

## **E – Questions About the Behavioral Environment**

### *A. Directional Data*

1. Are there sufficient, readily accessible data (or signals) to direct an experienced person to perform well?
2. Are they accurate?
3. Are they free of confusion—"stimulus competition"—that slows performance and invites error?
4. Are directions free of "data glut"—stripped down to the simplest form and not buried in a lot of extraneous data?
5. Are they up-to-date and timely?
6. Are good models of behavior available?
7. Are clear and measurable performance standards communicated so that people know how well they are supposed to perform?
8. Do they accept the standards are reasonable?

### *B. Confirmation*

1. Is feedback provided that is "work-related"—describing results consistent with the standards and not just behavior?
2. Is it immediate and frequent enough to help employees remember what they did?
3. Is it selective and specific—limited to a few mailers of importance and free of "data glut" and vague generalities?
4. Is it educational—positive and constructive so that people learn something from it?

### *C. Tools and Equipment*

1. Are the necessary implements usually on hand for doing the job?
2. Are they reliable and efficient?
3. Are they safe?

#### *D. Procedures*

1. Are procedures efficient and designed to avoid unnecessary steps and wasted motion?
2. Are they based on sound methods rather than on historical happenstance?
3. Are they appropriate to the job and skill level?
4. Are they free of boring and tiresome repetition?

#### *E. Resources*

1. Are adequate materials, supplies, assistance, etc., usually available to do the job well?
2. Are they efficiently tailored to the job?
3. Do ambient conditions provide comfort and prevent unnecessary interference?

#### *F. Incentives*

1. Is the pay for the job competitive?
2. Are there significant bonuses or raises based on good performance?
3. Does good performance have any relationship to career advancement?
4. Are there meaningful non-pay incentives (recognition and so on) for good performance (based on results and not behavior)?
5. Are they scheduled well, or so frequently as to lose meaning and so infrequently as to be useless?
6. Is there an absence of punishment for performing well?
7. Is there an absence of hidden incentives to perform poorly?
8. Is the balance of positive and negative incentives in favor of good performance?

## **P – Questions About Behavioral Repertoires of People**

### *G. Knowledge and Training*

1. Do people understand the consequences of both good and poor performance?
2. Do they grasp the essentials of performance—do they get the "big picture"?
3. Do they have the technical concepts to perform well?
4. Do they have sufficient basic skills—reading and so on?
5. Do they have sufficient specialized skills?
6. Do they always have the skills after initial training?
7. Are good job aids available?

### *H. Capacity*

1. Do the incumbents have the basic capacity to learn the necessary perceptual discriminations with accuracy and speed?
2. Are they free of emotional limitations that would interfere with performance?
3. Do they have sufficient strength and dexterity to learn to do the job well?

### *I. Motives*

1. Do incumbents seem to have the desire to perform when they enter the job?
2. Do their motives endure, e.g., is the turnover low?

	<b>Information</b>	<b>Instrumentation</b>	<b>Motivation</b>
<b>Environment</b>	<b>Data</b>	<b>Instruments</b>	<b>Incentives</b>
	<ul style="list-style-type: none"> <li>• Direction</li> <li>• Confirmation (feedback)</li> </ul>	<ul style="list-style-type: none"> <li>• Tools</li> <li>• Procedures</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Contract</li> <li>• Noncontract</li> </ul>
<b>Person</b>	<b>Knowledge</b>	<b>Capacity</b>	<b>Motives</b>
	<ul style="list-style-type: none"> <li>• Inductive</li> <li>• Concepts</li> <li>• Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Mental</li> <li>• Emotional</li> </ul>	<ul style="list-style-type: none"> <li>• Intrinsic</li> <li>• Induced</li> </ul>

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<b>Value/Cost</b>					
<b>Cost</b>					
<b>Expected Results</b>					
<b>Approaches</b>					
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