Organizational Behavior Improving Performance and Commitment in the Workplace 5th edition Colquitt Solutions Manual

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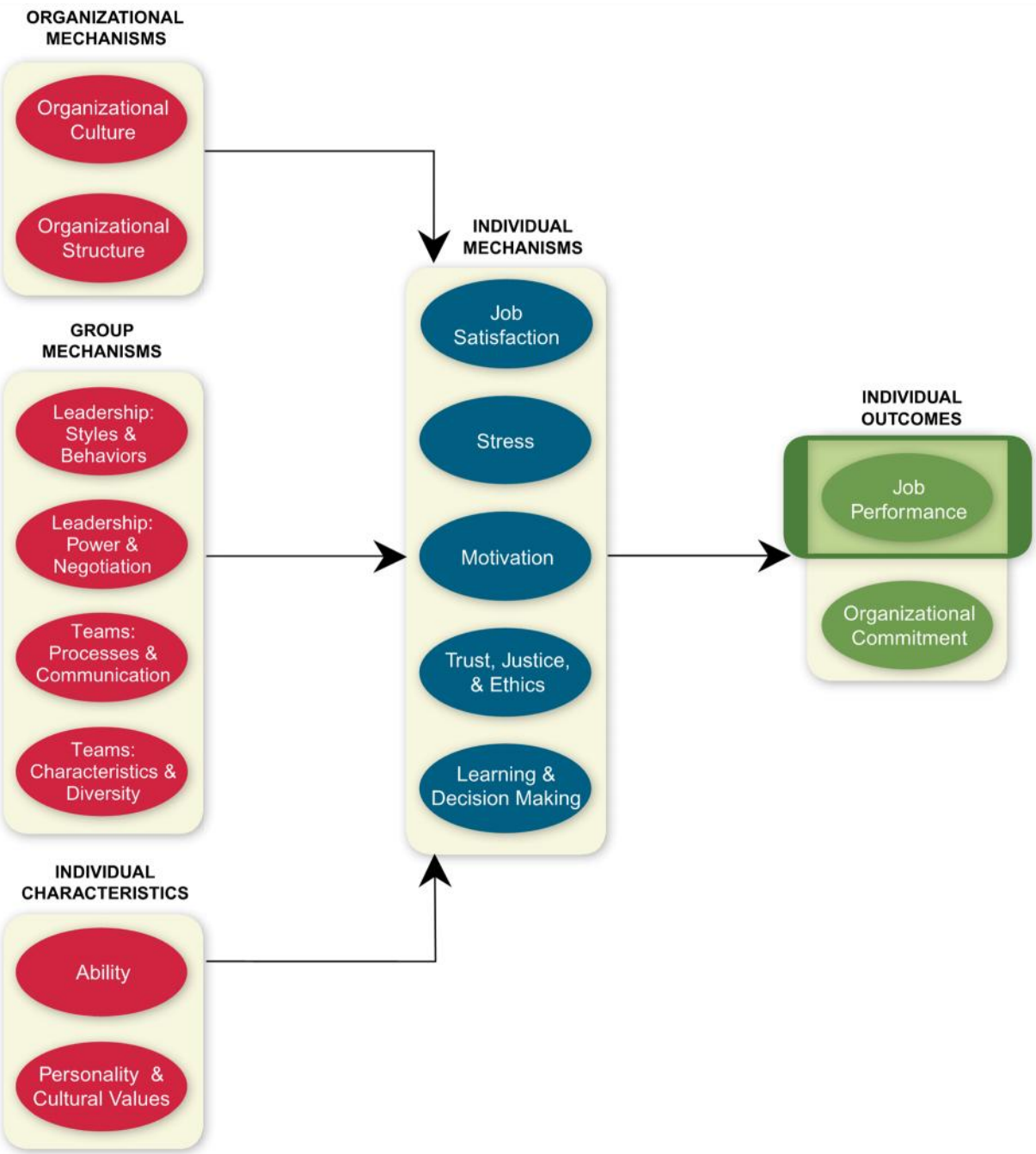
Chapter 2: Job Performance



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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 the definition of job performance? What are the three dimensions of job performance?
2.2 What is task performance? How do organizations identify the behaviors that underlie task performance?
2.3 What is citizenship behavior, and what are some specific examples of it?
2.4 What is counterproductive behavior, and what are some specific examples of it?
2.5 What workplace trends affect job performance in today's organizations?
2.6 How can organizations use job performance information to manage employee performance?

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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

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

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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.

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 co-workers 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 Instructor 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

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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).

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 organizations 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: 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 skumbag" 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

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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 co-workers 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. Please email me at colq@uga.edu if you have any questions about using OB on Screen in your teaching.

Bonus OB on Screen (from 3rd ed): 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 to is to gather valid information about specific aspects of performance,

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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 ed): 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 to 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 ed): 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

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even though the behavior is not depicted in the scenes (e.g., Sulley is likely to be very helpful to co-workers 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.

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

III. WORKPLACE TRENDS THAT AFFECT 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. Service work is one of the fastest growing sectors of the economy, with 20 percent of new jobs created between now and 2012 likely to be service 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. Employee meets with manager to develop mutually agreed-upon objectives

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b. Employee and manager agree on a time period for meeting those objectives
c. Manager evaluates 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 tool that contains behavioral descriptions of good and poor performance
   b. Supervisors typically rate several dimensions and average across them to get 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 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 Systems

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
   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).

E. Social Networking Systems

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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

   OB at the Bookstore: A World Gone Social. The authors of this book provide a very timely discussion of the implications of social media to management. Although the book covers many topics, there is some very interesting material that pertains to job performance. Particularly relevant are the authors' suggestions about how social media creates new ways for employees to contribute both positive and negatively to the organization. To begin the discussion, you can ask students how people use of social media in ways that help and hurt their employer. If you have to get the discussion going, you can use the examples we provided in the chapter (saying something positive about one of the company's brands, complaining about something that happened at work). It may be helpful to list their examples so that students can see that social media has both positive and negative implications. You could then ask students how employees' use of social media might be considered an aspect of job performance. Some students will see parallels between the positive and negative examples and forms of citizenship and counterproductive behavior discussed in the chapter. Other students may object to the idea that their use of social media is job performance on grounds that social media is private or outside the purview of the organization. You can respond by noting that regardless of how they feel about this, there are still implications to the organization. You can then follow up with the question of what the organization can do to manage the situation. Responses may include company policies regarding social media use, training in the right and wrong way to participate in social media, feedback, and incentives for saying the "right things".

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DISCUSSION QUESTIONS

2.1 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.

2.2 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.

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2.3 Figure 2-3 classifies productive deviance and political deviance as more minor in nature than property deviance and personal aggression. When might those 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.

2.4 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 peers'? 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.

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CASE: JPMORGAN CHASE

Questions:

2.1 Which dimensions of job performance do you think JPMorgan Chase emphasized prior to the financial crisis and the costly legal problems that followed? In what ways did this emphasis contribute to both to the company's success and its problems?

JPMorgan Chase likely emphasized task performance, especially the creative dimension. Employees were expected to fulfill the requirements of their jobs, but the company also valued innovations and employees who were creative in finding new ways to make money. Although this emphasis on creative performance certainly contributed to the company's success, it may also have unintentionally led to the company's problems. Some employees appeared to have pushed creativity too far, blurring the lines between what is right and wrong. It might be tempting to label these wrong activities as counterproductive behavior. However, it's not clear that the employees were intentionally trying to hinder organizational goal accomplishment. There was certainly self-interest involved. But it might not be appropriate to label the bad behaviors as being counterproductive because the company may have been tacitly encouraging them.

2.2 Which dimensions of job performance do you think JPMorgan Chase is emphasizing now? In what ways will this shift in emphasis help the company? Might there be reasons to believe the shift in emphasis will hurt the company?

JPMorgan Chase now recognizes that bending rules and unethical activities are not in the company's best interest, and therefore, is emphasizing counterproductive behavior. Steps taken to reduce of counterproductive behavior among employees is essential to restoring the company's reputation and reducing costly legal fees and fines. The shift in emphasis may make employees very cautious and conservative, which may place the company at a disadvantage relative to the competition.

2.3 Describe the potential advantages and disadvantages associated with rotating engineers through the racing teams. Explain how the experience on the racing teams could be used to develop GM employees who have other types of jobs?

The company is trying to manage counterproductive behavior. The specific form of counterproductive behavior fits in the "organizational-serious" category discussed in the chapter. As noted in the response to the previous question, the algorithm could make employees overlay conservative, thereby discouraging creative behavior. It might also create a climate of uncertainty and distrust, and

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as a consequence, employees may be less apt to go above and beyond the call of duty and engage in citizenship behaviors. The company could potentially ameliorate some of these downsides by being transparent about the types of data that are collected and the procedures and policies regarding how the data will be used to make decisions.

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BONUS CASE: GENERAL MOTORS (from 4th ed)

General Motors Company is the largest automaker in the United States, and a close second to Toyota in global sales of cars and trucks. Although the company has had a long and rich history, it slid into bankruptcy in 2009. The company emerged from bankruptcy in the same year with a new ownership structure and over $50 billion in assistance from the federal government's Troubled Asset Relief Program (TARP). The company's management and other stakeholders knew significant changes were in order if the company was to have a chance of paying back its debt to taxpayers and succeed as a viable company moving forward.

The first steps in the company's revitalization plan involved reducing costs and streamlining operations. Among the most publicized actions were significant reductions in the size of the company's salaried and hourly workforce. As you might imagine, this workforce reduction had significant implications to the 200,000-plus employees who remained in the company. Most obviously, with fewer employees left to do all the production, administrative, and managerial tasks required to design, manufacture, and sell cars and trucks, the number and scope of the activities that employees needed to perform in their jobs increased. In short, what it takes for General Motors' employees to be considered effective or ineffective in their jobs evolved as a consequence of the downsizing.

A second step in the company's revitalization involved focus on a renewed vision of designing, building, and selling the world's best vehicles. Five core principles were instituted to accomplish this new vision: (1) put safety and quality first, (2) create lifelong customers, (3) innovate, (4) deliver long-term investment value to shareholders, and (5) make a positive difference in the workplace and world. Although some of these principles might seem only indirectly related to the core task of building and selling cars and trucks, General Motors believed that thriving in the new millennium, and competing on a global basis with the likes of Toyota and Volkswagen, would require a fundamental shift in the priorities of everyone at the company.

In fact, this shift in priorities has fairly direct implications with regard to what constitutes effective job performance at the company. Hints at this change in emphasis can be seen on the company's corporate website where its new guiding principles are highly visible and clearly stated. These principles let employees know that their job performance not only involves carrying out the core tasks they were hired to do—designing, assembling, and selling vehicles—but also doing these tasks in ways that promotes safety, customer satisfaction, innovation, shareholder value, and social responsibility. Of course, true change in an organization takes more than just revising a corporate website. So what else might indicate GM's commitment to the company's turnaround?

One sign that the company is serious about change is CEO Dan Akerson's regularly held "town hall meetings" with his employees. He not only has been pressing them to embrace change, focus on customers, and behave with integrity—he has also been

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warning them that if they can't play by this new set of rules, they should look for work elsewhere. Akerson has also indicated a sharp break from GM's long-standing tradition of strong centralized corporate control and micromanagement. How has he done this? He now praises plant employees who demonstrate proactivity in their job performance in order to make changes and fix problems. He has promised to cut red tape and streamline management to encourage this type of proactive performance, and he has urged employees to fix problems when they see something wrong and not to worry about asking for permission first.

Other signs that the revitalization at General Motors is genuine involve changes to the company's management practices. For example, consider the steps the company has taken to develop creativity and urgency of engineers who need to introduce fresh new vehicles into the marketplace at an improved pace. Traditionally, engineers worked long-term product development cycles involving high levels of structure, control, and routine. Engineers are now rotated through GM's racing teams for a season so that they can learn how to perform in a context where problem solving is quicker and more fluid. In racing, there's less information and time available, and as a consequence, engineers learn to become more comfortable making decisions based on their gut feelings and experience, rather than on an exhaustive analysis of data and consideration of benefits and costs from every conceivable vantage point, so that the best compromise can be reached. General Motors is willing to accept that some decisions will be wrong, however; decisions will be made quicker, and perhaps more important, knowledge gained from bad decisions can be used to inform better future decisions.

Sources: B. Canis, B. and B. Webel. "The Role of TARP Assistance in the Restructuring of General Motors." Congressional Research Service, 7-5700, R41978 (2012); General Motors Corporate Website, (2013), http://www.gm.com/ company/aboutGM/ our_company.html (accessed April 28, 2013); T. Higgins. "Racing Helps GM Spur Urgency in Engineering." *Arizona Republic,* March 24, 2013, p. CL2; T. Krisher. "Toyota Still World's No. 1 in Global Vehicle Sales for First Quarter, Outpacing GM, Volkswagen." *Washington Post,* April 24, 2013, http:// articles.washington-post.com/2013-04-24/ business/38772691_1_ toyota-motor-corp-gm- and-volkswagen-volkswagen-ag; S. Langlois and C. Hinton. "General Motors to Cut 12% of U.S. Workforce." *MarketWatch,* February 10, 2009, http:// articles.marketwatch. com/2009-02-10/ news/30714976_1_ salaried-workforce-morgan-analyst-himanshu-patel-white-collar0workforce; Lichterman, J. "General Motors' CEO Dan Akerson Urges Employees to 'Behave with Integrity.'" *Workforce,* August 10, 2012, http://www.workforce. com/apps/pbcs.dll/ article?AID=/ 20120810/NEWS01/12 0819996&template= printarticle.

Questions:

2.1 Which dimensions of job performance do you think General Motors emphasized prior to their revitalization effort? What are the advantages and disadvantages of this emphasis? How did this emphasis likely contribute to the company's problems?

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General motors likely emphasized routine task performance. In a large bureaucratic company like GM, routines are used to promote efficiency and reliability in the production of vehicles. This same emphasis tends to be used in other functional areas as well (vehicle development, marketing, etc.). Unfortunately, however, this approach led to stagnation in the company's product lines. It also made it difficult for GM to respond quickly to nimble competitors that offer new and innovative vehicles on a regular basis.

2.2 Which dimensions of job performance do you think General Motors is emphasizing now? How might the change in emphasis improve the likelihood that General Motors can compete effectively?

From the case it appears that GM is emphasizing a broader array of task performance activities, many of which do not directly involve manufacturing and marketing of vehicles (e.g., safety, customer satisfaction, social responsibility). GM is also emphasizing adaptive and creative task performance. These are aspects of performance that are needed to enhance innovativeness. The company needs innovativeness to compete on a global basis.

2.3 Describe the potential advantages and disadvantages associated with rotating engineers through the racing teams. Explain how the experience on the racing teams could be used to develop GM employees who have other types of jobs?

The racing teams give engineers experience working in a context where they can learn to make decisions much more quickly. Because the feedback from decisions made in a racing context occur more quickly than in other contexts (e.g., it may take a year or two to get consumer feedback about a design or product feature) learning can occur more quickly. GM can also leverage the existing racing teams. They do not have to create or outsource for new training. Of course, it's unknown whether the lessons learned in the racing context can be applied to other contexts. Although decisions need to be made quickly based on gut instinct in racing, the same might not be true when considering a major capital purchase, for example.

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INTERNET CASE: ONE IN FIVE WORKERS HAS LEFT THEIR JOB BECAUSE OF BULLYING

By Kathryn Dill

http://www.forbes.com/sites/kathryndill/2014/09/18/one-in-five-workers-has-left-their-job-because-of-bullying/

Questions:

2.1 On which specific dimension of job performance is this article focused? Why do you believe such a high percentage of employees leave their jobs because of this problem?

The article focused on bullying, a type of harassment, which is a serious form of counterproductive behavior. Employees who are bullied consider leaving their jobs in order to escape bullying, and may ultimately decide to leave if they believe the bullying is likely to continue. The high percentage of turnover is likely due to organizations not recognizing that bullying is a problem and not having policies in place to deal with it.

2.2 How could companies manage bullying through performance feedback?

Counterproductive behaviors such as bullying could be included in the company's performance management system. Although supervisors might not be in the best position to notice the behavior if it is occurring among subordinates, peer ratings obtained in a 360-degree feedback system could be useful. Supervisors' performance evaluations could also include metrics of bullying that occur in their departments. Supervisor bullying of subordinates may be more difficult to address because subordinates may be reticent to complain for fear of retribution or being fired.

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EXERCISE: SERVER PERFORMANCE

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,

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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.

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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 hve 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.

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Job Performance

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Alex Rio Brazil

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Class Agenda

- Job performance
  - Task performance
  - Citizenship behavior
  - Counterproductive behavior
- Application
  - Tools for managing job performance

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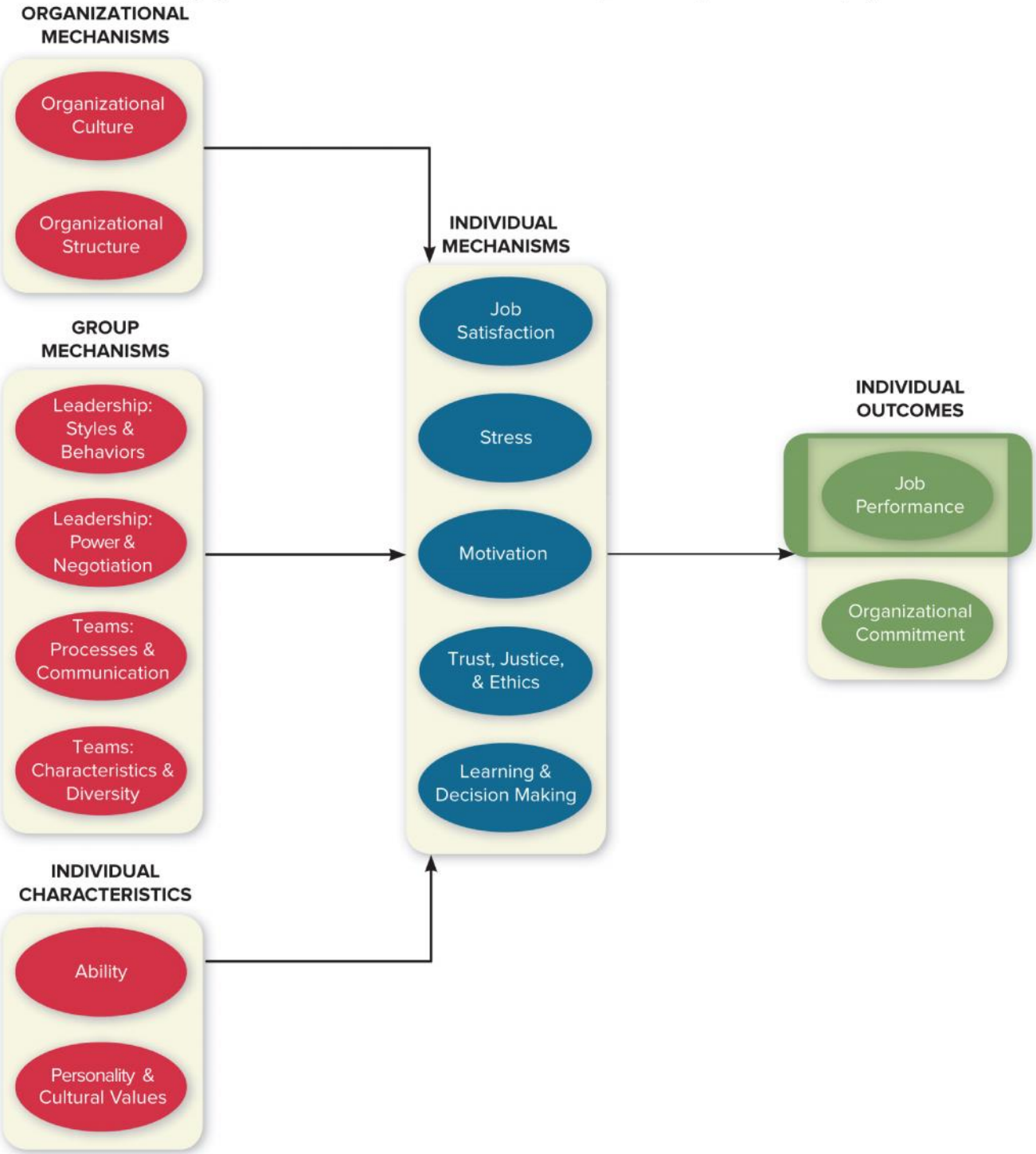

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Job Performance

- The value of the set of behaviors that contribute, either positively or negatively, to organizational goal accomplishment
  - *Not* the consequences or results of behavior--the behavior *itself*
    - What's good about this distinction?
    - What's bad about this distinction?

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Task Performance

- The behaviors directly involved in transforming organizational resources into the goods or services an organization produces (i.e., the behaviors included in one's job description)
  - Typically a mix of:
    - Routine task performance
    - Adaptive task performance
    - Creative task performance

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Task Performance

- How do we identify relevant behaviors?
  - Job analysis
    - Divide a job into major dimensions
    - List 2 key tasks within each of those major dimensions
    - Rate the tasks on frequency and importance
    - Use most frequent and important tasks to define task performance

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Task Performance

- Exercise: Performance of a server
  - Do a job analysis
    - 4 major dimensions
    - 2 tasks per dimension

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Task Performance

onetonline.org

O*NET OnLine

A proud partner of the americanjobcenter® network

Occupation Quick Search:

Help | Find Occupations | Advanced Search | Crosswalks | Share | O*NET Sites

Summary Report for:
35-3031.00 - Waiters and Waitresses

Updated 2015

Bright Outlook

Take orders and serve food and beverages to patrons at tables in dining establishment.

Sample of reported job titles: Banquet Server, Cocktail Server, Food Runner, Food Server, Restaurant Server, Room Service Server, Server, Waiter, Waitress, Waitstaff

View report: Summary | Details | Custom

Tasks | Tools & Technology | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Related Occupations | Wages & Employment | Job Openings | Additional Information

Tasks

All 24 displayed

- Check with customers to ensure that they are enjoying their meals and take action to correct any problems.
- Collect payments from customers.
- Write patrons' food orders on order slips, memorize orders, or enter orders into computers for transmittal to kitchen staff.
- Prepare checks that itemize and total meal costs and sales taxes.
- Take orders from patrons for food or beverages.
- Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages.
- Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required.
- Present menus to patrons and answer questions about menu items, making recommendations upon request.
- Clean tables or counters after patrons have finished dining.
- Prepare hot, cold, and mixed drinks for patrons, and chill bottles of wine.
- Roll silverware, set up food stations or set up dining areas to prepare for the next shift or for large parties.
- Inform customers of daily specials.
- Stock service areas with supplies such as coffee, food, tableware, and linens.
- Explain how various menu items are prepared, describing ingredients and cooking methods.

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Job Performance

- Although task performance behaviors vary across jobs, all jobs contain two other performance dimensions:
  - Citizenship behavior
  - Counterproductive behavior

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Citizenship Behavior

- Academic origin
  - A future professor's account of an experience in a paper mill
    - "…while the man's assistance was not part of his job and gained him no formal credits, he undeniably contributed in a small way to the functioning of the group and, by extension, to the plant and the organization as a whole. By itself, of course, his aid to me might not have been perceptible in any conventional calculus of efficiency, production, or profits. But repeated many times over, by himself and others, over time, the aggregate of such actions must certainly have made that paper mill a more smoothly functioning organization than would have been the case had such actions been rare."

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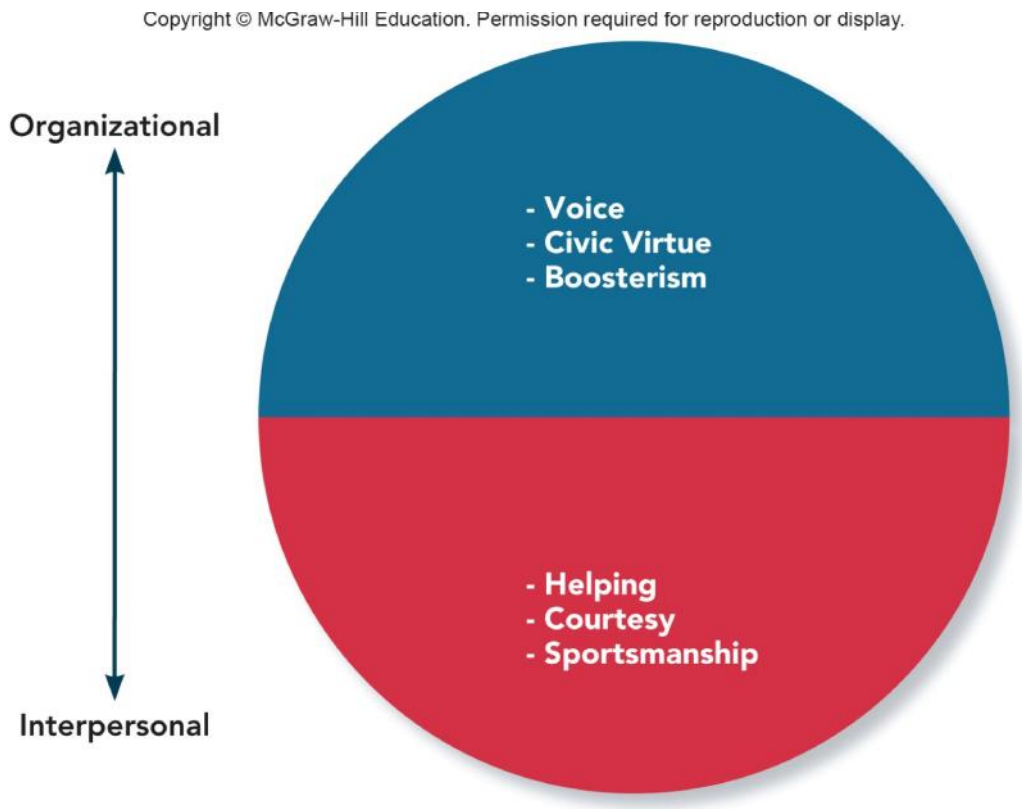
Citizenship Behavior

- Voluntary activities that may or may not be rewarded but that contribute to the organization by improving the quality of the setting where work occurs



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Helping

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1 STRONGLY DISAGREE	2 MODERATELY DISAGREE	3 SLIGHTLY DISAGREE	4 NEITHER DISAGREE NOR AGREE	5 SLIGHTLY AGREE	6 MODERATELY AGREE	7 STRONGLY AGREE

1. I volunteer to do things for my work group. _____
2. I help orient new members of my work group. _____
3. I attend functions that help my work group. _____
4. I assist others in my group with their work for the benefit of the group. _____
5. I get involved to benefit my work group. _____
6. I help others in this group learn about the work. _____
7. I help others in this group with their work responsibilities. _____

L.V. Van Dyne and J.A. LePine, "Helping and Voice Extra-Role Behaviors: Evidence of Construct and Predictive Validity," *Academy of Management Journal* 41 (1998), pp. 108–19

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Sportsmanship

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

1. I never complain about "the small stuff." _____
2. I voice support for what's going on in the organization. _____
3. I focus on maintaining a positive attitude at work. _____
4. I tend to dwell on what's going well, not what's going poorly. _____
5. I focus on "being a good sport" even when negative things happen. _____

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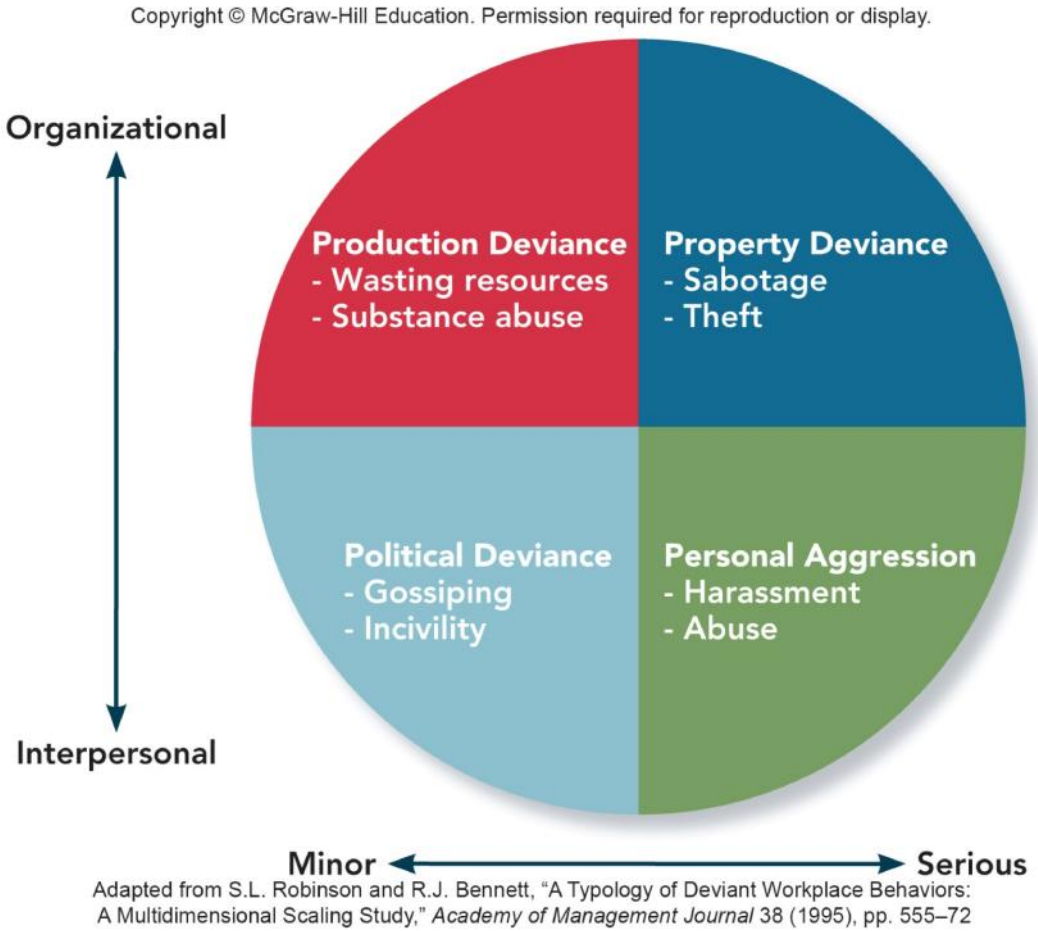
Counterproductive Behavior

- Employee behaviors that intentionally hinder organizational goal accomplishment



Adapted from S.L. Robinson and R.J. Bennett, "A Typology of Deviant Workplace Behaviors: A Multidimensional Scaling Study," *Academy of Management Journal* 38 (1995), pp. 555–72

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Political Deviance

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

1. I have, at times, undermined a coworker. _____
2. I have, at times, blamed a coworker for something that I did. _____
3. I sometimes gossip about colleagues at work. _____
4. I sometimes distract my coworkers when they're trying to get things done. _____
5. I enjoy playing "pranks" on others at work. _____
6. I have, at times, kept colleagues "in the dark" about things they needed to know. _____

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OB on Screen: Flight

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Counterproductive Behavior

- Key questions:
  - Are these all examples of the same general behavior pattern? If you do one, are you likely to do most of the others as well?
  - How does counterproductive behavior relate to task performance and citizenship behavior?

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Counterproductive Behavior

- Answers:
  - Research using both anonymous self-reports and supervisor ratings tends to find strong correlations between the categories
  - Counterproductive behavior has a strong negative correlation with citizenship behavior, but is only weakly related to task performance

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Application

- What tools do organizations use to manage job performance among employees?
  - Management by Objectives (MBO)
  - 360-degree feedback
  - Social networking systems
  - Behaviorally anchored rating scales (BARS)
  - Forced rankings

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TABLE 2-2 BARS Example for "Planning, Organizing, and Scheduling"

RATING	RATING	BEHAVIORAL ANCHORS
[7]	Excellent	• Develops a comprehensive project plan, documents it well, obtains required approval, and distributes the plan to all concerned.
[6]	Very Good	• Plans, communicates, and observes milestones; states week by week where the project stands relative to plans. Maintains up-to-date charts of project accomplishment and backlogs and uses these to optimize any schedule modifications required. • Experiences occasional minor operational problems but communicates effectively.
[5]	Good	• Lays out all the parts of a job and schedules each part to beat schedule; will allow for slack. • Satisfies customer's time constraints; time and cost overruns occur infrequently.
[4]	Average	• Makes a list of due dates and revises them as the project progresses, usually adding unforeseen events; investigates frequent customer complaints. • May have a sound plan but does not keep track of milestones; does not report slippages in schedule or other problems as they occur.
[3]	Below Average	• Plans are poorly defined; unrealistic time schedules are common. • Cannot plan more than a day or two ahead; has no concept of a realistic project due date.
[2]	Very Poor	• Has no plan or schedule of work segments to be performed. • Does little or no planning for project assignments.
[1]	Unacceptable	• Seldom, if ever, completes project because of lack of planning and does not seem to care. • Fails consistently due to lack of planning and does not inquire about how to improve.

Source: D.G. Shaw, C.E. Schneier, and R.W. Beatty, "Managing Performance with a Behaviorally Based Appraisal System," in *Applying Psychology in Business: The Handbook for Managers and Human Resource Professionals*, ed. J.W. Jones, B.D. Steffy, and D.W. Bray (Lexington, MA: Lexington Books, 2001), pp. 314–25.

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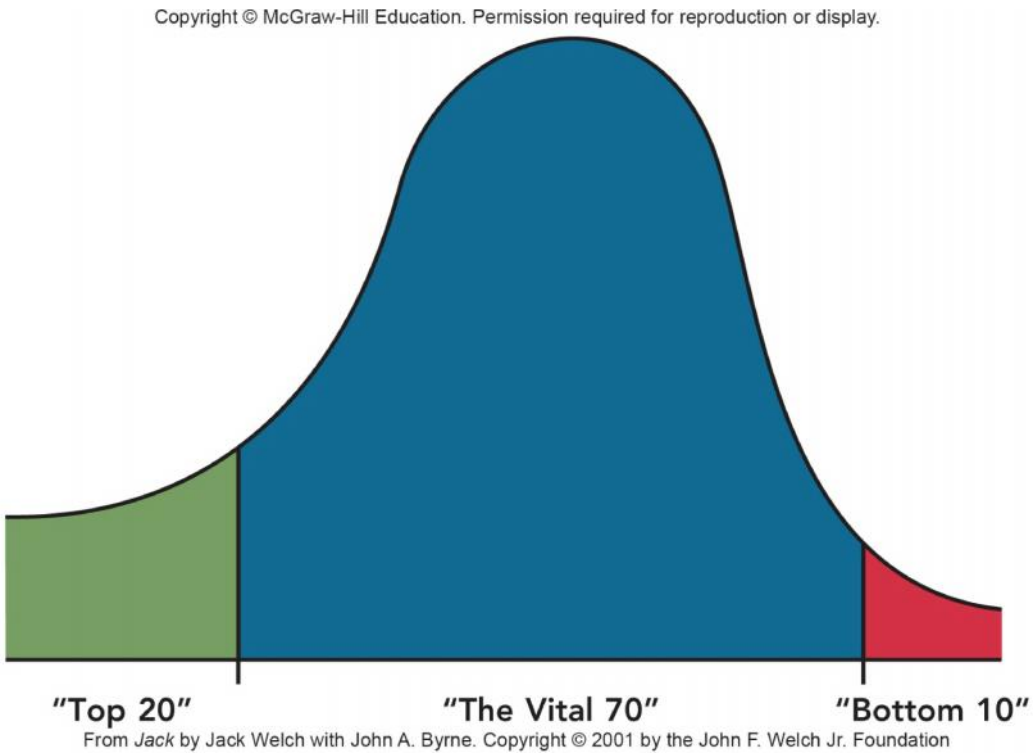
Application



- Forced ranking under Jack Welch at GE

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Next Time: Organizational Commitment

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