

**EAB 4741 - ORGANIZATIONAL BEHAVIOR MANAGEMENT**

University of Florida

Department of Psychology

Fall Semester 2024 - 3 Credit Hours

Class Times: T – 3:00 PM to 3:50 PM and TH – 3:00 PM to 4:55 PM

Classroom: PSY 130

Instructor: Kelcie McCafferty, M.S.

Office hours: By appointment only: <https://calendly.com/kmccafferty-ufl>Email: [kmccafferty@ufl.edu](mailto:kmccafferty@ufl.edu)

TA: Chantal Trujilo

**Textbook:**

Daniels, A. C., and Bailey, J. (2014). *Performance Management: Changing Behavior That Drives Organizational Effectiveness* (5th ed.). Tucker, GA: Performance Management

Additional articles and texts will be provided in Canvas for readings in this course.

**Recommended book:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

**Articles:**

Additional articles, texts, and chapters outside of the listed textbook will be provided in Canvas.

The citations for the articles that will be provided are included for each week in the course schedule.

**Course Description and Purpose:**

This course provides an overview of research and practice in the field of Organizational Behavior Management (OBM). As a part of this course, students will be exposed to contemporary research and learn skills related to the application of behavioral principles in organizations. OBM is a sub-field of behavior analysis that differs in its performance management approaches by its basis in the principles of radical behaviorism.

Behavior analysis is a natural science approach to understanding the interactions between the environment and behavior. This approach was developed in operant research labs that focused primarily on basic research using animals. The founder of modern behavior analysis is considered to be B.F. Skinner who authored foundational texts such as *About Behaviorism* and *Science and Human Behavior*. Research in the principles of behavior analysis were applied to human behavior and the significant changes identified quickly assisted in catapulting the field to what it is today. OBM is the application of these principles in organizations.

### **General Education Learning Objectives**

- UF provides learning objectives based on general subject area. Here is the link at which those objectives may be accessed: [Subject Area Objectives - Undergraduate Affairs - University of Florida \(ufl.edu\)](#)

### **Course Learning Objectives:**

- Describe the key features of organizational behavior management (OBM) and its foundations in behavior analysis.
- Pinpoint and assess performance problems using an OBM approach.
- Design and describe appropriate measurement procedures for behavioral pinpoints.
- Given an organizational performance problem, identify potential appropriate intervention strategies.

- Describe ethical considerations in OBM in the context of research and applied practice.
- Describe the components of effective and ethical supervision practices based in behavioral principles.

**Course Format:**

This course will include a combination of lectures, independent study, and learning activities.

**Course Requirements:**

- Attend all classes on time.
- Participate actively in group discussions and in-class activities.
- Be respectful and treat other students with kindness.
- Complete all assignments on time.
- Complete the applied assignments on time.
- Submit work that is entirely your own and completed independently.

**UF Excused and Unexcused Absences Policy**

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor.

Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition,

debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

### **Course Assignments and Grading:**

A minimum grade of “C” is required to receive course credit. Grades are calculated out of the total points available. For example, to receive a letter grade of A (>93%), at least 334.8 points must be awarded based on the assignments listed below. All objectives, assignments, content, schedules, and other course aspects are subject to change at the discretion of the instructor.

**Bi-weekly Quizzes** (180 pts total):

There will be 6 quizzes across the semester worth 30 points per quiz. Quizzes will consist of multiple choice and short answer questions that assess topics covered in lecture, readings, discussions, and applied work. All quizzes will be open-book, open-note. Class will not be held on quiz days. Quizzes will open at 12:00 AM on the days indicated on the schedule 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. Quizzes should be completed *independently* and without the assistance of other classmates. Evidence of cheating or plagiarism will result in a zero on the assignment (possibly the class) and a referral.

**Article Summaries** (2 pts per summary):

Each class there will be assigned article and/or chapter summaries that provide additional information and context for the lecture they are assigned. Templates for completing chapter and article summaries are provided on Canvas. There is a chapter summary and an article summary. Article summaries are due before the start of class that they are assigned for. All article or chapter summaries should be uploaded on Canvas prior to the start of class.

**Applied Assignments** (80 points total):

There will be three applied assignments due at different points throughout the semester. The intent of applied assignments is to give you opportunities to practice the skills that you are learning about in class. This is especially important because OBM is an *applied* science. These assignments build upon one another. Thus, completing each one will be important for completing and understanding the next. Plagiarized assignments will result in a zero on the assignment (possibly the class) and referral. The assignments you submit should be your own work and should use the materials and assessments required in the assignment description and rubric.

Assignments that do not use the provided assessments and templates will result in a score of zero on the assignment. Detailed rubrics and instructions are available on Canvas.

All applied assignments should include the following components:

- APA formatted title page
- APA formatted references page
- Assignment body section in APA format

Applied Assignments:

1. Pinpointing (15 pts)

- a. For this assignment, you will be developing 5-8 behavioral pinpoints for a job you currently hold or have held in the past. This can include things like being a student or a volunteer position. You will create a list of pinpoints. For each of the 5-8 pinpoints you will (a) state the pinpoint in behavioral terms, and (b) describe how the pinpoint will be measured. The pinpoints you select for this assignment should be those that could be assessed weekly or monthly. It is recommended that you review the literature to find ways that other people have assessed similar measures. Any reference to a study should include APA formatted citations and be referenced in-text. Your pinpoints selected should not be copied from other studies or examples used in class.

2. Scorecard (20 pts)

- a. Scorecard final assignment (15 pts): Using the 5-8 pinpoints you created for your pinpointing applied assignment and/or other behaviors or results relevant to the position you selected, you will develop a performance matrix or scorecard. The scorecard will be formatted like the example provided in the textbook in this

course. This assignment should include a blank scorecard and a mock-scored scorecard with all calculations completed correctly.

- b. Scorecard draft (5 pts): You will be submitting a draft of your scorecard so you can receive feedback from the instructor, teaching assistant, and/or other students.
3. Assessment and Intervention (45 pts)
- a. Assessment: A common way to identify performance problems and solutions in OBM is through standardized interviews. Using the PDC, you will interview someone who currently holds a supervisory position. This can be a friend, roommate, family member, or your own supervisor. The contact information for the individual that you completed the interview with will be required as a part of the assignment. As a part of this assignment, you will work with the interviewee to identify a pinpoint and then use the PDC to identify potential performance concerns. You should ask follow-up questions when you identify performance deficits. Once you have completed the interview, you will rank-order the performance problems and display this in a bar graph. For each of the identified performance problems, you will provide a description of the issue, how this is impacting performance, and provide insights from the interview.
  - b. Intervention: Once you have completed the interview and identified the performance problems, you will then develop an intervention plan. The intervention plan should include (a) a description of the intervention itself, (b) who will be implementing the intervention, (c) when it will be implemented, (d) how it will be implemented, and (e) why you selected that intervention.

### **Late Assignment Policy**

Assignments submitted after the deadline will incur point deductions. 10% of the total value of the assignment will be removed per 24 hours following the passing of the deadline. For example, if a 5 point assignment is due at 11:59 PM on August 27<sup>th</sup>, but is turned in on August 28<sup>th</sup>, the maximum points available will be 4.5 points for that assignment.

Please contact the instructor as soon as possible if you encounter any issues or foresee circumstances that may prevent you from completing an assignment on time.

### **UF Grading Policies**

- UF provides information regarding grading and grading policies here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>



## Overall Course Grading

Quizzes: 180 points

Article summaries: 100 points

Applied assignments: 80 points

**Total available points: 360 points**

Letter Grade	Score Range
A	93-100%
A-	90-92%
B+	87-89.9%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%

## Course Schedule

(Subject to change at instructor's discretion)

Unit	Date	Topic	Readings	Assignments Due
1	08/22/2024	Syllabus Day/Intro to OBM	Syllabus	N/A
	08/27/2024	Pinpointing	- Daniels & Bailey (2014) ch. 1-3	- Chapter Summary
	08/29/2024	Measurement	- Daniels & Bailey (2014) ch. 7-8 - Griffin et al. (2019)	- Chapter summary - Article Summary
	09/03/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
2	09/05/2024	Research Design in OBM	- Daniels & Bailey (2014) ch. 22 - Erath et al. (2021)	- Chapter summary - Article summary
	09/10/2024	ABC Model of behavior	- Daniels & Bailey (2014) ch. 9 - Cunningham et al. (2007)	- Chapter summary - Article summary
	09/12/2024	Assessment	- Daniels & Bailey (2014) ch. 10 - Gravina et al. (2021)	- Article summary - Chapter summary <b>*Pinpointing Assignment DUE</b>
	09/17/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
3	09/19/2024 <b>*CLASS ONLINE</b>	Antecedents + Task Analyses	- Daniels & Bailey (2014) ch. 11 - Therrien et al. (2005)	- Chapter summary - Article summary

	09/24/2024	Response Effort + Goal Setting	- Wilk et al. (1990) - Wilder et al. (2021)	- Article summary 1 - Article summary 2
	09/26/2024	Training	- Simmons et al. (2023) - Johnson et al. (2023)	- Article summary 1 - Article summary 2
	10/01/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
4	10/03/2024	Feedback	- Daniels & Bailey ch. 13 - Chae et al. (2020) - Gravina et al. (2021)	- Chapter summary - Article summary 1 - Article summary 2
	10/08/2024	Reinforcer Assessments	- Daniels & Bailey (2014) ch. 14 - Wilder et al. (2010) - Green et al. (2008)	- Article summary 1 - Article summary 2
	10/10/2024	Incentives	- Daniels & Bailey (2014) ch. 15 - LaMere et al. (1996) - Bucklin et al. (2022)	- Chapter summary - Article summary 1 - Article summary 2  <b>*Scorecard Assignment draft DUE</b>
	10/15/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
5	10/17/2024	Discipline + Punishment	- Daniels & Bailey (2014) ch. 19& 20 - Groover (2016), Dekra Insights	- Chapter summary 1 - Chapter summary 2
	10/22/2024	Job Satisfaction + Ethics	- Hantula (2015) - Nastasi et al. (2021)	- Article summary 1 - Article summary 2

				<b>*Deadline for finding a supervisor</b>
	10/24/2024	Self-management	- Richman et al. (1988) - Markelz et al. (2019)	- Article summary 1 - Article summary 2 <b>*Scorecard Assignment draft DUE</b>
	10/29/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
6	10/31/2024	Systems Analysis + Maintenance	- Kelley et al. (2018) - Sigurdsson & Austin (2006)	- Article summary 1 - Article summary 2
	11/05/2024	Behavior-based Safety	- Daniels & Bailey (2014) ch. 23 - Komaki et al. (1978) - Austin (2006)	- Article summary 1 - Article summary 2 - Article summary 3
	11/07/2024	Burnout and Turnover	- Novack & Dixon (2019) - Austin & Fiske (2023)	- Article summary 1 - Article summary 2
	11/12/2024	Leadership	- Grill et al. (2023) - Komaki et al. (1986)	- Article summary 1 - Article summary 2
	11/14/2024	Supervision and the BACB	- Turner et al. (2016) - Sellers et al. (2016)	- Article summary 1 - Article summary 2
	11/19/2024	Assessment + Intervention Assignment Workshop	N/A	<b>*Assessment &amp; Intervention Assignment draft DUE</b>

	11/21/2024	Careers in OBM	<ul style="list-style-type: none"> <li>- Gravina et al. (2023)</li> <li>- Brasick &amp; Smith (2022)</li> </ul>	<ul style="list-style-type: none"> <li>- Article summary 1</li> <li>- Article summary 2</li> </ul> <p style="text-align: center;"><b>*Assessment &amp; Intervention Assignment DUE</b></p>
	11/25/2024	<b>FALL BREAK!</b>	N/A	N/A
	12/03/2024	<b>QUIZ-NO CLASS</b>	N/A	N/A
	12/05/2024	<b>READING DAY – NO CLASS</b>	N/A	N/A

## University policies

- 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 titleix@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](mailto: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 [Learningsupport@ufl.edu](mailto:Learningsupport@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/>