JOB PERFORMANCE: CONCEPT AND MEASUREMENT

Huma Resource Management
9/26/2019
Agenda

• The conceptualization of job performance
  • What is / is not job performance?
  • Theoretical models of job performance
  • Dynamic criteria
Why is Job Performance Important

• Job performance is of **central importance** to management research and practice

  • Range of strategies in HRM research and practice center around improving job performance

  • **Recruitment & Selection**
  
  • **Training & Development**
  
  • **Motivation**
What is Job Performance?

• Typically, we think of job performance in terms of outcomes
  • Number of sales
  • Number of defects
  • GPA

• Trait / State variables
  • Abilities, personality
  • Knowledge & skill, attitudes

"And this is the only performance indicator that's moving up. Unfortunately, it's my blood pressure."
What is Job Performance?

• Things that people *actually do, actions they take*, that contribute to the organization’s goals (Campbell & Wiernik, 2015)

• Performance is a property of *behavior*, not outcomes of *behavior* or determinants of behavior

• Need to distinguish between performance itself and (a) determinants of performance and (b) outcomes of performance
What is Job Performance?

Discussion

- Advantages of behavioral conceptualization of performance?

- Issues with results-oriented / indicator-based conceptualization of job performance?
Ultimate vs. Actual Criterion

True criterion (Ultimate criterion)
- All aspects of performance that define success on the job
- VERY difficult to completely define and measure every aspect of performance
  - Requires detail and time that simply are not available
- Theoretical construct that we develop as a guide for measuring job success
Ultimate vs. Actual Criterion

Actual criterion
• Best real-world representation of the true (ultimate) criterion

  • Objective and subjective performance criterion that organizations actually use to measure job performance
Ultimate vs. Actual Criterion

Ultimate criterion

A

Criterion deficiency

B

Criterion relevance

C

Criterion contamination

Actual criterion
Criteria for Criteria

• What makes a good criterion?

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Relevance</td>
<td>The extent to which the actual criterion measure is related to the ultimate criterion</td>
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<tr>
<td>Reliability</td>
<td>The extent to which the actual criterion measure is stable or consistent</td>
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<tr>
<td>Sensitivity</td>
<td>The extent to which the actual criterion measure can discriminate between effective &amp; ineffective employees</td>
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## Criteria for Criteria

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<tr>
<td>Practicality</td>
<td>The degree to which the actual criterion can and will be used for making important decisions</td>
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<tr>
<td>Fairness</td>
<td>The extent to which the actual criterion measure is perceived by employees to be just and reasonable</td>
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- Determines the effectiveness of the criterion measure
Dimensions of Job Performance

• Job performance is understood to be *multidimensional* (Campbell et al., 1993; Murphy, 1989)

• **Project A**
  • Physical fitness, technical performance, peer leadership, supervisory leadership, extra effort, personal discipline

• Based on Project A and subsequent work, a number of models for the latent structure of job performance has been suggested
Dimensions of Job Performance

- Different taxonomic models exist
  - Campbell’s model (Campbell, 2012)
  - Task and Contextual performance (Borman & Motowidlo, 1993)
Dimensions of Job Performance

- Campbell’s taxonomy of job performance

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<tr>
<td>Task proficiency</td>
<td>Degree to which individual can perform core tasks</td>
</tr>
<tr>
<td>Non-job-specific task proficiency</td>
<td>Degree to which individual can perform tasks that are not specific to a particular job</td>
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<tr>
<td>Written + Oral communication</td>
<td>Proficiency with which one can write and speak</td>
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<tr>
<td>Demonstrating effort</td>
<td>Consistency and persistence in an individual’s work</td>
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## Dimensions of Job Performance

- **Campbell’s taxonomy of job performance**

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<tr>
<td>Maintaining personal discipline</td>
<td>Avoidance of negative behaviors</td>
</tr>
<tr>
<td>Facilitating peer &amp; team performance</td>
<td>Helping and supporting peers with job problems</td>
</tr>
<tr>
<td>Supervision</td>
<td>Behaviors associated with managing or supervising other employees</td>
</tr>
<tr>
<td>Management/Administration</td>
<td>Behaviors associated with management that are independent of supervision</td>
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Dimensions of Job Performance

- Borman & Motowidlo (1993) proposed that job performance may be distinguished into two components
  - Task performance
  - Contextual performance
Task Performance

*Behavior that directly facilitates the production of organizational goods and services* (Motowidlo, 2003)

- Activities that directly transform raw materials into the goods and services (the organization’s products)
  - Operating a production machine in a manufacturing plant
  - Teaching in a school
  - Performing a surgery in a hospital

- Activities that usually appear on formal job descriptions
Contextual Performance

*Behavior that contributes to organizational effectiveness through its effects on the psychological, social, and organizational context of work* (Motowidlo, 2003)

- Affecting others to become more likely to carry out organizationally valued behaviors themselves

- Individuals can contribute through the context of work in several ways
Contextual Performance

- Promote positive affect in others, defuse hostilities and conflict, encourage interpersonal trust
Contextual Performance

- Unusual dedication to work and organization
Contextual Performance?
Contextual Performance

Individual
- Interpersonal interaction
- Task motivation

Group
- Cohesiveness
- Teamwork
- Morale

Organizational
- Norms
- Culture
- Climate
Determinants of Performance

Cognitive Ability → Task Knowledge → Task Performance
Determinants of Performance

Non-Cognitive Ability → Contextual Knowledge → Contextual Performance
Counterproductive Work Behavior

• Counterproductive work behavior (CWB)
  • A group of *intentional behaviors* that harm or intend to harm the organization or its members
    • Theft, sabotage, abuse of others, withdrawal behaviors

• Different than contextual performance
  • CWB ≠ low end of contextual performance
  • Different factors predict CWB than contextual performance
    • Anger, boredom, depression, negative personality factors
Maximum vs. Typical Performance

• Maximum performance
  • Peak level of performance an employee can achieve
  • What employees *can* do

• Employees engage in max. performance when:
  • They understand that they are being evaluated
  • Accept instructions to maximize performance on the task
  • Task is of short duration
Maximum vs. Typical Performance

- **Typical performance**
  - Average level of an employee’s performance
  - What employees *will* do

- Only small correlation between maximum & typical performance
Multiple vs. Composite Criterion

• Performance is defined multidimensionally

• If there are multiple important but relatively unrelated criteria, which criteria should be used to make important HR decisions?

• Performance best represented by multiple criteria, but organizations need to make decisions based on one score, number, or combination of these multiple criteria
Multiple vs. Composite Criterion

- Composite criterion
  - Weighted combination of the multiple criteria, resulting in one index of performance

- How should different criterion be weighted?
  - Maximize performance?
  - Maximize diversity?
  - How do they relate to different predictors?
  - Might vary depending on the goals or needs of the organization
Dynamic Criteria

- Relative performance of individuals change over time

  - The relationship between predictor scores and job performance decreases over time

- Big problem for organizations trying to staff an organization with people who are likely to be successful
Dynamic Criteria

- Two models to explain why validities might change over time
  - Changing task model
  - Changing subjects model
Dynamic Criteria

Changing task model

• Relative amount of ability remain stable over time

• Validity changes because the criteria for effective performance changes
  • Employees might be asked to conduct tasks that the predictor variables did not measure
  • Job design $\rightarrow$ new tasks / new criteria for effective task performance
Dynamic Criteria

Changing subjects model

• Each individual’s level of ability changes over time
  • Actual change in ability occurs as people age
• Training
• Mentorship
• Motivation