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Chapter 2

Job Performance

CHAPTER OVERVIEW

Job performance is the set of employee behaviours that contribute to organizational goal accomplishment. It has three components: 1) task performance, or the transformation of resources into goods and services; 2) citizenship behaviours, or voluntary employee actions that contribute to the organization; and 3) counterproductive behaviours, 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 OUTCOMES

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 behaviours that underlie task performance?
2.4 What is citizenship behaviour?
2.5 What is counterproductive behaviour?
2.6 How can organizations use job performance information to manage employee performance?

CHAPTER OUTLINE

I. Job Performance

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

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

      2. Behaviours must be relevant to job performance

II. What Does It Mean To Be A "Good Performer"?

   A. Task Performance

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1. Task performance involves employee behaviours 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. NOC (National Occupational Classification) is an online database that provides job descriptions for most jobs
        i. Information from NOC needs to be supplemented to capture organizational values and strategies
        ii. Another online database, O*NET, may be easier to use and will contain relevant information for many of the same jobs covered by the NOC

        Try This! *To demonstrate the value of job information 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 NOC (http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx) or in O*NET (https://www.onetonline.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 behaviours are not simply "performed" or "not performed" – the best employees exceed performance expectations by going the extra mile on the job

B. Citizenship Behaviour

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1. Citizenship behaviour 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 behaviour involves assisting and supporting coworkers in a way that goes beyond normal job expectations. Helping, courtesy, and sportsmanship are all interpersonal citizenship behaviours

      OB Assessments: *Helping.* *This survey helps students to assess how helpful they are under normal circumstances. Since helping behaviours 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 behaviours 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?*

   b. Organizational citizenship behaviour 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 behaviours 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).*

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

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OB Internationally. *A good question to ask students in class is whether they think that citizenship behaviours 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 behaviour may be universal, and this may surprise some students. The discussion can focus on why the value of these behaviours may be similar across cultures that may seem to be quite differ from one another.*

C. Counterproductive Behaviour

1. Counterproductive behaviours 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 behaviours 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 behaviour at work that's clearly counterproductive. On the other hand, Whip engages in behaviour 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*

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performance and counterproductive behaviour. You can stay focused on the broader dimensions of task performance and counterproductive behaviour or the narrower examples (adaptive task performance and production deviance). Some students may suggest that Whip's counterproductive behaviour 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 behaviour 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 behaviour or counterproductive behaviour. 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: ***Despicable Me.*** *The clip begins around the 43:37 mark of the film, continuing until about the 52:50 mark. The clip depicts the behaviour 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 behaviours that are related to job performance. On the one hand, Gru is a criminal, so he obviously engages in behaviour that's deviant. On the other hand, Gru engages in behaviour 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 behaviour. 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, 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*

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someone who is a great at task performance but horrible at citizenship behaviour or counterproductive behaviour.

BONUS OB on Screen: *Hancock.* *Portions of chapter 6 and 7 of the DVD (beginning 27:35 to 29:15, for a total running time of 1 minute, 22 seconds) depict 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 behaviour 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 behaviour. Some students may suggest that Hancock is low in citizenship behaviour because he doesn't appear to be particularly courteous or a good sport. Other students may suggest that Hancock is high in citizenship behaviour because his behaviours are voluntary and his behaviour 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 behaviour 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: *Monsters, Inc.* *Chapters 6-8 of the DVD (beginning at 9:11 and ending at 17:24 for a total running time of 8 minutes, 12 seconds) contrast 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 behaviours. 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 behaviour on the morale of the employees. Some students will make comments that reflect an assumption that other types of citizenship and*

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counterproductive behaviours are present even though the behaviour 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 behaviours. The most obvious differences in the behaviour of Sulley and Randall are in the sportsmanship aspect of citizenship behaviour and the personal aggression aspect of counterproductive behaviour.

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

III. 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
   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. Behaviourally Anchored Rating Scales (BARS)

1. BARS look at job behaviours directly
   a. Critical incidents are used to develop evaluation tool that contains behavioural 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

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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

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 behavioural perspective rather than from an outcome (grades) perspective? What would the downside of this approach be? How would grading policies in your classes have to change to accommodate a behavioural approach to student performance?

By focusing on behaviours students should come up with a list of important daily activities, that is, the kind of things that students have to do to be successful each day (e.g., preparing for class; attending classes; planning and organizing; meeting with team members; studying readings and class material; using the library resources, etc.). There might be a tendency to focus on "task performance" but try to get students to identify

activities that might define citizenship (e.g., helping a class mate who is struggling; attending school function; participating in class) and counter-productive performance (e.g., not talking in class). Behaviours provide a very clear picture how the job is to be performed, and can be used as a basis for learning (how to learn), self-management and helpful if students are experiencing difficulty and need to know what they can do differently. The downside of only assessing students on day-to-day behaviours is that it can be harder to assess mastery of the subject material and achievement in an absolute sense and in relation to other students. To accommodate a behaviourally-based approach to performance management within the classroom, a potential drawback would be the increased time an effort needed to effectively measure and provide on-going behavioural feedback.

2.2 Describe the job that you currently hold or hope to hold after graduation. Now look up that job in the National Occupational Classification (NOC) database,http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Welcome.aspx (also try looking up the job on the Occupational Information Network (O*NET), https://www.onetonline.org. Are any task duties missing from the on-line desciptions?

*Student answers to this question will vary. The on-line profile, either based on NOC or O*NET will provide a generic picture of the job in question. A positive of this approach is that you will acquire a broad or general sense of the kinds of tasks, behaviours, and skills that might be required. This might be helpful if you desire a high-level view of the job in questions. What the generic approach misses, however, is the emphasis on certain task duties or behaviours that reflects a particular company's culture, values, and strategy.*

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

Almost any sales position requires citizenship behaviours 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 behaviours, 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

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successful. Citizenship behaviours will help the group come together and function effectively as a team.

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

Political deviance can be especially costly in contexts where the people who perform the jobs are highly mobile (i.e., have knowledge, skills, and experiences that are in high demand). Gossiping and incivility, on the surface, may appear relatively innocuous. However, these behaviours can create toxic working environments, which, in turn, will do more to drive people away. Losing good people, or hard-to-find people, will increase recruiting costs and adversely affect staff morale. Production deviance, even minor things like stealing office supplies, can be costly when aggregated across the organization - inadvertently creating a deviance culture (e.g., one that encourages stealing, waste, non-compliance).

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 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 behaviours 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: GM CANADA

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?

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.

BONUS CASE: BEST BUY

The next time you need to buy something electronic—perhaps a television, computer, cell phone, or GPS, or maybe a Blu-Ray disk or game for your Wii—chances are you'll consider shopping at Best Buy. The store with the blue and yellow logo, with its corporate headquarters Richfield Minnesota, is the world's largest consumer electronics retailer. In Canada, Best Buy is our fastest-growing specialty retailer and e-tailer of consumer electronics, with more than 60 stores in

British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec and Nova Scotia.[1] In addition to its stores with the familiar blue and yellow logo, Best Buy Canada also operates more than 130 stores under the Future Shop banner.[2] Best Buy continues to grow, in Canada and around the world, in both number of stores and market share, and has performed at better than expected levels, even during the economic downturn.[3] How has Best Buy become so successful, and why does it continue to grow in a rough competitive environment?

One potential reason is that Best Buy recognizes that its employees are a key driver of corporate performance. The company has instituted several innovative management practices, the most unique of which focuses on the 4,000 employees at its corporate headquarters. This management practice, called the "Results Only Work Environment," or ROWE,[4] places responsibility for managing the performance of work on the employee who's assigned to do that work. Rather than having to spend regular hours at work in an office, employees can come and go as they please without permission. Their job performance is evaluated on the basis of whether the necessary results are achieved, not whether they've put in "face-time" at the office.[5] Best Buy believes that giving employees control over how they manage their work will allow them to work when and where they're most productive.[6]

So far, the employees working under ROWE appear to be more productive and more committed to the firm.[7] Indeed, ROWE has worked so well at corporate headquarters that the company is making plans to expand it to its network of retail stores.[8] But will ROWE apply to an environment where being an good performer means more than meeting corporate goals (i.e., sales), such as being responsive to customer needs at a given moment or exhibiting teamwork within the store? The concern, really, is implementing a management system based on a narrow view of job performance. For example, let's say you were a manager of two Best Buy employees who achieved the same level of "bottom-line" results. One of those employees regularly helps coworkers with important tasks, makes suggestions that improve working conditions, and refrains from wasting company resources. The other employee ignores coworkers who need help, never volunteers ideas or shares important information, and regularly abuses and wastes the company's property and resources. Clearly you would value the former employee more than the latter, but they would wind up looking similar under the ROWE system. Thus, although there appear to be benefits from ROWE at Best Buy's headquarters, only time will tell if the system works over the long term in a wider variety of work settings.

ROWE gives Best Buy employees at corporate headquarters the freedom to determine where and when they do their work, and evaluates their job performance on the basis of whether they achieve work-related productivity goals. Although ROWE has been associated with increases in productivity of up to 35 percent, some people have begun to express concerns about the system's potential drawbacks. Consider the case of Jane Kirshbaum, an employee in the

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legal department, which has not transitioned to ROWE. Kirshbaum recently had her second child and changed her work schedule to four days a week. Although she still struggles with balancing the demands of work and family, she questions whether the transition to ROWE would work well in her department. She realizes that important things sometimes pop up at work that need immediate attention, and she believes that people who are at the office or are easiest to contact will get this work "dumped on" them. She also feels that the effectiveness of the legal department depends on how well it serves other departments, and therefore, it's important that people be willing and able to be present so issues can be dealt with in a timely manner.

Kirshbaum's concerns highlight a problem with evaluating employee performance on the basis of results linked to the achievement of goals. Although such an approach to appraising employees may seem very rational and objective, it may overvalue or undervalue contributions to the organization made by certain employees. For example, one employee might choose to work exclusively away from the office to avoid having to work on issues that arise in the course of a normal day. This employee might realize that at performance evaluation time, what really matters is whether productivity goals are achieved, and the best way to achieve these goals is to focus exclusively on assigned work tasks. Another employee, in the same department, with the same amount of assigned work and productivity goals, might realize that the department's overall effectiveness and reputation depend on someone being around to deal with the "extra work" that crops up. So this employee might choose to work exclusively at the office, even though the interruptions interfere with the ability to accomplish assigned work efficiently. This second employee would be seeing the "big picture" of what allows the legal department to carry out its mission effectively. Unfortunately, under the ROWE system, this employee could be very disappointed at performance evaluation time.

Endnotes

1 Best Buy Canada, Corporate Web Site, http://www.bestbuy.ca/en-CA (May 7, 2011)

2 Future Shop Canada, Corporate Web Site, http://www.futureshop.ca/en-CA (May 8, 2011)

3 Best Buy, Corporate Web Site, http://www.bestbuy.com/site/index.jsp (May 8, 2011)

4 Kiger, P. "Throwing Out the Rules of Work." *Workforce Management*, September 26, 2006, http://www.workforce.com (May 8, 2011).

5 Ressler, C., and J. Thompson. *Why Work Sucks and How to Fix It*. New York: Portfolio, 2008.

6 Conlin, M. "Smashing the Clock: No Schedules. No Mandatory Meetings. Inside Best Buy's -Radical Reshaping of the Workplace." *BusinessWeek*, December 11, 2006. http://www.businessweek.com/print/magazine/content/06_50/b4013001.htm (May 8, 2011)

7 Ibid.

8 Barbaro, M. "Service in a Store Stocked with Stress." *Washington Post.com*, December 24, 2004. http://www.washingtonpost.com/wp-dyn/articles/A23383-2004Dec23.html (May 8, 2011); Brandon, J. "Rethinking the Time Clock: Best Buy is Getting Rid of its Time Clocks—and Wants to Persuade You to Get Rid of Yours Too." *CNNMoney.com*, April 4, 2007. http://money.cnn.com/magazines/business2/business2_archive/2007/03/01/8401022/index.htm (May 8, 2011).

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Questions:

2.1 Consider Best Buy's Results Only Work Environment. What are its major strengths and weaknesses?

ROWE gives employees flexibility to accomplish non-work related tasks, and this reduces stress and increases employee satisfaction and commitment. The practice is very simple, and it focuses on results that matter most to Best Buy. The weaknesses include lack of performance information for development purposes, potential problems with accomplishing work that comes-up in the course of day-to-day operations, and being available to serve customers and coordinate with co-workers.

2.2 Describe the types of performance that ROWE overlooks. What are the likely consequences of overlooking these aspects of performance in performance evaluations, both to the employee and to the organization? How might these consequences offset some of the strengths of the system?

ROWE focuses on results, so it overlooks the behaviours involved in task performance, citizenship behaviour, and counterproductive behaviour. For the organizations, this may be problematic because it isn't very helpful in diagnosing and fixing performance related problems. This also is problematic to employees who could use feedback on which specific behaviours need to be improved.

2.3 Describe the types of jobs for which results based performance evaluations would work poorly. What are the features of these jobs that make the results-based system inappropriate? Identify modifications that could be made to a system such as ROWE to make it work better in these contexts.

Customer service jobs in retail stores might not be very conducive to a system like ROWE. These jobs require the employee to be responsive to customer needs. If a department is undermanned and a customer doesn't get help quickly enough, the customer could shop elsewhere. A system like ROWE might be able to work, but the employees and managers would need to establish procedures and plans to ensure the floor is covered. Such a system could give employees flexibility, but there would most likely need to be advanced planning involved and some set schedules. A less obvious factor is that in this type of context, results can only occur in the store. It is difficult to imagine how the work of a salesperson at Best Buy could be accomplished at home.

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BONUS CASE: WALKERTON

The town of Walkerton is located in southwestern Ontario's rural heartland, not far from the shores of Georgian Bay. In early 2000, who could have imagined that the residents of this quiet little farming town would have experienced the most serious case of water contamination in Canadian history! In total, seven people died and almost half the town's population became seriously ill after Walkerton's water supply became contaminated with *E. coli* from cattle manure that had washed into a town well. If that wasn't bad enough, many of the people who became ill, particularly children, have had to endure ongoing health issues. "We still have hundreds of people in this community whose health has been permanently impaired," said Bruce Davidson, vice-chairman of the grassroots lobby group Concerned Walkerton Citizens. "The cost of this is just beyond belief."[1] A study released the following year concluded that the total cost to clean up and fix the Walkerton water problem would be $65 million, but this cost was closer to $155 million when human suffering from the tragedy was considered.[2] The question on everyone's mind was how could this tragedy have happened in the richest province in one of the richest countries in the world?

The Walkerton Public Utilities Commission (PUC) was responsible for the operation of the town's water and electricity resources. At the time of the incident, the PUC supplied water to the vast majority of Walkerton's residential, commercial, and public buildings. Stan Koebel, 51, was the general manager of the PUC. He worked with his younger brother Frank, who held the position of water foreman. Both had been with the PUC since the early 1970s.[3] Together, as licensed operators, Stan and Frank had primary responsibility for all day-to-day operations, including monitoring and testing water quality, and for keeping accurate records.[4] Although both brothers held a Level 3 certification, Stan and Frank had no formal training or testing of their skills before being licensed to run Walkerton's water system; both brothers were grandfathered to the status of licensed operators by virtue of two decades of on-the-job experience, which came with little technical or scientific expertise.[5]

Dr. Murray McQuigge, the local medical officer of health, stunned the country with his revelation on CBC Radio on May 25, 2000, that the Walkerton PUC knew there was a problem with the water several days before they told the public.[6] In the fall of 2000, a public inquiry under Justice Dennis O'Connor began.[7] During the inquiry, Frank testified about drinking on the job and routine falsification of safety tests and records.[8] Stan Koebel began his testimony at the inquiry by apologizing for his role in the tragedy. He confessed that he didn't really know what *E. coli* was or its health effects.[9] On March 25, 2003, Stan Koebel and Frank Koebel were charged, under section 180 of the *Criminal Code of Canada,* with public nuisance, uttering forged documents, and breach of public duty.[10] On November 30, 2004, both brothers pleaded guilty to endangering the lives, safety, or health of the public by failing to use a chlorinator; by failing to

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properly monitor, sample, and test well water supplying the town of Walkerton; and by failing to accurately record the required information in the logs, and more particularly, by inaccurately completing the daily operating sheet, knowing that it would be relied on as if genuine.[11] Three weeks later, Stan was sentenced to a year in jail. Frank was sentenced to nine months of house arrest. Ontario Superior Court Justice Bruce Durno took more than two hours to read out and explain his ruling. He stressed that there was never any intent on the part of the Koebels to harm anyone, but found them negligent in performing their duties.[12]

The Walkerton tragedy is a sober reminder of how important it is to measure and manage job performance. Clearly there was a failure of the "licensed" operators to perform critical technical tasks at minimally acceptable levels. Tasks such as monitoring and testing water quality or adjusting chlorination levels are examples of core technical activities that were either neglected or performed below acceptable standards. In addition, we see evidence of counterproductive behaviour. Drinking alcohol on the job or deliberately falsifying records to hide mistakes are examples of things employees do to put themselves and others at risk, as well as hinder organizational goal accomplishment. Although the judge in the criminal proceedings ruled that the actions of Stan and Frank Koebel were neither malicious nor intentional, the case demonstrates that technical incompetence combined with deviance is a recipe for disaster. Sadly, it is very common to hear managers talk about their ineffective or poorly performing employees. Given the complexity and cost of fixing them, most organizations knowingly choose to ignore dysfunctions within their performance management system.

Endnotes

1 Walkerton marks five years since water tragedy. *Canadian Press*. May 22, 2005.
2 Indepth: Inside Walkerton. Canada's worst-ever *E.coli* contamination. CBC News Online/updated Dec 20th 2004.
3 *R. v. Koebel and Koebel*, Ontario Superior Court of Justice (Central West Region), November 2004. Agreed Statement of Fact
4 Ibid.
5 Ibid.
6 Indepth: Inside Walkerton. Canada's worst-ever *E.coli* contamination. CBC News Online/updated Dec 20th 2004.
7 Walkerton chronology. CTV News (www.ctv.ca); December 20, 2004.
8 Ibid.
9 Ibid.
10 *R. v. Koebel and Koebel*, Ontario Superior Court of Justice (Central West Region), November 2004. Agreed Statement of Fact
11 Ibid.
12 Indepth: Inside Walkerton. Canada's worst-ever *E.coli* contamination. CBC News Online/updated Dec 20th 2004

Questions:

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2.1 As students, many of you work in small groups to complete your course assignments. Why do you tolerate team members who do not pull their fair share of the load, yet you know will receive the same grade on the assignment as you?

It is common in organizations for managers (and coworkers) to tolerate ineffective or poorly performing employees. Interestingly, these same patterns show up within student project groups. The students will likely come up with a wide range of reasons why this occurs. Why would a co-worker or peer tolerate this? Why might a manager or teacher want to tolerate this? The topic of social loafing is explored a bit later in the class (see Chapter 11). Students may comment on issues of equity (Chapter 7), justice and ethics (Chapter 8). The conclusion that students should come to is that measuring and managing performance is complex and that these assessments have an important social and/or interpersonal context. Another conclusion should be that performance problems are more prevalent in situations where individual contributions are hard to assess (i.e., like teamwork)

2.2 Why do you think it took almost 30 years for Stan and Frank Koebel to be exposed?

We know that the Walkerton PUC that was plagued with nepotism, seniority rights, lack of training, and no performance measures – all of which hide rather than expose individual differences in performance. In all likelihood, the work context was a contributing factor. The work was routine and standardized. The operators basically had to monitor an automated water-purification process. The main duties of the operators were to watch, report, and adjust chemicals when instructed by the instruments – requiring a low level of engagement and effort. In fact, these workers probably spent a lot of time alone which is why they were able to cover-up alcohol abuse. However, an unexpected crisis or emergency imposes a demand on the operators for quick and effective action and problem solving. It is during these periods (tests) when incompetence is exposed. Unfortunately, these crisis situations don't occur very often. Had this crisis not exposed these two, it is possible that Stan and Koebel would still be working at the Walkerton PUC.

2.3 After carefully considering the complexity of the situation, what recommendations would you make regarding the way employees are hired and trained, and the way performance is managed at the Walkerton PUC?

Students will provide a range of answers here. What is needed is an effective human resource management system. A good place to begin would be to define the broader performance domain, as indicated in the

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chapter. The next step would be to identify what kind of knowledge, skills, abilities and personality characteristics (see Chapter 4) would be necessary to demonstrate competence in these roles. During the hiring process, applicants would be carefully selected if they possessed these critical attributes, and had values that fit the culture (see Chapters 4 and 15). Training content would be linked to technical performance requirements, and delivered to newcomers and incumbents as needed. Regular individual and team performance would be measured, and the results of this process used as a basis for additional training and development. In a non-union environment, individual performance measures could also be used for administrative decisions (e.g., reward allocation; discipline if necessary). If possible, promotions would be merit based (skill and performance).

BONUS INTERNET CASE: TAMING THE WORKPLACE BULLY

By Adam Piore

http://www.bloomberg.com/bw/articles/2012-11-21/taming-the-workplace-bully

Questions:

2.1 On which specific dimension of job performance is this article focused? In what ways does this aspect of job performance influence the job performance of other employees such as Elizabeth Santeramo?

The article focused on bullying, a type of harassment, which is a serious form of counterproductive behaviour. The bullying likely upset and stressed Elizabeth, which could have hindered her performance. It may be difficult to be empathetic to patients when someone is going through something like this.

2.2 How could companies, such as the one Elizabeth Santeramo works for, manage bullying through performance feedback?

Counterproductive behaviours such as bullying could be included in the company's performance management system. Although supervisors might not be in a good position to notice the behaviour 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

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 behaviours within each of those dimensions. Emphasize that the behaviours 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 Behaviours:

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 behaviours 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 behaviours like helping, sportsmanship, voice, and boosterism. Most lists will also omit counterproductive behaviours 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 behaviours. If the list of behaviours generated by the students were to be supplemented by citizenship and counterproductive behaviours, a performance evaluation form like the one shown in Table 2-3 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 behaviour 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 7.

- **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 11 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:

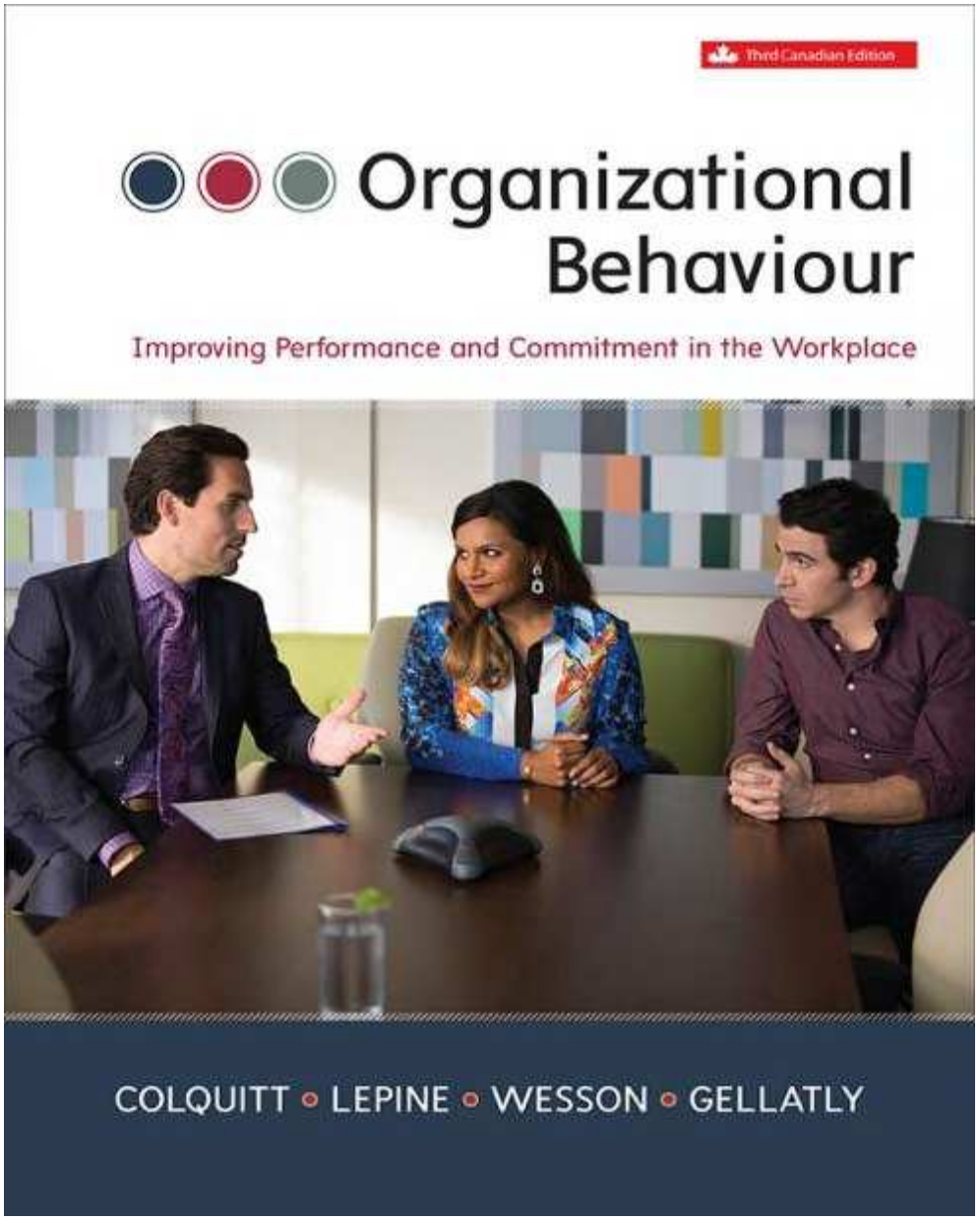
  Murphy, K. R.., & J. N. Cleveland. *Understanding Performance Appraisal: Social, Organizational, and Goal-Based Perspectives*. Thousand Oaks, CA: Sage, 1995.

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

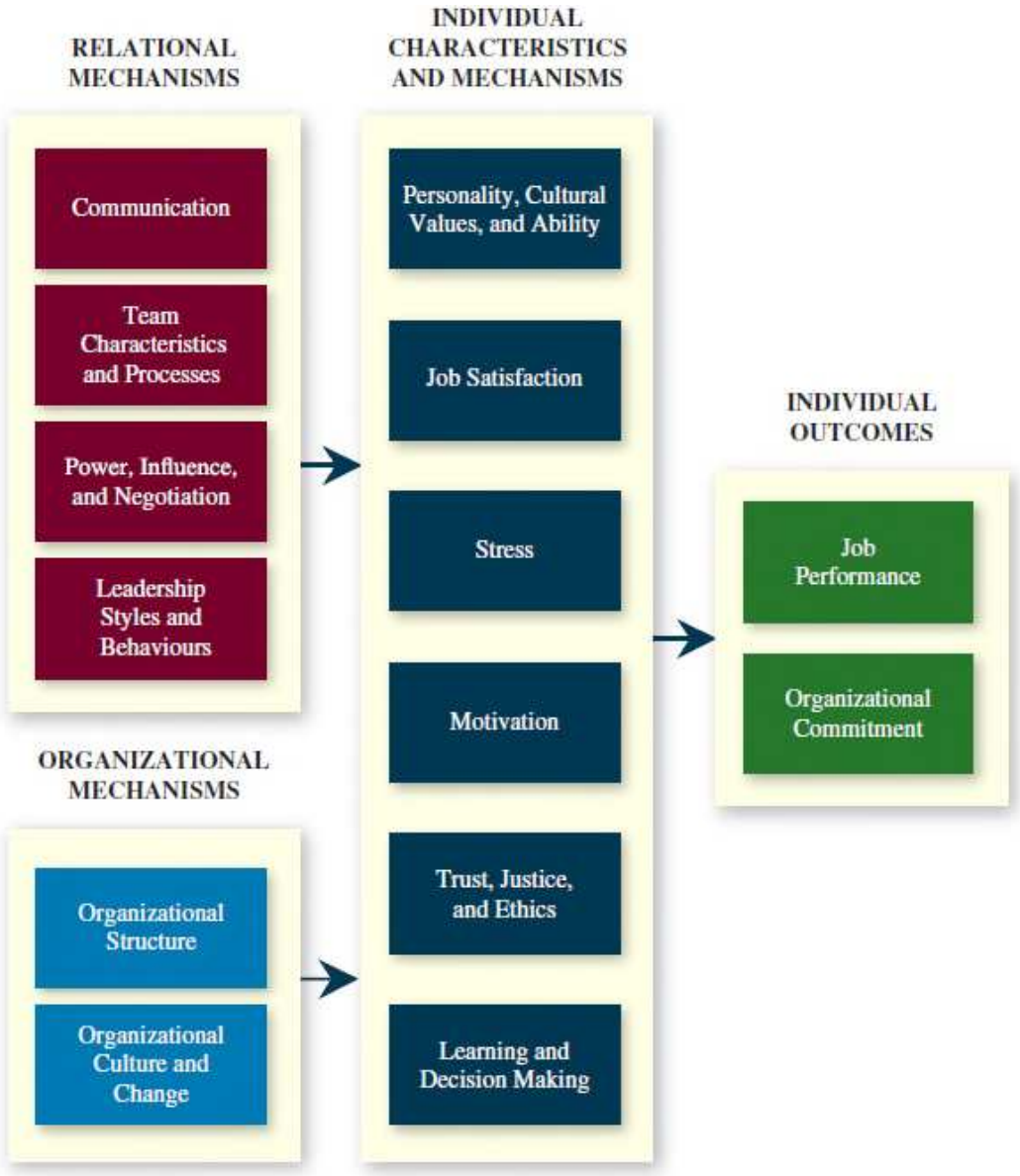
- **Workplace Trends** - Technological change, contingent employees, and the need for continuous learning and adaptability are trends that have impacted the nature of employee job performance. For more on these issues see:

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

3rd Canadian Edition



Chapter 2
Job Performance



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Learning Outcomes

1. What is job performance?
2. What is task performance?
3. How do organizations identify the behaviours that underlie task performance?
4. What is citizenship behaviour?
5. What is counterproductive behaviour?
6. How can organizations use job performance information to manage employee performance?

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What is Job Performance?

- ***Job performance*** is the value of the set of employee behaviours that contribute, either positively or negatively, to organizational goal accomplishment.

  - *Not* the consequences or results of behaviour--the behaviour *itself*
    - What's good about this distinction?
    - What's bad about this distinction?

What is Task Performance?

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

Task Performance

- How do we identify relevant behaviours?
  - 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

Task Performance

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

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Task Performance

6513 Food and beverage servers

Food and beverage servers take patrons' food and beverage orders and serve orders to patrons. They are employed in restaurants, hotels, bars, taverns, private clubs, banquet halls and similar establishments.

Main duties

Food and beverage servers perform some or all of the following duties:

- Greet patrons, present menus, make recommendations and answer questions regarding food and beverages
- Take orders and relay to kitchen and bar staff
- Recommend wines that complement patrons' meals
- Serve food and beverages
- Prepare and serve specialty foods at patrons' tables
- Present bill to patrons and accept payment
- Order and maintain inventory of wines and wine glassware
- Perform sensory evaluation of wines.

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Job Performance

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

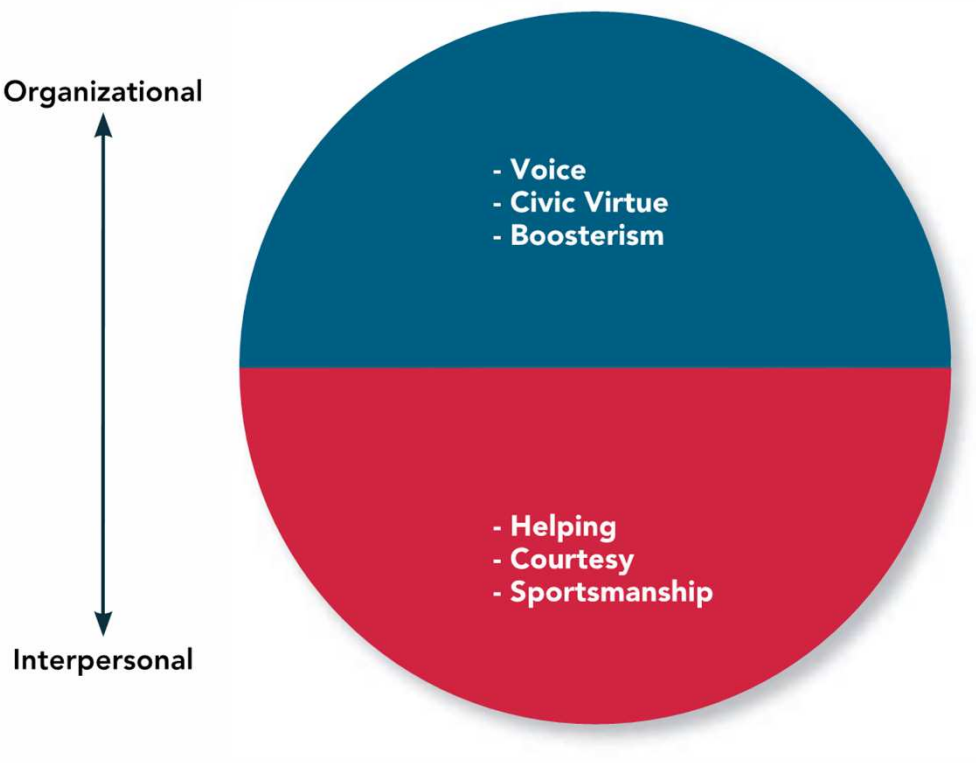
Citizenship Behaviour

- 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 Behaviour

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



OB Assessments: Helping

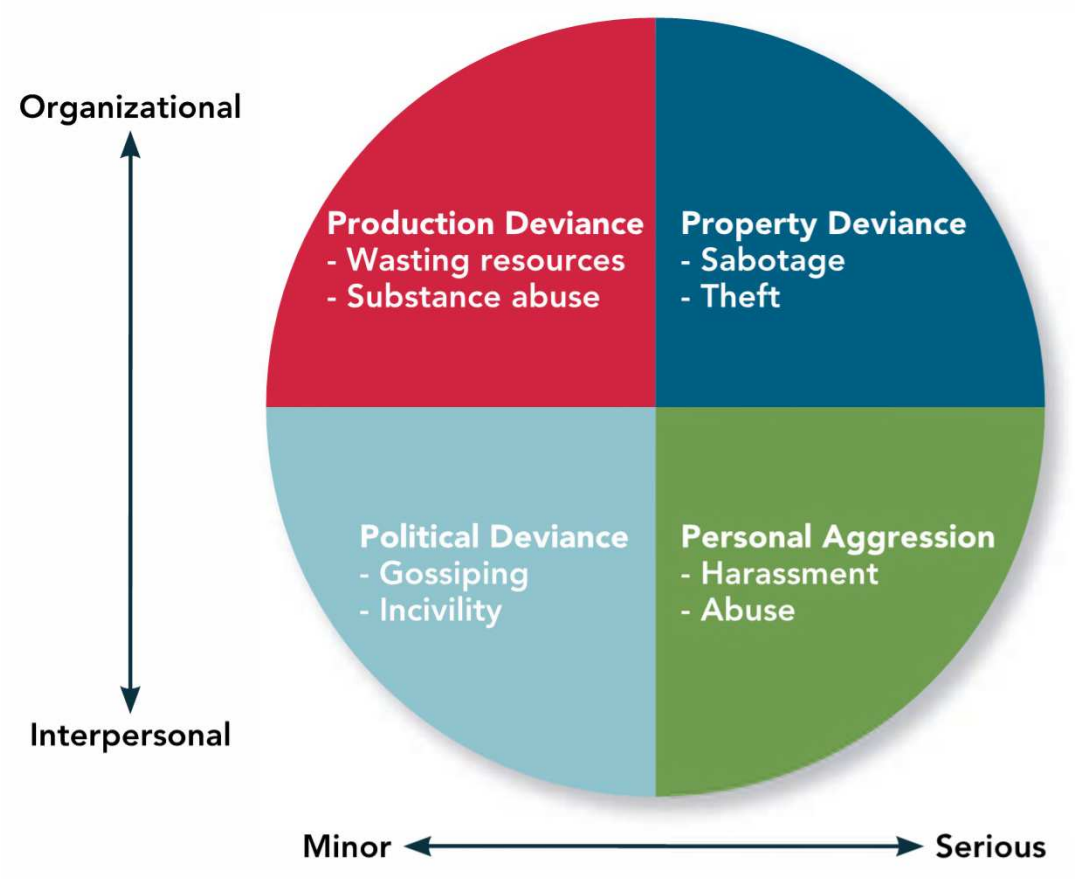
1 STRONGLY DISAGREE	2 MODERATELY DISAGREE	3 SLIGHTLY DISAGREE	4 NEITHER DISAGREE NOR AGREE	5 SLIGHTLY AGREE	6 MODERATELY AGREE	7 STRONGLY AGREE

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. _____

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Counterproductive Behaviour

Employee behaviours that intentionally hinder organizational goal accomplishment



Counterproductive Behaviour

OB on Screen: *Flight*

How is Whip's task performance?

What counterproductive behaviour casts a pall on that performance?



Counterproductive Behaviour

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

Counterproductive Behaviour

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

Application

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

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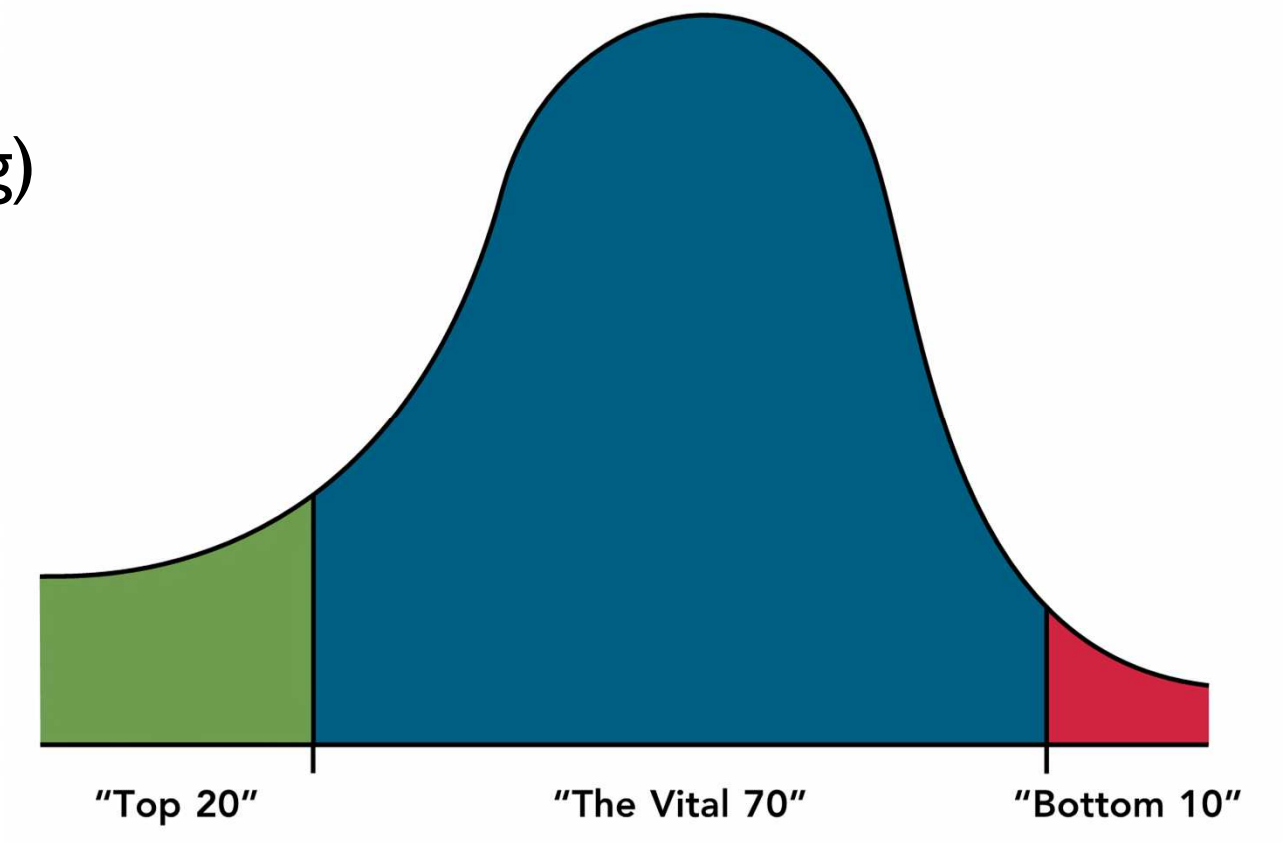
Application

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.

Application

Vitality Curve

(Forced Ranking)



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Takeaways

1. What is job performance?
2. What is task performance?
3. How do organizations identify the behaviours that underlie task performance?
4. What is citizenship behaviour?
5. What is counterproductive behaviour?
6. How can organizations use job performance information to manage employee performance?

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