Chapter 2: Job Performance

ORGANIZATIONAL MECHANISMS

Organizational Culture

Organizational Structure

GROUP MECHANISMS

Leadership: Styles & Behaviors

Leadership: Power & Negotiation

Teams: Processes & Communication

Teams: Characteristics & Diversity

INDIVIDUAL CHARACTERISTICS

Ability

Personality & Cultural Values

INDIVIDUAL MECHANISMS

Job Satisfaction

Stress

Motivation

Trust, Justice, & Ethics

Learning & Decision Making
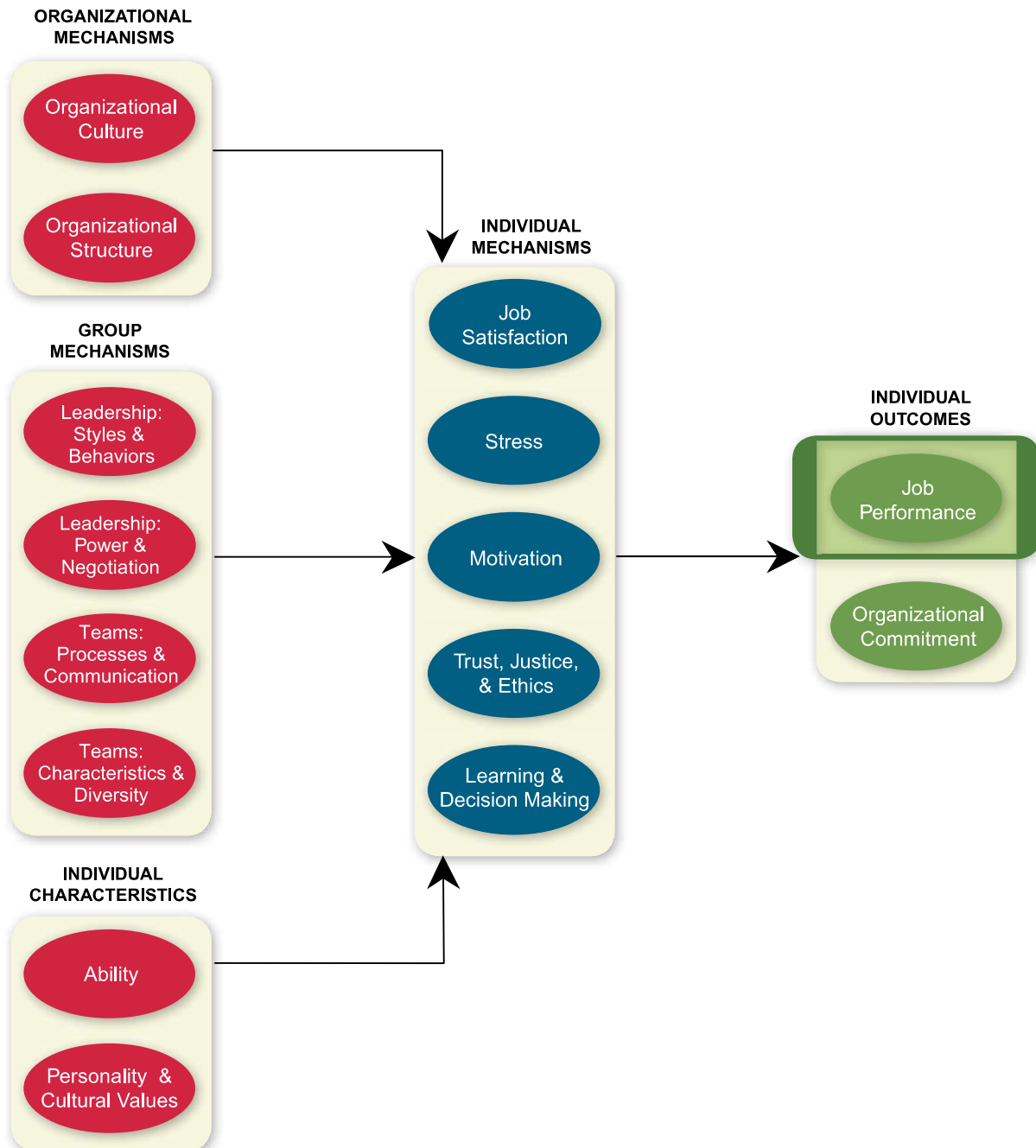
INDIVIDUAL OUTCOMES

Job Performance

Organizational Commitment

NOTE FROM THE AUTHOR

My name is Jason Colquitt, and I'm the lead author on the Colquitt-LePine-Wesson textbook, *Organizational Behavior*. I'm also the author of this Instructor's Manual and I want to encourage adopters to reach out to me if I can help in any way with the book. I'm happy to point you to video clips that complement our OB on Screen feature or to share the details of a research project on performance and commitment that I do with my students. I'm also happy to share the PowerPoints I use in my own teaching, that go along with the 6th edition of our book. These PowerPoints have a color palette that matches the book's and a design that shifts in color as new phases of our integrative model are entered. The PowerPoints also include my own teaching notes, along with additional photos that are Creative Commons-licensed for educational use. I also have those files in Keynote form if you are a Mac user who prefers that format. In sum, I enjoy corresponding with adopters very much, so please do not hesitate to reach out to me. My email address is jason.colquitt@gmail.com.

CHAPTER OVERVIEW

Job performance is the set of employee behaviors that contribute to organizational goal accomplishment. It has three components: 1) task performance, or the transformation of resources into goods and services; 2) citizenship behaviors, or voluntary employee actions that contribute to the organization; and 3) counterproductive behaviors, or employee actions that hinder organizational accomplishments. This chapter discusses trends that affect job performance in today's organizations, as well as practices that organizations can use to manage job performance.

LEARNING GOALS

After reading this chapter, you should be able to answer the following questions:

2.1   What is job performance?
2.2   What is task performance?
2.3   How do organizations identify the behaviors that underlie task performance?
2.4   What is citizenship behavior?
2.5   What workplace trends are affecting job performance in today's organizations?
2.6   How can organizations use job performance information to manage employee performance?

CONNECT APPLICATION EXERCISES

Why Zappos Hires Adaptable Employees	Case Analysis
Trait Creativity	Self-Assessment
Citizenship Behaviors at Ben and Jerry's	Click and Drag*
Boosterism	Self-Assessment
Interpersonal Counterproductive Behavior	Click and Drag*
Performance Appraisals at St. Jude	Case Analysis

Note: An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.

CHAPTER OUTLINE

I. JOB PERFORMANCE

A. Defined as the value of the set of employee behaviors that contribute either positively or negatively to organizational goal accomplishment

1. Behaviors are within the control of employees, but results (performance outcomes) may not be.

2. Behaviors must be relevant to job performance.

OB at the Bookstore: *Treating People Well.* The authors of this book provide a terrific discussion of what it takes to build positive and trusting interpersonal relationships and why this matters. In short, the authors advance the idea that treating people well, or behaving with civility (being polite, courteous, respectful), is key to promoting effectiveness in many jobs, and of course, this is a form of interpersonal citizenship behavior. To begin the discussion, you can point out that incivility has reached crisis proportions and is getting worse. You can then ask students to provide examples of incivility they've witnessed in a work or group context. It shouldn't take to long to generate a good list of examples (being rude, impolite, discourteous, lacking good manners). You can then ask about reactions to these behaviors. Students will mention stress, reduced job satisfaction and commitment, reputational damage to the person exhibiting incivility, unwillingness to be helpful, conflict, and so forth. The discussion can then turn to the benefits of civility. Here, it's important to point out that you not referring to avoiding behaviors that reflect incivility—which is actually counterproductive behavior, but rather, going out of your way to be polite and charming and to smile and stay positive no matter what. Ask students to think of examples when they've done this or where they've observed others doing it, and to describe what happened. Although students will likely recount positive effects (development of trust and cooperation and friendships), some may describe situations where being civil didn't work as intended. This should provide a good segue to discuss the importance of authenticity in civility and how to promote it. People will react negatively if they think you're being nice for instrumental reasons, or just to get something in return. One way to engender authenticity this is to develop a reputation as someone who behaves with civility. As the authors note, it is important to develop a habit of being civil and to do so consistently, regardless of the situation.

II. WHAT DOES IT MEAN TO BE A "GOOD PERFORMER"?

A. Task Performance

1. Task performance involves employee behaviors that are directly involved in the transformation of organizational resources into the goods or services that the organization produces.

    a. Routine task performance involves well-known responses to predictable demands.
    b. Adaptive task performance involves responses to novel or unusual task demands.
    c. Creative task performance involves developing ideas or physical products that are both novel and useful.

2. Job analysis can be used to define task performance for different jobs.

    a. List the activities done on the job.
    b. Use "subject matter experts" to rate each activity on importance and frequency.
    c. Select the activities that are rated highly on importance and frequency and use them to describe the job.
    d. Job analysis results can be used to create the tools managers need to evaluate job performance.
    e. O*NET (the Occupational Information Network) is an online database that provides job descriptions for most jobs.
        i. Information from O*NET needs to be supplemented to capture organizational values and strategies.

        Try This! Figure 2.1 illustrates the O*NET results for a flight attendant job and points out that the information should be supplemented with behaviors that support the values and strategy of the organization. To reinforce this point in a way that really engages students, ask for an example of a job from a student in class and then brainstorm to identify critical tasks. After you have a reasonable list, enter the job in O*NET (http://online.onetcenter.org) and then compare the resulting tasks with the list from the brainstorm. At that point, you can discuss reasons why the lists may have differed. Although the brainstorm list may be shorter and less detailed, it typically includes extra tasks that reflect student assumptions regarding organizational values and strategy.

        Connect Application Exercise: Why Zappos Hires Adaptable Employees Case Analysis. This case analysis presents the unique structure and culture at Zappos that facilitates employee adaptability. The case is followed by multiple choice questions.

        Learning Goals
        2.1   What is job performance?
        2.2   What is task performance?

Topic: Job performance; Task performance

Difficulty Level: 2 = Medium

Blooms: Apply

AACSB: Knowledge Application

Follow-Up Activity: Ask students to look up O*Net (onetonline.org) and search for a job they would like to have. Students should print or save the job summary report that lists tasks, skills, credentials, etc. needed for that job. Job descriptions will not explicitly list "adaptability," but those that require a college degree will include related skills such as "critical thinking" or "complex problem solving." Students can summarize the type of adaptability required for the job and what they might do to increase their own adaptability.

Connect Application Exercise: Trait Creativity Self-Assessment. This self-assessment is valuable due to the rise in creative job requirements. Students are classified as having either high or low trait creativity versus other college students.

Learning Goals
2.2   What is task performance?
2.7   How can organizations use job performance information to manage
       employee performance?

Topic: Task performance

Difficulty Level: 1 = Easy

Blooms: Apply

AACSB: Reflective Thinking

Follow-Up Activity: Students can react negatively to being classified as 'low' in trait creativity, so it is important to debrief this self-assessment. Students may disagree with their results, whether they are classified as low or high. Inform them of the importance of state creativity, which is influenced by experiences, unlike a personality trait that is relatively stable. Creativity can be sparked by single experiences, for example (a-ha! moments), or long-term exposure (e.g., art education). Creativity is known to be multi-dimensional, so a point of discussion is what 'creative' means in the students' major fields of study.

3. Task performance behaviors are not simply "performed" or "not performed"—the best employees exceed performance expectations by going the extra mile on the job.

B. Citizenship Behavior

1. Citizenship behavior is defined as voluntary employee activities that may or may not be rewarded, but contribute to the organization by improving the overall quality of the setting in which the work takes place

   a. Interpersonal citizenship behavior involves assisting and supporting coworkers in a way that goes beyond normal job expectations. Helping, courtesy, and sportsmanship are all interpersonal citizenship behaviors

      OB Assessments: Helping. This survey helps students to assess how helpful they are under normal circumstances. Since helping behaviors are socially desirable, this may be a good time to point out the value of honest self-assessment to students. If students are unsure of whether or not they can evaluate themselves objectively in this regard, they may want to ask coworkers or class teammates to fill out the form about them. It is also worthwhile to discuss the importance of helping behaviors relative to task performance in the context of teams. Which type of performance is more important? What reactions do team members have when confronted with a team member who is not helpful? Is this the same reaction when a team is confronted with a member who is not effective with respect to task performance? **Please see the PowerPoints for Bonus Assessments on Sportsmanship and Political Deviance. Please see the Connect assignments for this chapter for assessment on Boosterism and Trait Creativity.** Please email me at colq@uga.edu if you have any questions about using these assessments in your teaching.

   b. Organizational citizenship behavior involves supporting and defending the organization through voice (offering supportive ideas for change), civic virtue (participating in company activities at a deeper-than-normal level), and boosterism (representing the company in a positive way in public.)

      Try This! Ask students to name examples of organizational citizenship behaviors in jobs that they've held. For example, students who have worked as servers might have suggested better menu items (voice), might have paid attention to how other restaurants did things (civic virtue), and might have said good things about the restaurant to their friends, rather than sharing kitchen horror stories (boosterism).

      Connect Application Exercise: Citizenship Behaviors at Ben & Jerry's Click and Drag*. In this exercise, students will match employee behaviors at Ben &

Jerry's with the types of interpersonal and organizational citizenship behavior. The goal is for students to better understand the basic definitions.

Note: An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.

Learning Goals
2.4   What is citizenship behavior?

Topic: Citizenship

Difficulty Level: 3 = Hard

Blooms: Analyze

AACSB: Analytical Thinking

Follow-Up Activity: Focus on one important citizenship behavior – voice. Ask a student to share a time that he/she used voice at work and had a positive result. Alternately, ask for an example with a negative result. Analyze each situation. Was it the leader, the organization, or something about the student that impacted the effectiveness of voice? Discuss the importance of positive environments that encourage voice.

Connect Application Exercise: Boosterism Self-Assessment. This self-assessment classifies students as exhibiting high or low boosterism for their university versus other college students. Students with low boosterism will feel independent of the university's successes and failures, while those with high boosterism will have stronger feelings associated with the university and are likely to promote its value to others.

Learning Goals
2.2   What is task performance?
2.4   What is citizenship behavior?

Topic: Citizenship

Difficulty Level: 1 = Easy

Blooms: Apply

AACSB: Reflective Thinking

Follow-Up Activity: As with any self-assessment, debriefing the results is helpful. Results of this activity reflect students' behaviors associated with their ties to the university and can be used to illustrate the positive effects of

boosterism on an organization. Ask students to look up the alumni relations office or foundation at your university, or to search online for alumni groups. What words are associated with boosterism? What are possible positive outcomes from boosterism for the university? For the students?

   c. Citizenship behaviors are relevant for all jobs, and provide clear benefits to the effectiveness of work groups and organizations
   d. Citizenship behaviors become more vital during organizational crises

OB Internationally. A good question to ask students in class is whether they think that citizenship behaviors are likely to be valued differently in different cultures. The findings from the study described in the insert box suggest that the value for citizenship behavior may be universal, and this may surprise some students. The discussion can focus on why the value of these behaviors may be similar across cultures that may seem to be quite differ from one another.

C. Counterproductive Behavior

  1. Counterproductive behaviors intentionally hinder organizational goal accomplishments.

   a. Property deviance harms an organization's assets and possessions and can include sabotage and theft.
   b. Production deviance reduces the efficiency of work output, and includes wasting resources and substance abuse.
   c. Political deviance refers to behaviors that harm individuals within the organization, and can include gossiping and incivility.
   d. Personal aggression involves hostile verbal and physical actions taken towards other employees. Examples are harassment and abuse.

OB On Screen: *Molly's Game.* To illustrate prosocial counterproductive behavior, view the film from around the 1:44:08 mark to about the 1:48:42. The clip depicts a meeting between two FBI agents, Molly Bloom, and her attorney. The FBI is pressuring Molly to become a witness against some of the players in her underground poker game, but Molly refuses because she's concerned that testifying will ruin the players' lives. Her decision could result in the forfeiture of millions of dollars and imprisonment. Molly's attorney is trying to convince the FBI agents that Molly is not a bad person, and that although some of her acts were illegal, they were also well-intended. After watching the clip, you can give some background on the film, which is based on the memoir of real-life Molly Bloom. She was a promising Olympic skier, but suffered a career ending injury during an event. She accepted a job offer as an office manager for a real estate developer, but ended up helping this person run an underground poker game. She did really well in this job, going way above and beyond what was required. She was super organized, did

research on her own, and attracted many new players with innovations that made the game more classy. Eventually, she had a falling out with the real estate developer, and ended up starting her own game. Molly also did really well with her own game, but she also cared about the welfare of the players, some of whom were really troubled. When players couldn't pay, she covered for their bets with her own money instead of hiring muscle to collect, as was the norm in the underground poker industry. But as the game became more successful, Molly couldn't afford to cover the growing pots of cash, so she did something that made her game illegal: She took a "rake", which refers to taking a percentage of the cash from the pots as insurance. Bloom also started taking drugs to help regulate her sleep and deal with the stress. Eventually she was arrested. After this overview, you can ask students to identify examples of the different types of job performance. Because her game was successful and made so much money, students may point out that she was effective in task performance. This is a reasonable assumption. Students may also note that, because she went above her job description as an office manager, and showed compassion towards the players, she engaged in citizenship behavior. You can explain that the target of citizenship behavior is generally others in the organization (examples are helping and being courteous) or the organization itself (for example, making suggestions for improvements and representing the organization in a positive way), not clients or customers. However, Molly did behave in a way that promoted a safe and positive social and psychological environment during the games, which is what citizenship behavior is all about. Students might also dive straight into the more interesting discussion surrounding her decisions to take a percentage from the pots and do drugs. On the one hand, these are certainly counterproductive behaviors. They are intentional, illegal, and contributed negatively to her business. On the other hand, the former was well-intended (not self-serving, but intended to benefit her clients and her business), and the latter was how she was able to cope. Students who read the book should realize that the former behavior is an example of prosocial counterproductive behavior. During the discussion, students may point out that prosocial counterproductive behavior may seem justified, and perhaps even moral. Other students may disagree, but if not, you can wrap-up the discussion by noting that prosocial counterproductive behaviors could put the organizational and its stakeholders in legal jeopardy. Please email me at jason.colquitt@gmail.com if you have any questions about using OB on Screen in your teaching.

Bonus OB on Screen (from 6th edition): *Sully*. To illustrate extraordinary job performance, view the film from around the 1:18:23 mark to about the 1:24:40. After watching the clip, you can give some background on the incident. The scene depicts what occurred in the cockpit of US Airways Flight 1549 on January 15, 2009. The aircraft struck birds shortly after takeoff and lost both engines. Sully discussed the problem with his first officer and an air traffic controller, considered options, and ultimately chose to ditch the aircraft

in the Hudson River. Sully executed a perfect landing on the water, something that hasn't happened much in the history of commercial aviation, and saved the lives of all 155 souls on board. People considered him a hero, and the incident became known as the "Miracle on the Hudson." You can begin the discussion by asking why this is a good example of extraordinary job performance. Students are likely to focus on the fact that he conducted a perfect water landing and that he saved the lives of everyone on board. You can then ask if this is really job performance as defined in the chapter? Students will realize that they're focusing on the results of performance and that the correct answer lies in behaviors. Some students may object to this distinction and say that you know extraordinary performance when you see it. You can respond by saying that this may be true, but what if there was a big gust of wind as the plane was touching down, and a wing clipped the water and the jet flipped over as it touched down on the water, and the majority of the passengers died. He might have engaged in all the right behaviors, but the outcome was different simply because of some random event. You would still want your pilots to execute those behaviors even though the outcome was not the one that was desired. You can point out that the film actually centers on the NTSB's investigation to see if Sully and his copilot's behaviors were a contributing factor in the incident. To wrap it up, you can then ask the students to identify some extraordinary job performance behaviors. The clip clearly depicts task performance behaviors that are specific to piloting a commercial aircraft. Some students might note that the clip depicts highly effective adaptive task performance as well. The pilots train for emergencies, but each one is different, and losing both engines at such low altitude in the middle of one of the busiest cities in the world is something without precedent. Some students might also note examples of citizenship behavior. Sully was remarkably courteous and calm during the entire incident.

Bonus OB on Screen (from 5th edition): *Flight.* The clip referenced in the book begins around the 1:33:20 mark of the film, continuing until about the 1:36:20 mark. The clip depicts a meeting where South Jet Air attorney Hugh Lang tells pilot Whip Whitaker that, although there are a few loose ends to take care of, he won't be held responsible for the crash of an airliner despite being very intoxicated at the time. Hugh suggests that empty bottles of alcohol found on the plane (the alcohol was consumed by Whip during the flight) should be blamed on a flight attendant with whom Whip had a relationship. Whip is upset with the idea, and responds sarcastically. Hugh responds by saying that although he thinks Whip is a "drunk arrogant scumbag" he's also in awe of what he did as a pilot. The scene provides an excellent example of the independence of various job performance activities. On the one hand, Whip engages in behavior at work that's clearly counterproductive. On the other hand, Whip engages in behavior that reflects excellent task performance—he adapts to an equipment malfunction, flies the airplane inverted, and ultimately saves the lives of most of the passengers. One topic for class discussion is whether Whip is an effective performer.

Students will likely disagree, with some focusing on flying the plan and others focusing on substance abuse and putting passengers and the crew at risk. You can keep track of what they say and help them realize that they are providing examples of task performance and counterproductive behavior. You can stay focused on the broader dimensions of task performance and counterproductive behavior or the narrower examples (adaptive task performance and production deviance). Some students may suggest that Whip's counterproductive behavior isn't important because it's his task performance that saves the lives of his passengers. This may be a valid point in the context of this particular movie. In reality, however, being drunk while flying an airplane could result in a mistake that kills everyone on board. To convey this point, you can ask students if they would board a plane if they know the pilot was high on cocaine and had a blood alcohol content of .24 (three times the level that most states use to classify someone as driving while drunk). You can also discuss why counterproductive behavior like this could go on for an extended period. You can suggest that coworkers might have had clues that Whip had problems with substance abuse, but they looked the other way because he's such a great pilot. You can ask students to provide other examples of this type of situation. Typically, a student will volunteer an example of someone who is great at task performance but horrible at citizenship behavior or counterproductive behavior. Students will often say they were disappointed and shocked at the contradiction after it was discovered. You can ask them how these types of situations should be managed. This should lead to the conclusion that it's best to pay attention to the different aspects of performance and provide feedback—highlighting both the positives and the negatives.

Bonus OB on Screen (from 3rd edition): *Despicable Me.* The clip referenced in the book begins around the 43:37 mark of the film, continuing until about the 52:50 mark. The clip depicts the behavior of a criminal mastermind named Gru, and in particular, his interactions with three orphan girls he adopted as part of his plot to steal a shrink-ray gun (that he plans to use to steal the moon). The scene provides an excellent example of the independence of behaviors that are related to job performance. On the one hand, Gru is a criminal, so he obviously engages in behavior that's deviant. On the other hand, Gru engages in behavior that's much more positive. One topic for class discussion is how Gru stacks up in terms of his performance. The students should be able to quickly identify examples of task performance, citizenship, and counterproductive behavior. Emphasize that the main point of the clip is to illustrate that it's problematic to assume where someone might stand on one performance dimension using knowledge about where the person stands in terms of another performance dimension. In real world contexts where the intent is to gather valid information about specific aspects of performance, jumping to these types of conclusions can be problematic. You can ask students to provide examples of where this has happened. Typically, a student will volunteer an example of someone who is a great at

task performance but horrible at citizenship behavior or counterproductive behavior.

Bonus OB on Screen (from 2nd edition): *Hancock*. The clip begins around the 27:35 mark of the film, continuing until about the 29:15 mark. The clip depicts a superhero named Hancock being counseled by a public relations spokesperson. The scene provides an interesting case of someone who is a good performer from a task performance perspective (he puts out a fire, removes a whale from the beach) but a bad performer from a counterproductive behavior perspective (he steals an ice cream cone, and flings a whale into the ocean and wrecks a sailboat). One topic for class discussion is how Hancock stacks-up in terms of his performance. The students should quickly come to the conclusion about task performance and counterproductive behavior. Some students may suggest that Hancock is low in citizenship behavior because he doesn't appear to be particularly courteous or a good sport. Other students may suggest that Hancock is high in citizenship behavior because his behaviors are voluntary and his behavior ultimately helps promote a safer city. You can point out that there isn't much in the scene to indicate the specific types of interpersonal citizenship or organizational citizenship. You can also explain that in trying to score Hancock's citizenship behavior they are making inferences about this aspect of performance based on other aspects of performance, and this is something to avoid in real world ratings context where the intent is to gather valid information about specific aspects of performance. Another topic for class discussion is why an organization would put up with someone like Hancock. Their conclusion is that we do this for exceptional performers—people with unique and rare capabilities with respect to task performance—but even then, there are limits because (a) eventually it affects everyone around them, and (b) there are legal ramifications.

Bonus OB on Screen (from 1st edition): *Monsters, Inc*. The clip begins around the 9:11 mark of the film, continuing until about the 17:24 mark. The clip depicts the performance of Sulley and Randall, two employees at Monsters, Inc. Although the scenes clearly show that both employees are effective from a task performance perspective, there are some pretty dramatic differences in terms of their citizenship and counterproductive behaviors. Class discussion could begin with the question, "Are Sulley and Randall both good performers? This discussion can turn into a good debate because some students will insist that Sulley and Randall both produce results that are exceptional, and that's all that should matter. Students on the other side of the debate will tend to focus on the negative effects of Randall's behavior on the morale of the employees. Some students will make comments that reflect an assumption that other types of citizenship and counterproductive behaviors are present even though the behavior is not depicted in the scenes (e.g., Sulley is likely to be very helpful to coworkers whereas Randall is not). Discussion could then focus on the validity of this assumption. The video

could also serve as a point of reference when discussing different types of citizenship and counterproductive behaviors. The most obvious differences in the behavior of Sulley and Randall are in the sportsmanship aspect of citizenship behavior and the personal aggression aspect of counterproductive behavior.

Connect Application Exercise: Interpersonal Counterproductive Behavior Click and Drag*. This exercise helps students better understand interpersonal counterproductive behavior. Students match examples to each type of political deviance and personal aggression.

*Note: An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.

Learning Goals
2.5   What is counterproductive behavior?

Topic: Counterproductive behavior

Difficulty Level: 1 = Easy

Blooms: Analyze

AACSB: Analytical Thinking

Follow-Up Activity: Put students into groups and ask them to create a list of classroom organizational and interpersonal counterproductive behaviors. Then, ask them to assign a cost to those behaviors. These can be monetized (e.g., wasted class time costs tuition if the class has to be repeated) or costs in terms of other resources like time or effort (e.g., lost test preparation that results in more studying outside of class). Discuss the analogy of classroom costs to those in an organization as a result of counterproductive behaviors.

D. Summary: What Does It Mean to be a "Good Performer"?

III. TRENDS AFFECTING JOB PERFORMANCE

A. Knowledge Work

1. Jobs that involve cognitive activity are becoming more prevalent than jobs that involve physical activity.
2. As a result, employees are being asked to work more quickly, learn continuously, and apply more theoretical and analytical knowledge on the job.

B. Service Work

1. Service workers have direct verbal or physical interaction with customers, and provide a service rather than a good or a product.
2. Trailing only professional services in terms of growth, service jobs make up 20 percent of all new jobs.
3. The costs of bad performance are more immediate and obvious in service work, and service work contexts place a greater premium on high levels of citizenship behavior and low levels of counterproductive behavior

   Try This! Ask students to share the details of their worst customer service experience ever, whether in a retail store, a restaurant, a customer service call, or some other context. Discuss the impact of that event on the students' future relationship with that organization. Then ask students who have served in customer service roles to detail their own experiences, and to describe the factors that trigger negative customer experiences.

IV. APPLICATION: PERFORMANCE MANAGEMENT

A. Management by Objectives (MBO)

1. MBO is a performance evaluation system that evaluates people on whether or not they have met pre-established goals. It is best suited for employees with jobs that have quantifiable measures of job performance.
   a. An employee meets with a manager to develop mutually agreed-upon objectives.
   b. The employee and manager agree on a time period for meeting those objectives.
   c. The manager evaluates the employee based on whether or not objectives have been met at the end of the time period.

B. Behaviorally Anchored Rating Scales (BARS)

1. BARS look at job behaviors directly.
   a. Critical incidents are used to develop evaluation tools that contain behavioral descriptions of good and poor performances.
   b. Supervisors typically rate several dimensions and average across them to get an overall rating.
   c. BARS can complement MBO by providing information about why an objective has been missed.

C. 360-Degree Feedback

1. A 360-degree performance evaluation includes performance information from anyone who has firsthand experience with an employee, including subordinates, peers, and customers.
   a. With the exception of the supervisor's ratings, all ratings are combined so raters stay anonymous to the employee.
   b. 360-degree ratings are best suited for use as a developmental, rather than evaluative, tool because of difficulties related to combining information from different sources and the possibility of bias in the ratings

D. Forced Ranking

1. Forced ranking systems make managers "grade on a curve" when evaluating performance, allocating some percentage of employees into categories such as below average, average, or above average.
   a. These systems were popularized by Jack Welch at General Electric, whose "vitality curve" grouped employees into the "top 20," "vital 70," and "bottom 10" categories.

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b. Although these systems force managers to differentiate between employees, they may be inconsistent with team-based work, which requires more collaboration than competition.

Try This! Ask students to debate whether their OB course should be graded on a curve, with a predetermined percentage of students earning an A, B+, B, B-, and so forth. Assign one portion of the class to be the "yes" side and the other portion of the class to be the "no" side. Then, once the two sides have shared their best arguments, allow the class to vote (in a non-binding fashion, of course).

Connect Application Exercise: Performance Appraisals at St. Jude Case Analysis. This case analysis presents how performance appraisals are conducted at St. Jude Memorial Hospital. The case illustrates how job analysis is important to effective performance appraisals, and the different ways they may be conducted. After reading the case, students answer multiple choice questions.

Learning Goals
2.1   What is job performance?
2.2   What is task performance?
2.3   How do organizations identify the behaviors that underlie task performance?
2.7   How can organizations use job performance information to manage employee performance?

Topic: Evaluating performance; Job performance; Task performance

Difficulty Level: 2 = Medium

Blooms: Apply

AACSB: Knowledge Application

Follow-Up Activity: Business students participate in teams in most of their classes, yet appraisal of their team members is done many different ways (or not at all). Require groups of students to create three versions of a short appraisal instrument that can be used to evaluate team members across class types: MBOs, BARS, and 360-degree feedback. Students should then compare the three and how they accomplish the goal of accurately judging team member performance. One weakness students may realize is the difficulty of using one appraisal across classes, which is a valid concern analogous to using one appraisal across job types in the St. Jude case.

E. Social Networking Systems

1. Technologies like those used in Facebook and Twitter are beginning to be used to provide feedback, monitor performance, update goals, and discuss performance management issues.

DISCUSSION QUESTIONS

2.1 Describe your "job" as a student in terms of the job performance dimensions discussed in this chapter. What would be the benefit of approaching student performance from a behavior perspective rather than from an outcome (grades) perspective? What would the downsides of this approach be? How would grading policies in your classes have to change to accommodate a behavior approach to student performance?

A focus on classroom behavior would more directly reward task performance, in terms of actions like good class attendance, participating in class discussions, and following class policies. It might also focus on whether students "went the extra mile" by organizing class outings, finding guest speakers, helping students in the class, and so forth. One could see how classes would appear to function in a more engaged manner in this approach. Ultimately, however, the focus should be on learning. And learning is best assessed with an outcomes approach.

2.2 Describe the job that you currently hold or hope to hold after graduation. Now look up that job in O*NET's database. Does the profile of the job fit your expectations? Are any task behaviors missing from O*NET's profile?

*The tasks for a retail sales manager on O*NET include:*

- *Provide customer service by greeting and assisting customers, and responding to customer inquiries and complaints.*
- *Monitor sales activities to ensure that customers receive satisfactory service and quality goods.*
- *Assign employees to specific duties.*
- *Direct and supervise employees engaged in sales, inventory-taking, reconciling cash receipts, or in performing services for customers.*
- *Inventory stock and reorder when inventory drops to a specified level.*
- *Keep records of purchases, sales, and requisitions.*
- *Enforce safety, health, and security rules.*
- *Examine products purchased for resale or received for storage to assess the condition of each product or item.*
- *Hire, train, and evaluate personnel in sales or marketing establishments, promoting or firing workers when appropriate.*
- *Perform work activities of subordinates, such as cleaning and organizing shelves and displays and selling merchandise.*

While most retail managers will perform most of these tasks, some stores may require managers to do other things, such as stocking merchandise, planning promotions, etc. This discussion question gives a good opportunity to reinforce the point made in the text about how a company's culture and values can change the tasks of their employees.

2.3   Describe a job in which citizenship behaviors would be especially critical to an organization's functioning and one in which citizenship behaviors would be less critical. What is it about a job that makes citizenship more important?

Almost any sales position requires citizenship behaviors to help the company function effectively. When sales personnel speak well of their company (boosterism), when they participate in voluntary company activities (civic virtue) and when they suggest helpful changes to the product or sales process (voice), the company will thrive. Students are likely to suggest solitary jobs as not needing citizenship behaviors, but they may be surprised by how much citizenship affects those jobs, as well. For example, an author seems to work alone, but in reality, he or she must function effectively with editors, publishers, layout and copy design personnel, marketing professionals, agents, publicists, etc., in order to be successful. Citizenship behaviors will help the group come together and function effectively as a team.

2.4   Figure 2-3 classifies productive deviance and political deviance as more minor in nature than property deviance and personal aggression. When might those "minor" types of counterproductive behavior prove especially costly?

Production deviance and property deviance can be especially costly in jobs that place a high premium on safety. For example, a marketing manager who comes to work drunk may not hurt anyone, but a bus driver who comes to work drunk could kill an entire busload of schoolchildren.

2.5   Consider how you would react to 360-degree feedback. If you were the one receiving the feedback, whose views would you value most: your manager's or your peer's? If you were asked to assess a peer, would you want your opinion to affect that peer's raises or promotions?

Individual answers to this question will vary, but students who are accustomed to receiving traditional performance appraisals may be more likely to value a manager's assessment over a peer evaluation. If students do not have work experience, ask them if they want their evaluation of a classmate's performance to affect that classmate's grade (most do not.) Follow up this question by asking students to think about their own performance in the classroom. Are there times when a classmate's evaluation will be more accurate than the professor's? Are there behaviors that are more important to professors than they are to classmates, and vice versa? These questions will help students to understand how different evaluators can "round out" a performance picture.

CASE: ACCENTURE

Questions:

2.1   Describe the major strengths and weaknesses of Accenture's new system of providing employees feedback about their job performance.

The system can provide timely feedback to employees. Employees can make immediate changes to their behavior to improve their effectiveness. The system also requires less time and is more acceptable to millennials who comprise much of the company's workforce. A disadvantage of the system is that there may not be consistency across employees in the type of feedback they receive. Some may receive far less feedback than others. It's also easy to envision how the type of feedback provided may be a function of the quality of interpersonal relationships rather than job relevant behaviors. Finally, people are far less civil on social media, so there's a chance that employees say inappropriate things to each other. For all of these reasons, it may be difficult to use the information as a basis for administrative decisions (promotions, pay raises, etc.).

2.2   Identify types of job performance that Accenture's new system of providing performance feedback would best account for? Are there types of job performance that might be overlooked? Explain.

It would seem that the system is conducive to capturing aspects of performance that are visible and noteworthy to observers. Task performance that is exceptionally creative, interpersonal citizenship behavior reflecting extraordinary helpfulness, organizational citizenship in the form of innovative ideas are great examples. Important, but more run-of-the-mill job performance behaviors might be ignored (routine task performance, courtesy, and civic virtue). Employees may also refrain from providing feedback on counterproductive behaviors for fear of creating friction or engendering conflict.

2.3   Describe jobs or job contexts where a performance management system like the one Accenture replaced might be more appropriate? Explain.

The old system might work well in jobs where individuals work independently, on tasks that are fairly routine from day to day, and where there are clearly defined set of outcomes to which employee goals are connected. Sales jobs may be a good example. In these contexts, the information needed to improve performance may be readily available. There is less of a need for on-going feedback on a wide range of job-relevant behaviors, and fewer individuals to provide it.

BONUS CASE: GENERAL ELECTRIC (from 6th edition)

When you think of General Electric, or GE for short, company founder, Thomas Edison, might come to mind. You might also think of light bulbs or appliances, GE products you may use every day. Depending on your background, you might also think of medical equipment, jet engines, or even locomotives. In fact, GE is a huge multinational conglomerate with a diverse array of businesses, which include aviation, digital, energy, oil and gas, power, renewable energy, health care, appliances, lighting, and transportation. With operations in all these different industries, it's easy to appreciate the vast range of jobs that are held by GE's workforce, which numbers well over 300,000 full- and part-time employees. You might also appreciate the management challenge faced by GE. That is, how does GE ensure that employees in all these different jobs produce results and perform in ways that are consistent with the company's values and objectives?

In the mid 1950s GE established a management training center in Crotonville, New York, just east of the Hudson River, north of Manhattan about halfway to Poughkeepsie. High potential managers are sent to Crotonville to learn about practices that GE believes will promote high performance across the organization. For example, in the 1970s and 80s, GE was facing competitive pressure from Asian manufacturers, and the company responded by training managers in practices, such as Six Sigma, that focused on reducing costs and increasing efficiency and quality in operations. With the adoption of these types of practices, GE employees were no longer just responsible for carrying out tasks involved in the design and manufacturing of products, but they were also accountable for measuring and eliminating defects and reducing waste through continuous improvements in manufacturing processes.

During this period, GE managers also learned how to push their employees hard to achieve results with regard to these ends. This emphasis is best exemplified in Jack Welsh, the highly charismatic CEO who ran the company from 1981 to 2001. In light of intense competitive pressures and the commoditization of many of GE products, Welch focused on goals related to costs, efficiency, and operational excellence, and he instituted practices that reinforced employee behaviors to ensure that his goals could be met. As an example, Welch advocated an annual job performance review process that drew sharp distinctions between effective and ineffective employees. He felt that the best way to do this was to have managers rank employees relative to their peers and to fire the bottom 10 percent. Welch's hard-nosed approach to managing the performance of his employees led GE to great success during his tenure.

Welch's successor at GE, Jeff Immelt, recognized that a new set of employee behaviors was necessary to compete in a changing competitive environment where technology and innovation are making product life cycles shorter. Rather than focusing on doing things in the most cost-effective and efficient way, and without error, employees need to take risks and test new ideas, and incorporate learning from errors into deliverables. Although the training center in Crotonville continues to serve as a means of instilling GE's values to its managers, the training has been refocused to emphasize the type of

performance needed for the company to thrive in this new environment. So, for example, to help enhance creativity and other behaviors necessary for innovation and rapid product development, GE managers receive training on things like mindfulness, emotional self-regulation, and the importance of constant feedback.

Immelt also moved GE away from many of the rigid practices that Welch implemented, including the "rank and yank" annual performance review system. Immelt and others at the company came to believe that the system promoted competitiveness rather than cooperation. Moreover, they came to the realization that the system had become a time-consuming ritual that hindered the type of risk taking necessary for the company to succeed in the 21st century. In fact, GE has moved away from formalized annual reviews of employee job performance altogether.

Rather than rating employees each year on a scale that results in labels such as "role model," "strong contributor," or "unsatisfactory," the company has adopted a smartphone app called PD@GE, which facilitates ongoing performance feedback throughout the year. Managers are expected to have frequent discussions, or "touchpoints," with employees on short-term priorities so that discrepancies can be fixed quickly. Employees can also use the app to request feedback from others in the organization so that they have a better understanding of whether they should continue to do something or to change what they are doing. Although there are still open questions regarding how the system can be used to support compensation decisions, the company is convinced that it will provide feedback to employees that is more relevant and timely.

Sources: *M. LaMagna, "Why Major Companies Are Getting Rid of Traditional Performance Reviews," Marketwatch, July 12, 2016, http://www.marketwatch.com/story/why-major-companies-are-getting-rid-of-traditional-performance-reviews-2016-06-06; M. Nisen, "How Millennials Forced GE to Scrap Performance Reviews," The Atlantic (from the archive of partner QUARTZ), August 18, 2015, https://www.theatlantic.com/politics/archive/2015/08/how-millennials-forced-ge-to-scrap-performance-reviews/432585/; R. Silverman, "GE Re-Engineers Performance Reviews, Pay Practices." The Wall Street Journal, June 8, 2016, https://www.wsj.com/articles/ge-re-engineers-performance-reviews-pay-practices-1465358463; and R. Silverman, "GE Does Away with Employee Ratings," The Wall Street Journal, July 26, 2016, https://www.wsj.com/article_email/ge-does-away-with-employee-ratings-1469541602-lMyQjAxMTA2ODI2NzEyODcyWj.*

Questions:

2.1   How well do you think that Jack Welsh's performance review system evaluated employee job performance (as we have defined it in this chapter)? Which specific dimensions of job performance do you think his system emphasized?

Jack Welsh's system seems to emphasize results more so than behavior. Employees were driven by productivity and quality-related goals, and were

evaluated annually on their ability to meet these goals and placed into different categories. Given the nature of the system and its emphasis, it's probably safe to say that it primarily captures task performance. Interestingly, because the approach encourages competition among employees (no one wants to be in the lowest category) it may decrease citizenship behavior (e.g., helping) and increase counterproductive behavior (e.g., gossiping or sabotage other's work).

2.2   Describe advantages of the PD@GE app as a means of evaluating employee job performance.

PD@GE allows for feedback that is much more timely and relevant than annual feedback sessions. Moreover, it seems tailored to capture any dimensions of job performance behavior. Additionally, because employees can ask for feedback, it gives them more control of their own development. Employees who are unsure of how they are doing can simply ask the appropriate parties.

2.3   Describe disadvantages of the PD@GE app. Explain why managers with longer tenure at GE may have doubts about the effectiveness of the PD@GE app? What could be done to alleviate potential concerns?

One disadvantage mentioned in the case is that it is more difficult to use the information to make administrative decisions (e.g., promotions, raises, etc.). The information captured by the system may vary a great deal from one employee to the next. It also seems possible that employees might try to game the system by seeking feedback from sources they believe would be most positive. Employees with more tenure at the company, especially those who lived with "rank and yank", might dismiss the system as being "soft," and may be bothered that the feedback is not as useful for making decisions about pay and promotions. To address potential concerns, GE could incorporate requirements with respect to specific critical behaviors, amount of feedback, number of touchpoints, and so forth. GE could also provide training and other incentives to ensure that the system is used appropriately and uniformly.

EXERCISE: PERFORMANCE OF A SERVER

Instructions:

Put students in groups and have them sketch out the major job dimensions for a server's performance, drawing those dimensions on a circle. Also ask them to list two specific behaviors within each of those dimensions. Emphasize that the behaviors should be verbs, not adjectives. In other words, they should be explaining what servers actually do, not what qualities servers should possess. A server is useful as a job analysis example because students are so familiar with server duties (many students have worked as servers and all students have observed servers while dining in a restaurant). This exercise should take around 15 minutes.

Sample Job Dimensions and Behaviors:

Here's an example of the kinds of job dimensions and tasks students might come up with for a restaurant server. The job dimensions are numbered with the more specific behaviors bulleted underneath.

Taking Meal Orders
  • Describing the menu
  • Making recommendations
Delivering Food
  • Remembering who had what
  • Balancing food on tray
Checking on Customers
  • Keeping water and drinks filled
  • Asking about dessert of the check
Being Friendly to Customers
  • Smiling
  • Being conversational

Questions:

Unless they've peeked ahead to subsequent steps, most lists will omit citizenship behaviors like helping, sportsmanship, voice, and boosterism. Most lists will also omit counterproductive behaviors like theft, wasting resources, substance abuse, or incivility. Once you've gotten the students to understand this omission, the former servers in the class will be able to attest to the importance of these non customer-directed behaviors. If the list of behaviors generated by the students were to be supplemented by citizenship and counterproductive behaviors, a performance evaluation form like the one shown in Table 2-2 could be created. This sort of approach could be valuable because it would broaden the way restaurant managers view the performance of servers. After all,

it's not enough to have a server who brings in big tips if that person has a negative effect on the climate and morale of the restaurant.

OMITTED TOPICS

The field of organizational behavior is extremely broad and different textbooks focus on different aspects of the field. A brief outline of topics that are not covered in this chapter, but which the professor might want to include in his or her lecture, is included below. In cases where these topics are covered in other chapters in the book, we note those chapters. In cases where they are omitted entirely, we provide some references for further reading.

- Diagnosing Performance Problems — Theories that have been used as a basis for diagnosing performance problems (e.g., expectancy theory) are covered in Chapter 6.

- Withdrawal — Lateness, absenteeism and turnover are sometimes discussed along with job performance. These concepts are covered in Chapter 3.

- Performance in Teams — A lot of the work that takes place in organizations occurs in teams. Chapter 12 discusses this issue in the context of various types of taskwork and teamwork activities.

- Application of Job Performance Evaluations — For a more comprehensive treatment of the uses of job performance information see:

    Murphy, K. R.., & J. N. Cleveland. *Understanding Performance Appraisal: Social, Organizational, and Goal-Based Perspectives*. Thousand Oaks, CA: Sage, 1995.

    Smither, J. W. *Performance Appraisals: State of the Art in Practice*. San Francisco, CA: Jossey-Bass, 1998.

- Workplace Trends — Technological change, contingent employees, and the need for continuous learning and adaptability are trends that have impacted the nature of employee job performance. For more on these issues see:

    Ilgen, D. R., & E. D. Pulakos. *The Changing Nature of Performance: Implications for Staffing, Motivation, and Development*. San Francisco, CA: Jossey-Bass, 1999.