

Abstract

The Use of Scripture and Freewriting in a Behavior Self-Modification Exercise

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The purpose of this paper is to present the process and outcomes of a behavior self-modification study conducted in a human and organization behavior class in the Spring, 2003 semester by 11 students over a 16-day period. This study was based on an exercise from a textbook by Kreitner & Kinicki (2001). The exercise was altered and enhanced to study the use of Scripture as a form of positive, continuous reinforcement and to experience a process of freewriting in a daily journal of behaviors. Behaviors selected by the eleven student participants were clustered into two broad categories of (1) health issues or (2) changes in academic related habits. Each student chose a Scripture as a daily source of positive reinforcement. Verbatim responses extrapolated from individual student journals and an analysis of student behavior graphs were the primary sources for analysis of the study. All of the students (100%) indicated a positive response to the freewriting process, while eight of the participants (73%) indicated that the Scripture was a helpful source of reinforcement. The exercise illustrated the need to depend on Christ to support difficult life changes and facilitated discussions on Biblical principles in the workplace. The lessons from the exercise were transferable to multiple business concepts taught in the area of human and organization behavior such as the use of incremental goal attainment to maintain motivation in employees, leadership empowerment skills to support employee development, and concepts of motivation, self-efficacy, decision-making and personal discipline.

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Introduction

The purpose of this paper is to present the process and outcomes of a behavior self-modification study conducted in a human and organization behavior class in the Spring, 2003 semester. This study was based on a textbook exercise that featured the theories of Edward L. Thorndike and B. F. Skinner in a discussion of their contributions to the development of the field of behavior modification (Kreitner & Kinicki, 2001). The textbook exercise was altered and enhanced to study the use of Scripture to focus on behavioral change and to experience freewriting to enhance awareness of personal behaviors. Eleven of the 12 students enrolled in the course during the semester, choose to participate in this exercise. Up to 50 bonus points could be gained for the thorough completion of the exercise. Success in the behavioral outcome was not a criterion for the awarding of points although completeness and thoroughness were criteria. The exercises were conducted over a 16 day period from April 10-25, 2003.

Study Focus

There were two foci of this study.

1. To determine the effectiveness of using Scripture as a positive and consistent reinforcement to assist behavior change in students in an undergraduate Christian college business program.
2. To determine the effectiveness of a freewriting style of writing in a journal process to do self-evaluation of the exercise.

Framework for the Study

The three frameworks for the study were (1) the use of behavior modification exercises in college classroom, (2), the use of Scripture as a positive reinforcement to change behavior, (3) the use of freewriting as a form of journaling to record daily behavior and to support the self-evaluation process.

Behavior Modification Exercises

Research showed that behavior modification courses were commonplace and effective in modifying behavior of college students through the use of a variety of study behaviors and approaches particularly during the 1970's and 1980's (Barrera & Glasgow, 1976; Barton, 1982; Dean, Malott & Fulton, 1983; Dodd, 1986; Hudesman, 1987; Jeger & McClure, 1979; Komaki & Dore-Boyce, 1978; Marholin, Taylor and Warren, 1978; Mount and Tirrell, 1977; Payne & Woudenber, 1978; Suinn, 1974; Tasto, 1976). Most of the studies used a small sample group and indicated a strong use of extra credit as an incentive to motivate student participation. Studies on honesty in self-reporting provided information that increased the effectiveness of the process in classroom applications (Barton, 1982; Dodd, 1986; Worthington, 1977). Some uses of behavior modification in organizations and other groups included working with employee behavior, training situations, and increasing the effectiveness of learning processes (Babb & Kopp, 2001; Geller, 2001; Haas & Gregory, 2000; Hursh, Schumaker, Fawcett & Sherman, 2000; O'Brien, Sperduto & Goff, 1984; Schunk, 2003).

Scripture Use as Positive and Continuous Reinforcement

Positive reinforcement “is a process of strengthening a behavior by contingently presenting something pleasing” (Kreitner & Kinicki, 2001, p. 313). Continuous reinforcement reinforces “every instance of a target behavior” (Kreitner & Kinicki, 2001, p. 317). Using both positive and continuous reinforcement provided the most likely motivation for behavioral change. In prior exercises students selected some form of positive, continuous reinforcement to use during the exercise. In order to shift the focus to the power of the word of God to influence behavior, participants were directed to select a verse from a predetermined list of 31 scriptures taken from *The Businesswoman’s Topical Bible* (International Bible Society, 1984) to use on a daily basis as a form of reinforcement. Joshua 1:8 served as the reference Scripture for the entire study.

“This book of the law shall not depart out of your mouth; you shall meditate on it day and night, so that you may be careful to act (observe) in accordance with all that is written in it. For then you shall make your way prosperous, and then you shall be successful” Joshua 1:8.

According to *Strong’s Concordance* (1990), there are over 1300 uses of the terms Word, Word of God, Words, or Scriptures, in the King James Version of the Holy Bible. The concordance dictionary was used to assist with the interpretation of this theme scripture. In Joshua 1:8, the mouth is used to speak the Law of God. Mouth in this verse is defined in Hebrew as “the means of blowing” (Strong’s Hebrew Dictionary Reference #6310, 1990, p. 93). To meditate translates “to murmur in pleasure by implication, to ponder, imagine, meditate, mourn, mutter, roar, speak, study, talk, utter” (Strong’s #1897, 1990, p. 32). To act (observe) would be to beware, be circumspect, take heed, keep, mark, look narrowly, observe, preserve, regard, reserve, save, sure, to guard” (Strong’s #8104, 1990, p. 118). Therefore, this verse could be phrased as

“Blow the Word (speak it) consistently to murmur, ponder, imagine, mutter it, study, talk about it, utter it, day and night, so you may be careful to take heed, keep, preserve and guard it, in accordance with all that is written in it. For then you shall make your way prosperous and then you shall be successful.”

This definition implied a firm command to use the Word of God as an appropriate form of positive and continuous reinforcement in behavioral change. Scriptural repetition could help to emphasize that the businessperson should depend on the Lord in the conduct of all their activities. It would assist students to begin a habit of thinking about scripture repetition in their daily walk in the business world.

Freewriting

Concepts of freewriting were employed to enhance the daily journaling process (Elbow, 1999; Goldberg, 1998; Schneider, 1993). This writing style promoted the ability of the students to be freely expressive of what they were observing about their own behavior while simultaneously developing their skills in clear thinking, logical organization and

expressions of personal voice. It usually resulted in a more detailed presentation of the observed behavior and a more in-depth analysis of daily activity related to the behavior. Following a process described by Goldberg (1998) students were instructed to time their writing, write without editing in the first drafts and to put all of their thoughts on the paper. Editing was required before the completion of the project although students were urged to retain the original content as appropriate.

Methodology of Analysis

An inductive analysis of verbatim responses extrapolated from individual student journals was conducted to determine any recurring themes. Responses from similar evaluation questions were compared, as well as some responses from the content of the journals as appropriate to the question. The emergent theme areas were compared among the entire sample group to find similarities or differences in responses. The next level of analysis was a review of the behavior graphs to ascertain the daily pattern of the responses form a visual format. A final group discussion of the exercise and its outcomes was conducted in class at the end of the study period.

Limitations

The analysis of responses was limited to outcomes related to the scripture use and freewriting style of journaling. The majority of the exercise was conducted over the Easter vacation which could have caused some distractions to the student in recording their daily activity. The sample group was limited to the student enrolled in the Spring 2003, human and organization behavior class. The students were junior and senior business majors.

Modification and Process of Exercise

The original exercise was taken from the textbook *Organizational Behavior, 5th ed.*, (Kreitner & Kinicki, 2001, pp. 311-312). A detailed description of the project indicating areas of specific modifications is found in Table 1 at the end of this paper.

The process began with a four-day observation of the targeted behavior as it naturally occurred. Daily reflections on the behavior were to be recorded in journals through the process of freewriting. This technique was used to keep students from trying to edit their reactions to the behavior or to edit out pertinent details that could help them to assess and self-evaluate the behavior. Their selected scripture was to be included at some point of the journaling process on a daily basis as a positive reinforcement. A behavior graph was created to chart and help analyze the baseline behavior. Days were charted on the horizontal axis and an appropriate indicator of the behavior was charted on the vertical axis. At the end of the four days, students conducted a self-analysis of their behavior using their journal notes and their behavior charts. A goal for the modification of the behavior was then selected, followed by 10 days of systematically tracking behavior through the journaling, graphing and reflecting process. The last day was used to do an in-depth self-evaluation of outcomes and a detailed self-analysis of the progress of the study. Four questions were provided to guide the self-evaluation process: (1) What impact did the daily journaling have on your ability and willingness to self-monitor this behavior? (2) How did the process of journaling influence your daily activities with this

behavior? (3) How did the selected Bible verse influence your motivation, or did it? (4) What positive reinforcement did you select for yourself at the end of the project?

Selection of Behaviors

Students selected a behavior they either wanted to modify, eliminate or develop on a daily basis. Behaviors selected by the eleven student participants could be clustered into two broad categories of (1) health issues or (2) changes in academic related habits. Nine different scriptures were selected. Two scriptures, Psalms 76:23 and Psalm 5:3, were selected by two students each. Additional positive reinforcements were selected that would be self-awarded after the successful completion of the project. Seven of the students selected to use behaviors that they had attempted in the original exercise earlier in the semester. Table 2, located at the end of the paper, provides a summary of the selected participant behavior, the related scripture verse, and the end of exercise reinforcements.

Data Display

Following are portions of verbatim response from students on their perceptions of various portions of the exercise. The data highlights the inductive analysis of emergent themes expressed among the participants in each category.

Student Responses to Freewriting

Students reflected on the effectiveness of using freewriting in a daily journal to help them analyze their daily behaviors and to reach their projected goals. Examples of specific reflections on the effectiveness of the journaling process are indicated. Responses to the freewriting process were taken primarily from evaluation questions 1 and 2.

“Many times journaling influenced my daily activities because I wanted to make sure that I would do my exercises so I will have something positive to record in my journal. I find that recording my failures is very unpleasant to me because I hate to fail and the worst thing would be recording it somewhere.” N1

“The impact that the journal had was good. The journals kept me on target and helped me with my encouragement. It was a constant reminder of what I had to do and kept my goals in line.” A

“Journaling helped me to self-monitor my behavior. It helped me to think more about working out and what I actually do during the workout.” T.

“Without writing in the journal I probably would have just acknowledged that I need to get more sleep and not done anything about it, but with the journaling it was a constant reminder of what I wanted to get done.” B

“The daily journaling was very helpful. It makes you monitor your behavior whether you like it or not. It helps me not only think of specific issues but really understand those issues and then helps me think of ways to deal with

those issues. Journaling is a great monitoring tool; I use it in all aspect so my life.” J

“By writing down every day how much soda I had to drink it helped me to realize why I was drinking soda when I was. I was able to look back from the day before and see why I had a soda so the next day I could try and not do the same thing. Basically I was able to see what cued my behavior and how I could try and stay away from those things.” M

“After doing the journal everyday and charting it down I realized that I kept saying to myself, Ok, I ate fast food 2 times today, tomorrow I won’t eat any.” C

“Journaling helped me to eliminate some antecedents that may have cued my behavior the day before, and kept me conscious of my goal. If I wouldn’t have journaled daily I don’t think I would have been nearly as successful in this exercise.” E

“I believe that the daily journaling had a big impact on me, even when I wasn’t able to meet my goals it kept me aware of the decisions I was making and made me understand what I was doing wrong.” N2

“The daily journaling allowed me to reflect on what was going on in the world. I got a chance to write down what was actually happening in the world and then when I was done writing I stopped and thought about what actually happened. Then I was able to say a prayer for those I saw in the news that day.” S

“I thought it would be a major part of my being able to do my behavior everyday. I was wrong; a computer is not a good accountability partner. I could tell it whatever I wanted and it would say I was bad, or good. But it did help me to monitor that I wasn’t doing as good as I wanted to.” N3.

Student Responses to Use of Scripture Verse

Each student responded to a specific question on his or her reaction to the requirement of selecting and using a scripture as a positive, continuous daily reinforcement. These responses were extrapolated primarily from responses to evaluation question 3. Three participants indicated that they did not find the scripture verse helpful.

“I learned form this exercise that the Lord and Bible verse is the key to my success and without Him I would not be as successful. The Bible verse had an enormous influence on my motivation because it helped me to be more self-confident knowing that my Lord is there to give me strength, peace and guidance through out this process.” N1

“The reason why I chose this verse was because it helped me keep focused on the positive. Just constantly reminding me that no matter what I do, what I say, or how I look, God will always stand by my side. Now that was my motivation.” A

“I couldn’t keep working out everyday without God’s help. He has kept me healthy and has allowed me to find the time to workout. I thought that Psalm 73:26 was the best fit for me because it had to deal with the body and spirit” T

“The selected Bible verse was very motivational to me because it emphasized the importance of our dependence upon God. It also showed how we should be thankful for the families and relationships that we have and that they too should be centered on God.” B

“I think the Bible verse helped me in a couple of ways. This verse was just a good way to learn a Bible verse in general and then learn how that verse relates to my life. I chose this verse because it speaks about waking in the morning and God hearing my requests. After I made this connection with the verse I feel like it did help me. I felt like God did hear my requests for strength and he answered them.” J

“This time I wrote my Bible verse at the beginning of every journal entry. This helped me out when I was having a hard time and just wanted to go out and have a soda. It reminded me of why I was doing this exercise.” M

“I really didn’t write down the Bible verse everyday. I jotted it down the first couple days and then I forgot. But I feel that if I would have done it everyday it would have motivated me more.” C

“My Bible verse --was a critical part of my success. It was a great motivator to wake up to, and it really helped me through out the day. Whenever I felt like I might go over my 3 oz. (Of candy) the Lord was my stronghold and really kept me from not going over my limit.” E

“I honestly have to say that the Bible verses didn’t really play a big impact on the everyday decisions that I made.” N2

“The Bible verse I chose really allowed me to be peaceful. It was a constant reminder that God is in control of the things in this world. Not only did it remind me of that, but it also comforted me because I know that God has bigger and better things for me than this world.” T3

“Obviously the Bible verse did not do too much too motivate me to work on my behavior. On the days that I didn’t do a devotion, I usually didn’t read my motivational Bible verse. I was hoping the verse would give me strength to

do this, and it would remind me that I was doing this for Him and not for me and what I get out of it.” N3

Student Evaluation of Outcomes

Students wrote a self-evaluation of the exercise using information from their journals, behavior charts and personal reflections. Responses to this section came primarily from a section responding to the exercise instructions to provide an extended evaluation of the results of the project (See question 8, Table 1).

“I find this exercise very helpful because it proves to me that I can accomplish things if I really go for it and set a goal for myself, of course with help from my Lord. I enjoyed B-Mod exercise so much that I will use it in the future to work on areas where I need improvement.” N1

“This exercise was a challenge. But above all I feel I have put my all into this exercise. I achieved what I wanted and gained a routine that will continue through the days to come. I have a positive outcome and that is what makes me go on.” A

“I now know what antecedents affect when I want to workout and what motivates me to go and workout.” T

“Overall, I thought this was a very beneficial exercise because I became aware of how much or how little sleep I am actually getting. I realized that the amount of sleep directly relates to how much energy I have the next day.” B

“I feel very good about my accomplishments within this exercise and the last exercise. Not only have I been able to control my behavior whenever I concentrate on doing so, but I know that sometimes in life we will slip up but God will be there to get us back on track. I believe that He answered my requests.” J

“The outcomes of this project for me were that my face started to clear up because I stopped drinking all of the soda that I was before. I also found that I was saving at least five dollars a week by not dinking all of the soda that I did in the past. I leaned that when I really want to put my mind towards something that I am able to achieve the goal that I set out to do.” M

“I found out that it was a little easier for me this time than last time. When I found a substitute like a salad or a sandwich I was happy with that. The outcomes of this project really saved me some money and hopefully it will make my heart last longer in the future and live a long life.” C

“For me, eliminating my antecedents was the biggest issue. As long as I gave myself an alternative to candy then my consumption would decrease. I

learned that eating large amounts of candy can seriously effect my energy level on a daily basis.” E

“After doing the behavior I found out that I was more aware of my time; not only the time I spent being online but as well as my time spent somewhere else. I thought it was great and I am thinking about doing the same during the summer with my job.” N2

“I found out that my news watching habits were non-existent. Once I became conscious of this I was able to plan my schedule knowing that 30 minutes of my night would be devoted to watching the news. It was a lot easier to get my 30 minutes of news once I had scheduled it into my day. This can be seen by the huge difference in minutes during my baseline time and my two weeks of monitoring it.” S

“The first thing that I found out by doing this exercise it that to give about 45 minutes into devotion everyday is very hard, especially if you already have a hectic schedule and are not in the process of doing this everyday. It is also very hard to accomplish this without a human accountability partner---When I try this again, I will definitely get an accountability partner or group.” N3

Analysis of Exercise

An overall analysis of the exercise indicated that the most effective portion of the exercise was the use of freewriting in the daily journal process. Use of scripture as a positive reinforcement was cited by most but not all students as very effective. A more detailed analysis follows in various categories of the study.

Freewriting Process

All 11 participants (100%) indicated that the freewriting process in the daily journal was an effective element in the behavior self-modification process. The overarching theme found in the narrative responses to the freewriting experience in the daily journal was that it reinforced a consciousness of the selected behavior and provided a record of behavior over a period of time that was used in the self-evaluations. Without a journal, students generally stated that they would not have remembered their behavior over a long period of time. The journals were generally very detailed and included several intense reflections on specific activities that cued the behavior for the students. Students also tended to record personal thoughts about the exercise, and some spoke about their personal feelings and activities. One student indicated disappointment in the fact that the journal process did not help him to actually do the behavior. Ironically, this student had one of the more prolific journals, although he did not take the time to implement his selected behavior of doing a daily Bible reading and devotion. However, this same student recognized the use of the journal as relevant in helping him to identify why he was unable to achieve his goal.

Scripture Verse as Positive and Continuous Reinforcement

Eight of the eleven students (64%) found the Scripture verse to be a motivator in the exercise. Themes expressed by the eight who found the use of daily scripture as a positive reinforcement included that the verse served to motivate them towards their goal, it let them understand their dependence on God to reach their goal, it was totally appropriate for their situation, and it provided them with the confidence to complete the exercise since they did not feel alone in their efforts. Three students did not find the Bible verse to be a helpful motivator. One expressed regret for not using the verse, saying he felt it would have been helpful if used. Another didn't use the verse because he was trying to read a Biblical devotion daily. Another just stated that the verse was not used with no further explanation. Two students who did not use the verse failed to be successful in their behavior change. One of the students who felt the verse was very motivating also failed to reach his goal. In the journals, one student printed the verse at the end of the daily journal, 10 put the verse at the beginning of the journaling. The one student who did not give a reason for not using the verse did not record the verse at all in the journal.

Student Perception of Outcomes

Although only seven of the 11 participants, (64%) indicated that they reached their goal behavior, all of the students indicated that they felt a sense of achievement from having completed the process despite the outcome. They also indicated an enjoyment in doing the exercise and self-evaluations and recognized some of the transferable elements of the exercise to the workplace. Students also indicated added benefits from doing the exercise such as an increased consciousness of what caused them to behave in a certain manner or to give into particular habits or cravings. Three students spoke of how tracking behaviors caused them to think more deeply about other personal issues in their lives and how these issues were affecting their daily health behaviors, or family and personal relationships. One student recognized the need for a more defined system of accountability to reach some goals in life. At least two of the students indicated a firm understanding of the role of antecedents to cue behaviors. Three of the students indicated that they would use this exercise on their own while one indicated that she was already using a form of behavior self-modification to reach a weight loss goal.

Summary of Results

A summary of the results of the exercise is found in Table 3. The identified aspects of the exercise indicate pertinent areas addressed in the study.

Table 3: Summary of Results *n*=11

Aspect*	#	%
Freewriting in journal helpful	11	100%
Scripture was effective	8	73%
Successful results	7	64%
Repeated behavior from prior exercise	7	64%
Built confidence	5	45%
Led to deeper understandings	4	36%
Will use technique again	3	28%

*Key

- Freewriting in journal helpful: Did student indicate that the freewriting process was helpful?
- Scripture was effective: Did student indicate that the use of scripture as a positive, continuous reinforcement was effective?
- Successful results: Did the student indicate that the behavior change goal was reached?
- Repeated behavior from prior exercise: Did student use the same behavior goal from the first exercise done in class in the same semester?
- Built confidence: Did student indicate an increase in self-confidence to reach selected goals?
- Led to deeper understandings: Did student indicate that the exercise helped them identify or face a deep issue in their life?
- Will use technique again: Did student indicate a willingness to repeat this exercise on his or her own with different behavior focus?

Behavior Graphs

Each student developed a behavior graph to visually display his or her daily progress in the exercise. No two graphs were the same. Some were computer generated and others hand drawn. The graphs provided a visual display of the daily activity of the exercise. Students first graphed their baseline behaviors for four days, followed by a 11 day graphing of their behavior change activity. Six of the students (55%) graphed all 15 days of the exercise. However, only four (36%) of those six accurately indicated the baseline information. The remaining five students (45%) did not graph their information for the baseline materials although they did indicate their activity during the behavior change section. Therefore, the analysis of behavior charts consisted of a comparison of graphs of the actual behavior change activity. While graphs provided a visual evaluation of the daily behavior and helped with the overall analysis of the study, they were not the focus of this study. A summary of indications from the graphs are found in Table 4 at the end of this paper.

Implications

The study showed that students will engage in a freewriting process that allowed them to be expressive of their personal behavior observations. They found this to be a satisfying portion of the exercise despite the necessary rigor and discipline required to achieve a daily journal process. An objective of using scripture as a reinforcement was to help students to “not let the Word depart from them” so they would develop a conscious dependency on the Lord in their daily activities. Another purpose was to attempt to create an understanding of the necessity of prayer, Scriptural meditation, and dependency on Christ in all business activities and in particular while attempting to control their own behaviors.

Although not all of the participants felt the Scripture verse was helpful in this exercise, the narrative responses supported the usefulness of using Scripture on a daily basis to affect behavior change.

In general, the study showed that students selected goals that were extreme and required strong self-discipline. Although urged to select a goal that could be approached through incremental steps, all of the students decided to attempt severe behavioral changes during the period of the exercise. Most of the students maintained an “all-or-nothing” attitude with themselves and were often surprisingly stern in their self-assessments as shown in their journal writings.

Recommendations for Further Research

This study served the purpose of engaging students in a hands-on activity that motivated them to internalize the concepts taught in the human and organizational behavior course for undergraduate business majors. The students were able to personally experience the immediacy and relevancy of the course concepts through a practical, experiential exercise that emphasized the concepts and enhanced their understanding of specific related theories.

The exercise was useful to illustrate the reality that changing behavior often requires a personal discipline that can be supported through recognition of a dependency on Christ. Students indicated a new understanding that others, including those in the workplace could have a difficult time implementing change in their personal behaviors. Focusing on the use of scripture as a means of personal support in the workplace could lead to a discussion of the necessity to depend on Christ to support difficult life changes and on how to model biblical principles in the workplace. Concepts of love, empathy and compassion in the workplace could be incorporated into the human and organization behavior curriculum as students struggle with their own weaknesses in changing ingrained behaviors, or in creating new positive, behaviors.

By incorporating the exercise into the early part of a semester, it can be used to illustrate multiple business concepts taught in the area of human and organization behavior such as the use of incremental goal attainment to maintain motivation in employees, leadership empowerment skills to support employee development, and multiple concepts of motivation, self-efficacy, decision-making and personal discipline.

In order to be more effective, faculty involvement throughout the process should be increased as indicated in several of the studies represented in the literature review (Barton, 1982; Jeger & McClure, 1979; Marholin, Taylor & Warren, 1978; Payne & Woudenber, 1978). Most of the prior studies using behavior self-modification also used small sample groups because of the need for intense and focused time on the part of the faculty with the student participants.

There should be more in-class time spent in helping students understand the process of self-evaluations through the use of their journals. The journals were highly effective in allowing students to record daily self-observations of activities. However, the evaluations did not show an in-depth use of the entire journalized process over the 15 days of the exercise. Detailed faculty feedback could help to guide the evaluation process and assist students’ effectiveness in analyzing the exercise.

It was difficult in some cases to actually determine the extent of outcomes of the exercises due to poorly defined goal statements. Working with students to develop stronger and clearer goal statements would teach transferable concepts to workplace goal setting as used in areas such as performance appraisals and other related workplace activities. Strong goal statements would also facilitate the behavior graphing process which was not as accurate as expected. This also implied that more time and effort should be taken to review the baseline graphs and to provide detailed feedback before proceeding with the actual behavior change portion of the exercise.

This exercise has proven to be a student favorite throughout the years even though it seems tedious and requires a lot of work on the part of the students. The exercise increased student interest in the human and organization behavior discipline. It also introduced a new method of pedagogy for the business classroom that supported diverse learning styles commonly found in increasingly diverse student population.

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Table 1: Project Instructions

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| <ol style="list-style-type: none">1. Select a behavior you do on a daily basis and can easily track your progress. Behavior may be your own or someone else's.2. Construct a behavior chart with frequency on the vertical axis and time on the horizontal axis. |
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- 3. Select an appropriate Bible verse from the provided listing to use as a daily positive, continuous reinforcement.**
4. Determine baseline data over a three or four-day period analyzing the antecedent-behavior-consequence (A-B-C) functions of the behavior.
5. **Arrange Antecedents** by removing obstacles or **providing opportunities**
6. Select appropriate cognitive supports and appropriate schedules of reinforcement. **In addition to the daily use of your scripture as positive, continuous reinforcement, select a reward as a positive reinforcement that you can look forward to at the end of the project.**
7. Prepare and perform B-mod Exercise on the adjusted goal for the next two weeks.
Specific Instructions: Each day, write your bible verse. You might get this memorized. Journal in detail what you are learning on a daily basis. Do not just give brief one or two sentences. Try to do an analysis of what you are observing in your behavior. This can be up to ½ page of journaling. This process will be greatly assisted by using a form of “free writing”.
8. Provide **an extended overall** evaluation of the results of the project.
9. Questions for Discussion: (Text, p. 312). Four questions presented focusing on the outcomes of the project. Questions modified as follows:
Respond to the following questions in detail.
- What impact did the daily journaling have on your ability and willingness to self-monitor this behavior.**
 - How did the process of journaling influence your daily activities with this behavior?**
 - How did the selected Bible verse influence your motivation, or did it?**
 - Did you have a positive reinforcement at the end of the project.” If so, what was it and did you give this reward to yourself at the end of the project.**

Table 2: Summary of Participant Behavior Self-Modification Activity

	Behavior	Reinforcement	Scripture
N1	*Exercise on a Regular Basis for at least 35 minutes	Buy new jewelry. Class credits	The Lord gives strength to His people: the LORD blesses His people with Peace Psalms 27:8

A	Exercise twenty minutes three times and one hour on Sunday.	Buy new bathing suit and take weekend trip to beach	The grass wither and the flowers fade, but the word of our God stands forever. Isaiah 40:8.
T	*Workout 5 days a week for around an hour	Class credit. Take a day off of work and go fishing with a friend.	My flesh and my heart may fail, but God is the strength of my heart and my portion forever. Psalm 73:26
B	Try and get more sleep (on a regular basis)	Time to relax and get sleep	Unless the Lord builds the house, its builders labor in vain. Psalm 127
J	*Reduce coffee to one cup per day	When I don't drink coffee: dessert; midday snack; cup of hot tea; cup of coffee after a set number of days. New fish tank accessories.	In the morning O Lord, you hear my voice; in the morning I lay my requests before you and wait in expectation. Psalm 5:3
M	*Reduce soda intake	Class credit; shopping trip; better complexion; more money.	In the morning, O Lord, you hear my voice: in the morning I lay my requests before you and wait in expectation." Psalm 5:3
C	*Stop eating fast food	Saved a lot more money, will buy something	My flesh and my heart may fail, but God is the strength of my heart and my portion forever. Psalm. 73:26
E	*Consume less than 3 oz. of candy per day	Class credit, intrinsic satisfaction	The Lord is a refuge for the oppressed, a stronghold in times of trouble. Psalm 9:9
N2	*Reduce time on Internet	Trip to the beach	Delight yourself in the LORD and He will give you the desires of your heart. Psalm 37
S	Watch at least 30 minutes of news daily or read newspaper for 30 minutes	Class credit.	In this world you will have trouble. But take heart! I have overcome the world." John 16:33b
N3	To read the Bible and do a devotion daily	One received from daily reading, blessings from the LORD.	"For God is working in you, giving you the desire to obey him and the power to do what pleases Him." Phil. 2:13

*Repeat of behavior selected for exercise earlier in the semester.

Table 4: Success Indicators from Charts

Student	Successful?	Indications from Chart
N1	Yes	Chart indicated 10 days out of 12 for the study of reaching goal
A	Yes	Chart indicated only two days of missing goal

T	Yes	Chart indicated eight out of 10 days of reaching goal
B	No	Chart indicated goal was reached on five out of 11 days
J	Yes	Chart indicated 15 out of 16 days of success in goal, included baseline days
M	Yes	Chart indicated only one day of two sodas, others showed one to no soda intake.
C	?	Chart indicated fast food consumed four out of 11 days during the project
E	?	Chart indicated only two days of missing goal.
N2	?	Chart indicated three successful days with others ranging from 30 minutes to over four hours of Internet browsing.
S	Yes	Chart indicated positive change in behavior
N3	No	Chart indicated partial success of project goal