PSYC 537: Organizational Behavior Management

Spring 2025

COURSE INTRODUCTION

Instructor:	Michael J. Cameron, Ph.D, BCBA-D, LBA
E-mail and Phone:	Came746@usc.edu (818) 606.8229
Office and Office Hours:	SGM 527 By appointment
Class Location:	Dr. Joseph Medicine Crow Center for International and Public Affairs (DMC): Room 104
Academic Calendar:	Class meets 10:00 AM to 11:50 AM on Monday and Wednesdays. The course begins on January 13th, 2025. We will not have class on Monday, 20 January (Martin Luther King's Birthday Holiday), 17 February (President's Day Holiday) and 17 March and March 19 (Spring Break). Finally, our last class meeting for the semester will be on Wednesday, 30 April 2025.

PREREQUISITE: Concepts and Principles of Behavior Analysis

Course Texts:

Whine, B., & Pritchard, J. K. (Eds.) (2018). *Organizational Behavior Management: The Essentials*. Hedgehog Publishing.

Houmanfar, R., Fryling, M., & Alavosius, M. P. (2022). *Applied behavior science in organizations*. Routledge.

Supplemental articles and chapters: Available on Blackboard (see Class schedule for author names)

Course Description

This course surveys evidence-based practices in the application of behavioral principles of learning and motivation to assessing and supporting organizational behavior change.

Course Overview

The purpose of this course is to give graduate students a survey of research on best practices in organizational behavior management (OBM). The course includes readings on classic OBM tactics and procedures as well as up-to-date readings on innovations affecting behavior in the changing work environment, and concordant intervention approaches (e.g., technology-based approaches). The course addresses organizational behavior at every level, from the individual employee to the supervisor overseeing many employees, to the organization, to the larger community and system in

which that organization operates. The course approaches OBM from a context of ethical behavior and diversity-affirming practices, including racial, cultural, linguistic, and neurodiversity.

LEARNING OBJECTIVES AND OUTCOMES

- Students will be able to identify and describe classic OBM assessment and intervention strategies.
- Students will be able to identify organizational challenges and select among assessment and intervention strategies most likely to be appropriate to that organization and specific challenge.
- Students will be able to identify strategies for measuring organizational change that are best suited to the specific organizational challenge being addressed.
- Students will be able to identify and analyze the ethical issues at stake in organizational challenges.
- Students will be able to identify how to modify OBM practices to affirm diversity and implement practices from a context of cultural humility.

DESCRIPTION OF ASSIGNMENTS

Class Participation

The format of each class meeting will consist of lecture, interspersed with class discussion and modeling and role-play of procedures. Students are expected to actively participate in class discussions and role-play. Each class participation will be worth 1.3 course points.

Weekly Student Presentations

On the week that you are assigned to review a journal article, or a book chapter. You will be responsible for producing a critique of the reading. The critique should be outlined in a MS Word document that can be shared with the class. The critique will consist of:
   A. Summary (one paragraph only) of purpose, procedures, and/or findings.
   B. Description of major contributions.
   C. Description of major limitations.
   D. Implications drawn and/or ideas for future research.

Each critique will be worth 20 course points. You are only required to produce and share your critique if you are assigned to review a journal article or book chapter.

Quizzes

Brief quizzes on the reading, consisting of short-answer and multiple-choice questions, will be implemented approximately every two weeks.

Grading Breakdown (out of 100 points)

Assignment	Points	% of Grade
Discussion Participation (15 classes x .67 points)	10	19%
Test (5 X 6 points each)	30	43%
Review Paper (3 x 20)	60	38%

CLASS SCHEDULE **(any revisions will be in written form)**

	Topics/Daily Activities	Readings	Deliverables / Due Dates
Week 1 1/13 and 1/15	Introduction and syllabus review.	Growth Mindset	N/A
Week 2 1/22	Organizational Health, Ostrom's 8	Hayes, S. C., Atkins, P., & Wilson, D. S. (2021). Prosocial: Using an evolutionary approach to modify cooperation in small groups. In Applied Behavior Science in Organizations (pp. 197-223). Routledge. Cameron, M. (2021). The Science of Collaborative Groups: Acceptance and Commitment Training for Leadership. In *Self-Management for Individual and Organizational Success.* Partridge Publishing, India	Rebecca Michael
Week 3 1/27 1/29	Behavioral Systems Analysis, Metacontingencies, Interlocking Contingencies	Whine and Pritchard (2018) Chapter 2: Equipping Entrepreneurship with Value-Driven Behavioral Systems Analysis Bohrer, K., & Ellis, J. (1997). Analysis of contingencies and metacontingencies in a private sector workplace. *Behavior and Social Issues,* 8(1), 41-52. Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. *Journal of Organizational Behavior Management, 29*(2), 108-135.	Isaiah Hallee Andrea

Week 4 2/3 2/5	Assessment	Whine and Pritchard (2018) Chapter 8: Assessment in Performance Management	Mila
	Quiz 1	Wilder, D. A., Lipschultz, J. L., King, A., Driscoll, S., & Sigurdsson, S. (2018). An analysis of the commonality and type of preintervention assessment procedures in the Journal of Organizational Behavior Management (2000–2015). *Journal of Organizational Behavior Management, 38(1),* 5-17.	Jackie
		Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. *Journal of Organizational Behavior Management, 41*(2), 124-149.	Isabella
Week 5 2/10 2/12	Project Management, Project Charter	Whine and Pritchard (2018) Chapter 15: Project Management	Claudia
		Zhu, J., Liao, Z., Yam, K. C., & Johnson, R. E. (2018). Shared leadership: A state-of-the-art review and future research agenda. *Journal of Organizational Behavior, 39*(7), 834-852.	Anais
Week 6 2/19	Goal Setting, Strengths-Based Approach	Whine and Pritchard (2018) Chapter 7: Pinpointing and Measuring Employee Behavior	Kai
	Quiz 2	Choi, E., & Johnson, D. A. (2022). Common antecedent strategies within organizational behavior management: the use of goal setting, task clarification, and job aids. *Journal of Organizational Behavior Management, 42(1)*, 75-95.	Jessica
		O'hora, D., & Maglieri, K. A. (2006). Goal statements and goal-directed behavior: A relational frame account of goal setting in organizations. *Journal of Organizational Behavior Management, 26(1-2),* 131 170.	Isaiah

Week 7 2/24 2/26	Measures, Outcome Evaluation	Gravina, N. E., & Siers, B. P. (2011). Square pegs and round holes: Ruminations on the relationship between performance appraisal and performance management. *Journal of Organizational Behavior Management, 31(4),* 277-287.	Mila
		Gravina, N., Villacorta, J., Albert, K., Clark, R., \ Curry, S., & Wilder, D. (2018). A literature review of organizational behavior management interventions in human service settings from 1990 to 2016. *Journal of Organizational Behavior Management, 38*(2-3), 191 224.	Jackie
Week 8 3/3 3/5 **Quiz 3**	Technology: Dashboards, Project Management Software, Analytics	Gitlow, H. S. (2005). Organizational dashboards: Steering an organization towards its mission. *Quality engineering, 17(3),* 345-357. Organizational Dashboards: Steering an Organization Towards its Mission	Hallee Kai
Week 9 3/10 3/12	Teaming: Management Teams, Interdisciplinary Teams, Optimizing Teams	Shuffler, M. L., Diazgranados, D., Maynard, M. T., & Salas, E. (2018). Developing, sustaining, and maximizing team effectiveness: An integrative, dynamic perspective of team development interventions. *Academy of Management Annals, 12*(2), 688-724. Aligning implementation science with improvement practice: a call to action	Anais Isabella
Week 10 3/24 **Quiz 4** 3/26	Performance Management – General	Whine and Pritchard (2018) Chapter 9: Performer-Level Interventions: Antecedents Houmanfar, Fryling, & Alavosius (2022). Chapter 1: Performance management in Organizations	Jessica Andrea

Week 11 3/31 4/2	Performance Feedback	Whine and Pritchard (2018) Chapter 10: Performer-Level Interventions: Consequences	Claudia
		Gnepp, J., Klayman, J., Williamson, I. O., & Barlas, S. (2020). The future of feedback: Motivating performance improvement through future-focused feedback. *PloS one, 15(6),* e0234444.	Rebecca
Week 12 4/7 4/9	Performance Management - Specialty Applications	Houmanfar, Fryling, & Alavosius (2022). Chapter 2: Behavior-Based Safety as a Replicable Technology 21	Mila
		Houmanfar, Fryling, & Alavosius (2022). Chapter 8: Acceptance and Commitment Training: Improving Performance in Organizations with Applied Contextual Behavioral Science	Isaiah
		Bucklin, B. R., Li, A., Rodriguez, M. M., Johnson, D. A., & Eagle, L. M. (2022). Pay-for-performance: Behavior-based recommendations from research and practice. *Journal of Organizational Behavior Management,* 1-27.	Jackie
Week 13 4/14 4/16	Performance Management – Diversity Considerations **Quiz 5**	Akpapuna, M., Choi, E., Johnson, D. A., & Lopez, J. A. (2020). Encouraging multiculturalism and diversity within organizational behavior management. Journal of Organizational Behavior Management, 40(3-4), 186-209.	Hallee
		Houmanfar, Fryling, & Alavosius (2022). Chapter11: Organization and Leadership in Resistance Movements: Constructing Justice	Kai
		Encouraging Multiculturalism and Diversity within Organizational Behavior Management. JOURNAL OF ORGANIZATIONAL BEHAVIOR MANAGEMENT 2020, VOL. 40, NOS. 3–4, 186–209 https://doi.org/10.1080/01608061.2020.1832014	Anais

| Week 14 4/21 4/23 | Burnout / Turnover | Szarko, A. J., Houmanfar, R. A., Smith, G. S., Jacobs, N. N., Smith, B. M., Assemi, K., ... & Baker, T. K. (2022). Impact of Acceptance and Commitment Training on psychological flexibility and burnout in medical education. *Journal of Contextual Behavioral Science, 23,* 190-199.

Neff, K. D., Knox, M. C., Long, P., & Gregory, K. (2020). Caring for others without losing yourself: An adaptation of the Mindful Self-Compassion Program for Healthcare Communities. *Journal of Clinical Psychology, 76(9),* 1543 1562. | Isabella

Jessica |
| Week 14 4/28 4/30 | Creativity | Conversational receptiveness: Improving engagement with opposing views.

Thanks for your ideas: Gratitude and team creativity.

What Are the Stages of the Creative Process? What Visual Art Students Are Saying | Andrea

Claudia
Rebecca |

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students