

EAB 6744 – Behavioral Approaches to Performance Management and Supervision

University of Florida

Department of Psychology

Spring Semester 2026 - 3 Credit Hours

Class: Tuesdays - 10:40 a.m. to 1:40 p.m.

Location: PSY 0191

Instructor: Nicole Gravina, Ph.D. (she/her/hers)

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Office hours: Tuesdays – 9:30-10:30 in room 339

Class Materials:

We will read articles and chapters available on canvas, referenced on the syllabus. No required textbook.

Materials and Supplies Fees: n/a

Catalog Description: Introduction to applying behavior analysis to a variety of performance concerns in organizational settings. Topics include measurement, assessment, training, workplace interventions, behavioral safety, supervision, and burnout.

Course Description and Purpose:

This course will provide an overview of contemporary research and practice in Organizational Behavior Management (OBM), also called Performance Management (PM) and Supervision. 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, researchers began applying operant procedures 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 concerns such as training, safety, productivity, and quality, 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 OBM research and practice and to provide students with the skills needed to apply the fundamental principles of ABA to a variety of performance concerns in organizational settings. Furthermore, this course covers some content required by the Behavior Analysis Certification Board® for students who want to become Board Certified Behavior Analysts (BCBAs). As part of the class, students will learn to apply the content to supervision practices for overseeing individuals seeking certification or working as Registered Behavior Technicians in the field of ABA.

Course Objectives

- Students will be able to pinpoint work-related behaviors and results and design procedures to measure those pinpoints
- Students will be able to use function-based assessments to evaluate performance and organizational concerns and design intervention strategies
- Students will be able to describe contextual and environmental variables that influence employee performance, wellbeing, and retention in organizations
- Students will be able to identify appropriate and effective intervention strategies for improving performance, safety, wellbeing, and retention in organizations
- Students will be able to describe effective supervision practices and strategies to evaluate and improve supervision
- Students will be able to give examples of ethical and cultural factors when designing OBM intervention

Course Format:

This course will be taught at a graduate level and conducted in a seminar format. Most class meetings will consist of lectures and group discussions of the material as well as practical activities/exercises. Students are expected to contribute to each discussion.

Course Expectations:

1. Read the assigned material *before* the corresponding class meeting and complete the study guide.
2. Complete the job risk paper.
3. Complete case study assignments.
4. Participate actively and respectfully in class discussions and activities.

Course Assignments:

Study Guide. I will supply readings guides with questions on Canvas. You will upload your completed guide before class each week. During class, we will review studies guides and you might be asked to share your answer. Because these questions are used to promote class discussion, late assignments will not be accepted.

Job Considerations Brief Paper. In class, we will discuss work as an important social determinant of health and that work can have protective and harmful effects. For this assignment, you will choose a “front line” job (e.g., truck driver, home health aid, nurse, construction worker, teacher, daycare worker, housekeeper, firefighter, migrant farm worker, miner, oil and gas worker, grocery cashier, pharmacy technician, food service employee, electrical line worker, hair stylist, landscaper, car mechanic), briefly describe it, and describe the protective and harmful factors most commonly associated with that job. You *may not* choose RBT, BCaBA, or BCBA, and I will ask you for your topic in advance so that we do not overlap across the class. Some questions you can consider are listed, although you do not have to answer every question in your paper. Are they at risk for injuries? Does the shift work schedule lead to poor sleep quality? Do employees in this job risk more illness? Does their interaction with customers or patients, or clients put them at risk? Do they have to enter people’s homes or other risky environments? Is there high burnout and turnover in the job? Are they paid a living wage? Do people in these jobs usually have access to health insurance, sick pay, and other benefits? Does this job disproportionately impact people from historically marginalized groups in some way? Next, you will describe how these factors should influence our considerations related to OBM interventions. How does this information change what you choose to pinpoint, how you measure, and the types of interventions you select,

etc.? Consider incorporating data from the Bureau of Labor Statistics, OSHA, industry-specific associations, and scholarly literature to find information on your chosen job. This assignment aims to give students insight into the vast contextual variables that must be considered when designing OBM interventions and the wide range of opportunities available to support workers better. This paper should be **2-3 pages, single-spaced, with a title page and a separate reference page**. The paper grade will be assigned based on comprehensiveness, scholarly support, clarity, writing quality, and APA formatting (except single spacing). You will be asked to share about your findings in class. If you earn less than an A on the paper, you will have one opportunity to submit a revised version. Late papers will be deducted 10% for each day late.

Case Study. The case study will provide a scenario that will allow you to apply several of the concepts you have used in class. Information for the assignment will be provided in class. You will upload your assignment to Canvas.

In-Class Assignments. There will be in-class assignments during most classes (e.g., scorecard, process map), worth 5-10 points each. They will be turned into Canvas for credit. If you miss class, you can still turn in the assignment for credit.

Grading:

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> Grades will be calculated by dividing the number of points earned by the total number of points available.

Assessments	Points
Weekly study guides	10 pts each/130 total
Job Risk Paper	20 pts
Case Study	40
In class assignments	~60 pts

Grade	Percentage
A	93%+
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
E	<60%

University policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#). (The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.)

Sexual Harassment: UF fosters a campus free of sexual harassment, which is a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy, which can be found at: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions. University employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Course Schedule

*The instructor reserves the right to adjust the schedule and readings as needed. Readings are available in canvas.

	Topics	Readings and Assignments
Jan 13	Course Overview Introduction to OBM Syllabus review	READINGS None due. RECOMMENDED FOR THOSE NEW TO OBM: Wilder, D. Austin, J. & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. <i>Psychological Services</i> , 6(3), 202-211.
Jan 20	Work as a social determinant of health Choosing performance targets Incorporating a multicultural lens into OBM	READINGS Ahonen, E., Fujishiro, K., Cunningham, T. R., & Flynn, M. A. (2018). Work as an inclusive part of population health inequities research and prevention. <i>American Journal of Public Health</i> , 108(3), 1-6. 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. Sulzer-Azaroff, B., & Fellner, D. J. (1984). Searching for performance targets in the behavior analysis of occupational

		health and safety: An assessment strategy. <i>Journal of Organizational Behavior Management</i> , 6(2), 52-65.
Jan 27	Measuring behavior and performance Measuring job satisfaction, wellbeing, procedural acceptability, and more	READINGS Gravina, N., Lloveras, L., Peters, K., & Simmons, D. (2024). Assessment and measurement of safety indicators in clinical settings. J. K. Luiselli, F. L. Bird, H. Maguire, and R. M. Gardner (Eds.). <i>Behavioral Safety and Clinical Practice in Intellectual and Developmental Disabilities</i> . Springer Nature. Hantula, D. A., (2015). Job satisfaction: The management tool and leadership responsibility. <i>JOBM</i> , 35 (1-2), 81-94. Wilder, D., & Cymbal, D. (2023). Pinpointing, measurement, procedural integrity, and maintenance in organizational behavior management. <i>Journal of Organizational Behavior Management</i> , 43(3), 221–245.
Feb 3	Behavioral assessment in organizations Performance Diagnostic Checklist (and its variations)	READINGS Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. <i>JOBM</i> , 41(2), 124-149. LeBlanc, L. A., Sleeper, J. D., Mueller, J. R., Jenkins, S. R. & Harper-Briggs, A. M. (2019). Assessing barriers to effective caseload management by practicing behavior analysts. <i>JOBM</i> , 39(3-4), 317-336. Echeverria, F., & Wilder, D. A. (2023). Performance Diagnostic Checklist and its Variants: A systematic review. <i>Journal of Organizational Behavior Management</i> , 44(3), 174-193.
Feb 10	Systems and process analysis	READINGS READ FIRST: Rummmler, G. A. & Brache, A. P. (2013.). <i>Improving performance: How to manage the white space on the organizational chart</i> . (pp. 3-11). Jossey-Bass. Hyten, C. (2009). Strengthening the focus on business results: The need for systems approaches in organizational behavior management. <i>JOBM</i> , 29, 87-107. LaFleur, D., Smalley, C., & Austin, J. (2005). Improving performance in a nuclear cardiology department. <i>Performance Improvement Quarterly</i> , 18(1), 83-109.

		McGee, H. M., Crowley-Koch, B. J. (2021). Performance assessment of organizations. <i>Journal of Organizational Behavior Management</i> , 41(3), 255-285.
Feb 17	Antecedent interventions (e.g., checklists, goal setting) Training	READINGS Choi, E., & Johnson, D. A. (2021). Common antecedent strategies within organizational behavior management: The use of goal setting, task clarification, and job aids. <i>Journal of Organizational Behavior Management</i> , 42(1), 75-95. McGee H. M., & Freds, S. L. (2025). Training for performance excellence. <i>Journal of Organizational Behavior Management</i> , 45(1), 23-47. Brock, M. E., Cannella-Malone, H. I., Seaman, R. L., Andzik, N. R., Schaefer, J. M., Page, E. J., Barczak, M. A., & Dueker, S. A. (2017). Findings across practitioner training studies in special education: A comprehensive review and meta-analysis. <i>Exceptional Children</i> , 84(1), 7-26. **JOB CONSIDERATIONS PAPER DUE** – please be ready to share the job you chose and a few findings.
Feb 24	Feedback basics Feedback delivery	READINGS Johnson, D. A., Johnson, C. M., & Dave, P. (2023). Performance feedback in organizations: Understanding the functions, forms, and important features. <i>JOBM</i> , 43(1), 64.89. 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. <i>JOBM</i> , 40(1-2), 140-150. Matey, N., Sleiman, A., Nastasi, J., Richard, E., & Gravina, N. (2021). Varying reactions to feedback and their effects on observer accuracy and attrition. <i>JABA</i> , 54(3), 1188-1198. Simonian, M. J., & Brand, D. (2022). Assessing the efficacy of and preference for positive and corrective feedback. <i>JABA</i> , 55(3), 727-745.
Mar 3	Feedback continued Non-monetary consequences	READINGS Walker, S., & Sellers, T. (2021). Teaching appropriate feedback reception skills using computer-based instruction: A systematic replication. <i>JOBM</i> , 41(3), 236-254.

		<p>Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? <i>JOBM</i>, 4, 308-324.</p> <p>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. <i>JOBM</i>, 39 (3-4), 293-307.</p>
Mar 10	Spring Break	NO CLASS
Mar 17	<p>Monetary incentive systems</p> <p>Ethical considerations in performance-based pay</p>	<p>READINGS</p> <p>Bucklin, B. R., Li, A., Rodriguez, M., Johnson, D., & Eagle, L. (2022). Pay-for-performance: Behavior-based recommendations from research and practice, <i>JOBM</i>, 42(4), 309-335.</p> <p>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.</p> <p>Warman, A. S., Wine, B., Ernest, R. (2020). An application of pay-for performance in a human service setting. <i>JOBM</i>, 40(3-4), 273-283.</p>
Mar 24	Supervision practices related to BACB requirements	<p>READINGS</p> <p>Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. <i>BAP</i>, 9, 287-298.</p> <p>Sellers, T., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. <i>Behavior Analysis in Practice</i>, 9, 309-319.</p> <p>Hartley, B. K., Courtney, W. T., Rosswurm, M., & LaMarca, V. J. (2016). The apprentice: An innovative approach to meet the behavior analysis certification board's supervision standards, <i>BAP</i>, 9, 329-338.</p> <p>Fraidlin, A., McElroy, A., Moses, K. <i>et al.</i> Designing a successful supervision journey: Recommendations and resources for new BCBA supervisors. <i>Behavior Analysis Practice</i> 16, 374–387 (2023)</p>

Mar 31	Burnout and turnover Job crafting	READINGS Wine, B., Osborne, M.R. & Newcomb, E.T. (2020). On turnover in human services. <i>BAP</i> , 13, 492–501. Bottini, S., Slowiak, J. M., & Kazee, A. (2024). Conceptualizing job burnout through a behavioral lens: Implications for organizational behavior management. <i>JOBM</i> . Advanced online publication. Novack, M. N., & Dixon, D. R. (2019). Predictors of burnout, job satisfaction, and turnover in behavior technicians working with individuals with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i> , 6, 413-421. Slowiak, J. M., & DeLongchamp, A. C. (2022). Self-care strategies and job-crafting practices among behavior analysts: Do they predict perceptions of work–life balance, work engagement, and burnout? <i>BAP</i> , 15(2), 414–432.
Apr 7	Behavior-based safety	READINGS Ludwig, T. D., Laske, M. M. (2022). Behavioral safety: An Efficacious application of applied behavior analysis to reduce human suffering. <i>JOBM</i> , early view. Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model. <i>JSR</i> , 567-577. Spigener, J., Lyon, G., & Mcsween, T. (2022). Behavior-based safety 2022: Today’s evidence. <i>Journal of Organizational Behavior Management</i> , 42(4), 336-359.
Apr 14	Leadership Reinforcement-based theories of power dynamics Cultural practices	READINGS Komaki, J., & Citera, M. (1990). Beyond effective supervision: Identifying key interactions between superior and subordinate. <i>Leadership Quarterly</i> , 1, 91-105. Goltz, S. M. & Hietapelto, A. Using the operant and strategic contingencies model of power to understand resistance to change. <i>JOBM</i> , 22(3), 3-22. Houmanfar, R. & Johnson, R. (2004). Organizational implications

		of gossip and rumor. <i>Journal of Organizational Behavior Management</i> , 23(2-3), 117-138.
April 21	Large-scale applications Consulting	READINGS Gravina, N., King, A. & Austin, J. (2019). Training leaders to use behavioral concepts to improve safety. <i>Safety Science</i> , 112, 66-70. Olson, R., Anger, K. W., Elliot, D. L., Wipfli, B., & Gray, M. (2009). A new health promotion model for lone workers: Results of the safety and health involvement for truckers (SHIFT) pilot study. <i>Journal of Occupational and Environmental Medicine</i> , 51(110), 1233-1246. McSween, T. E., Myers, W., & Kuchler, T. C. (1990). Getting buy-in at the executive level. <i>Journal of Organizational Behavior Management</i> , 11(1), 207-221. Braksick, L. W. & Smith, J. M. (2022). Marketing and consulting in organizational behavior management, <i>JOBM</i> , (43)2, 137-161.
April 28		Case Study Due