

Thomas Gilbert's Behavior Engineering Model

	Information	Instrumentation	Motivation
Environmental supports	<p>Data</p> <ul style="list-style-type: none"> • Relevant and frequent feedback about the adequacy of performance. • Descriptions of what is expected of performance • Clear and relevant guides to adequate performance 	<p>Instruments</p> <ul style="list-style-type: none"> • Tools and materials of work designed to match human factors 	<p>Incentives</p> <ul style="list-style-type: none"> • Adequate financial incentives made contingent upon performance • Non-monetary incentives made available • Career-development opportunities
Person's repertory of behavior	<p>Knowledge</p> <ul style="list-style-type: none"> • Training that matches the requirements of exemplary performance • Placement 	<p>Capacity</p> <ul style="list-style-type: none"> • Flexible scheduling of performance to match peak capacity • Prosthesis • Physical shaping • Adaptation • Selection 	<p>Motives</p> <ul style="list-style-type: none"> • Assessment of people's motives to work • Recruitment of people to match the realities of the situation

Thomas Gilbert on creating incompetence

	Information	Instrumentation	Motivation
Environmental supports	<p>Data</p> <ul style="list-style-type: none"> • Don't let people know how well they are performing • Give people misleading information about how well they are performing • Hide from people what is expected of them • Give people little or no guidance about how to perform well 	<p>Instruments</p> <ul style="list-style-type: none"> • Design the tools of work without ever consulting the people who use them • Keep the engineers away from the people who use the tools 	<p>Incentives</p> <ul style="list-style-type: none"> • Make sure that poor performers get paid as well as good ones • See that good performance gets punished in some way • Don't make use of nonmonetary incentives
Person's repertory of behavior	<p>Knowledge</p> <ul style="list-style-type: none"> • Leave training to chance • Put training in the hands of supervisors who are not trained instructors • Make training unnecessarily difficult • Make training irrelevant to students' purposes 	<p>Capacity</p> <ul style="list-style-type: none"> • Schedule performance for times when people are not at their sharpest • Select people for tasks they have intrinsic difficulties in performing • Do not provide response aids (e.g. magnification of difficult visual stimuli) 	<p>Motives</p> <ul style="list-style-type: none"> • Design the job so that it has no future • Avoid arranging working conditions that employees would find pleasant • Give pep talks rather than incentives to promote performance in punishing situations