Index

NOTE: For a list of case histories, see Case History Index following this index.

Accomplishment, 17-26
    conflicting, 112-113
    curricula and, 243-246
    profits and, 314-316
    regulation of, 316-320
    testing validity of, 150-156
Accuracy (see Requirements of performance)
Achievement tests, 20-25, 67-72
ACORN test, 150-156, 194
Ali, Mohammed, 307
Alienation and competence, 324-325
Animal, definition of, 335-340
Architects compared with performance engineers, 345
Assessment centers, 326
Athletics:
    management styles and, 90
    and PIPs, 31, 42-43

Behavior, 73-107
    components of, 75-97
    definition of, 6-7, 13-27
    fundamental dimensions of, 335-340
    great cult of, 7-10
    knowledge maps and, 265-268
    measures of, 19-25
    models of, 106
    physical world and, 333-340
    quality of, 171
    regulation of, 316-320
    repository of, definition of, 75-76
    and vantage points, 333-340
Behavior engineering model, 82-105
    behavior modification and, 97-105
    \( D_x \) and \( D_n \) 107
    description of, 82-99
    as a diagnostic tool, 88-95
    diffusion of effect, 93-95
    inner person and, 95-97
    leverage and, 89, 93-95
    troubleshooting model and, 148-149,
    163-169, 217, 360-363
Behavior modification, 97-105, 343
Behaviorism, 5-7
Berkeley, George, 5
Biology and science, 344
Brown, Lee, 302-303
Business, competence of, 316-324
Capital, human (see Human capital)
Case histories (see Case History Index)
Certification of competence, 193-195
Class (see Requirements of performance)
Competence:
    alienation and, 324-325
    of business (see Business, competence of)
    certification of, 193-195
    competencies versus, 9
    computers and, 57-59
    definition of, 18, 30
    in government (see Government, competence in)
    ideologies and (see Ideologies and competence)
    organization and, 58, 340
    of professionals, 193-197
    selection and (see Selection and competence)
    symbols of, 171-172
Competence "map," 134
Competition, 30-31
    and learning, 285-289
Competitive grouping, 288-289
Computer-assisted instruction, 197-209, 256
Computers and competence, 57-59
Confirmation, 177-193
    teaching and, 282-286, 302
Copernicus, Nicolaus, 346
Cost (see Knowledge, cost of; Requirements of performance;
    Training, cost of)
Creativity and superstition, 183
Cultural engineering, 100-105
Information, 175–209
  behavior component of, 83–97
decisions about, 140
definition of, 175–178
  principles of, 175–179
IQ (Intelligence Quotient), 7, 35, 69–72, 168

Job aids (see Guidance, forms of)

Keller, F. S., 297
Kierkegaard, Søren, 135
Knowledge, 211–306
  component of behavior, 83–97
cost of, 22–23, 211–212, 231–233
required for performance engineering
  (see Performance engineering, knowledge required for)
subcult of, 9
Knowledge maps, 257–277
  and behavior, 255–258
  examples of, 274, 356
  performance analysis and, 127
  uses of, 276–277
Knowledge progression, 265–277
Kubrick, Stanley (Dr. Strangelove), 133

Labor unions, 8
Lajol, Napoleon, 42
Latent Image (process of A. B. Dick Company), 292, 302, 305
Learning, mediation and (see Mediation and learning)
Leisure, 11–12, 26
Leisurely Theorems:
  First (see First Leisurely Theorem)
  Second (see Second Leisurely Theorem)
  Third (see Third Leisurely Theorem)
  Fourth, 112
Levels of performance analysis, 111–142
  extended example of, 349–370
  measurement and, 187
Literacy, 232–233
Love:
  and performance engineering, 346–348
  and vantage points, 347

Mager, Robert, 107
Management decisions, 139–140
Management Theorem (see Third Leisurely Theorem)
Manchester, William, 104, 107
Marx, Karl, 324
Mastery models, 284–286
Mathics, 248, 251, 305
Measurement of performance, 29–72, 187–190
  dimensions of (see Requirements of performance)
  troubleshooting through, 147–163
Mediation:
  and learning, 267–268, 281–284, 289–290
  mnemonics as a form of, 306
Mental illness, 9–10
Metachronic science, 342–344
Mind (see Behavior)
  Mind-body problem, 332, 335–340
Missions, definition of, 118–132
  Mnemonics as a form of mediation, 306
  Modified Teaching Alphabet, 284
Money (see Incentives, monetary)
Morgan, Joe, 158
Motivation, 307–332
  behavior component of, 83–97
  definition of, 307–310
  subcult of, 7, 9–10
Motives, 83–97, 308–309

Newton, Isaac, 3, 334–335, 346
Novelty (see Requirements of performance)

Odiore, George, 7
Open classroom, 255–258
Operant conditioning and teaching, 265–273
Organization and competence, 58, 351

Parsons, H. M., 183–184, 209
Pavlov, Ivan, 340
Performance:
  coefficients of, 158–161
  definition of, 15–19
  exemplary (see Exemplary performance)
  indicators of, 158–161
  indices of, 158–161
  measures of (see Measurement of performance)
  requirements of (see Requirements of performance)
  troubleshooting (see Troubleshooting performance)
  valuable, 17
  worthy (see Worthy performance)
Performance analysis, 109–189
and knowledge maps, 127
levels of (see Levels of performance analysis)
stages of, 121–124
Performance audit, 59–67
Performance deficiencies, diagnosis of, 89–93
Performance engineering:
analysis of, 333–346
definition of, 11–12
knowledge required for, 163–169
love and, 346–348
troubleshooting and, 143–146
and values (see Values, performance engineering and)
Performance matrix, 111–142
duties in, 117–118
ideology and, 312
manufacturing example of, 351–370
Performance tables, 60–67, 77–78, 355, 363
Philosophy, 5, 115, 344–346
philosophical views of history, 5
and PIP, 346
Physics and science, 334–344
PIF (potential for improving performance), 30–72
athletics and, 31, 42–43
characteristics of, 31
comparative examples of, 42–43, 52–56
definition of, 30–40, 72
IQ and, 69–75
in manufacturing, 34, 353–354
philosophy and, 346
size of, 184
spurious, 56–59
statistics and, 44
training profession and, 216
Plotinus, 346
Policy, definition of, 116–133, 254
Potential for improving performance (see PIP)
Productivity (see Requirements of performance)
Professionals, competence of, 193–197
Profits:
and accomplishment, 314–316
and incentives, 313–318
Programmed instruction, 260–262, 297–300
Psychiatry, 9–10
Psychology and science, 344
Psychotherapy and science, 344
Publishing and education, 249–250
Quality (see Requirements of performance)
Quality of behavior, 171
Quantity (see Requirements of performance)
Rate (see Requirements of performance)
Reading:
 inclusion of, in curricula, 109–110
 teaching of (see Teaching reading)
Recruitment, 141
Regulation:
of accomplishment (see Accomplishment, regulation of)
of behavior (see Behavior, regulation of)
of performance, 311–320
Reinforcement (see Confirmation;
Incentives; Motivation)
Reinforcement theory, 97–105
Requirements of performance, 45–53
Residual deficiency, principle of, 275
Response capacity as behavior component, 83–97
Responsibilities, 117–118, 160, 161
Ruth, Babe, 42
Ryan, Jim, 42
Schools (see Education; Teaching)
Science(s), 333–346
biology and, 344
contrasted with engineering, 3–4, 103–105
diachronic, 341–344
and education, 343
metachronic, 342–344
physics and (see Physics and science)
psychology and, 344
psychotherapy and, 344
Skinner box and, 341
spectrum of the, 344
synchronic, 341–344
Second Leisurely Theorem, 29–30
 competition corollary, 30
Selection and competence, 141, 325–330
Shakespeare, William, 35
Silberman, Charles, 256
Simmons, James R., 5
Size constancy and perception, 339
Skill, definition of, 267–277
Skinner box and science, 341
Special education, 27
Spectrum of the sciences, 344
Spitz, Mark, 42
Stakes, definition of, 32
Standards of performance (see Exemplary performance)
Stennett, Rennie, 188
Stimulus, definition of, 62–83
(See also Behavior)
Stimulus error, 176–177
Strategic planning (see Levels of performance analysis)
Index 375

Strategy defined, 116–133, 254
Superstition, 180–183
creativity and, 183
Symbols of competence, 171–172
Synchronic science, 341–344
Szasz, Thomas, 10, 339

Tactics, definition of, 116–133, 254
Teachers:
measurement of, 37, 195–197
qualifications of, 246–248
Teaching:

arithmetic, 21–25, 196–197, 279–281
athletics, 303–304
code, 290, 298–299
computer-assisted instruction in (see Computer-assisted instruction)
and confirmation (see Confirmation, teaching and)
electronics, 301
history, 234–236, 253–254
inductive (see Inductive teaching)
machine operators, 292–293
mechanics, 271–273
metric system, 256, 273–275
Modified Teaching Alphabet, 284
open classroom and, 255–256
operant conditioning and (see Operant conditioning and teaching)
poetry, 244–245
programmed instruction in (see Programmed instruction)
reading, 281–286
social studies, 234–236
telephone operators, 297, 301–302
of theory, 200–204
typing, 296
Teaching costs, 285–286
Telecommunications, 10–11, 312–313, 331
and economics, 343–344
and science, 343–346
Testing, 19–25
achievement (see Achievement tests)
ACORN test (see ACORN test)
assessment centers for, 326
certification and, 193–197
IQ (see IQ)
uses by performance engineers, 67–72
validity of accomplishment (see Accomplishment, testing validity of)

Theory(ies):
criteria for, 3
definition of, 269–277
reinforcement (see Reinforcement theory)
teaching of, 290–294
Third Leisurley Theorem, 73–79
Thorndike, E. L., 340
Timeliness of performance (see Requirements of performance)
Titchener, E. B., 176, 209
Total energy, 2–3
Training, 211–230
biases in, 300–303
cost of, 211–226
discrimination (see Discrimination training)
law of, 278–279
length of, 212–213
organization of, 218
performance engineering and, 304–305
and PIP, 216
productivity, 222–226
science, 343
teaching and (see Teaching)
transfer of, 285–286
value of, 215–226
Troubleshooting performance, 89–93, 143–169, 217

Universities, deficiencies of, 257–262

Valuable performance, 17
Values:
hierarchy of, 112–113
performance engineering and, 100–105
Vantage points, 111–121
behavior and, 339–340
ideology and, 310–313
love and, 347
Volume (see Requirements of performance)

Wealth, distribution of, 310, 320–325
Work, subcult of, 7–8
Worthy performance, 13–27, 29, 76, 139
(See also Exemplary performance)
Case History Index

Behavior versus accomplishment (Barton Hogg), 13–15
Confirmation of performance (Adam Knight), 189–191
Curriculum design, ideal (Thane of Nedlaw), 243–246
FAIR program (Leslie Ernest), 328–330
Guidance, the query (The Humble Home), 198–206
Individual differences (Quik and Sloe), 20–22
Levels of performance analysis (General Robert E. Lee), 113–114
Management competence (Micah Battle), 77
Performance auditing (Northernmost Gas Company), 61–66
Performance engineering, extended example (Savory Snacks, Inc.), 349–370
Performance engineering analogy (Starbright and Wise), 2–3
Performance matrix (Kathy Jenkins), 128–131
PIPs and stakes (Surfside Seasonings, Inc.), 32–35
Reinforcement theory (Citrus, Inc.), 97–99
Selection versus performance engineering (Sarah Barton), 67–69
Sources of incompetence (Waldo, Inc.), 56–59
Stages of performance analysis (Burdasal Pharmaceutical Company), 121–122
Superstitious behavior (Fenntown City Directory), 181–182
Teaching, power of theory in (Duz and Seez), 291–292
Training efficiency (Eve), 303–304
Training investments (Rob Goodale), 222–224
Training organization (Rural Life Insurance, Inc.), 226–228
Troubleshooting performance (Waterman Finance Company), 146–149
Quantity versus value in education (Mercer Correctional Center), 260–262