

EAB 6939 - INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT

University of Florida
Department of Psychology
Fall Semester 2023 - 3 Credit Hours
Class: M - 10:40 a.m. to 1:40 p.m.
Location: PSY 0129

Instructor: Nicole Gravina, Ph.D. (she/her/hers)
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Office hours: Wednesdays 1:00-3:00 on zoom (Please email to schedule time) <https://ufl.zoom.us/j/94310181071>

Class Readings:

We will read articles and chapters available on canvas, referenced on the syllabus.

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). 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 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 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.

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

- Pinpoint behaviors and results and design appropriate measurement procedures
- Assess performance and organizational concerns using an OBM approach
- Consider contextual variables that influence performance and wellbeing in organizations
- Identify appropriate and effective intervention strategies for improving performance, safety, and wellbeing in organizations
- Apply OBM concepts to supervision practices
- Consider 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 Requirements:

1. Attend and be on time for class meetings.
2. Read the assigned material *before* the corresponding class meeting and submit discussion starters by the deadline before class.
3. Complete the job risk paper.
4. Complete the supervision statement plan paper.
5. Complete the final exam.
6. Participate actively and respectfully in class discussions and activities.

Course Assignments:

Discussion Starters. Students will submit one discussion starter in canvas for *each* assigned reading by **Sunday at 11:00 pm** each week. If three readings are assigned, students will submit three discussion starters. Discussion starters should make it evident that you read the material (e.g., referencing a quote or page directly, summarizing a section, etc.) and should be thoughtful and capable of stimulating class discussion. Students can earn one point per discussion starter, which will be graded for relevance to the material and ability to promote discussion. We will share discussion starters in class and use them to encourage discussion about the readings. 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 **two 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.

Approach to Supervision Statement. After graduation, you will likely be in the position of supervising others in some capacity. For this assignment, you will imagine yourself supervising experience hours for BCBA certification and write a 2-page, single-spaced statement describing your (planned) approach to supervision in this role. How will the supervision experience begin? How often will you meet with your supervisees? How will you decide what to observe and teach? How will you provide ongoing support? What will you do if a performance issue arises? How will you hold yourself accountable to use best practices and behave ethically? How will you make sure you are engaging in culturally responsive practices? What strategies will you use to continue to improve your supervision practices? You will be given an opportunity to discuss your views in class to help shape the statement. Students should use citations to support their

approach. The paper grade will be assigned based on comprehensiveness, including scholarly support, the likelihood of the approach being successful, clarity, writing quality, and APA formatting. 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.

Final Exam. This exam will be an open book, open note short answer and essay test on Canvas. The questions will require students to apply and synthesize things they learned in class. Students will be given a window of time during finals week to complete the exam.

Class Involvement. I consider engaging in class discussions and activities an important part of the learning process. I seek to create a classroom environment that welcomes diverse perspectives, encourages critical thinking, and supports engagement from all class members. During discussions, please acknowledge comments and ideas that come before yours. Also, note that part of discussion is active listening; thus, be sure to thoughtfully consider ideas from your classmates while they speak. We will also work to create equitable opportunities to contribute to class discussions so that all voices can be heard.

In-Class Assignments. During the semester, we will have a few in-class assignments that you will complete either individually or in small groups. Occasionally, I will ask you to submit them for a grade. If you are absent from class, you will be provided with an opportunity to make up in-class assignments.

Grading:

Assessments	Points	Grade	Percentage
Weekly Discussion Starters	~40	A	92%+
Job Risk Paper	50	A-	90-91.9%
Supervision Statement	50	B+	88-89.9%
Final Exam	50	B	82-87.9%
Class Involvement	20	B-	80-81.9%
In-Class Assignments	~30	C+	78-79.9% and so on

Accommodations

Every effort will be made to show consideration to all students and create a classroom environment in which students feel their contributions are valued. Students requesting special accommodation must first register with the Dean of Students Office, which will provide documentation that the student must give to me when requesting accommodation. All properly requested accommodations will be granted discreetly. If other special circumstances should arise during the term, please contact me directly and as soon as possible.

Honesty Policy

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 or TAs in this class.”

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/>.

UF Resources for Students

This is a particularly challenging time. Students in need of support have access to a wide variety of resources on campus. Below are some of the resources available. If you need anything during the semester, please reach out to me and I will do my best to connect you with resources.

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/>

Course Evaluation

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/>

Ongoing Feedback. In addition to course evaluations, I will periodically ask for anonymous feedback. I want to continuously improve the course and I want to be sensitive to the needs of students. Please use the feedback requests as an opportunity to improve our collective experience in the class.

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 9	<p>Course Overview</p> <p>Introduction to OBM</p> <p>Syllabus Review</p>	<p>READINGS</p> <p>None due.</p> <p>RECOMMENDED FOR THOSE NEW TO OBM: Wilder, D. Austin, J. & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. <i>Psychological Services, 6</i>(3), 202-211.</p>
Jan 16	MLK Day	NO CLASS
Jan 23	<p>Work as a social determinant of health</p> <p>Choosing performance targets</p> <p>Incorporating a multicultural lens into OBM</p>	<p>READINGS</p> <p>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, 108</i>(3), 1-6.</p> <p>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.</p> <p>Akpapuna, M., Choi, E., Johnson, D. A., & Lopez, J. A. (2020). Encouraging multiculturalism and diversity within organizational behavior management. <i>JOBM, 20</i>(3-4), 186-209.</p> <p>-----</p> <p>RECOMMENDED: Komaki, J. L. & Minnich, M. L. R. (2016). A behavioral approach to organizational change: Reinforcing those responsible for facilitating the climate and hence promoting diversity. <i>JOBM, 36</i>(2-3), 154-184.</p>
Jan 30	<p>Measuring performance</p> <p>Integrating OBM and IO psychology views of measurement (performance appraisal, performance management)</p> <p>Performance Scorecards</p> <p>Measuring job satisfaction, wellbeing, procedural acceptability, and more</p>	<p>READINGS</p> <p>Gilbert, T. F. (2007). Measuring human competence. <i>In Human Competence. Engineering Worthy Performance.</i> (pp. 29-72). Pfeiffer.</p> <p>Gravina, N. E., & Siers, B. P. (2011). Square pegs and round holes: Ruminations of the relationship between performance appraisal and performance management. <i>JOBM, 31</i>(4), 277-287.</p> <p>Hantula, D. A., (2015). Job satisfaction: The management tool and leadership responsibility. <i>JOBM, 35</i> (1-2), 81-94.</p> <p>-----</p> <p>RECOMMENDED: Nastasi, J., Simmons, D., & Gravina, N. (2020). Has OBM found its heart? An assessment of procedural acceptability trends in the <i>Journal of Organizational Behavior Management. JOBM, 41</i>(1), 64-82.</p> <p>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, <i>JABA, 21</i>, 401-409.</p>
Feb 6	Assessment in Organizations	READINGS

	Performance Diagnostic Checklist (and its variations)	<p>Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. <i>JOBM</i>, 41(2), 124-149.</p> <p>Green, C., Reid, D., Passante, S., & Canipe, V. (2008). Changing less-preferred duties to more-preferred: A potential strategy for improving supervisor work enjoyment, <i>JOBM</i>, 28, 90-109.</p> <p>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.</p>
Feb 13	Systems and Process Analysis	<p>READINGS</p> <p>READ FIRST: Rummler, 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. (No Discussion Starter Due)</p> <p>Hyten, C. (2009). Strengthening the focus on business results: The need for systems approaches in organizational behavior management. <i>JOBM</i>, 29, 87-107.</p> <p>LaFleur, D., Smalley, C., & Austin, J. (2005). Improving performance in a nuclear cardiology department. <i>Performance Improvement Quarterly</i>, 18(1), 83-109.</p> <p>Assessment Sample – Review for class but no discussion starters due -----</p> <p>RECOMMENDED:</p> <p>Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>JOBM</i>, 29(2), 108-135.</p> <p>Methot, L. L., Williams, W. L., Cummings, A., & Bradshaw, B. (1996). Measuring the effects of a manager-supervisor training program through the generalized performance of managers, supervisors, front-line staff and clients in a human service setting. <i>JOBM</i>, 16, 3-34.</p>
Feb 20	Antecedent Interventions Training	<p>READINGS</p> <p>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.</p> <p>Graff, R. B., & Karsten, A. M. (2013). Evaluation of a self-instruction package for conducting stimulus preference assessments. <i>JABA</i>, 45(1), 69-82.</p> <p>Erath, T. G., & DiGennaro Reed, F. D. (2020). A brief review of technology-based antecedent training procedures. <i>JABA</i>, 53(2), 1162-1169.</p> <p>-----</p> <p>RECOMMENDED:</p> <p>Shapiro, M., & Kazemi, E. A review of training strategies to teach individuals implementation of behavioral interventions. <i>JOBM</i>, 37, 32-62.</p>

Feb 27	Feedback Basics Feedback Delivery	READINGS Oah, S., Lee, K., & Shon, D. (2014). The relative effects of global and specific feedback on safety behaviors. <i>JOBM</i> , 34(1), 16-28. 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. Minor, L., DuBard, M., & Luiselli, J. K. (2014). Improving intervention integrity of direct service practitioners through performance feedback and problem-solving consultation. <i>Behavioral Interventions</i> , 29, 145-156. ----- RECOMMENDED: Sleiman, A., Sigurjonsdottir, S., Kieland, A., Gage, N., & Gravina, N. (2020). A quantitative review of performance feedback in organizational settings (1998-2018). <i>JOBM</i> , 40(3-4), 303-332. 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.
Mar 6	Non-Monetary Consequences	READINGS Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? <i>JOBM</i> , 4, 308-324. 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. **JOB CONSIDERATIONS PAPER DUE** – please be ready to share the job you chose and a few findings.
Mar 13	Spring Break	NO CLASS
Mar 20	Monetary Incentives Ethical Considerations	READINGS 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. 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.
Mar 27	Supervision Practices	READINGS 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>Sellers, T., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. <i>Behavior Analysis in Practice, 9</i>, 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, 9</i>, 329-338.</p> <p>-----</p> <p>RECOMMENDED:</p> <p>Slanzi, C., M. & Sellers, T. (2022). Paying for supervision: Barriers, solutions, and opportunities. <i>BAP</i>. (early view).</p>
Apr 3	<p>Burnout and Turnover</p> <p>Job Crafting</p>	<p>READINGS</p> <p>Wine, B., Osborne, M.R. & Newcomb, E.T. (2020). On turnover in human services. <i>BAP, 13</i>, 492–501.</p> <p>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, 6</i>, 413-421.</p> <p>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, 15</i>(2), 414–432.</p>
Apr 10	<p>Behavioral Safety</p> <p>Safety Assessment</p>	<p>READINGS</p> <p>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, 6</i>(2), 52-65.</p> <p>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.</p> <p>-----</p> <p>RECOMMENDED:</p> <p>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. <i>Journal of Applied Behavior Analysis, 20</i>(3), 215–224.</p> <p>Komaki, J., Barwick, K., & Scott, L. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant, <i>Journal of Applied Psychology, 63</i>, 434-445.</p>
April 17	<p>Behavioral Safety, Supervisor Support, and Total Worker Health</p>	<p>READINGS</p> <p>Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model. <i>JSR, 567-577</i>.</p>

		<p>Olson, R., Cunningham, T. R., Nigam, J. A. S., Anger, W. K., Rameshbabu, A. & Donovan. C. (2022). <i>Total Worker Health®</i> and organizational behavior management: Emerging opportunities for improving worker wellbeing. <i>JOBM</i>. (early view).</p> <p>-----</p> <p>RECOMMENDED: Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. <i>JOBM</i>, 26(4), 41–77.</p> <p>Olson, R., Anger, W. K., Elliot, D. L., Wipfli, B., Gray, M. (2009). A new health promotion model for lone workers: Results of the safety & health involvement for trucker pilot study. <i>Journal of Occupational and Environmental Medicine</i>, 51(11), 1233-1246.</p> <p>Cooper, D. M. (2006). Exploratory analyses of the effects of managerial support and feedback consequences on behavioral safety maintenance. <i>Journal of Organizational Behavior Management</i>, 26, 1-41.</p> <p>**SUPERVISION STATEMENT DUE**</p>
April 24	<p>Leadership and Consulting</p> <p>Power Dynamics</p> <p>Cultural Practices</p>	<p>READINGS</p> <p>Komaki, J., & Citera, M. (1990). Beyond effective supervision: Identifying key interactions between superior and subordinate. <i>Leadership Quarterly</i>, 1, 91-105.</p> <p>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.</p> <p>Braksick, L. W. & Smith, J. M. (2022). Marketing and consulting in organizational behavior management, <i>JOBM</i>. (early view)</p> <p>-----</p> <p>RECOMMENDED: Esquirdo-Leal, J. L. & Houmanfar, R. (2021). Creating inclusive and equitable cultural practices by linking leadership to systemic change. <i>BAP</i>, 14(2), 499-512.</p>
		<p>Take Home Final</p>