Job Performance

- Strategies:

  - Selecting people who are likely to be high performers
  - Providing employees with training
  - Managing employees (e.g. setting goals, giving feedback)

- Definition:

  - Actual on-the-job behaviours that are relevant to the oranization's goals
    * is not: traits/individual differences; outcomes/results

The Campbell Model

- Performance is synonymous with behaviour

- Includes only actions or behaviours that are relevant to the organization's goals

- Performance is not the consequence or result of action, it is the action itself

- Indirection Causes $\rightarrow$ Direct Causes $\rightarrow$ Job performance $\rightarrow$ Results/Outcomes

  - Personal chars./individual difference (predictors: measured before the person is hired to predict their likely level of perfromance later on)
    * Categories
      · General mental ability (e.g. intelligence)
      · Physical ability
      · Personalilty
      · Occupational interests
    * They are indrect bc no guarantee that chars will lead to job performance.
  - Direct Causes: indirect causes have their effect on job perfromance via three dircet causes:
    * Knowledge: what you know
    * Skill: what you can do
    * Motivation: what you will do
  - Job-relevant behaviours
    * what employees actual do

- Job Performance is behaviour

  - it is not the antecedents of behaviour

* bc it is possible to have knowledge, skills, abilities, yet not act on them
    – outcomes of behaviour
        * bc outcomes and results are often affected by factors outside the person's control (e.g. luck)

Job Performance – Three borad factors

- Task performance

    – Activties that contribute to technical core of organization
        * programmer: write codes
    – Activites vary across jobs
        * differentiates what it is to "do" a certain job
        * some tasks may overlap (writting acticles for professor as well as journalists)
        * vary in importance (high school teacher vs professor in Teaching proportion)
    – Formally required by organization
        * formalized in the job description
        * what you are hired to do

- Organizational Citizenship Behaviours (OCB)

    – Behaviours not central to core operations, but contribute in a positive way to org's goals
        * helping, sportsmanship, loyalty, civic virtue, self-development
    – OCBs do not vary much across jobs
    – not typically formally required by the organization
    – do influence subjective performance rating
    – manager might expect OCBs, even if not formally required
    – vary across gender
    – Heilman and Chen (2005)
        * Men who did NOT help were rated the same as men for whom no helping info was provided
        * Men who helped were rated significantly higher than men for whom no helping info was provided
        * Women who did NOT help were rated significantly lower than baseline
        * Men who helped were rated the same as baseline
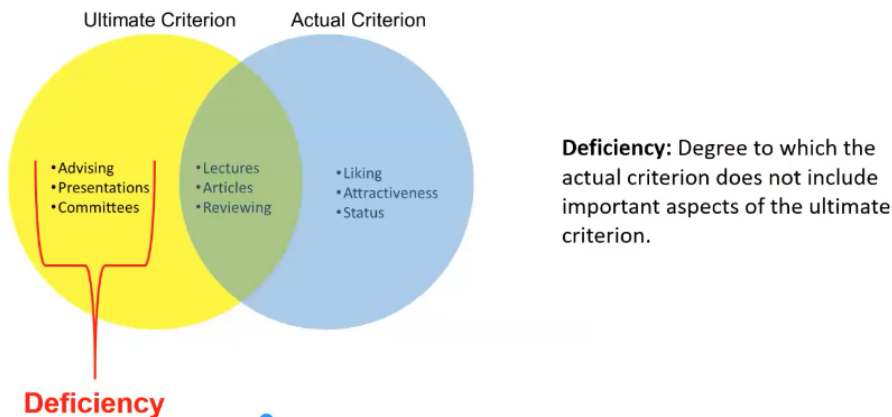   * Helping is rewarded for men, but not expected

* Helping is expected of women and women are penalized when they do not help

- Counterproductive Work Behaviours (CWB)

  - Behaviors that detract from the organization's legitimate goals
  - very costly
  - organization interested in predicting who is least likely to engage in these behaviour

- Forming Overall Perceptions of JB

  - Managers tend to use all three dimensions
  - Mangers vary in how important they perceive each dimension to be
    * some find them to be equally important
    * others more heavily weight CWBs (relative to task, OCB)

Criteria

- Evaluative standards tha can be used as yardsticks for measuring an employee's success or failure

- Objective:

  - can be "counted", requiring little human judgement
    * units produced, sales dollars, number of complaints

- Subjective

  - Aspects of performance that are not easily "counted" and thus require human judgement

- we are trying to arrive at numeric values that can be used to summerize an employee's contributions to the organization

  - by doing objective counts, or subjective ratings

- notes that

  - we may sometimes use results to infer behaviours
    * there is a clear relationship between the behavior and the outcome and the behviour is difficult to observe, then objective criteria may be appropriate
      · e.g. we can calculate how telemmarketers sales, so that we can know the how script inference on their behaviour

· the more they refer to the script, the more sales they will make; especially there is an close one-to-one relationship

– criteria vary in quality – not all criteria are equally good

* Relevance: degree to which criterion captures major elements of the job
* Reliability: degree to which criterion is stable, consistent
* Sensitivity: degree to which criterion discriminates effective from ineffective performance
* Practicality: ease of use, time and effort required to collect criterion
* Fairness: degree to which criterion percevied as just and reasonable

- Relevance:

  – almost all jobs are multidimensional

    * multiple behaviours are required to perform the job successfully

  – **Ultimate criterion** includes all possilbe aspects and dimesnions of the job
  – **Actual criterion** is what we actually end up measuring
  – the criteria is a composite of the intersetion between ultimate criterion and actual creterion

Relevance can also be thought of as freedom from <u>deficiency</u> and <u>contamination</u>.

Ultimate Criterion   Actual Criterion

- Advising
- Presentations
- Committees

- Lectures
- Articles
- Reviewing

- Liking
- Attractiveness
- Status

Deficiency: Degree to which the actual criterion does not include important aspects of the ultimate criterion.

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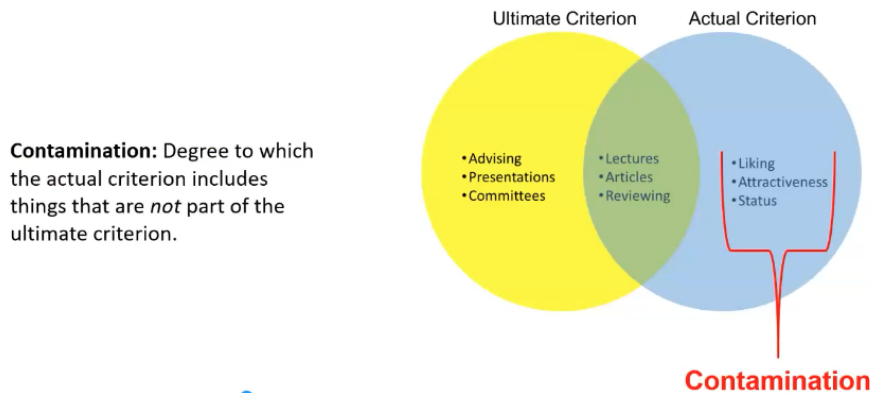
Ultimate Criterion   Actual Criterion

Contamination: Degree to which the actual criterion includes things that are *not* part of the ultimate criterion.

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Contamination

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- Reliability

  – is the freedom from measurement error.

  – reliability is the degree to which we get the "same answer" when repeated measurements are taken.

- Sensitivity

  – the degree to which a criterion is sensitive is a function of variance on the critierion

  – Criteria are only useful if they can be sued to discriminate between employees

- Practicality

  – when developing criteria, we must consider the degree to which collecting the criterion will be a burden

  – **Composite Criteria**

    * all jobs are multidimensional, thus when only review one of the dimensions, the rating can be contaminated

    * We need to use composite of multiple criteria in order to from a more complete and balanced view of an employee's performance

    * composite critera allow us to combine multiple pieces of information into a single index

  – **Composite Score**

    * the score of summation of all composite criterias

    * the composite score is used to determine (1) our raises, and (2) our promotions

* we can give different weights to the various sub-dimensions in order to reflect their relative importance for overall job performance

- Fairness

  - it is important that employees find the critera used to evaluate them to be fair