Job performance:

A measure of how well an employee does their job

Types of Job Performance

Task

Contextual

Organizational citizenship behaviors

Counterproductive work behaviors

Adaptive

Task Performance

- An employee's proficiency in performing job duties and responsibilities
  - Best predicted by cognitive ability, knowledge, and skills tests

Contextual Performance

- An employee's proficiency in contributing to the social and psychological environment
  - Best predicted by personality tests

Organizational Citizenship Behaviors

- Voluntary non-task-related behaviors that go above and beyond what is expected
  - Best predicted by personality tests

Counterproductive Work Behaviors

- Voluntary non-task-related behaviors that actively damage the organization
  - Include interpersonal deviance and organizational deviance

Components of Job Performance

Required of All Jobs

- Job-specific task proficiency
- Demonstrating effort
- Maintaining personal discipline

Required of Some Jobs

- Non-job-specific task proficiency
- Written and oral communication task proficiency
- Facilitating peer and team performance
- Supervision/leadership
- Management/administration

Adaptive Performance
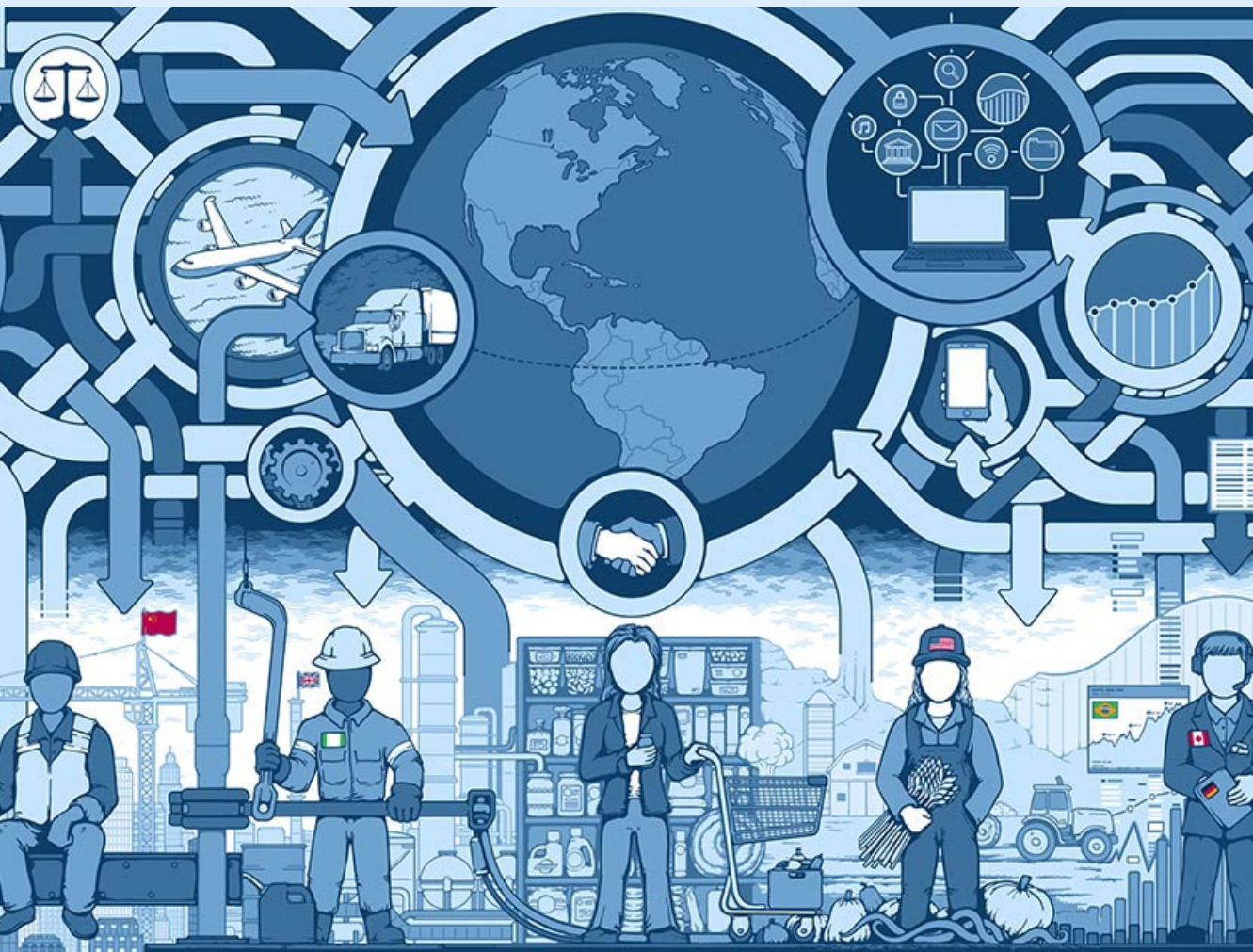
- An employee's proficiency in adjusting to changing circumstances

  - Handling stress, emergencies, and uncertainty

  - Learning tasks, technologies, and procedures

  - Adapting to other cultures

Effectiveness and Productivity

- **Effectiveness** is a measure of the outcomes of job performance (outputs).
  - Also affected by factors beyond the employee's control

- **Productivity** is a comparison of the outcomes of job performance (outputs) and the cost of achieving that level of effectiveness (inputs).
  - Equals outputs ÷ inputs

How is job performance measured? Part 1

Performance management

Performance appraisal

Performance measurement
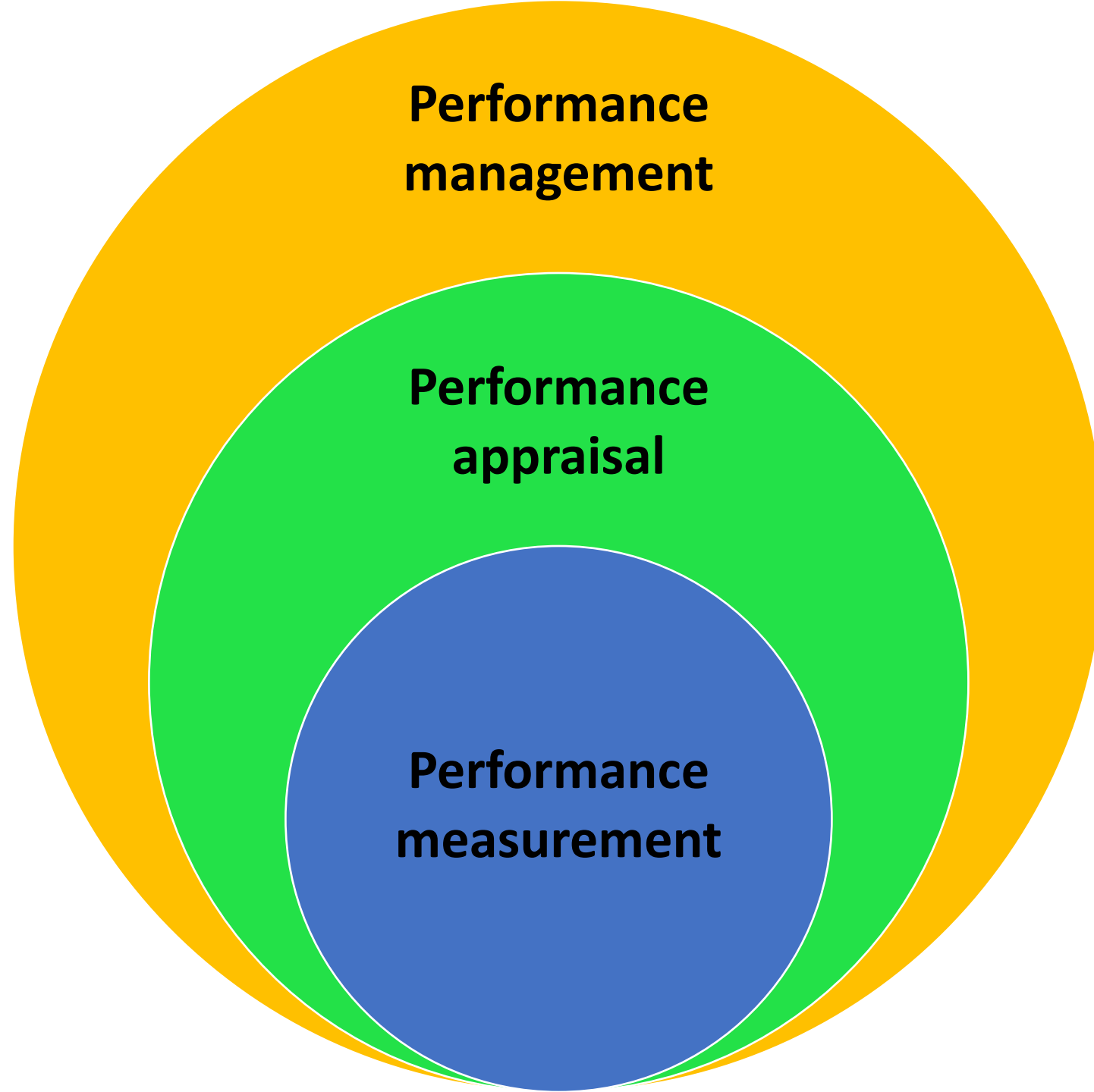
Performance measurement:

The process of collecting and monitoring job performance

Uses of Performance Data

- **Performance appraisal** is the process of evaluating performance and giving feedback to employees.

- **Performance management** is the process of defining, measuring, and improving performance in the context of organizational goals.

Uses of Performance Data

- Establish expectations
- Make staffing decisions
- Validate selection tests
- Identify training needs
- Facilitate development
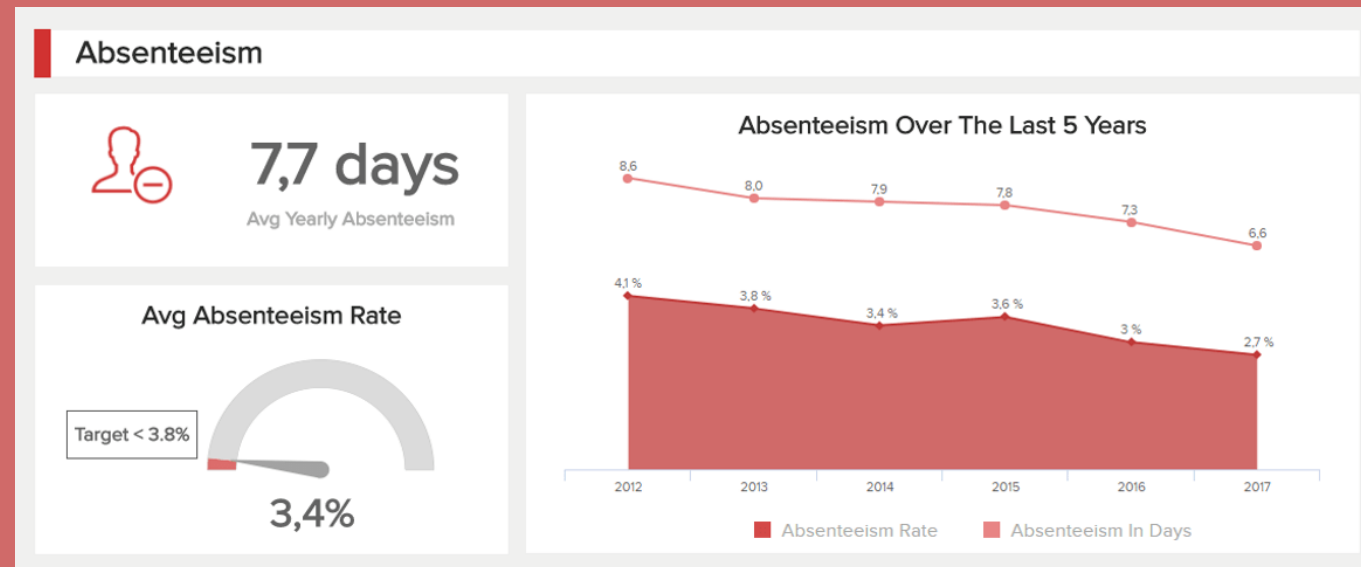- Evaluate training

Performance Data Collection

- Task performance ratings
- Behavioral performance ratings

- Objective performance measures
- Subjective performance measures

Objective Performance Measures

- Collect employees' performance data from impartial sources
- Produce data that is independently of the observer's judgment

Subjective Performance Measures

- Collect employees' performance data from people
- Produce data that is dependent on the observer's judgment

- A **360-degree performance evaluation** is the process of collecting performance data from many sources.
  - Can result in more reliable, unbiased, and accurate data

Keys to Performance Measurement

- Use multiple raters
- Explain the process
- Focus on job-relevant criteria

- Ensure due process
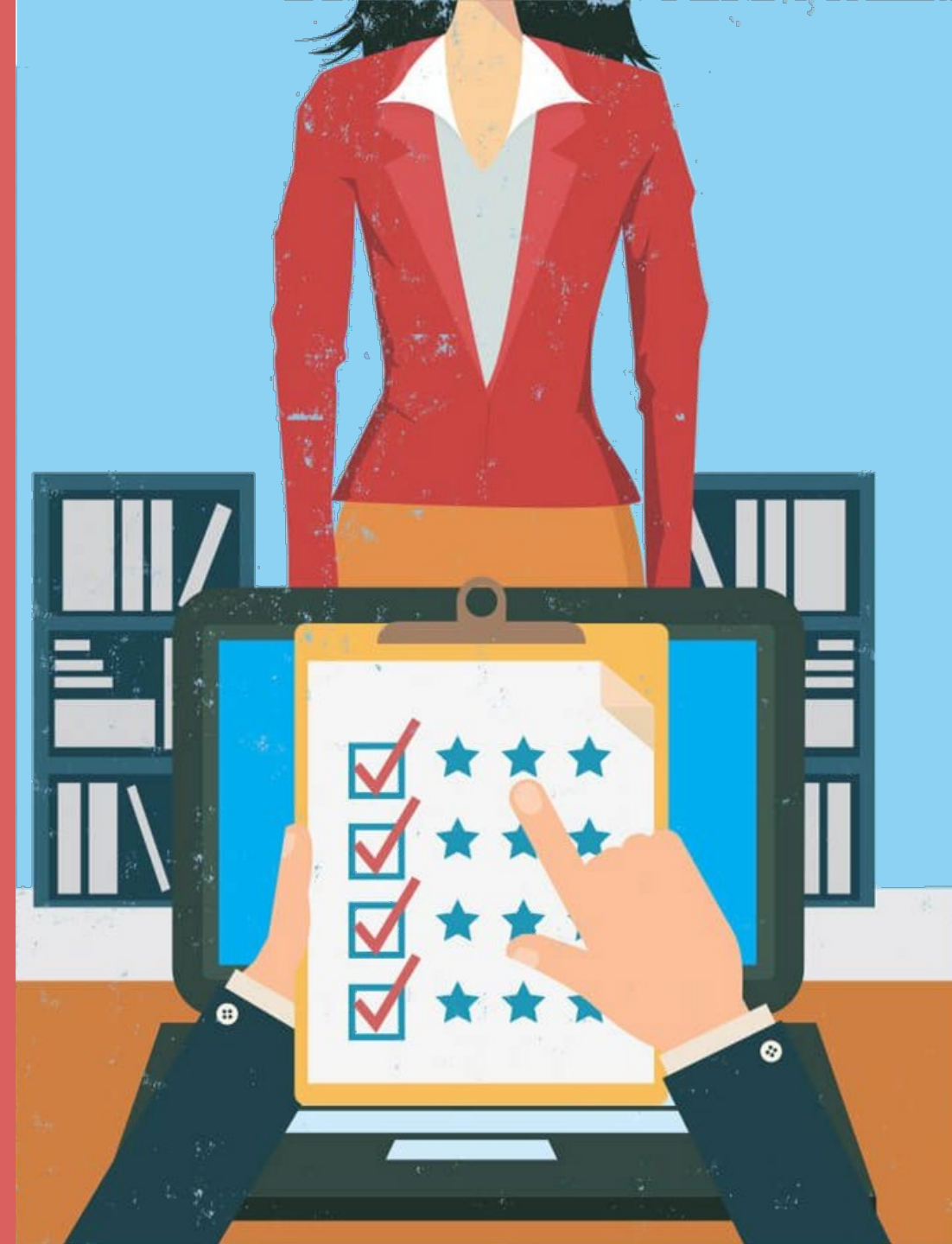- Train raters
- Follow-up with feedback

How is job performance measured? Part 2

Absolute Rating Systems

- Graphic rating scale
- Weighted checklist
- Critical incident method
- Behaviorally anchored rating scale
- Behavioral observation scale

Graphic Rating Scale

- Measures the extent to which employees complete tasks or display behaviors on a scale that runs from low to high

How well does the officer perform each of the following job duties?					
Job Tasks	**Poor**	**Adequate**	**Commendable**	**Excellent**	**Distinguished**
Apprehending suspects	★	★	★	★	☆
Providing information to citizens	★	★	★	★	☆
Controlling traffic	★	★	★	☆	☆
Report writing	★	★	★	★	☆
Testifying in court	★	★	★	☆	☆

Weighted Checklist

- Measures the extent to which employees complete tasks or display behaviors of different values

To what extent does the real estate broker exhibit each of the following behaviors?		
Behaviors	Weights	Performance Rating (Circle One)
Maintains professional relationships with clients	2.0	1 2 3 4 **(5)**
Uses computers to collect and share information	1.5	1 2 3 **(4)** 5
Maintains up-to-date knowledge	1.0	1 2 3 **(4)** 5
Trains new agents	2.0	1 2 3 4 **(5)**

Critical Incident Method

- Requires raters to document specific behavioral examples of employees performing effectively and ineffectively

To what extent does the student fulfill the writing requirements of the course assignments? Describe specific incidents of critical behaviors.	
Effectiveness	**Critical Incidents**
Effective	Their essay is clearly and concisely written. It includes relevant examples and references and communicates all the basic information.
Average	Their responses to the reflection exercises include all the basic information but are wordy and unclear at times.
Ineffective	Their answers to the quizzes are often irrelevant and incorrect. The language is confusing, and references are not included.

Behaviorally Anchored Rating Scale

- Require raters to grade performance along a continuum that uses behaviors as the scale anchors

| Which anchor on the scale best represents the nurse's performance?				
Low	**Below Average**	**Average**	**Above Average**	**High**
1	2	3	4	5
Fails to follow doctors' orders; does not treat patients and colleagues with respect; does not complete training	Follows doctors' orders but with some errors; treats patients with respect; refuses to help colleagues; completes some training	Follows doctors' orders but with some errors; treats patients with respect; helps colleagues when asked; completes some training	Follows doctors' orders; treats patients with respect; helps colleagues when asked; completes most training	Follows doctors' orders; treats patients with respect; offers to help colleagues; completes all training

Behavioral Observation Scale

- Requires raters to identify how frequently they observe employees behaving in a specific way

How often does the sales representative exhibit each of the following behaviors?					
Sales Productivity	**Almost Never** (0-20% of the time)	**Seldom** (21-40% of the time)	**Sometimes** (41-60% of the time)	**Frequently** (61-80% of the time)	**Almost Always** (81-100% of the time)
Meets quarterly goals	1	2	3	4	5
Discusses sales strategies with manager	1	2	3	4	5
Promptly responds to customers	1	2	3	4	5
Anticipates customers' needs	1	2	3	4	5

Employee Comparison Methods

- Simple ranking
- Paired comparisons
- Group order ranking
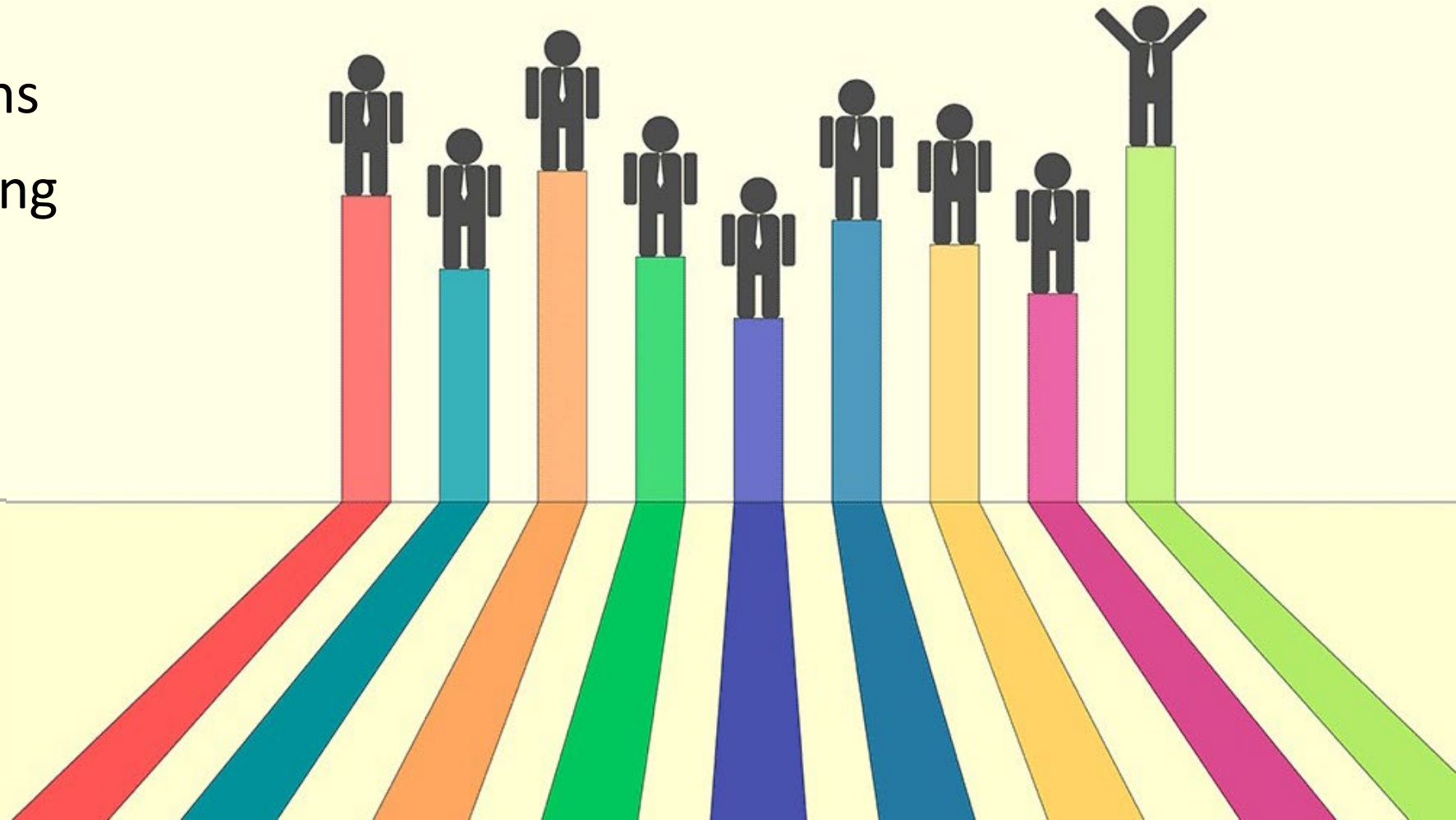
Simple Ranking

- Requires raters to rank employees from high to low according to their proficiency on various dimensions

| Rank the teachers' proficiency in administering standardized tests.	
Rank	**Employee**
1	Employee Q
2	Employee Z
3	Employee X
4	Employee J
5	Employee H

Paired Comparisons

- Requires raters to compare each employee in a work group or job title with every other individual in the group or job title

Employees Rated for Creativity

As Compared to:

	A	B	C	D	E
A	■	+	+	-	-
B	-	■	-	-	-
C	-	+	■	-	-
D	+	+	+	■	+
E	+	+	+	-	■

Group Order Ranking

- Requires raters to place a certain number of employees in each of several pre-determined categories
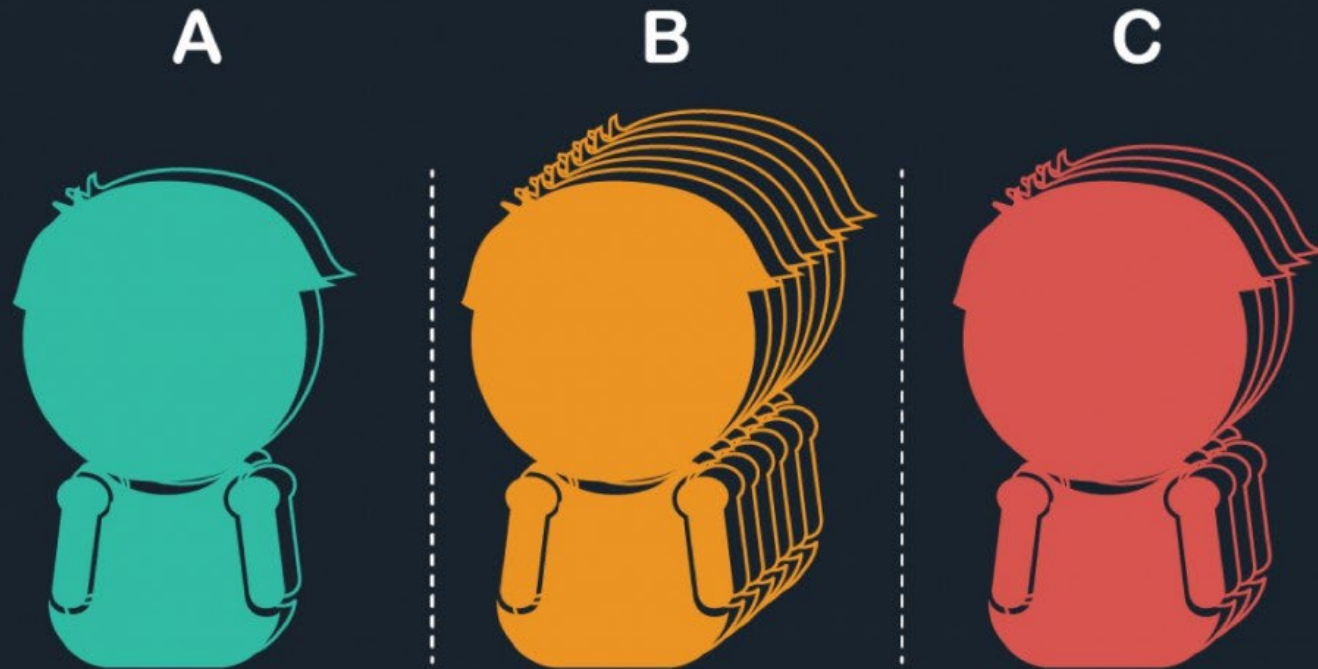
How can we improve job performance?

Effective Strategies

- Identify problem
- Assess job attitudes
- Give performance feedback
- Train, coach, mentor, or reassign
- Reward improvement

Job attitudes:

The evaluative judgments employees make about various aspects of their job

Types of Job Attitudes

- **Job satisfaction** refers to employees' positive feelings about their job.

- **Employee engagement** refers to employees' involvement in and enthusiasm about their work.

- **Psychological empowerment** refers to employees' perceptions of autonomy and competence and their internalization of group goals.

- **Organizational commitment** refers to employees' identification with an organization and their desire to maintain membership.

- **Perceived organizational support** refers to employees' beliefs about whether the organization values their contribution and cares about their well-being.

Types of Job Attitudes

Performance feedback:

Information about employees' job-relevant proficiencies

Before Feedback Session

- Share rating forms with ratees in advance
- Train feedback givers

- Focus on job-relevant tasks and behaviors
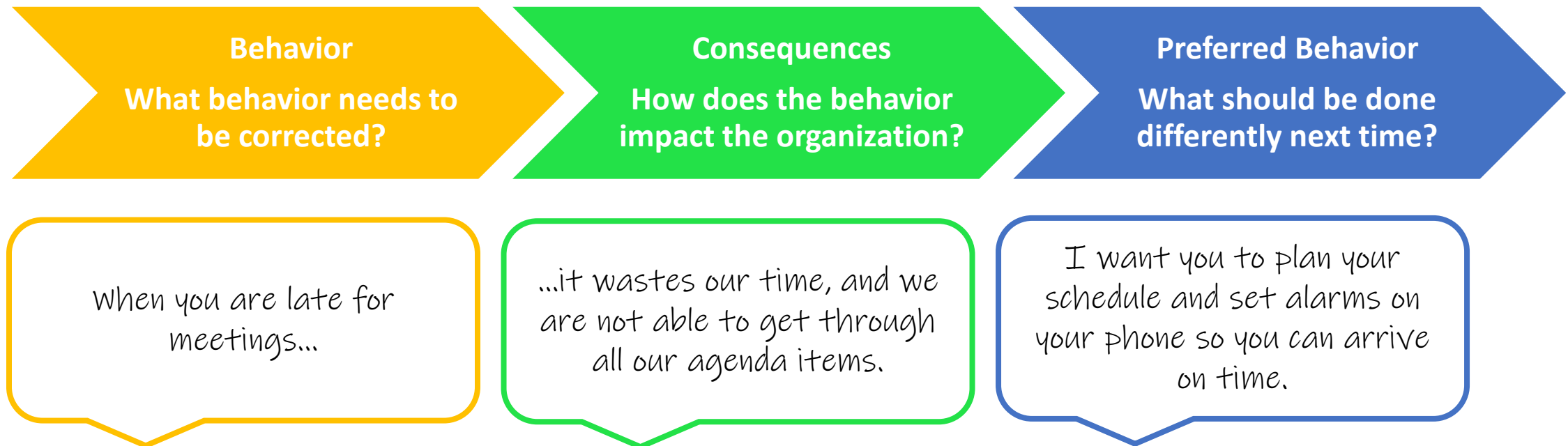- Ensure anonymity of rating sources

During Feedback Session

- Explain the purpose

- Encourage participation and listen to concerns

- Keep positives and negatives separate

- Give specific examples of behaviors

During Feedback Session

- Discuss the impact of undesirable behaviors and expected improvements

Behavior

What behavior needs to be corrected?

Consequences

How does the behavior impact the organization?

Preferred Behavior

What should be done differently next time?

When you are late for meetings…

…it wastes our time, and we are not able to get through all our agenda items.

I want you to plan your schedule and set alarms on your phone so you can arrive on time.

After Feedback Session

- Set mutually agreeable and formal goals
- Follow up with opportunities for progress assessment
- Celebrate improvements
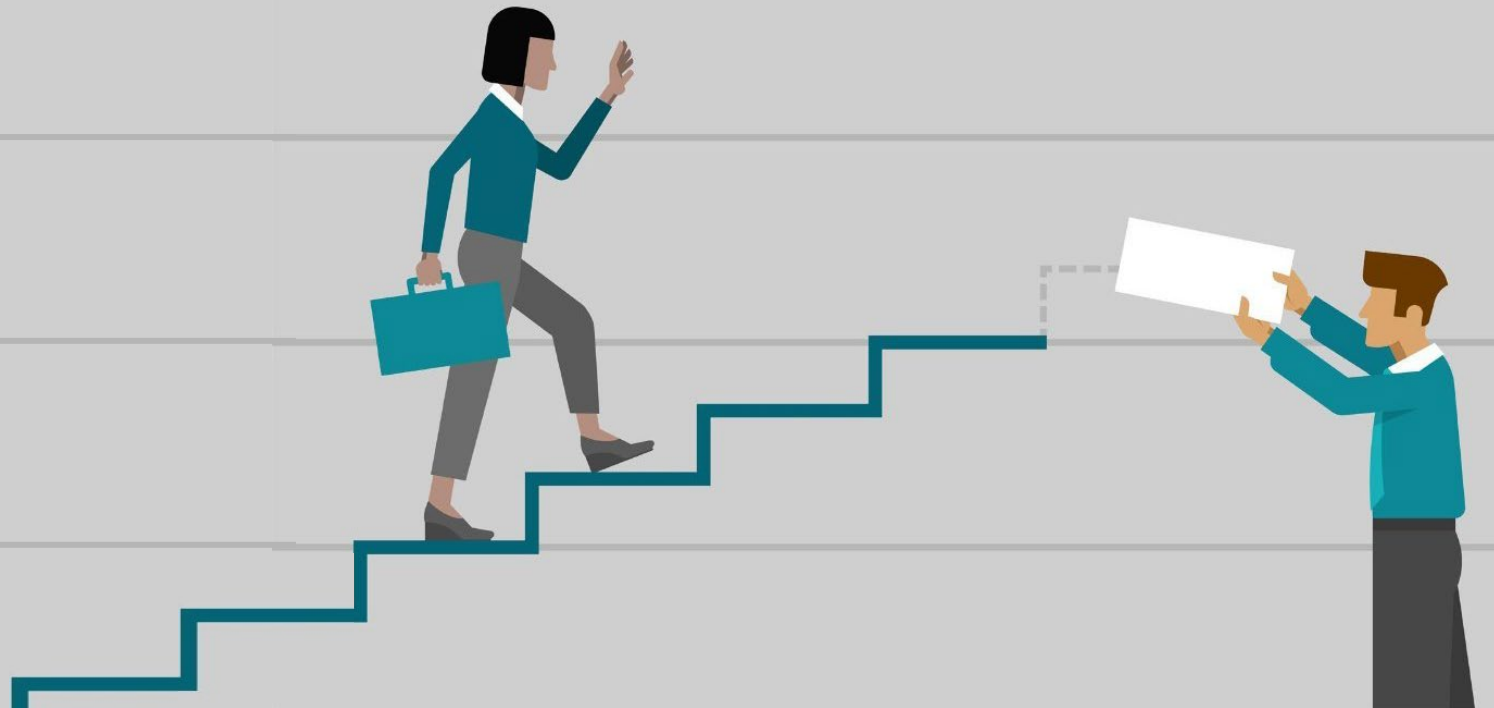
Training

- Can be formal or informal
- Can occur on- or off-the-job
- Can cover a variety skill areas
  - Basic skills
  - Technical skills
  - Problem-solving skills
  - Interpersonal skills

Coaching and Mentoring

- **Coaching** focuses on performance improvement through one-on-one feedback sessions.

- **Mentoring** provides emotional and mental support and job-relevant guidance.