

# O B M

## FOUNDATION COURSEWARE

### ENGLISH - revised edition

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Joost Kerkhofs**

**OBM Dynamics**

**Organizational  
Behavior Management  
Foundation**

**Courseware**

## Colophon

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## About the Courseware

The Courseware was created by two people, active in the OBM industry who served as the authors for this publication. The input for the material is based on extensive study of scientific publications and the experience and expertise of the authors.

The material has been revised by certified OBM practitioners and OBM Foundation instructors who also have experience working with the material. Close attention was also paid to the key learning points to ensure what needs to be mastered.

This courseware is designed as part of an integrated training product for official and accredited OBM Dynamics - OBM Foundation trainings. Participants of an accredited training should receive the following course materials:

- this courseware;
- book: Organizational Behavior Management, an introduction;
- access to the OBM Foundation module in the online learning platform Knowingo.

The objective of the courseware is to provide maximum support to both the trainer and the students during this training. The material has a modular structure and according to the authors has the highest success rate should the student opt for examination.

A list of source literature is also available in the material, so that students can find additional information concerning a particular topic if they wish. We made sure sufficient room for adding personal notes, answering learning questions and completing assignments is available in this courseware.

Although the courseware is complete, the possibility that the Certified Instructor deviates from the structure of the sheets or chooses to not refer to all the sheets or commands does exist. The student always has the possibility to cover these topics and go through them on their own time. It is recommended to follow the structure of the courseware and publications for maximum exam preparation.

This courseware, the literature and the Knowingo learning platform are the perfect combination to learn and understand the theory. This combination of products enables you to optimally prepare for the official OBM Foundation exam at APMG International.

--Van Haren Publishing

## Other publications by Van Haren Publishing

Van Haren Publishing (VHP) specializes in titles on Best Practices, methods and standards within four domains:

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- Architecture (Enterprise and IT)
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Topics are (per domain):

### IT and IT Management

ABC of ICT  
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CATS  
CM<sup>®</sup>  
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COBIT<sup>®</sup>  
e-CF  
ISO/IEC 20000  
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MOF  
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SABSA  
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ArchiMate<sup>®</sup>  
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BABOK<sup>®</sup> Guide  
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BRMBOK<sup>TM</sup>  
BTF  
EFQM  
eSCM  
IACCM  
ISA-95  
ISO 9000/9001  
OPBOK  
SixSigma  
SOX  
SqEME<sup>®</sup>

### Project Management

A4-Projectmanagement  
DSDM/Atern  
ICB / NCB  
ISO 21500  
MINCE<sup>®</sup>  
M\_o\_R<sup>®</sup>  
MSP<sup>®</sup>  
P3O<sup>®</sup>  
PMBOK<sup>®</sup> Guide  
Praxis<sup>®</sup>  
PRINCE2<sup>®</sup>

For the latest information on VHP publications, visit our website: [www.vanharen.net](http://www.vanharen.net).

## Authors About this Courseware

First of all we would like to thank you for your interest in Organizational Behavior Management.

Organizations are constantly changing. Some people refer to that as ‘organizational change’, others may call it ‘transformation’ or ‘transition’. Whatever your role or position in your organization, whatever practice, best practice, or management philosophy you are using, one thing is certain: realizing and maintaining change is all about people and their behaviors. The success rate and the sustainability of any form of organizational change highly depend on people that are willing and able to change their ways. That also means it is important to understand how you can help others grow, develop and flourish and let them make the change you’re aiming for.

We firmly believe that using a scientifically validated and ethical approach to behavioral change vastly improves your chances to become a more effective leader, manager, change agent, people manager, project leader, SCRUM master, coach or mentor.

This Courseware is part of an integrated set of training materials designed to deliver the OBM Foundation Level Training. It helps you to prepare for the official OBM Foundation exam that you can take at APMG International. Our integrated learning materials (this Courseware, the study guide and the online learning platform) are designed to provide you with maximum support on your journey to certification.

We hope you will enjoy this training and we wish you gain new powerful insights and discover more effective ways to improve organizational performance through lasting behavioral change.

Please send us any feedback, comment or critic that can help us make this courseware better. Just like any other field, OBM, as a field, is still learning and developing new insights, discovering new and better approaches to deal with human behavior. It’s a journey, a learning experience that will probably (and hopefully) never end.

Robert den Broeder,  
Joost Kerkhofs

Vleuten,  
The Netherlands  
2022

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## Self-Reflection of understanding Diagram

*‘What you do not measure, you cannot control.’ – Tom Peters*

Use this diagram to self-evaluate your understanding and knowledge of the material. In order to pass the exam successfully you should be aiming to reach the higher end of Level 3. If you really want to be able to explain the theory covered in this course to others, then you should be aiming for Level 4. Your overall level of understanding will follow a natural learning curve. So, it's important to keep track of where you are at each point of the training and address any areas of difficulty.

Based on where you are within the Self-Reflection of Understanding diagram you can evaluate the progress of your own training.

<i>Level of Understanding</i>	<i>Before Training (Pre-knowledge)</i>	<i>Ater following classroom training</i>	<i>After studying / reading the courseware and book</i>	<i>After completing the optional online training</i>	<i>After exercises and the Practice exam</i>
<i>Level 4 I can explain the content to others.</i>					
<i>Level 3 I get it! I am right where I am supposed to be.</i>					<i>Ready for the exam!</i>
<i>Level 2 I almost have it but could use more practice.</i>					
<i>Level 1 I am learning but don't quite get it yet.</i>					

Self-Reflection of understanding Diagram.

Please plot your progress curve!

Write down the problem areas and topics that you are still having difficulty with so that you can address them yourself, or together with your instructor. After you have had a closer look at these, then you should evaluate again to see if you now have a better understanding and where you actually are on your learning curve.

### Troubleshooting

<i>Problem Areas:</i>	<i>Topics:</i>
<i>Before training</i>	
<i>After following classroom training</i>	
<i>You have gone through the courseware and study guide</i>	
<i>You have completed the supporting online training</i>	
<i>You have completed exercises and practice exam</i>	

## Timetable

### Day 1

- Introduction
- ABC model
- ABC analysis
- Antecedents
- Consequences

### Day 2

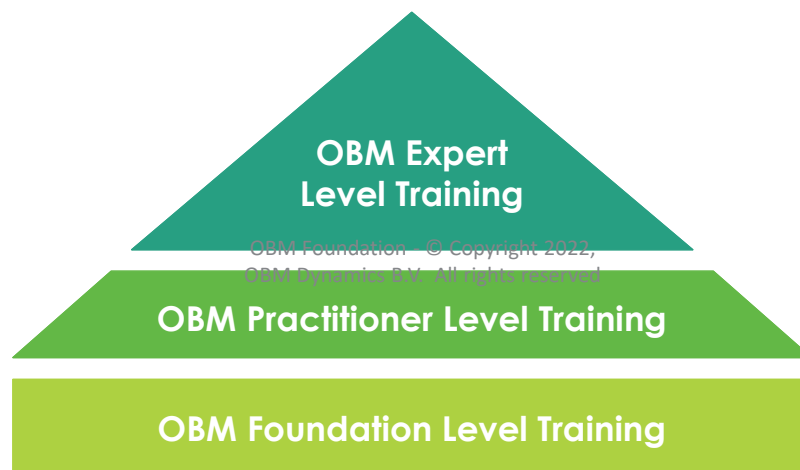
- Responding to problem behavior
- Reinforcement
- Protocol for Organizational Behavior Management
- Wrap-up

# OBM Dynamics B.V. Organizational Behavior Management Foundation Level Training

## STUDENT WORK BOOK

Presentation version 4.0.0  
Date: November 25th, 2022

## OBM Certification



## Exam

- 40 multiple choice questions
  - only one answer is correct, the others are not
  - exam duration time: 60 minutes
  - non-native speakers will be allotted 15 minutes extra time
- Pass rate 70%: 28/40 correctly answered

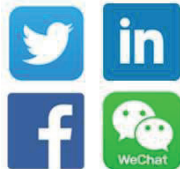
## After passing the exam

- All candidates will be informed formally of their result by APMG International
- Successful candidates will receive an e-certificate and digital badge





## Claim and share your digital badge ...



- Update your network with your new skills.
- Permanently update your CV

Our badges are Open Standard and may be shared and verified online in a safe and secure way. They contain detailed information on your certification.

# INTRODUCTION

## OBM COMPARED TO OTHER APPROACHES

## Introduction, overview

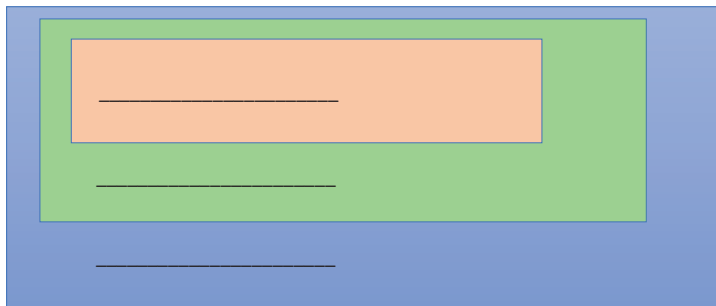
- Organizational change
- EBA, ABA & OBM

## Common approach to organizational change

- **Discuss:** what are common approaches to organizational change? Which steps are usually taken *to start a change initiative*?
- **Notes:**
  
- **Question:** what is – according to e.g. McKinsey - the average success rate (as a %) of organizational change initiatives?
- **Answer:**

## EBA, ABA & OBM

- EBA =
- ABA =
- How are EBA, ABA and OBM linked? Complete the diagram:



## BEHAVIOR AND PERFORMANCE

### BEHAVIOR AND PERFORMANCE DEFINED

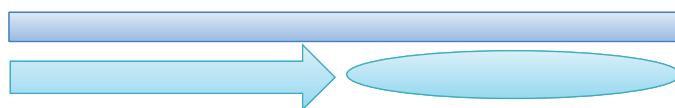


## Behavior and Performance, overview

- Types of behavior
- Respondent behavior
- Operant behavior
- Behavior versus Non-behavior (VGAS)
- Performance defined

## Respondent behavior

**Exercise:** complete the diagram



- **Question:** What is a more commonly used term for '*respondent behavior*'?
- **Answer:**
- **Exercise:** name three examples of *unconditioned* respondent behavior
- 1.
- 2.
- 3.

# Operant Behavior

- **Exercise:** name two examples of operant behavior
- 1.
- 2.
  
- **Question:** Which test checks if operant behavior is also *active behavior*?
- **Answer:**

# Operant or Respondent?

- |  |      |
|--|------|
| 1. Waving at your colleague to say 'Hi!'   | 1. - |
| 2. Coughing/Sneezing                       | 2. - |
| 3. Writing down a word on a piece of paper | 3. - |
| 4. Clapping your hands                     | 4. - |
| 5. A gland producing insuline              | 5. - |
| 6. Shooting a basketball through a hoop    | 6. - |
| 7. Getting goosebumps                      | 7. - |
| 8. Using sign language                     | 8. - |
| 9. Folding your arms across your chest     | 9. - |

## Behavior or VGAS?

- |  |      |
|--|------|
| 1. Climbing the stairs                               | 1. - |
| 2. Being creative                                    | 2. - |
| 3. Acting like a professional                        | 3. - |
| 4. Sharpening a pencil                               | 4. - |
| 5. Saying: 'We must be more proactive!'              | 5. - |
| 6. Lying on the floor with one arm across your chest | 6. - |
| 7. Doing the dishes                                  | 7. - |
| 8. Taking responsibility                             | 8. - |
| 9. Wearing glasses and a hat                         | 9. - |

## Exercise: list the behaviors

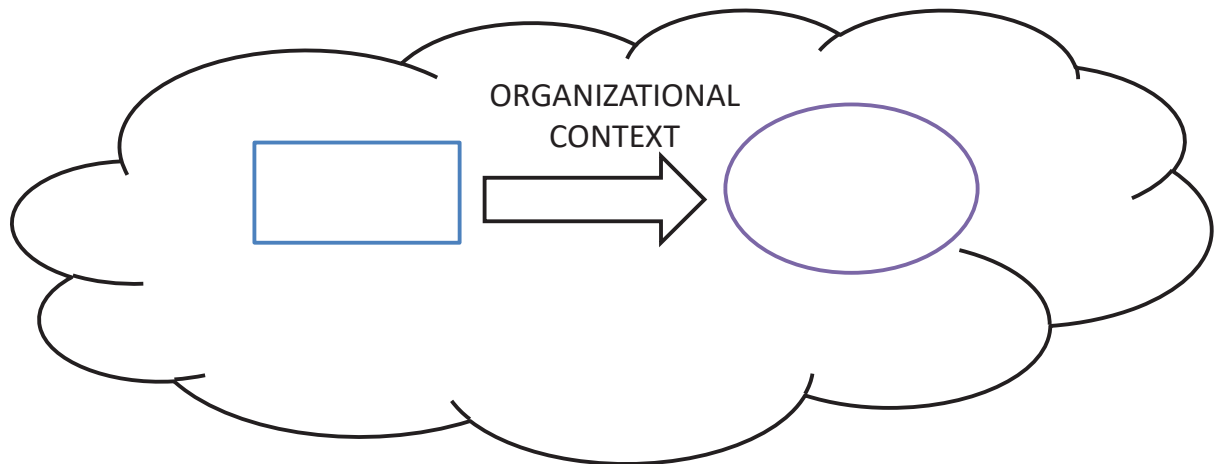
Anna, a CEO, walks around in her office in circles, thinking. She faces a real challenge! Some things finally need to change around here, if we wish to serve our customers better, she mumbles. Anna considers her options. We need to be more customer focused, obviously. Our people need to understand and live our corporate values. Being more transparent and more proactive should be a top priority for each and everyone of us! She has a plan. To communicate her ideas for her change initiative, Anna takes her laptop, and starts working on a presentation for her management team.

**Exercise:** write down, or underline all *observable operant behaviors* you can find in this story.

**Answer:**

# Performance

**Exercise:** complete the diagram



# Results

- **Exercise:** name three *results* you produce at work
- 1.
- 2.
- 3.
  
- **Exercise:** what test does a *result* have to pass?
- **Answer:**

# CONDITIONING

## CONDITIONING, A WAY OF LEARNING

# CONDITIONING, overview

- Classic conditioning
- Operant conditioning

## Classic conditioning

- **Question:** What is a more common term for '*conditioning*'?
- **Answer:**
- Ivan Petrovich Pavlov (1849 – 1936)
- **Exercise:** briefly describe the 2 *main steps* of the experiment which Pavlov conducted to condition a dog to salivate at the sound of a bell:
  - 1.
  - 2.

## Operant conditioning

- Burrhus Frederic Skinner (1904 – 1990)
  - Skinner-box
- **Discuss:** '*Operant conditioning*' is based on '*learning from consequences*'. In this learning process, does it matter if these consequences are positive or negative?
- **Notes:**

## Types of behavior – learning process

TYPES OF BEHAVIOR AND THEIR LEARNING PROCESS		
<b>Respondent</b>	Unconditioned	-
	Conditioned	
<b>Operant</b>	Conditioned	

**Exercise:** add the *learning process* for respondent and operant behavior

## FUNCTIONS OF BEHAVIOR

OPERANT BEHAVIOR SERVES A FUNCTION,  
SOMETIMES MULTIPLE FUNCTIONS

## Function 1: S

- The first function in the list is:
- **Exercise:** Name 2 examples of operant behaviors that fulfill this function
- 1.
- 2.

## Function 2: E

- The second function in the list is:
- Behavior that serves this function can be *reactive* and *proactive*:
  - ‘*Reactive*’ means:
    - **Example:**
  - ‘*Proactive*’ means:
    - **Example:**



## Function 3: A

- The third function in the list is:
  - this behavior basically aims at experiencing a *social consequence*
- Behavior, serving this function, can help the performer *to get what they want*
  - **question:** can you name an example?
  - **answer:**
- Behavior, serving this function, can also help the performer *to escape / prevent what they don't want*
  - **question:** can you name an example?
  - **answer:**

## Function 4: T

- The fourth function in the list is:
- Via operant behavior we *interact with our environment*. Through this behavior we try to obtain, or produce:
  - 1.
  - 2.

## Exercise: name the function(s)

### Behavior

1. Jumping out of a plane, wearing a parachute
2. Putting on your seat belt
3. Baking cookies
4. Cleaning up your desk, before leaving for home
5. Pressing keys on your computer keyboard
6. Raising your hand in class
7. Locking your car at the parking lot
8. Inserting a coin in a slotmachine and press 'Play'

### Most likely serves this/these function(s):

1. -
2. -
3. -
4. -
5. -
6. -
7. -
8. -

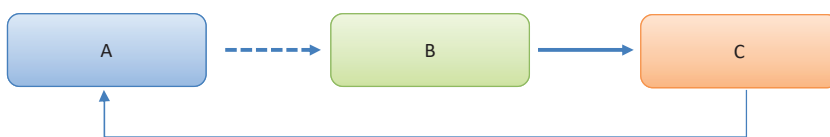
## THE ABC MODEL

### THE ABC MODEL OF OBM EXPLAINED

# The ABC Model, overview

- ABC Model
- Four types of consequences
- ABC Analysis
- Consequence Analysis

# ABC Model: Overview



## Consequences

Consequence	Effect on the frequency of the preceding behavior
You get what you want	
You don't get what you don't want	
You get what you don't want	
You lose something you have, You don't get what you want	

**Exercise:** complete this table

## ABC Analysis

- **ABC Analysis:** systematic way to investigate the *probable causes* of behavior by analyzing what comes *before and after* the behavior of interest
  - the ABC Model *applied*
  - answers the question: '*why would a person do that?*'
  - *identifies* antecedents
  - *identifies* consequences

## Format for ABC Analysis

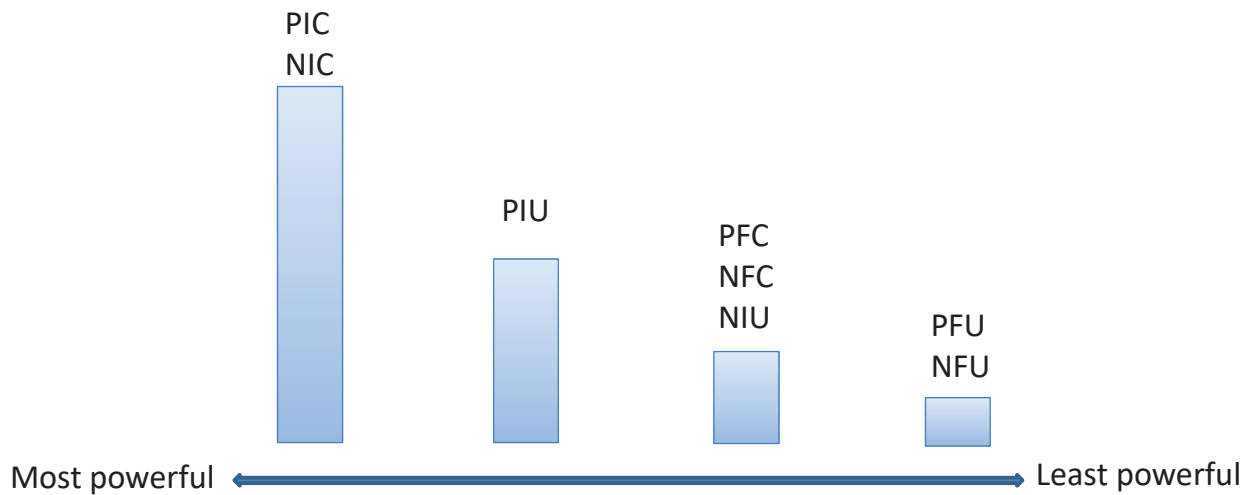
A	B: <State B here>	C
<List antecedents here> - - -		<List consequences here> - - -

## Format for Consequence Analysis

B: \_\_\_\_\_

C	DIMENSIONS		
	P/N	I/F	C/U

## Relative power of consequences



Source: Daniels, A.C. and Bailey, J.S., Performance Management, Changing Behavior That Drives Organizational Effectiveness, *Fifth Edition (2014)*, p. 122

## Conclusions

- **Discuss:** what did you learn from the ABC analysis and Consequence analysis exercise?
- **Notes:**

# INFLUENCING BEHAVIOR

## STRATEGIES AND PITFALLS

## Influencing behavior, overview

- Strategies to influence behavior
- Leadership: three pitfalls for behavioral change
- Parakeet exercise

## Strategies to influence behavior

**Exercise:** complete this table

	Behavior frequency <b>INCREASES</b> , or is <b>MAINTAINED</b>	Behavior frequency <b>DECREASES</b>
Stimulus is <b>ADDED</b> as a result of preceding behavior		
Stimulus is <b>REMOVED</b> as a result of preceding behavior		

## Parakeet exercise

- The parakeet needs to be '*more lively*'!
  - a metaphor for creating a workplace with a highly engaged and productive workforce
- **Exercise:**
  1. specify the parakeet's performance
  2. describe possible interventions
  3. conclusion



# ANTECEDENTS

## RELATIONSHIP BETWEEN ANTECEDENTS AND BEHAVIOR

*ANTECEDENTS ALWAYS COME BEFORE  
THE BEHAVIOR OF INTEREST*

## Antecedents, overview

- Definition
- Characteristics
- Antecedents in working environments
- Trust and respect

## Antecedents: Characteristics

- **Question:** what is the *main characteristic* of antecedents?
- **Answer:**

## Antecedents in working environments

**Exercise:** name 3 antecedents in your working environment:

- 1
- 2
- 3

## Trust and Respect

- Trust and respect
  - change behavior by consistently pairing antecedents with consequences; it creates trust
    - you do (behavior) what you say you are going to do (antecedent)
  - whatever you communicate, make sure it happens
  - be careful using antecedents, prevent breaking promises
- Discuss: what does it mean to you, 'to respect another person'?
- Notes:

## CONSEQUENCES

*'the single most effective tool a manager has for  
improving performance and morale'* – Aubrey Daniels