Behavior Factors Rubric

	Information	Instrumentation	Motivation
Environment	***Data*** • Communicate clear performance expectations. • Discuss roles and responsibilities; priority for doing them. • Reference any performance aids to guide the nursing student. • Provide behavior-specific feedback about performance. • Discuss the performance management system.	***Resources*** • Discuss materials, equipment, or time needed to do the job. • Define processes and procedures to enhance the student's performance. • Discuss the safety, cleanliness, and organization of the physical work environment.	***Incentives*** • Discuss the financial and non-financial incentives present to encourage excellent performance. • Tracking activities and results through the measurement and reporting system. • Discuss fulfillment of higher level needs. • Discuss opportunities for career development.
Individual	***Knowledge*** • Discuss the knowledge, skills, or experience needed to be successful at the job. • Reference any training programs needed to enhance knowledge and skills. • Communicate how student's role impacts the patient or hospital's performance.	***Capacity*** • Communicate the strength and/or dexterity to do the job. • Discuss ability to learn what is expected in order to be successful. • Communicate any emotional limitations that impedes performance. • Reference the realities of the work situation to determine if they are a good fit.	***Motives*** • Discuss nursing student's motives and see if they are aligned with environmental incentives. • Communicate level of desire to do the job to the best of their ability. • Reference the realities of the work situation to determine if they are a good fit. • Identify and discuss any rewards that reinforce poor performance or negative consequences that reinforce good performance. • Identify and discuss if the work environment is positive.

Do not create incompetence by:

	Information	Instrumentation	Motivation
Environment	• Telling people how well they are doing. • Providing misleading information about how they are doing. • Hiding what is expected. • Guiding performance.	• Designing tools without consulting the users. • Keeping developers or engineers away from users, if applicable.	• Paying poor performers the same as good performers. • Punishing good performers in some way. • Not using non-monetary incentives.
Individual	• Leaving training to chance. • Letting unskilled supervisors train. • Making training irrelevant to the job. • Making training difficult to understand.	• Scheduling work times for when people aren't at their sharpest. • Selecting wrong people to do the job. • Not providing job aids.	• Designing futureless jobs. • Arranging unpleasant work conditions. • Giving pep talks instead of incentives.