

# EAB 4741 - INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT

University of Florida  
Department of Psychology  
Spring Semester 2023 - 3 Credit Hours  
Class: T – 1:55 p.m. to 2:45 p.m. and TH 12:50 p.m. to 2:45 pm  
Location: PSY 0130

Instructor: Williams (Will) A. Espericueta Luna, M.S. (pronouns: he/him/el)  
Email: [Wespericuetaluna@ufl.edu](mailto:Wespericuetaluna@ufl.edu)  
Office Hours: Tuesdays and Thursdays from 3 pm to 4 pm or by appointment  
In-Person Location: PSY 393  
Remote office hours option (via Zoom): Notify instructor via email and they will send a Zoom link.

Undergrad TA: Abigail Walsh (pronouns: she/her)  
Email: [abigail.walsh@ufl.edu](mailto:abigail.walsh@ufl.edu) Office Hours: Tuesdays 12:45pm to 1:45pm  
In-Person Location: PSY 393  
Remote office hours option (via Zoom): Notify Abigail via email and they will send a Zoom link.

Undergrad TA: Saraina Lepley (pronouns: she/her)  
Email: [sarainalepley@ufl.edu](mailto:sarainalepley@ufl.edu) Office Hours: Mondays 2:30pm to 3:30 pm  
Remote office hours only:  
<https://ufl.zoom.us/j/94413679279?pwd=U2gzMU1EL2xaRlVlcjBoeGNUTUZMz09>

## **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 in-person with a mix of lectures and applied activities. Students are expected to participate in and contribute to each class discussion and activity.

#### **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) Complete two applied assignments (scorecard & assessment).
- 5) Participate actively and respectfully in class discussion.

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

**Quizzes and Final (20 points for Quizzes, 140 pts total):** There will be 7 quizzes across the semester worth 20 pts each. Quizzes will consist of multiple choice and short answer questions and will be timed and open book. The question will require you to apply your knowledge to scenarios and synthesize information learned throughout the course. Quizzes will be made available from Friday to Tuesday and students can choose to take them at any time. Once you start the quiz, you will have 60 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 (3 pts each, 45 points total):** 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. Grades on late summaries will be reduced by 10% per day. For the first summary, we will provide extensive feedback but everyone will earn full points if they turn in a reasonable attempt. After that, we will grade the summaries for completeness and accuracy. Later in the semester, we may shift to spot checking summaries. If it appears you turning in the exact same summary as a classmate, this will be considered cheating. Cheating will be reported and students will lose points for the assignment.

**Applied Assignments (45 pts each):** There will be two applied assignments due across 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:** 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 a few 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. Scorecard
    - iv. Performance information with a completed scorecard and a final score (should not exceed 1000)

- v. Any references
- vi. Reflection

**2. Assessment:** For this assignment, you will identify a friend or family member currently working and interview them. You can conduct the interview online. First, 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 consulting services. 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. If your assessment did not identify three intervention needs, you could invent additional issues to add and address. Your intervention proposal should also include a plan for institutionalization and maintenance. The intervention and maintenance plan might include training supervisors, adding coaching, etc. 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? What did you learn? Do you think your intervention would work? What might be some barriers to implementing your intervention as described?

- 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. Proposal for consulting services
    - 1. At least three separate interventions based on results of analysis
  - vii. Reflection
  - viii. References

### 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%

Additional information about UF grading policies can be found here:

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

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

Date	Topic	Reading/Assignments
<b>Unit 1</b>		
1-10	Syllabus Review Day	
1-12	No in-person class- Watch video lecture: <a href="https://www.youtube.com/watch?v=sZZTjJd7mFs">https://www.youtube.com/watch?v=sZZTjJd7mFs</a> ; Help-a-Business activity (Due: before next class)	
1-17	Introduction to OBM	D&B Ch 1-3  Wilder, D. A., Austin, J., & Casella, S. (2009). <i>Applying behavior analysis in organizations: Organizational behavior management. Psychological Services, 6</i> (3), 202-211.
1-19	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.), <i>Industrial behavior modification: A management handbook</i> (pp.184-199). New York: Pergamon Press. <b>ARTICLE SUMMARY 1 DUE</b>
1-24	Measurement	D&B Ch 7&8
1-26	Scorecards and Scorecard Assignment	Griffin, M., Gravina, N., Matey, N., Pritchard, J., & Wine, B. (2019). Using scorecards and a lottery to

		<p>improve the performance of behavior technicians in two autism treatment clinics. <i>Journal of Organizational Behavior Management</i>.</p> <p><b>ARTICLE SUMMARY 2 DUE</b></p>
1-31	Quiz 1	
Unit 2		
2-2	Research Design in OBM	<p>D&amp;B Ch 22</p> <p>Cunningham, T. R. &amp; Austin, J. (2007). Using goal setting, task clarification, and feedback to increase the use of hands-free technique by hospital operating room staff. <i>Journal of Applied Behavior Analysis, 40</i>, 673-677.</p> <p><b>ARTICLE SUMMARY 3 DUE</b></p>
2-7	ABC Model of Behavior	<p>D&amp;B Ch 9</p> <p><b>PINPOINT AND SCORECARD ASSIGNMENT DUE</b></p>
2-9	Assessments and PDC	<p>D&amp;B Ch 10</p> <p>Wilder, D. A., Lipschultz, J. L., King, A., Driscoll, S., &amp; Sigurdsson, S. (2018). An analysis of the commonality and type of pre-intervention assessment procedures in the <i>Journal of Organizational Behavior Management (2000-2015)</i>. <i>Journal of Organizational Behavior Management, 38</i>, 5-17.</p>

		<p>Ditzian, K., Wilder, D. A., King, A., &amp; Tanz, J. (2015). An evaluation of the performance diagnostic checklist-human services to assess an employee performance problem in a center-based autism treatment facility. <i>Journal of Applied Behavior Analysis, 48</i>(1), 199-203. <a href="https://doi.org/10.1002/jaba.171">https://doi.org/10.1002/jaba.171</a></p> <p>Supplemental materials PDC and PDC-HS <b>Assign Assessment Assignment</b></p>
2-14	Quiz 2	
Unit 3		
2-16	Antecedents/Task Analysis/Setting expectations	<p>D&amp;B Ch 11</p> <p>Therrien, K., Wilder, D. A., Rodriguez, M., &amp; Wine, B. (2005). Preintervention analysis and improvement of customer greeting in a restaurant. <i>JABA, 38</i>, 411-415.</p> <p><b>ARTICLE SUMMARY 4 DUE</b></p>
2-21	Training and Goal setting	<p>Stocco, C. S., Thompson, R. H., Hart, J. M., &amp; Soriano, H. L. (2017). Improving the interview skills of college students using behavioral skills training. <i>Journal of Applied Behavior Analysis, 50</i>, 495-510.</p> <p>Wilk, L., &amp; Redmon., W. (1990). A daily-adjusted goal-setting and feedback procedure for improving productivity in a university</p>

		admissions department, <i>JOBM</i> , 11, 55-75. <b>ARTICLE SUMMARIES OVER BOTH ARTICLES (5 &amp; 6) DUE</b>
2-23	Response Effort	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. <i>Behavior Modification</i> . <a href="https://doi.org/10.1177/0145445520908509">https://doi.org/10.1177/0145445520908509</a> .
2-28	Quiz 3	
Unit 4		
3-2	Feedback	D&B Ch 13  Luke, M. M., & Alavosius, M. (2013). Adherence with universal precautions after immediate, personalized performance feedback. <i>JABA</i> , 44, 967-971. <b>ARTICLE SUMMARY 7 DUE</b>
3-7	Preference assessments and reinforcers	D&B Ch 14  Wilder, D., Rost, K., & McMahan, M. (2010). The accuracy of managerial prediction of employee preference, <i>JOBM</i> , 27, 1-14 <b>ARTICLE SUMMARY 8 DUE</b>
3-9	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. <i>Behavior Modification</i> , 20(4), 385-405. <b>ARTICLE SUMMARY 9 DUE</b>
3-14	Spring Break	
3-16	Spring Break	
3-21	Quiz 4	
Unit 5		
3-23	Punishment	D&B Ch 19&20  Groover, D. R. (2016). Discipline and safety: 8 principles for getting it right. <i>Dekra Insights</i> . Retrieved from: <a href="https://dekra-insight.com/images/white-paper-documents/wp-discipline-in-safety-us.pdf">https://dekra-insight.com/images/white-paper-documents/wp-discipline-in-safety-us.pdf</a>
3-28	Job Satisfaction/Ethics	Hantula, D. (2015). Job satisfaction: The management tool and leadership responsibility. <i>Journal of Organizational Behavior Management</i> , 35(1-2), 81-94.  <a href="https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-201228.pdf">https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-201228.pdf</a>
3-30	Procedural/Treatment Acceptability and Maintenance	Nastasi, J., Simmons, D., & Gravina, N. (2020). Has OBM found its heart? As assessment of procedural acceptability trends in JOB.M.  Sigurdsson, S., & Austin, J. (2006). Institutionalization

		and response maintenance in organizational behavior management. <i>Journal of Organizational Behavior Management</i> , 26(4), 41–77.
4-4	Quiz 5	
Unit 6		
4-6	Self-Monitoring and Management	<p>Richman, G., Riordan, M., Reiss, M., Pyles, D., &amp; Bailey, J. (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting, <i>Journal of Applied Behavior Analysis</i>, 21, 401-409.</p> <p>Gravina, N., Loewy, S., Rice, A., &amp; Austin, J. (2013). Using self-monitoring and intensive accuracy training to improve safe postural performance. <i>Journal of Organizational Behavior Management</i> 33(1), 68-76.</p> <p><b>TWO ARTICLE SUMMARIES (10 &amp; 11) DUE</b></p>
4-11	Behavior-based safety	<p>D&amp;B Ch 23</p> <p>Komaki, J., Barwick, K., &amp; Scott, L. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant, <i>Journal of Applied Psychology</i>, 63, 434-445.</p> <p><b>ARTICLE SUMMARY 12 DUE</b></p>

4-13	Token Economies	<p>Fox, D. K., Hopkins, B. L., &amp; Anger, W. K. (1987). The long-term effects of a token economy on safety performance in open-pit mining. <i>Journal of Applied Behavior Analysis, 20</i>(3), 215–224.</p> <ul style="list-style-type: none"> <li>• <b>ARTICLE SUMMARY 13 DUE</b></li> <li>• <b>ASSESSMENT ASSIGNMENT DUE</b></li> </ul>
4-18	Quiz 6	
Unit 7		
4/20	Systems and Processes	<p>Kelley, D., &amp; Gravina, N. (2018). Every minute counts: Using the science of behavior to reduce wait times in an emergency department. <i>JOBM</i></p> <ul style="list-style-type: none"> <li>• <b>ARTICLE SUMMARY 14 DUE</b></li> <li>• <b>Give Help-A-Business assignment</b></li> </ul>
4/25	Supervision and Leadership	<p>Turner, L. B., Fishcer, A. J., &amp; Luiselli, J. K. (2016). Toward a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. <i>Behavior Analysis in Practice, 9</i>, 287-298.</p> <p>Komaki, J. L. (1986). Toward effective supervision: An operant analysis and comparison of managers at work. <i>Journal of Applied Psychology, 71</i>, 270-279.</p>

		<b>ARTICLE SUMMARY 15 DUE</b>
4-27	Reading day	
Finals Week	Quiz 7 (By 5/5/2023 from 10 am to 12 pm)	

### 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/](http://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](mailto:title-ix@ufl.edu) or calling (352) 273-1094.

### Class Recording

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

## 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/>
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

## 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/>
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)