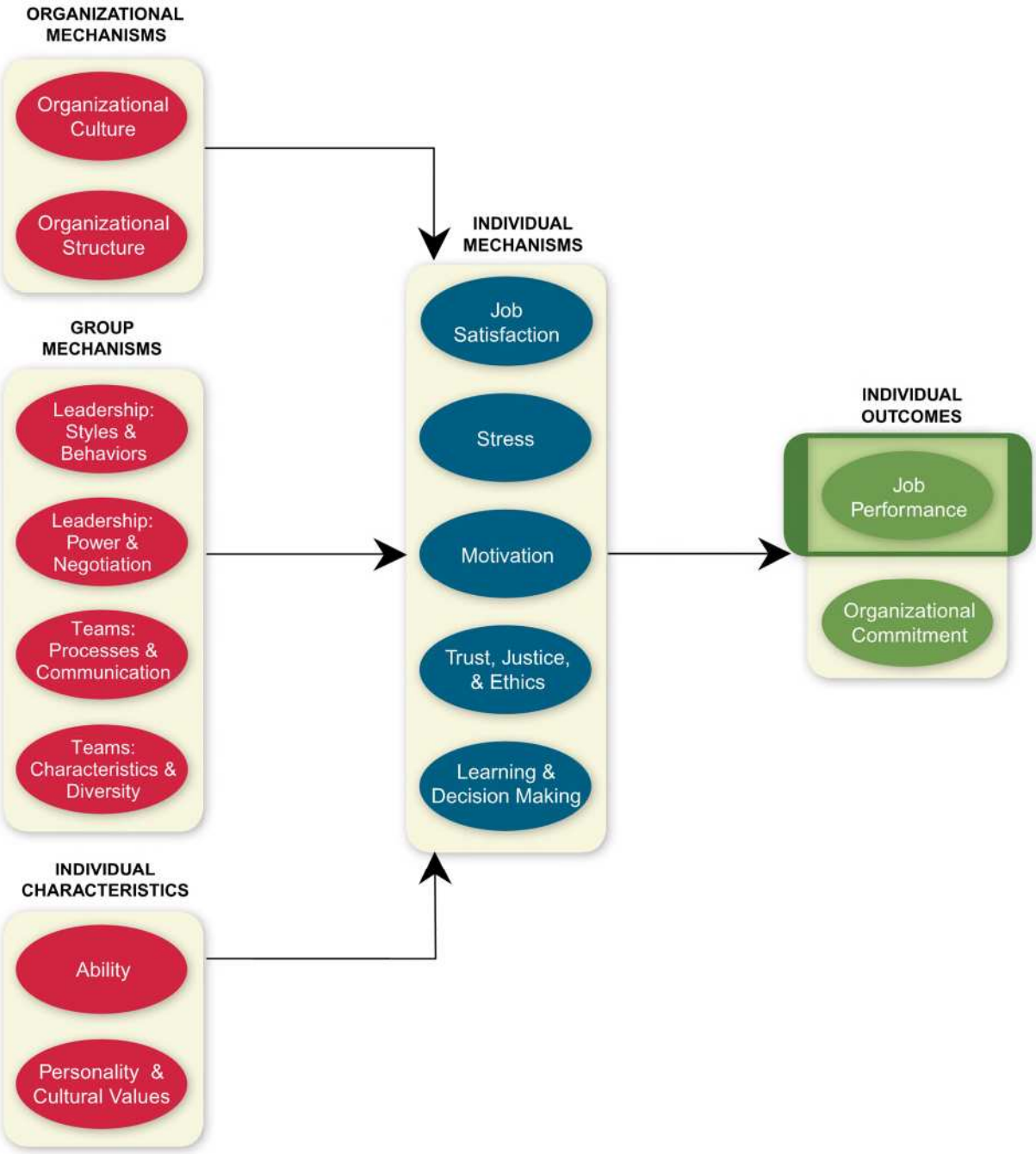
Organizational Behavior Improving Performance and Commitment in the Workplace 6th edition Colquitt Solutions Manual

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Chapter 2: Job Performance



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NOTE FROM THE AUTHOR

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

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

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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.

   OB on Screen: *Sully*. To illustrate extraordinary job performance, view the film from around the 1:18:23 mark to about the 1:24:40. After watching the clip, you can give some background on the incident. The scene depicts what occurred in the cockpit of US Airways Flight 1549 on January 15, 2009. The aircraft struck birds shortly after takeoff and lost both engines. Sully discussed the problem with his first officer and an air traffic controller, considered options, and ultimately chose to ditch the aircraft in the Hudson River. Sully executed a perfect landing on the water, something that hasn't happened much in the history of commercial aviation, and saved the lives of all 155 souls on board. People considered him a hero, and the incident became known as the "Miracle on the Hudson." You can begin the discussion by asking why this is a good example of extraordinary job performance. Students are likely to focus on the fact that he conducted a perfect water landing and that he saved the lives of everyone on board. You can then ask if this is really job performance as defined in the chapter? Students will realize that they're focusing on the results of performance and that the correct answer lies in behaviors. Some students may object to this distinction and say that you know extraordinary performance when you see it. You can respond by saying that this may be true, but what if there was a big gust of wind as the plane was touching down, and a wing clipped the water and the jet flipped over as it touched down on the water, and the majority of the passengers died. He might have engaged in all the right behaviors, but the outcome was different simply because of some random event. You would still want your pilots to execute those behaviors even though the outcome was not the one that was desired. You can point out that the film actually centers on the NTSB's investigation to see if Sully and his copilot's behaviors were a contributing factor in the incident. To wrap it up, you can then ask the students to identify some extraordinary job performance behaviors. The clip clearly depicts task performance behaviors that are specific to piloting a commercial aircraft. Some students might note that the clip depicts highly effective adaptive task performance as well. The pilots train for emergencies, but each one is different, and losing both engines at such low altitude in the middle of one of the busiest cities in the world is something without precedent. Some students might also note examples of citizenship behavior. Sully was remarkably

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courteous and calm during the entire incident. 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 5th edition): *Flight*. The clip referenced in the book begins around the 1:33:20 mark of the film, continuing until about the 1:36:20 mark. The clip depicts a meeting where South Jet Air attorney Hugh Lang tells pilot Whip Whitaker that, although there are a few loose ends to take care of, he won't be held responsible for the crash of an airliner despite being very intoxicated at the time. Hugh suggests that empty bottles of alcohol found on the plane (the alcohol was consumed by Whip during the flight) should be blamed on a flight attendant with whom Whip had a relationship. Whip is upset with the idea, and responds sarcastically. Hugh responds by saying that although he thinks Whip is a "drunk arrogant scumbag" he's also in awe of what he did as a pilot. The scene provides an excellent example of the independence of various job performance activities. On the one hand, Whip engages in behavior at work that's clearly counterproductive. On the other hand, Whip engages in behavior that reflects excellent task performance—he adapts to an equipment malfunction, flies the airplane inverted, and ultimately saves the lives of most of the passengers. One topic for class discussion is whether Whip is an effective performer. Students will likely disagree, with some focusing on flying the plan and others focusing on substance abuse and putting passengers and the crew at risk. You can keep track of what they say and help them realize that they are providing examples of task performance and counterproductive behavior. You can stay focused on the broader dimensions of task performance and counterproductive behavior or the narrower examples (adaptive task performance and production deviance). Some students may suggest that Whip's counterproductive behavior isn't important because it's his task performance that saves the lives of his passengers. This may be a valid point in the context of this particular movie. In reality, however, being drunk while flying an airplane could result in a mistake that kills everyone on board. To convey this point, you can ask students if they would board a plane if they know the pilot was high on cocaine and had a blood alcohol content of .24 (three times the level that most states use to classify someone as driving while drunk). You can also discuss why counterproductive behavior like this could go on for an extended period. You can suggest that coworkers might have had clues that Whip had problems with substance abuse, but they looked the other way because he's such a great pilot. You can ask students to provide other examples of this type of situation. Typically, a student will volunteer an example of someone who is great at task performance but horrible at citizenship behavior or counterproductive behavior. Students will often say they were disappointed and shocked at the contradiction after it was discovered. You can ask them how these types of situations should be managed. This should lead to the conclusion that it's best to pay attention to the different aspects of performance and provide feedback—highlighting both

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the positives and the negatives.

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

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

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Their conclusion is that we do this for exceptional performers—people with unique and rare capabilities with respect to task performance—but even then, there are limits because (a) eventually it affects everyone around them, and (b) there are legal ramifications.

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

B. Citizenship Behavior

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

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

    OB Assessments: Helping. This survey helps students to assess how helpful they are under normal circumstances. Since helping behaviors are socially desirable, this may be a good time to point out the value of honest self-assessment to students. If students are unsure of whether or not they can evaluate themselves objectively in this regard, they may want to ask coworkers or class teammates to fill out the form about them. It is also worthwhile to discuss the importance of helping behaviors relative to task performance in the context of teams. Which type of performance is more important? What reactions do team members have when confronted with

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a team member who is not helpful? Is this the same reaction when a team is confronted with a member who is not effective with respect to task performance?

Please see the PowerPoints for Bonus Assessments on Sportsmanship and Political Deviance.

Please see the Connect assignments for this chapter for assessment on Boosterism and Trait Creativity.

Please email me at colq@uga.edu if you have any questions about using these assessments in your teaching.

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

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

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

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

C. Counterproductive Behavior

1. Counterproductive behaviors intentionally hinder organizational goal accomplishments.

a. Property deviance harms an organization's assets and possessions and can include sabotage and theft.
b. Production deviance reduces the efficiency of work output, and includes wasting resources and substance abuse.

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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 at the Bookstore: *Mastering Civility*. The author of this book provides a thorough discussion of the nature and implications of incivility, a specific form of counterproductive behavior. To begin the discussion, you can point out that the author suggests that incivility has reached crisis proportions and is getting worse. You can then ask students to provide examples of incivility they've witnessed in a work or group context. It shouldn't take to long to generate a good list of examples. Examples mentioned in the text include publicly mocking and belittling people, pointing out mistakes in a harsh or insulting way, or taking calls or texting in the middle of a conversation or meeting. The discussion can then turn to reactions to these behaviors. Students will mention stress, reduced job satisfaction and commitment, reputational damage to the person exhibiting incivility, unwillingness to be helpful, conflict, and so forth. You can then ask students if they've ever engaged in some of the same behaviors. It might take a couple minutes for students to open up, but some will acknowledge that they do so occasionally. Follow up by asking students if they think their own incivility has the same negative effects. Most will acknowledge that it does. Point out that most of us have occasional lapses of incivility, and then ask why we do. The modal response is that it's not intentional, and that we don't really think about it. It might be more a reflection of mood or just a particular situation. You can wrap up the discussion by noting that one key to managing our own incivility is to recognize the consequences and be mindful and self-aware.

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

III. TRENDS AFFECTING JOB PERFORMANCE

A. Knowledge Work

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

B. Service Work

1. Service workers have direct verbal or physical interaction with customers, and provide a service rather than a good or a product.
2. Trailing only professional services in terms of growth, service jobs make up 20 percent of all new jobs.

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3. The costs of bad performance are more immediate and obvious in service work, and service work contexts place a greater premium on high levels of citizenship behavior and low levels of counterproductive behavior

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

IV. APPLICATION: PERFORMANCE MANAGEMENT

A. Management by Objectives (MBO)

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

B. Behaviorally Anchored Rating Scales (BARS)

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

C. 360-Degree Feedback

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

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D. Forced Ranking

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

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DISCUSSION QUESTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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CASE: GE

Questions:

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

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

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

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

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

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

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BONUS CASE: JPMORGAN CHASE (from 5th edition)

JPMorgan Chase is one of the oldest financial institutions in the United States. Its roots go back to the late 1700s when Aaron Burr and Alexander Hamilton collaborated to establish a company to supply fresh water to the inhabitants of Lower Manhattan. Burr inserted creative language in the company's charter that allowed him to use the company's excess capital to start a commercial bank in 1799. This bank, called The Bank of the Manhattan Co., was the only competitor to a bank Alexander Hamilton founded 15 years earlier. The two became antagonistic, and if you're a history buff (or you enjoy Broadway musicals), you know that in addition to serving as Thomas Jefferson's vice president for one term, Burr also mortally wounded Alexander Hamilton in a duel in 1804.

Over the next 200 years, hundreds of mergers resulted in what JPMorgan Chase is today. Most relevant to the company's namesake was the merger of The Bank of the Manhattan Co. and Chase National Bank in 1955, and then the merger of this company—called The Chase Manhattan Group—and J.P. Morgan and Co. in 2000. Today, with assets of $2.4 trillion, over 260,00 employees, and operations of 60 countries, the company serves millions of customers a year in investment banking, financial services for consumers, small business and commercial banks, financial transaction processing, asset management, and private equity.

So what does job performance mean for employees of JPMorgan Chase? Obviously, the answer depends a great deal on the specific job in question. To an investment banker, job performance might depend on the amount of money a client company makes on an initial public offering. The job performance of a customer service representative hinges on whether concerns of customers are resolved in a way that meets their expectations. However, there are general aspects of job performance that are determined by the company's business practices. Across jobs, therefore, effectiveness requires customer focus, an entrepreneurial spirit, discipline, and cooperation.

JP Morgan Chase and its predecessor institutions have had a significant impact on the lives of Americans and others throughout the world. For example, the company has been willing to take on responsibility for financing large-scale risky large projects such as the Erie Canal, the Panama Canal, and the railroad expansion that opened the door to commerce and economic development throughout the United States. The company has also been at the forefront of innovations such as credit cards, automatic teller machines, and online banking. In fact, it's not too far of a stretch to suggest that creativity and the willingness to take bold risks for high returns have been hallmarks of high-performing employees at JP Morgan Chase, and this has been true throughout its history. Less we not forget that the genesis of the company rests with creative language inserted into the charter of a fledgling water company by one of its principals so that excess capital could be invested in high return endeavors.

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Unfortunately, bold and creative behavior of employees at JPMorgan Chase has not always resulted in positive consequences. In fact, the company has recently paid tens of billions of dollars in fines, settlements, and legal fees due to highly questionable employee behavior. As an example, the company paid $13 billion in a settlement for allegedly selling fraudulent mortgage backed securities to Fannie Mae and Freddie Mac in the years leading up the financial crisis of 2008. Other highly publicized probes into the company include its involvement in the Bernie Madoff Ponzi scheme, rigging of currency and energy markets, and the London Whale incident in which a team of employees gambled on complex financial derivatives that resulted in over $6 billion in trading loses.

As a response to these incidents, which obviously hurt the company's reputation and bottom line, company executives have taken a number of major steps. For example, CEO Jamie Dimon published a document that acknowledges the company's role in these incidents and outlines expectations of employees with regard to compliance to legal and ethical standards. The company also set-up phone and email lines so employees can anonymously report compliance concerns and related bad behavior. Perhaps the most notable innovation in this effort has been the use of a computer algorithm, originally developed for counterterrorism, that monitors and analyzes a large set of employee behaviors to try to catch employees before they actually do anything that results in a costly problem. Employees who miss a compliance class, violate minor rules regarding personal trading or exceed risk-limits, or use certain words in emails, may be flagged as being likely to violate a regulation or policy. Although the JPMorgan Chase has not described all the information that is considered by the system, or what will be done to employees who are identified as likely rule breakers, it hopes that surveillance of employees will help the company police itself better and build a culture where employees understand that questionable behavior will not be tolerated.

Sources: JPMorgan Chase & Co. "How We Do Business," 2014, http://files.shareholder.com/downloads/ONE/0x0x799950/14aa6d4f-f90d-4a23-96a6-53e5cc199f43/How_We_Do_Business.pdf. JPMorgan Chase & Co. "The History of JPMorgan Chase & Co.," 2008, http://www.jpmorganchase.com/corporate/About-JPMC/document/shorthistory.pdf. S. Hugh "JPMorgan Tests an Algorithm to Identify Potential Rule Breakers Before They Stray." *Bloomberg Businessweek*, April 13–April 15, 2015, pp. 34-35.

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

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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 Which specific dimension of job performance is the company attempting to manage with the computer algorithm? How might there be unintended job performance-related consequences of using this system? Explain how the company could manage some of the potential downsides of the system?

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 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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EXERCISE: PERFORMANCE OF A SERVER

Instructions:

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

Sample Job Dimensions and Behaviors:

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

Taking Meal Orders
- Describing the menu
- Making recommendations

Delivering Food
- Remembering who had what
- Balancing food on tray

Checking on Customers
- Keeping water and drinks filled
- Asking about dessert of the check

Being Friendly to Customers
- Smiling
- Being conversational

Questions:

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

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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 have been used as a basis for diagnosing performance problems (e.g., expectancy theory) are covered in Chapter 6.

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

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

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

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

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

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

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

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Chapter 2
Job Performance



Because learning changes everything.™

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Class Agenda

Job performance

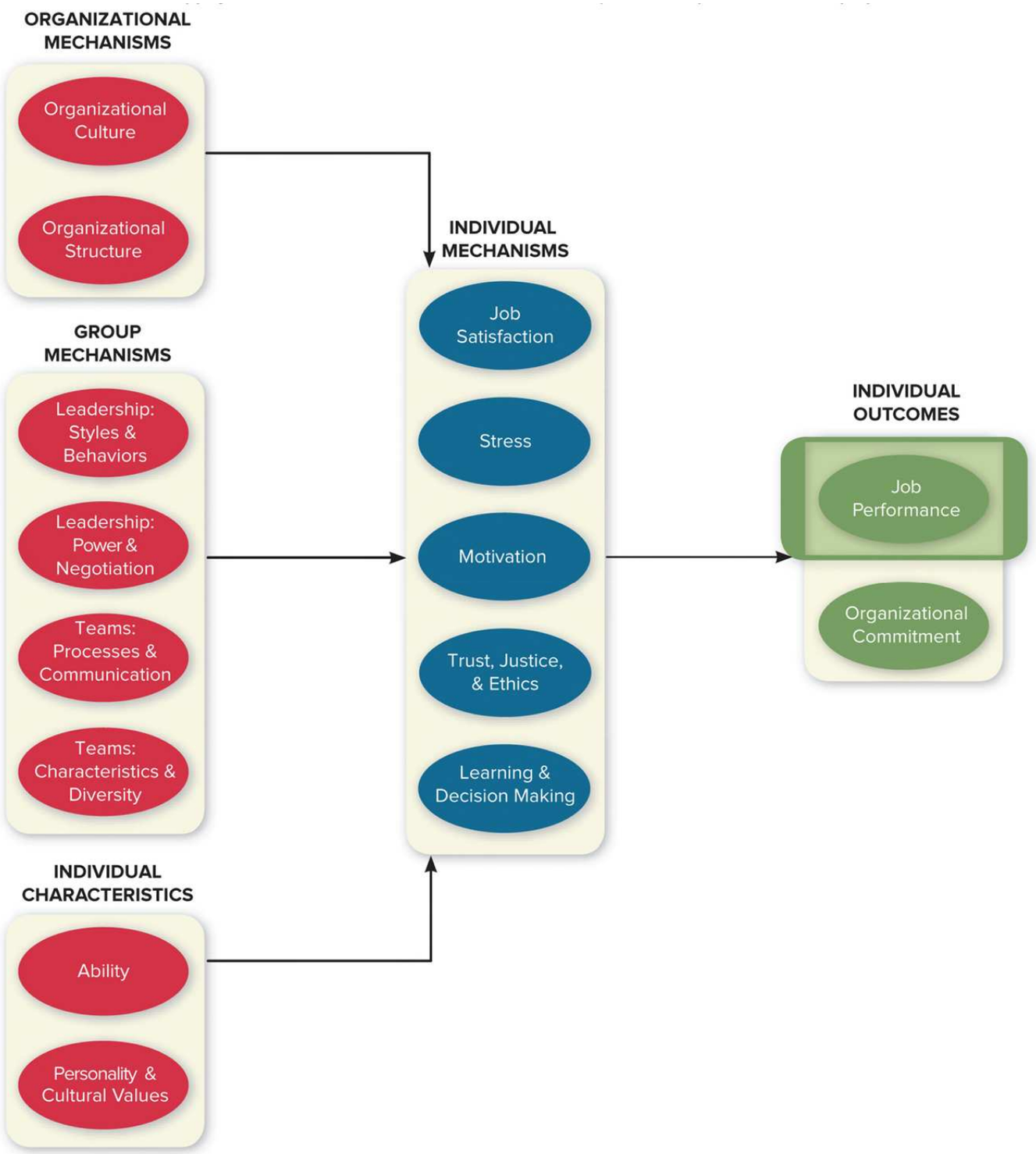
- Task performance
- Citizenship behavior
- Counterproductive behavior

Application

- Tools for managing job performance

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An Integrative Roadmap



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Job Performance

1 of 2

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

2 of 3

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

3 of 3

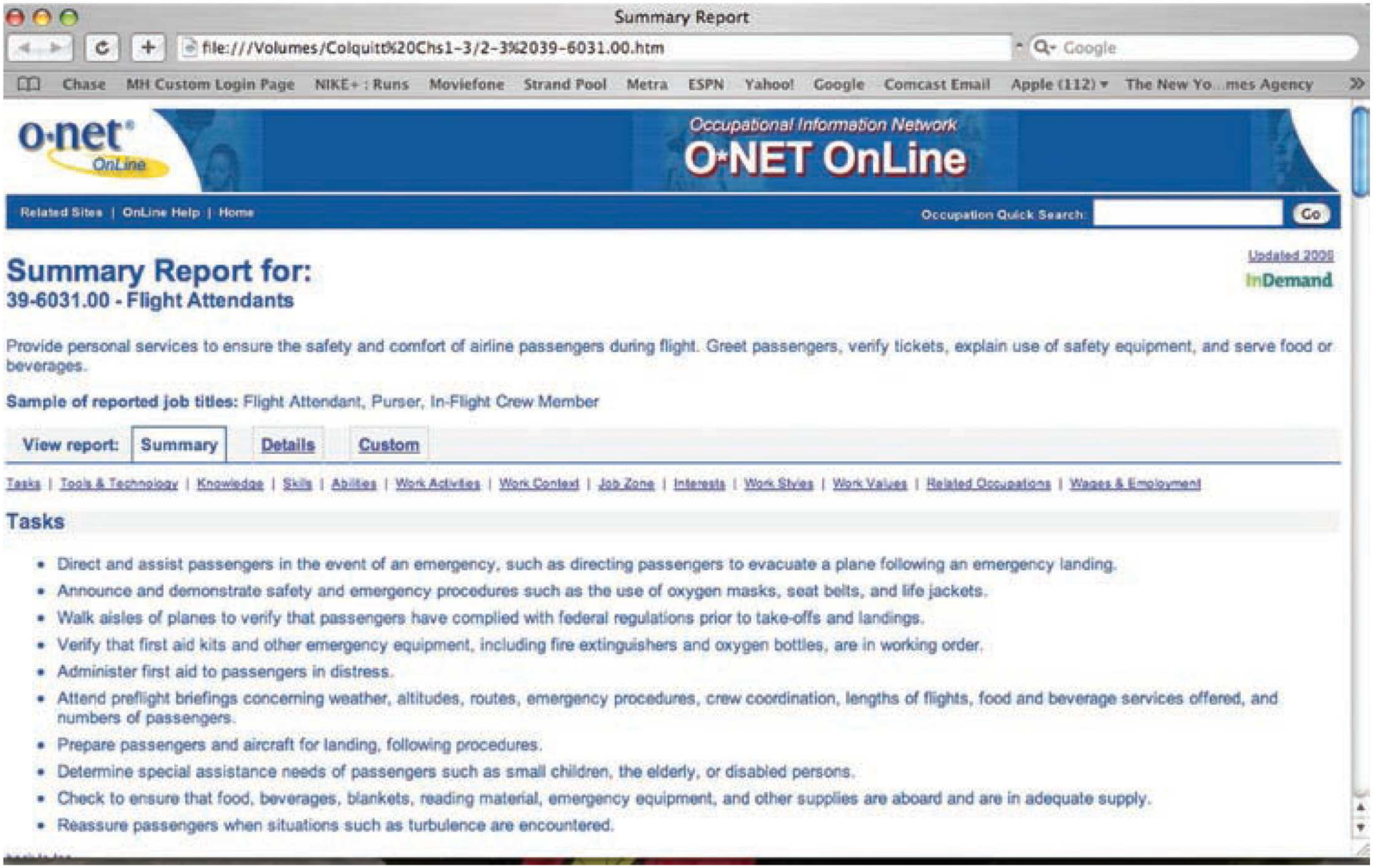
Exercise: Performance of a server

Do a job analysis

- Four major dimensions
- Two tasks per dimension

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Figure 2-1 O*NET Results for Flight Attendants



Jump to Appendix 1 for long description

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Job Performance

2 of 2

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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Figure 2-2 Types of Citizenship Behaviors

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

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. _____

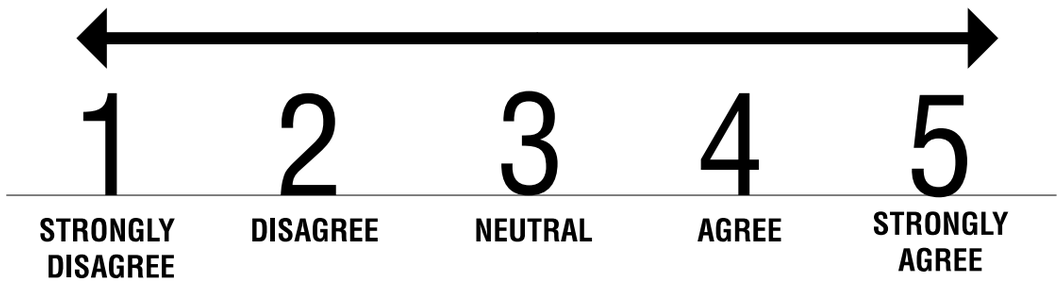
Average score: 40

Jump to Appendix 2 for long description.

©McGraw-Hill Education. Source: 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

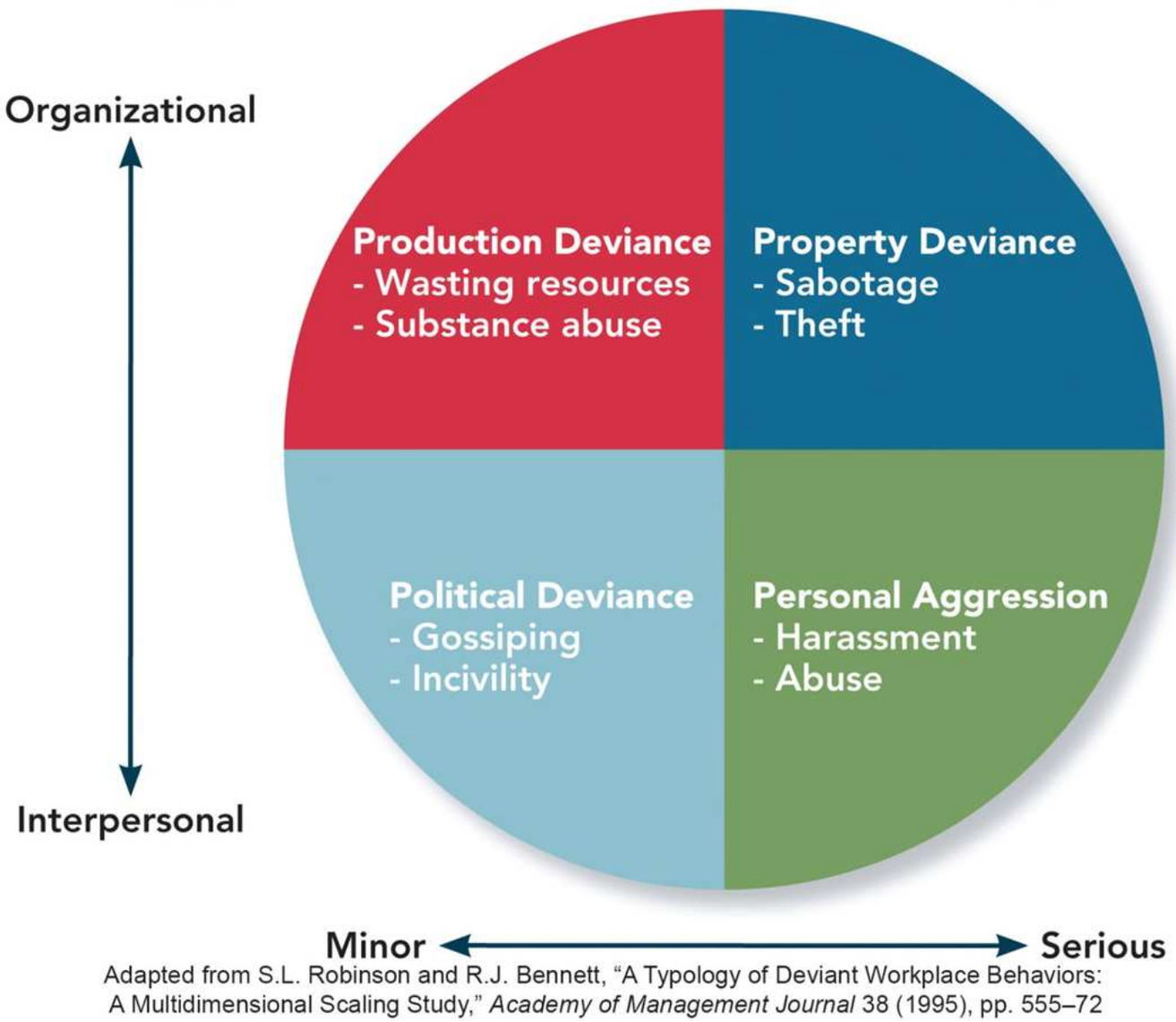


1. I never complain about “the small stuff.”
2. I voice support for what’s going on in the organization.
3. I focus on maintaining a positive attitude at work.
4. I tend to dwell on what’s going well, not what’s going poorly.
5. I focus on “being a good sport” even when negative things happen.

Average score: 18

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Figure 2-3
Types of Counterproductive Behavior



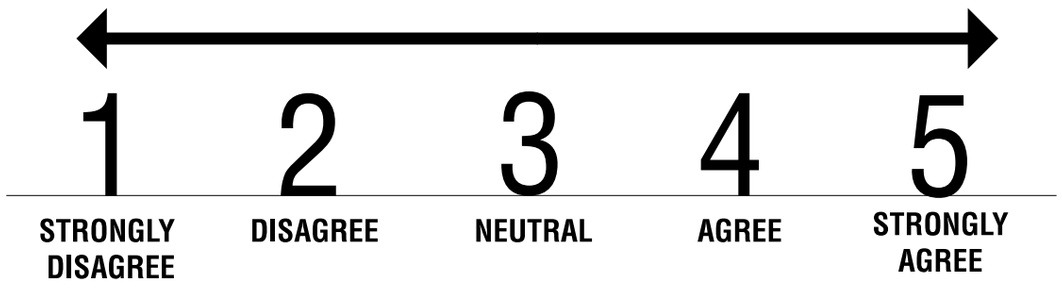
Adapted from S.L. Robinson and R.J. Bennett, "A Typology of Deviant Workplace Behaviors: A Multidimensional Scaling Study," *Academy of Management Journal* 38 (1995), pp. 555–72

Employee behaviors that intentionally hinder organizational goal accomplishment

Jump to Appendix 3 long image description

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Political Deviance



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.

Average Score: 12

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OB on Screen

Sully

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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" 1 of 2

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. • 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.

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Table 2-2 BARS Example for "Planning, Organizing, and Scheduling" 2 of 2

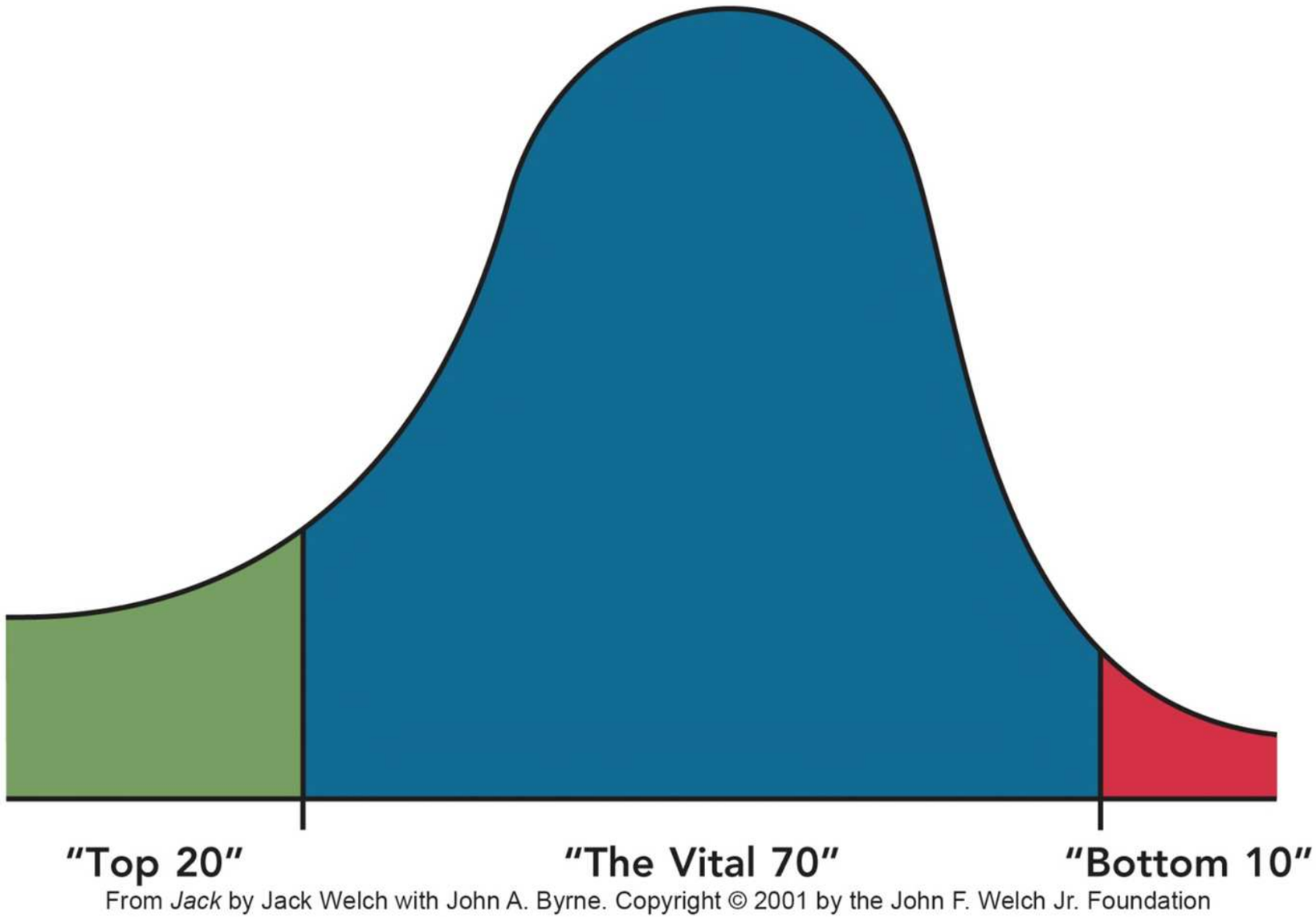
Rating	Rating	Behavioral Anchors
[3]	Below Average	• Plans are poorly defined; unrealistic time schedules are common. • Cannot plan more than a day or two ahead; has no concept of a realistic project due date.
[2]	Very Poor	• Has no plan or schedule of work segments to be performed. • Does little or 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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Figure 2-5 Jack Welch's Vitality Curve

Forced ranking under Jack Welch at GE



From *Jack* by Jack Welch with John A. Byrne. Copyright © 2001 by the John F. Welch Jr. Foundation

Jump to Appendix 4 long image description

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Next Time

Chapter 3: Organizational Commitment

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Appendix

Appendix of Image Long Descriptions

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Appendix 1 Figure 2-1 O*NET Results for Flight Attendants

O*N E T (Occupational Information Network) is an online government database that lists the characteristics of most jobs and the knowledge required for each. The tasks listed in this screenshot are sample tasks for a flight attendant.

Summary report for flight attendants.

Sample of reported job titles: Flight attendant, purser, in-flight crew member.

Provide personal services to ensure the safety and comfort of airline passengers during flight. Greet passengers, verify tickets, explain use of safety equipment, and serve food or beverages.

- Direct and assist passengers in the event of an emergency, such as directing passengers to evacuate a plane following an emergency landing.
- Announce and demonstrate safety and emergency procedures, such as the use of oxygen masks, seat belts, and life jackets.
- Walk aisles of planes to verify that passengers have complied with federal regulations prior to take-offs and landings.
- Verify that first aid kits and other emergency equipment, including fire extinguishers and oxygen bottles, are in working order.
- Administer first aid to passengers in distress.
- Attend preflight briefings concerning weather, altitudes, routes, emergency procedures, crew coordination, lengths of flights, food and beverage services offered, and numbers of passengers.
- Prepare passengers and aircraft for landing, following procedures.
- Determine special assistance needs of passengers such as small children, the elderly, or disabled persons.
- Check to ensure that food, beverages, blankets, reading material, emergency equipment, and other supplies are aboard and are in adequate supply.
- Reassure passengers when situations such as turbulence are encountered.

Return to slide

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Appendix 2 Helping

Respondents are asked to answer each statement using this scale: 1 strongly disagree; 2 moderately disagree; 3 slightly disagree; 4 neither disagree nor agree; 5 slightly agree; 6 moderately agree; 7 strongly agree.

Statements are:

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.

The average score for the assessment appears on the slide: 40.

Return to slide

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Appendix 3 Figure 2-3 Types of Counterproductive Behavior

Organizational counterproductive behaviors that are minor include production deviance, such as wasting resources or substance abuse. Those that are serious include property deviance, such as sabotage or theft.

Interpersonal counterproductive behaviors that are minor include political deviance, such as gossiping or incivility. Those that are serious include personal aggression, such as harassment or abuse.

Source: 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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Appendix 4 Figure 2-5 Jack Welch's Vitality Curve

The curved figure shows a forced ranking system used by managers, in which the top employees are in the "top 20," the largest group of employees are in "the vital 70," and a third group are in the "bottom 10." The curve itself starts out low with the "top 20" because it reflects only 20 percent of employees. The curve moves upward to its apex in "the vital 70" because this section contains the most employees (70 percent). Then the curve moves down to the final group, "the bottom 10." The curve is at its lowest point here because it reflects only 10 percent of employees.

Source: Adapted from "Jack" by Jack Welch with John A. Byrne, John F. Welch Jr. Foundation, 2001

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