

PSY 43684

Seminar in Organizational Behavior Management (OBM)

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Sakai course site: <https://sakailogin.nd.edu/xsl-portal/site/SP15-PSY-43684-01>
Class listserv: PSY43684-01-SP16@acadlist.nd.edu
Scheduled meeting time: Mo/Wed 2:00-3:15p
Class location: O'Shaughnessy Hall 202

Course Description

This discussion oriented seminar will examine selected topics in the field of Organizational Behavior Management (OBM) and Performance Management (PM). OBM and PM share the common goal of improving organizational and personal success through the use of established behavioral techniques and direct interventions. Students will read and discuss original OBM research, review, and theoretical articles. Class time will be set aside for discussion of these articles and other related topics presented in Susan Schneider's book entitled *The Science of Consequences*. In this class, students will be required to (1) summarize several articles or assigned readings throughout the semester using a presentation format, (2) participate actively in a discussion of the articles/readings targeted for presentation/discussion in each class meeting, and (3) complete a final project that could involve a research review paper, a write up of the results of a modest OBM/PM intervention conducted on campus during the semester, or a detailed proposal for a performance improvement plan developed to assist a local business, campus group, or some other organization.

Course Context/Goals

The concepts and techniques used in OBM and PM originated from the field of behavior analysis. Behavior analysis is most appropriately described as a natural science-based approach to the understanding and analysis of human behavior. Behavior analysis originated in the laboratory operant research of the early to middle 1900's. In the 1960's operant procedures began to be applied with human populations. The application of these principles of learning produced socially significant changes in behavior in various settings. As a result of these early applications, the sub-discipline of Applied Behavior Analysis (ABA) was born in the late 1960's 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" and/or "Performance Management." The primary journal in the field of OBM/PM is the *Journal of Organizational Behavior Management* (JOBM), founded in 1977. The OBM Network (<http://www.obmnetwork.com/>), a special interest group of the Association for Behavior Analysis, International provides a forum for those interested in OBM/PM.

The goal of this course is to increase student familiarity with OBM/PM practice and research and to more closely examine selected topics raised in *The Science of Consequences* that are relevant to an understanding of how individual and group performance can be improved in personal and organizational settings.

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

- Explain and describe the OBM/PM process.
- Describe some of shortcomings of traditional managerial practices in the workplace. Describe and explain recent examples of OBM research.
- Formulate arguments for and against the expansion of OBM content and research practice.
- Explain and illustrate how performance management systems can have a positive impact both in terms of cost/benefit and social validity.
- Describe the pervasive influence of consequences across species.
- Relate examples of how consequences shape and influence many aspects of human and non-human behavior.
- Describe the ways in which consequences interact with evolution and biology to influence behavior.
- Cite examples of everyday consequences all around us.
- Describe the importance of consequences for education and work.

Main Textbook

Susan M. Schneider, S. M. (2012). *The Science of Consequences: How They Affect Genes, Change The Brain, And Impact Our World*. Amherst, NY: Prometheus Books, Paperback edition.

Exams

As noted below, the class content will be divided into three major sections. A series of online exams in Sakai will cover the required reading for each topic listed below. There will be one online exam for each topic in each part of the course. You will take these exams at your own pace, but you must complete all reading exams in each part of the course by the end of the day on which the exam for that part is scheduled (see below). I strongly recommend that you complete these exams right after you complete the readings rather than waiting until a few days before the exam date when you are busy with other things. Each reading exam will cover the article or chapter (or portion thereof) that is assigned to that topic, as indicated below:

Topics for Part 1 Reading Exams (DUE by 11:59p 2/15/16)

- Steps of OBM process
- What is Applied Behavior Analysis (ABA) and how does it relate to OBM?
- Overview of Recent OBM Research (Part 1)
- Overview of Recent OBM Research (Part 2)
- Reactions to OBM Review

- The Personalized System of Instruction
- Behavioral Approaches to Instruction (Part 1)
- Behavioral Approaches to Instruction (Part 2)

Topics for Part 2 Reading Exams (DUE by 11:59p 3/23/16)

- Should OBM Expand its Content?
- Positive Psychology and OBM
- On Reinventing OBM
- Looking for synergies between OBM and IOP
- The Science of Consequences-Ch 1
- The Science of Consequences-Ch 2
- The Science of Consequences-Ch 3
- The Science of Consequences-Ch 4

Topics for Part 3 Reading Exams (DUE by 11:59p 4/4/16)

- The Science of Consequences-Ch 5
- The Science of Consequences-Ch 6
- The Science of Consequences-Ch 7
- The Science of Consequences-Ch 8
- The Science of Consequences-Ch 9
- The Science of Consequences-Ch 11
- The Science of Consequences-Ch 14

The format for each Reading exam will be either open-ended (short answer) or objective items (T-F and multiple choice). Each exam can be taken only once. You can refer to any class resources (textbook, notes) during each test. One point will be awarded for each item on each exam. Points will be summed for all exams within a part to yield a total raw exam score for that part (Part 1, 2, 3). The total raw scores for each part will be converted to a 100 point scale. For example, if Part 1 Reading exams have a total of 80 items across all tests, then the max raw score on this part would be 80. If your summed score is 75, your final score on the Part 1 exam would be $75/80 = 94$ points (rounded up). The reading exams for each part will appear on Sakai just prior the start of each part.

The summed Readings exam for each part will contribute up to 100 points toward your final point total. The final due dates for the Readings tests in each part are shown in the class schedule below as “Exam” dates. **Note:** The third exam date will happen on the day of the final for this class (Wed., May 4, 4:15p) but will pertain only to the third part of the course material. Since you will take all of the Reading exams for each part online at your own pace, there will be no in-class exam on the scheduled exam dates, but all reading tests must be submitted before midnight on that date. **Also note:** We may have class on the first two exam dates for review and discussion purposes. If so, I will announce those class days in advance. If not, you will have those days free to work on class material.

Final Projects

Each student will complete a final project involving an in-class presentation in the last week of class (4/25-4/27), along with submission on that day of a 15-20 page paper describing the project in detail. Papers should follow APA format and should include appropriate references. Some possible project topics are listed in Appendix B; all project topics should be approved by me in advance. A 1-page project proposal should be submitted for approval no later than the last class day of Week 4 (2/3). I encourage students to meet with me about their projects in advance of the proposal submission date.

Final projects are worth 200 points, 50 for in-class presentation and 150 for the paper. See guidelines for in-class presentation (Appendix A) and final written project report (Appendix B). I have included several examples of final projects from a previous class on Sakai under the resources section. These examples are not perfect and include my comments about aspects that were missing or could be improved. I have removed all identification and grading info.

Note: Final projects take time to plan and complete, so you should not wait until the last minute to begin work on your project.

Class Presentations and Discussions

Because this is a seminar class based on reading and in-class discussion, active student involvement throughout the semester is critical. In that connection, each student will have the following two ongoing responsibilities throughout the semester.

1. *In-class Reading Summary Presentations:* Each student will present an in-class summary of assigned readings over the course of the semester. Each student has been assigned their readings in the class schedule provided below (see Leader column to far right). Summarizing a reading means identifying and presenting all salient main points in the reading orally in a 20 min. presentation, using PowerPoint or other appropriate visual aids. The summary should be clear and complete. Each class will begin with a Reading Summary Presentation. Each presentation will be worth 30 points. See guidelines for these presentations in Appendix C. **Note three things.** (1) Presentation Summary PPTs should be emailed to me no later than 30-min prior to class. (2) All students will have two assigned readings throughout the semester, some will be two parts of the same article because of longer readings. However, there are not enough class days for all students to have two in-class Reading Summary Presentations. Therefore, some students (shown in the schedule below) will submit their second PowerPoint presentation along with a brief 3-4-page written summary of their article in lieu of an in-class Summary Presentation. (3) Students can negotiate with other students to switch scheduled readings based on interest, but I must be informed of all changes at least 24-hours in advance.
2. *In-class Reading Discussions:* A different reading has been assigned for each class (see class schedule provided below). Following the summary presentation for that reading, each student is expected to contribute to the discussion of that reading. The simplest and most straightforward way to facilitate student participation in each discussion is to ask students to submit two discussion points for each reading for each class. These

discussion points should be submitted no later than 30-min. prior to the start of each class using the discussion points quiz form on the class Sakai site (under tests). The discussion point form provided in Appendix D shows what the Sakai form looks like. Each discussion point should consist of WHAT, WHERE, and WHY elements. WHAT refers to what specific point in the reading has been selected by the student for focus. WHERE refers to the page number or section of the reading where that point is discussed. WHY involves the reason that point resonates with the student. Each of these points should be briefly indicated on the discussion form, but the student should be prepared to elaborate on them in class, especially on the WHY aspect. The latter element should explain why the selected point is relevant to the student. For example, each student should consider: Why did this particular point jump out at me? Do I agree/disagree with it? How does it relate to my own personal experience? Have I encountered salient examples of that point in my life? And so forth. By explaining the WHAT, WHERE, and WHY in class for each of their points, students will be contributing significantly to the discussion of each reading. Submitting the discussion form in advance of class will insure that the reading has been given proper advance consideration.

The flow of each post-reading discussion will be as follows:

- a. After the summary presentation, the Leader will present his/her first discussion point. Student comments will be entertained on the first point.
- b. The remaining students will take turns presenting their first discussion points and eliciting student reactions.
- c. Time permitting, the second discussion points will be considered starting again with the Leader.
- d. Overlap in discussion points may occur across students. In that case, students should consider a dimension of their point that has not already been considered, especially as it relates to the personal experience of the student making the point.

Students will earn up to 3 points for each discussion point submitted at or before the start of class, depending on how those points conform to the guidelines described in Appendix D. Discussion points submitted after the start of class will be heavily discounted, potentially to zero. Students will earn an additional 2 points for each discussion point raised by the student during the in-class discussion and explained more thoroughly in class. If time does not permit personal discussion of each point by each student, 2 points will be awarded for each undiscussed point provided those points have been submitted prior to the start of class and conform to the guidelines. Thus, students can earn up to 10 points per class for identifying and explaining their two points for each discussion of each reading.

<u>Total points and Grading Scale</u>	<u>Total Possible</u>
Three (3) summed Reading exams @100 points each	300
Final project @200 points	200
Two (2) in-class reading summaries @30 points each	60
Twenty four (24) discussion point form contributions @10 points each	240
TOTAL	800

Note: If you fail to complete any of the above exams, projects, summaries, or discussion activities, you will be assigned 0 points for that event. I reserve the right to impose a penalty for late work or to not accept it at all.

The following grading scale will apply to final grades based on the total possible points shown above. The first column of this table contains the standard percentage cutoffs I use to determine the lower bound points values of each letter grade category based on the total available points, which in this case is based on the max possible points that can be earned in the class. However, these same percentages can be applied to each test and assignment separately if a letter grade translation is desired.

		From	To
0.92	A =	736	800
0.89	A- =	712	735
0.87	B+ =	696	711
0.82	B =	656	695
0.79	B- =	632	655
0.77	C+ =	616	631
0.72	C =	576	615
0.69	C- =	552	575
0.59	D =	472	551
	F <	599	

Class Topics and Readings **Note:** Topics and/or readings may change. Non-text readings can be found under the resources section of the Sakai site for this course. Other readings are from the text. Also note that the two longer **readings** below will be divided into two back-to-back in-class presentations for the same presenter. The PPTs for these back-to-back presentations should be cumulative such that the first half is mailed to me prior to the first presentation and the second half is added to the first half and mailed to me again prior to the second presentation.

Part 1 Schedule

Week 1			Leader
Wednesday, January 13, 2016	Topic	Class overview; What is Organizational Behavior Management (OBM)?	
	Resources	Video-Make Performance Matter	Crowell
Week 2			
Monday, January 18, 2016	Topic	Steps of OBM process	Correa
	Reading	Wilder, D. A., Austin, J., & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. <i>Psychological Services</i> , 6(3), 202-211.	
Wednesday, January 20, 2016	Topic	What is Applied Behavior Analysis (ABA) and how does it relate to OBM?	Finley
	Reading	Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 1(1), 91-97.	
Week 3			
Monday, January 25, 2016	Topic	Overview of Recent OBM Research (Part 1)	Laubacher
	Reading	Sarah E. VanStelle, S. E., Vicars, S. M., Harr, V., Miguel, C. F., Koerber, J. L., Kazbour, R. & Austin, J. (2012) The Publication History of the Journal of Organizational Behavior Management: An Objective Review and Analysis: 1998-2009, <i>Journal of Organizational Behavior Management</i> , 32:2, 93-105 (up to Applied vs. Theoretical).	
Wednesday, January 27, 2016	Topic	Overview of Recent OBM Research (Part 2)	Laubacher
	Reading	Sarah E. VanStelle, S. E., Vicars, S. M., Harr, V., Miguel, C. F., Koerber, J. L., Kazbour, R. & Austin, J. (2012) The Publication History of the Journal of Organizational Behavior Management: An Objective Review and Analysis: 1998-2009, <i>Journal of Organizational Behavior Management</i> , 32:2, 105-123.	
Week 4			
Monday, February 1, 2016	Topic	Reactions to OBM Review	Mueller
	Readings	Balcazar, F. E. (2012) Are We There Yet?, <i>Journal of Organizational Behavior Management</i> , 32:2, 124-126. Crowell, C. R. (2012): What Should JOBM Be When It Grows Up?, <i>Journal of Organizational Behavior Management</i> , 32:2, 127-130.	
Wednesday, February 3, 2016	Topic	The Personalized System of Instruction	Mannifield
	Reading	Keller, F. S. (1968). "Good-bye, teacher..." <i>Journal of Applied Behavior Analysis</i> , 1(1), 79-89.	
Week 5			
Monday, February 8, 2016	Topic	Behavioral Approaches to Instruction (Part 1)	Haney
	Reading	Robin, A. L. (1976). Behavioral instruction in the college classroom. <i>Review of Educational Research</i> , 46(3), 313-327 (up to Components Analysis).	
Wednesday, February 10, 2016	Topic	Behavioral Approaches to Instruction (Part 2)	Haney
	Reading	Robin, A. L. (1976). Behavioral instruction in the college classroom. <i>Review of Educational Research</i> , 46(3), 327-354.	
Week 6			Leader
Monday, February 15, 2016	EXAM 1	TBD: We may meet in class on this day or it may be a free day. All Readings tests for this part are due by 11:59p on this day.	

Part 2 Schedule

Week 6			Leader
Monday, February 15, 2016	EXAM 1	TBD: We may meet in class on this day or it may be a free day. All Readings tests for this part are due by 11:59p on this day.	
Wednesday, February 17, 2016	Topic	Should OBM Expand its Content?	Silla
	Reading	Geller, E. S. (2003). Should Organizational Behavior Management Expand Its Content? <i>Journal of Organizational Behavior Management</i> , 22(2), 13-30.	
Week 7			
Monday, February 22, 2016	Topic	Positive Psychology and OBM	Porter
	Reading	Wiegand, D. E. & Geller, E. S. (2004). Connecting Positive Psychology and Organizational Behavior Management. <i>Journal of Organizational Behavior Management</i> , 24(2), 3-25.	
Wednesday, February 24, 2016	Topic	On Reinventing OBM	Son Son
	Reading	Crowell, C. R. & Anderson, D. C. (2004), On Reinventing OBM, <i>Journal of Organizational Behavior Management</i> , 24(1-2), 27-53.	
Week 8			
Monday, February 29, 2016	Topic	Looking for synergies between OBM and IOP	Mercurio
	Reading	Crowell, C. R., Hantula, D. A., & McArthur, K. (2011). From job analysis to performance management: A synergistic rapprochement to organizational effectiveness. <i>Journal of Organizational Management</i> , 31, 316-332. Second reading not presented in class-Chapter 10, DUE: 4/18/16	
Wednesday, March 2, 2016	Topic	The Science of Consequences-Ch 1	Daly
	Reading	Chapter 1-In Class Presentation Summary; Second reading not presented in class-Chapter 12, DUE: 4/18/16	
Week 9			
Monday, March 14, 2016	Topic	The Science of Consequences-Ch 2	Rhodes
	Reading	Chapter 2-In-class Presentation Summary; Second reading not presented in class-Chapter 13, DUE: 4/20/16	
Wednesday, March 16, 2016	Topic	The Science of Consequences-Ch 3	Norris
	Reading	Chapter 3-In-class Presentation Summary; Second reading not presented in class-Chapter 15, DUE: 4/20/16	
Week 10			
Monday, March 21, 2016	Topic	The Science of Consequences-Ch 4	Madden
	Reading	Chapter 4; Second reading not presented in class-Chapter 16, DUE: 4/20/16	
Wednesday, March 23, 2016	EXAM 2	TBD: We may meet in class on this day or it may be a free day. All Readings tests for this part are due by 11:59p on this day.	

Part 3 Schedule

Week 11			Leader
Monday, March 28, 2016		Easter Break--No Class	
Wednesday, March 30, 2016	Topic	The Science of Consequences-Ch 5	Correa
	Reading	Chapter 5	
Week 12			
Monday, April 4, 2016	Topic	The Science of Consequences-Ch 6	Finley
	Reading	Chapter 6	
Wednesday, April 6, 2016	Topic	The Science of Consequences-Ch 7	Mueller
	Reading	Chapter 7	
Week 13			
Monday, April 11, 2016	Topic	The Science of Consequences-Ch 8	Mannifield
	Reading	Chapter 8	
Wednesday, April 13, 2016	Topic	The Science of Consequences-Ch 9	Silla
	Reading	Chapter 9	
Week 13			
Monday, April 18, 2016	Topic	The Science of Consequences-Ch 11	Porter
	Reading	Chapter 11	
Wednesday, April 20, 2016	Topic	The Science of Consequences-Ch 14	Son Son
	Resource	Chapter 14	
Week 14			
Monday, April 25, 2016	In-class Final Project Presentations		
Wednesday, April 27, 2016	In-class Final Project Presentations		
Finals Week			
Wednesday, May 4, 2016	4:15p	Final Exam: There will be no in class exam on this day. All Readings tests for this part are due by 11:59p on this day.	

Honor Code

I expect all students to abide by the Notre Dame Honor Code. While students may form study groups to promote group learning, all students are fully responsible for their own work in this class. Copying of another student's work is an honor code violation just as is copying answers during an exam. Plagiarism also is an honor code violation.

Contacting Me Outside of Class

I am available via email or by phone. If you wish to meet with me or ask a question, email correspondence is preferable. I will do my best to answer all email correspondence in a timely way. I am happy to make personal meeting appointments by email or in class.

Other Expectations

In addition to abiding by the honor code, I expect students to:

1. Attend class and participate fully in all class projects and discussions.
2. Do the assigned readings and come to class prepared and ready to engage.
3. Refrain from using devices during class other than those directly relevant to the learning process.
4. Be considerate and respectful of classmates in all conversations and discussions.

APPENDIX A

Guidelines for in-class presentations of final projects

Content criteria (30 points)

- Was the project purpose as presented consistent with that described in paper?
- Were the project components described accurately relative to the paper?
- Were the conclusions presented consistent with those in the paper?
- Was the presentation complete and comprehensive relative to the paper?
- Was the significance of the project made clear?

Clarity criteria (20 points)

- Was the presentation well organized?
- Was the pace appropriate?
- Were the project components explained clearly?
- Was there appropriate use of visual aids?
- Was the presentation style engaging?

APPENDIX B

Guidelines for written final project reports

Project Content (100 points)

- Was the project purpose clearly specified?
- Was the project well planned and executed?
- Were the conclusions sensible and consistent with methods used or literature cited?
- Was the project complete and comprehensive?
- Did the project achieve its purpose?

Project Deliverable (50 points)

- Was the writing clear throughout?
- Did the report follow APA style?
- Was the organization of the document appropriate?
- Was it an appropriate length?
- Were the references complete?

Possible Project Topics (not an exhaustive list)

- Read and review a recent book of potential relevance to OBM. Provide a synopsis of the book and offer a critical analysis (pro and con) of what its implications are for OBM. Possible books to consider are:
 - *Drive* by Daniel Pink
 - *The Sin of Wages* by William Abernathy
 - *Measure of a Leader* by Aubrey Daniels and James Daniels
 - *Other Peoples Habits* by Aubrey Daniels
 - *Bringing Out the Best in People* by Aubrey Daniels
 - *OOPS* by Aubrey Daniels
- Provide an in-depth follow up to one of the topics raised in the VanStelle et al. review of OBM research. See example project #1 on Sakai for a project of this type.
- Implement an OBM project in a unit on campus using the steps outlined by Wilder et al. See example project #2 on Sakai for a project of this type.
- Find an interesting topic in the OBM literature and do your own in-depth review of the area. See example project #3 on Sakai for a project of this type.
- Other options are possible with my prior approval.

APPENDIX C

Guidelines for in-class reading summary presentations (30 points each for a max of 2 summaries)

Content criteria (15 points)

- Was the reading summary detailed and complete?
- Was the reading summary accurate?
- Were the main points in the reading included?

Presentation/facilitation criteria (15 points)

- Was the article summary presentation clear?
- Was there an appropriate use of visual aids?
- Was the summary presentation no longer than 20 min?

APPENDIX D

Sakai form for in-class discussion points (10 points max for each form). These forms are located on Sakai under Tests & Quizzes tool. There is a separate form for each Topic/Reading.

Briefly address the questions below for each discussion point. You will elaborate on each point in class.

Discussion point 1 (3 points)

- WHAT? What point stood out to you?
- WHERE? Where is the point discussed in the reading? Provide a page reference or other context info.
- WHY? How did this point resonate with you? Do you agree/disagree with it? How does it relate to your experience? Have you encountered salient examples of that point in your life? And so forth.

Discussion point 2 (3 points)

- WHAT? What point stood out to you?
- WHERE? Where is the point discussed in the reading? Provide a page reference or other context info.
- WHY? How did this point resonate with you? Do you agree/disagree with it? How does it relate to your experience? Have you encountered salient examples of that point in your life? And so forth.

Guidelines

Hand in completed from before the class devoted to the reading discussion. Make sure your points are from the reading and are specific and clear. You will be awarded two (2) additional points for elaborating upon each of your two in-class discussion points.