-	=80-82%		D-	=60-62%
C+	=77-79%		E	=<60%

Schedule and Assignment Due Dates (subject to change at instructor's discretion)

DATE	TOPIC	READING/ASSIGNMENTS
1-9	Syllabus Day	

1-11	Introduction to OBM	D&B Ch 1-3
		Wilder, D. A., Austin, J., & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services, 6* (3), 202-211.
		ARTICLE SUMMARY DUE
1-16	Pinpointing and Mission Statements	D&B Ch 4-6
		Crawley, W. J., Adler, B. S., O'Brien, R. M., & Duffy, E. M. (1982). Making a salesman: Behavioral assessment and intervention. In O'Brien, Dickinson, & Rosow (Eds.), *Industrial behavior modification: A management handbook* (pp.184-199). New York: Pergamon Press.
		ARTICLE SUMMARY DUE
1-18	Measurement and Scorecards	D&B Ch 7&8
		Griffin, M., Gravina, N., Matey, N., Pritchard, J., & Wine, B. (2019). Using scorecards and a lottery to improve the performance of behavior technicians in two autism treatment clinics. *Journal of Organizational Behavior Management.*
		ARTICLE SUMMARY DUE
1-23	**Quiz 1**	
1-25	Research Design in OBM	D&B Ch 22
		Erath, T. G., Pellegrino, A. P., DiGennaro Reed, F. D., Ruby, S. A., Blackman, A. L., & Novak, M. D. (2021). Experimental research methodologies in organizational behavior management. *Journal of Organizational Behavior Management, 41*(2), 150-181.
		ARTICLE SUMMARY DUE
1-30	ABC Model of Behavior	D&B Ch 9
		Cunningham, T. R. & Austin, J. (2007). Using goal setting, task clarification, and feedback to increase the use of hands-free technique by hospital operating room staff. *Journal of Applied Behavior Analysis, 40*, 673-677.
		ARTICLE SUMMARY DUE
2-1	Assessment	D&B Ch 10
		Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. *JOBM*, 41(2), 124-149.
		ARTICLE SUMMARY DUE
2-6	**Quiz 2**	

2-8	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. ARTICLE SUMMARY DUE
2-13	Response effort, 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. Wilder, D. A., Ertel, H. M., & Cymbal, D. J. (2021). A review of recent research on the manipulation of response effort in applied behavior analysis. *Behavior Modification*, *45*(5), 740-768. ARTICLE SUMMARIES DUE
2-15	Training	Simmons, D. E., Gravina, N., Sleiman, A., & Kronfli, F. R. (2023). Using web-based behavioral skills training to teach online interview skills to college students. *Journal of Organizational Behavior Management.* Johnson, D. A., Li, A., McCalpin, A. L., & Laske M. M. (2023). The advancement of training within business using behavior-based instructional design. *Journal of Organizational Behavior Management.* Advanced Online Publication. ARTICLE SUMMARIES DUE
2-20	**Quiz 3**	
2-22	Feedback	D&B Ch 13 Chae, S., Eagle, L. M., Johnson, D. A., Moon, K., Choi, E., Oah, S. (2020). The impact of authority relations and feedback delivery method on performance. *JOBM, 40*(1-2), 140-150. Gravina, N., Sleiman, A., Southwick, F., Matey, N., Harlan, E., Lukose, K., Hack, G., & Radakrishnan, N. (2021). Increasing adherence to a standardized rounding procedure in two hospital in-patient units. *Journal of Applied Behavior Analysis, 54*(4), 1514-1525. ARTICLE SUMMARIES DUE PINPOINT AND SCORECARD ASSIGNMENT DUE
2-27	Reinforcer assessments and reinforcers	D&B Ch 14 Wilder, D., Rost, K., & McMahon, M. (2010). The accuracy of managerial prediction of employee preference, *JOBM, 27,* 1-14. Green, C., Reid, D., Passante, S., & Canipe, V. (2008). Changing less-preferred duties to more-preferred: A potential strategy for improving supervisor work enjoyment, *JOBM, 28,* 90-109. ARTICLE SUMMARIES DUE
2-29	Incentives	D&B Ch 15

		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. Bucklin, B. R., Li, A., Rodriguez, M., Johnson, D., & Eagle, L. (2022). Pay-for-performance: Behavior-based recommendations from research and practice. *JOBM, 42*(4), 309-335. ARTICLE SUMMARIES DUE
3-5	Token Economy and Reward Systems	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. Newcomb, E. T., Camblin, J. G., Jones, F. D., & Wine, B. (2019). On the implementation of a gamified professional development system for direct care staff. *JOBM, 39* (3-4), 293-307. ARTICLE SUMMARIES DUE
3-7	**Quiz 4**	
3-12	**SPRING Break**	
3-14	**SPRING Break**	
3-19	Discipline/Punishment	D&B Ch 19&20 Groover, D. R. (2016). Discipline and safety: 8 principles for getting it right. *Dekra Insights.* ARTICLE SUMMARY DUE
3-21	Job Satisfaction/Ethics Procedural Acceptability	Hantula, D. (2015). Job satisfaction: The management tool and leadership responsibility. *Journal of Organizational Behavior Management, 35*(1-2), 81-94. Nastasi, J., Simmons, D., & Gravina, N. (2021). Has OBM found its heart? As assessment of procedural acceptability trends in JOBM. *JOBM, 41*(1), 64-82. https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-201228.pdf (No summary over ethics code) ARTICLE SUMMARIES DUE
3-26	Self-Monitoring and 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. Markelz, A. M., Taylor, J. C., Kitchen, T., Riccomini, P. J., Catherine Scheeler, M., & McNaughton, D. B. (2019). Effects of tactile

		prompting and self-monitoring on teachers' use of behavior-specific praise. *Exceptional Children*, *85*(4), 471-489. ARTICLE SUMMARIES DUE
3-28	Systems Analysis Maintenance and Generalization	Kelley, D., & Gravina, N. (2018). Every minute counts: Using the science of behavior to reduce wait times in an emergency department. *JOBM, 38*(2-3), 234-243. Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. *Journal of Organizational Behavior Management, 26*(4), 41–77. ARTICLE SUMMARIES DUE
4-2	**Quiz 5**	
4-4	Behavior-based safety	D&B Ch 23 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. Austin, J., (2006). An introduction to behavior-based safety. *Stone, sand, and gravel review.* ARTICLE SUMMARIES DUE
4-9	Burnout and turnover in ABA	Novack, M. N., & Dixon, D. R. (2019). Predictors of burnout, job satisfaction, and turnover in behavior technicians working with individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 6*, 413-421. Austin, A., & Fiske, K. (2023). Evaluating the relationship between compassion, perceived supervisor support, and burnout among ABA staff. *Behavior Analysis in Practice.* ARTICLE SUMMARIES DUE
4-11	Leadership	Grill, M., Pousette, A., & Björnsdotter, A. (2023). Managerial behavioral training for functional leadership: A randomized controlled trial. *Journal of Organizational Behavior Management.* Advanced online publication. Komaki, J. L. (1986). Toward effective supervision: An operant analysis and comparison of managers at work. *Journal of Applied Psychology, 71*, 270-279. ARTICLE SUMMARIES DUE
4-16	Careers in OBM	Gravina, N., King, A., & Wine, B. (2023). Finding a meaningful career in organizational behavior management. *Behavior Analysis in Practice.* Advanced online publication. Braksick, L. W. & Smith, J. M. (2022). Marketing and consulting in organizational behavior management, *JOBM, 43*(2), 137-161.

| | | ARTICLE SUMMARIES DUE |
		ASSESSMENT AND INTERVENTION ASSIGNMENT DUE
4-18	Supervision and the BACB	Turner, L. B., Fischer, 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. Sellers, T., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavior Analysis in Practice, 9*, 309-319. ARTICLE SUMMARIES DUE
4-23	**Quiz 6**	
4-25		Reading Day

University policies (some taken from UF guidelines)

- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-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: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
- 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.

Academic Honor Code

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither

given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

THE HONOR PLEDGE

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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."

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 email 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/