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CORRECT ANSWERS ARE LOCATED IN THE 2ND HALF OF THIS DOC.

TRUE/FALSE - Write 'T' if the statement is true and 'F' if the statement is false.

1) Evaluating an employee's performance based on results alone provides the best picture of which employees are worth more to an organization.
   - ◎ true
   - ◎ false

2) Job performance is the collected well-known or habitual responses by employees to predictable task demands.
   - ◎ true
   - ◎ false

3) Adaptive task performance involves well-known responses to demands that occur in a normal, routine, or otherwise unpredictable way.
   - ◎ true
   - ◎ false

4) Adaptive task performance is vital in a global economy in which companies are faced with the challenge of becoming more productive with fewer employees.
   - ◎ true
   - ◎ false

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5) Creative task performance is the degree to which individuals develop ideas or physical outcomes that are both novel and useful.
   - ◎ true
   - ◎ false

6) Creative task performance is a behavior that is valuable only in jobs such as artist and inventor.
   - ◎ true
   - ◎ false

7) The Occupational Information Network (O*NET) captures all the "numerous small decisions" that separate the most effective organizations from their competitors.
   - ◎ true
   - ◎ false

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8) Citizenship behavior is defined as voluntary employee activities that may or may *not* be rewarded.
   - ◎ true
   - ◎ false

9) Interpersonal citizenship behavior may be most important when people work in small groups or teams.
   - ◎ true
   - ◎ false

10) Organizational citizenship behaviors benefit the larger organization by supporting and defending the company, working to improve its operations, and being especially loyal to it.
   - ◎ true
   - ◎ false

11) Property deviance refers to behaviors that harm employees' personal possessions, from clothing to cars.
   - ◎ true
   - ◎ false

12) Wasting resources is the most common form of production deviance.
   - ◎ true
   - ◎ false

13) Political deviance refers to behaviors that intentionally harm the organization's assets and possessions.
   - ◎ true
   - ◎ false

14) Sabotage is the purposeful destruction of equipment, organizational processes, or company products.
   - ◎ true
   - ◎ false

15) In addition to being more cognitive, knowledge work tends to be more structured and static in nature.
   - ◎ true
   - ◎ false

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16) The increase in online marketplace technologies has brought about a significant rise in gig work, either as the primary source of income or as a secondary job or "side-hustle."
- ◎ true
- ◎ false

17) Researchers have found that having a side-hustle engenders mostly negative feelings in workers.
- ◎ true
- ◎ false

18) The MBO approach involves collecting performance information not just from the supervisor but from anyone else who might have firsthand knowledge about the employee's performance behaviors.
- ◎ true
- ◎ false

19) Forced ranking systems can force managers to give bad evaluations to good performers.
- ◎ true
- ◎ false

20) Social media apps that are similar to Facebook and Twitter are increasingly being adopted by organizations to help manage employee job performance.
- ◎ true
- ◎ false

MULTIPLE CHOICE - Choose the one alternative that best completes the statement or answers the question.

21) Which of the following is attributed to using results as the primary indicator of job performance?
- A) good citizenship behavior
- B) an accurate picture of an employee's worth
- C) a bottom-line mentality among employees
- D) provides information to improve behavior
- E) increased profit and customer retention

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22) In their evaluation of his performance as a trainer in the sales department of Ogilvy Pharmaceuticals, Jeremy's supervisors look at such factors as the amount of time he spends with each of his trainees, his coverage of all key points in training, his success rate in turning out trained salespeople within the amount of time allotted, and so forth. In other words, Jeremy's supervisors are evaluating his
   A) task performance.
   B) job performance.
   C) service work.
   D) boosterism.
   E) civic virtue.

23) As the manager of a local store selling a popular brand of smartphone, Ayesha is evaluating the employees who work with walk-in customers. She looks at such factors as positive or negative customer comments about each employee, their sales relative to those of their coworkers, the amount of time they spend with each customer, the knowledge they exhibit when answering customer questions, and so forth. Ayesha is evaluating each of these employees in terms of their
   A) task performance.
   B) job performance.
   C) citizenship behavior.
   D) counterproductive behavior.
   E) courtesy.

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24) Xavier sells luxury boats for a living, but in recent months his sales have slumped. This is partly due to an economic recession, which has led to a downturn in the market. In addition, Xavier has been distracted by the fact that his mother has been in the hospital. As a result of his decline in sales, Xavier recently received a bad job performance rating. Why would he have grounds to dispute this rating?
   A) His mother's illness is a factor beyond his control.
   B) Results do not tell him how to reverse a "bad year."
   C) The economic downturn is a factor beyond his control.
   D) His manager's focus on the bottom line has led to social undermining.
   E) He is contributing to the organization in ways that go beyond the bottom line.

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25) Donnell is a computer programmer whose job performance rating notes that he often goes out to the parking lot and sits in his car during lunch hour. He is otherwise sociable and is never late coming back from lunch; therefore, this is not an appropriate item to include on his job performance rating because it
   A) is not a behavior relevant to the accomplishment of organizational goals.
   B) demonstrates an undue focus on interpersonal citizenship behavior.
   C) relates to his task performance rather than his job performance.
   D) implies that he is doing something wrong by sitting in his car.
   E) concerns citizenship behavior rather than job performance.

26) Cheryl continually boosts morale at the sales office of Monroe Consumer Products, and she has helped a number of her colleagues through difficult situations. Nevertheless, she received a bad job performance rating because her sales for the quarter were down. This job performance rating is
   A) wrong; Cheryl is contributing to the organization in ways that go beyond bottom-line results.
   B) wrong; an emphasis on results such as sales would encourage Cheryl to behave unethically.
   C) right; even if Cheryl can claim problems that were beyond her control, it is no one's concern but her own.
   D) right; if Cheryl is rewarded with a good job performance rating, it will encourage other employees to slack off.
   E) right; in spite of her positive qualities, Cheryl has failed to produce, and results are what really matter in the end.

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27) When job performance evaluation time rolls around, Michael always comes out ahead of his coworkers, but his success comes at a price. He has been known to give his supervisors negative (and sometimes untrue) information about his coworkers, and when it looks as though someone else may be about to get a better job performance evaluation, bad things tend to happen to that person, such as lost paperwork or missed meetings due to deleted calendar appointments. In terms of organizational behavior and the principles of job performance evaluations, it is clear that
   A) the organization has failed to create a sense of group cohesion and an attitude of organizational citizenship.
   B) unethical behavior on the part of his supervisors has led Michael to seek advancement by any means possible.
   C) Michael is showing the kind of resourcefulness that rightly has earned him high job performance ratings in the past.
   D) other employees have failed to understand, as Michael clearly has, that personal success equates with organizational success.
   E) Michael's supervisors' emphasis on results has created an environment in which an employee might use unethical behavior to get ahead.

28) When examining job performance, behaviors that contribute positively to the organization fall into which two broad categories?
   A) knowledge work and service work
   B) voice and civic virtue
   C) task performance and citizenship behavior
   D) job analysis and job performance
   E) production deviance and property deviance

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29) The explicit obligations that an employee must fulfill to receive compensation and continued employment are referred to as
   A) job performance.
   B) citizenship behavior.
   C) knowledge work.
   D) task performance.
   E) civic virtue.

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30) Karl considers applying for an advertisement for a staff accountant at a local hospital. The ad mentions handling accounts payable and accounts receivable, payroll, worker's compensation and unemployment insurance, and other financial matters related to the operation of the hospital. These items in the job description are all examples of
A) job analysis.
B) task performance.
C) job performance.
D) citizenship behavior.
E) forced ranking.

31) Ntalo is responsible for ordering the office supplies for a manufacturing firm. After several years on the job, he knows exactly which brands to purchase and has a system for reordering various items. This is an example of
A) job performance.
B) adaptive task performance.
C) knowledge work.
D) routine task performance.
E) citizenship behavior.

32) Carmine is exhausted after another long day of answering the phones at the law firm of Lessup, Mitchum, and Holloway. He says those three names several hundred times a day, followed by "How my direct your call?" This is an example of
A) adaptive task performance.
B) routine task performance.
C) citizenship behavior.
D) job performance.
E) knowledge work.

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33) Teresa works in a chemical factory where her job involves inspecting containers of kerosene as they pass down the assembly line. She goes through a five-step process compliant with safety regulations laid down in the company manual, and she seldom has to think about her work. One day, however, a fire broke out on the line, and Teresa, who saw it before anyone else, grabbed an extinguisher just in time. Had she not acted quickly, the fire would have quickly spread, potentially resulting in widespread injuries and property damage. In terms of organizational behavior, what is the best way to describe this situation?

A) Teresa's job is usually very routine, but on this occasion it became exciting.
B) Teresa's job demands that she remain vigilant, but this time she needed to be extra vigilant.
C) Normally, Teresa's job involves routine task performance, but this situation required adaptability.
D) Usually, Teresa's job calls for routine task performance, but in this situation she had to be creative.
E) On a typical day, Teresa's job requires adaptability, but this situation called for creative task performance.

34) Employee responses to task demands that are novel, unusual, or unpredictable are a part of

A) job performance.
B) adaptive task performance.
C) creative task performance.
D) routine task performance.
E) citizenship behavior.

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35) Jamal, a police officer with a big-city force, apprehended a suspect fleeing the scene of a gas station robbery. The suspect ran for three blocks, taking several sharp turns, before Jamal managed to tackle and handcuff him and read him his rights, by which time other officers had arrived on the scene to take him to the station for booking. Jamal later described the situation to family and friends as "all in a day's work," but in organizational terms this is an example of

A) job performance.
B) citizenship behavior.
C) routine task performance.
D) creative task performance.
E) adaptive task performance.

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36) Handling work stress and emergencies, solving problems creatively, and responding to unpredictable demands are all aspects of
A) citizenship behavior.
B) civic virtue.
C) helping.
D) adaptability.
E) service work.

37) Remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule, and acting as a calming and settling influence on others, are all part of_____, one of the behaviors involved in adaptability.
A) dealing with uncertain and unpredictable work situations
B) handling emergencies or crisis situations
C) demonstrating interpersonal adaptability
D) solving problems creatively
E) handling work stress

38) Agnes is an inventor whose work has made people's lives better in a number of ways. As one commentator observed, "It's not just that her work is original—wearing shoes on your head is original—but it's also useful." Agnes's work is an example of
A) organizational citizenship behavior.
B) interpersonal citizenship behavior.
C) adaptive task performance.
D) creative task performance.
E) routine task performance.

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39) Jacob, a sculptor, is known for creating statues that combine traditional materials such as marble or bronze with recycled parts from discarded machines. His pieces bring tens of thousands of dollars at auction, and this allows him to pay the salary of assistants such as Ernesto, an aspiring sculptor. Ernesto sharpens Jacob's chisels, scours junk yards for machines Jacob might use, and cleans up the rock chips and other debris in Jacob's studio. The difference between their two positions is best described in organizational terms by saying that Jacob's work involves _____ task performance, whereas Ernesto's is_____ task performance.
A) creative; primarily concerned with adaptive
B) adaptive; primarily concerned with creative
C) adaptive; primarily concerned with routine
D) routine; primarily concerned with adaptive
E) creative; primarily concerned with routine

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40) Charlotte is an accountant whose client list includes an array of Fortune 500 companies. She has developed algorithms that have saved her clients millions, and, as many satisfied customers have testified, her solutions are often unexpected but always legal and effective. Yet Charlotte maintains that the real star in her family is her younger sister, Kiana, whose short stories have been published in journals and magazines. However, so far Kiana's short stories do not pay the bills, so she took a job as an editorial assistant at a major publishing company—a job that has given Kiana the opportunity to meet famous authors. In terms of organizational behavior, the best way to describe the difference between Charlotte's and Kiana's jobs is to say that Charlotte's job_____ than Kiana's.

A) is much more involved in creative task performance
B) requires a good deal more education
C) has more to do with routine tasks
D) involves much less creativity
E) pays much more

41) Marcel, Jia, and Rob work for Dr. Hassan at Woodford Dentistry. One day, Marcel was in the small parking lot behind the office and noticed a sizeable pool of water near the building. He and the others determined that there was a leak in the drainage pipes. A plumber agreed with their assessment, but the plumber could not find the exact spot where the water was leaking. Given that the pipes lay under concrete, digging them out would involve a great deal of time and expense—not to mention noise and dust.

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Then Jia had an idea: Since Dr. Hassan, like many dentists, kept a small amount of radioactive material on hand for making dental implants, they could release an extremely small portion through each of the sinks, toilets, and other drains in succession, then use a Geiger counter, which measures radioactivity, to locate the leak. Jia's coworkers scoffed, but Dr. Hassan said it would be possible to release an amount of material too small to be harmful but large enough to register on the Geiger counter. The plumber said it sounded like a good idea, and thanks to Jia, the leak was soon located and the plumber was able to fix it with a minimum of trouble. In arriving at this solution, Jia demonstrated one of the behaviors involved in adaptability, namely

A) dealing with uncertain and unpredictable work situations.
B) learning work tasks, technologies, and work situations.
C) handling emergencies or crisis situations.
D) demonstrating interpersonal adaptability.
E) solving problems creatively.

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42) Which of the following statements about task performance is incorrect?
- A) Creative task performance involves employee responses to task demands that are novel, unusual, or unpredictable.
- B) Task performance refers to employee behaviors directly involved in the transformation of resources into goods or services the organization produces.
- C) When performing routine tasks, employees behave in habitual or programmed ways.
- D) Adaptive task performance is crucial in today's global economy.
- E) More than half of the total wages and salaries in the United States are paid to employees who need to be creative as part of their jobs.

43) The process by which an organization determines the requirements associated with a specific job is referred to as a
- A) job analysis.
- B) forced ranking.
- C) job evaluation.
- D) ranking analysis.
- E) forced analysis.

44) Mustafa and his team are about to begin performing a job analysis for the position of biomedical engineer at their firm. The very first thing they should do is
- A) examine highly rated activities, which can then be incorporated into training programs as learning objectives.
- B) consult with a university to determine the requirements for obtaining a degree in biomedical engineering.
- C) generate a list of activities involved with the job, using data collected through observations, surveys, and interviews.
- D) look for activities that can become a part of performance evaluation systems as measures to evaluate task performance.
- E) arrange for a group of subject matter experts to evaluate the job in terms of the importance and frequency of the activities involved.

45) If organizations find it impractical to use job analysis to identify the set of behaviors needed to define task performance, they can use
- A) a job performance ranking.
- B) 360-degree feedback.
- C) management by objectives.
- D) behaviorally anchored rating scales.
- E) the Occupational Information Network.

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46) The Occupational Information Network (or O*NET) is useful for many things, but it does not provide
A) a resource for organizations that find it impractical to use job analysis.
B) the task requirements unique to a particular organization.
C) the knowledge and skills required to perform a task.
D) the characteristics of most jobs in terms of tasks.
E) the behaviors associated with a given job.

47) Felicia is an experienced lab technician, but at the moment she is not working in the lab but instead is reviewing a list of activities associated with her job and rating them in terms of their importance. Most likely, Felicia is a
A) job seeker considering the best qualities she could bring to her new job.
B) soon-to-be retiree preparing to train the person who will replace her.
C) boss completing a job performance evaluation of her subordinates.
D) subject matter expert involved in a job analysis.
E) researcher conducting an industrywide study.

48) Kevin works for Outrageous Burger, a nationwide fast-food chain, but his job does not involve flipping patties or making fries. Instead, he is sitting before a computer screen in the company's corporate offices, writing something. "Place the two halves of the bun on the counter," one line reads, "and then add enough shredded lettuce to cover the bottom bun to a depth of not more than 0.25 inches." In all likelihood, Kevin is writing a
A) series of directions for a training script.
B) list of core job tasks for a detailed job analysis.
C) critique of an employee's mishandling of job tasks.
D) report for an industry publication regarding job tasks.
E) detailed analysis of a day in the life of a fast-food worker.

49) _____ describes voluntary employee activities that may or may not be rewarded but that contribute to the organization by improving the overall quality of the setting in which work takes place.
A) Creative task performance
B) Adaptive task performance
C) Counterproductive behavior
D) Citizenship behavior
E) Routine task performance

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50) The two main categories of citizenship behavior are
A) social and organizational.
B) social and intrapersonal.
C) social and political.
D) interpersonal and political.
E) interpersonal and organizational.

51) If employees are keeping coworkers informed about relevant facts and events, they are
A) using their voice, an organizational citizenship behavior.
B) being courteous, an interpersonal citizenship behavior.
C) helping, an organizational citizenship behavior.
D) using their voice, an interpersonal citizenship behavior.
E) showing boosterism, an organizational citizenship behavior.

52) _____ involves maintaining a good attitude with coworkers, even when they've done something annoying or when the unit is going through tough times.
A) Helping
B) Courtesy
C) Sportsmanship
D) Boosterism
E) Civic virtue

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53) _____ involves assisting coworkers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes when they first arrive on the job.
A) Courtesy
B) Civic virtue
C) Helping
D) Sportsmanship
E) Boosterism

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54) Today was a tough day at Yarmouth Real Estate. City hall announced new zoning requirements that will make it harder to convert apartment buildings to condominiums, the type of property Yarmouth specializes in selling. Sonja, the head broker, called a meeting in the conference room. Just as Sonja was starting the meeting, the fire alarm went off, forcing everyone into the parking lot until the fire department was able to check the building and determine that the alarm had been triggered accidentally. Despite the disturbing events, Sonja managed to smile and even joke about the situation, cheering others up in the process. Her behavior is an example of

A) helping.
B) courtesy.
C) sportsmanship.
D) civic virtue.
E) boosterism.

55) Although interpersonal citizenship behavior is beneficial in many contexts, it may be most important when people work in

A) service jobs.
B) managerial jobs.
C) small groups.
D) large groups.
E) technical jobs.

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56) Organizational citizenship behaviors include

A) sportsmanship.
B) civic virtue.
C) courtesy.
D) helping.
E) respect.

57) Some people react to bad rules or policies by constructively trying to change them instead of passively complaining about them. This positive characteristic is known as

A) helping.
B) sportsmanship.
C) voice.
D) civic virtue.
E) boosterism.

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58) Emily, Shalonda, and Tomas all work at Terence Butler Life & Auto, an insurance agency. Their boss, Terence, has a very full schedule, but he knows he can rely on his three employees. Emily specifically takes on the role of attending all community-related meetings and functions where the agency might have a stake, and Shalonda helps out with constructive suggestions on the operation of the office. Tomas makes it his job to serve as unofficial representative for the agency, ensuring that it maintains a positive image not only with customers, but also with neighboring businesses and the community as a whole. These employees' actions are examples of

A) creative task performance.
B) organizational citizenship behavior.
C) routine task performance.
D) adaptive task performance.
E) interpersonal citizenship behavior.

59) Tandy works in the legal department at SportCity, a chain of health clubs with a large regional office. In addition to performing the functions directly associated with her job, she goes out of her way to represent her department in companywide meetings, keeps up with announcements relevant to the legal department, and stays up to date on industry news related to SportCity. Her behavior is an example of

A) helping.
B) boosterism.
C) civic virtue.
D) sportsmanship.
E) voice.

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60) Anyone who talks to Trung for more than a few minutes knows that he works for Mountain Cabin Resorts, which he always maintains is the best vacation rental company in the country. In fact, Trung has plenty of positive things to say about his employer, and if there are any negatives, no one would know it from talking to him. Trung's behavior is an example of

A) voice.
B) helping.
C) civic virtue.
D) boosterism.
E) sportsmanship.

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61) Everyone at the St. Louis offices of Dominique Marceau Cosmetics came to the company holiday party—all except for Melanie, who told her coworkers that going to the party was "a waste of time." When Melanie's supervisor told her she had been missed, Melanie claimed that her mother was sick, but she later laughed about this behind her supervisor's back and said that she spent the evening out partying with friends. Melanie's behavior shows a lack of
A) voice.
B) helping.
C) civic virtue.
D) boosterism.
E) sportsmanship.

62) Bradley may be an entry-level fry cook at Danny Boy's, a fast-food restaurant, but he thinks and acts far beyond his pay grade. He continually offers the manager suggestions regarding how to improve efficiency in the kitchen, and more often than not, the manager adopts his ideas. Bradley also pointed out that the way the kitchen was disposing of used cooking grease presented both an environmental hazard and a possible fire hazard. His behavior exemplifies
A) courtesy.
B) boosterism.
C) sportsmanship.
D) civic virtue.
E) voice.

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63) When Rivka and Juana worked together on a project last year, both did more than their share and earned a nice bonus from their boss. Juana was then sent to another state to help set up a new office, and from her messages on social media, Rivka could tell that she was working harder than ever. When Juana returned to her home office, Rivka suggested that they work together on a new project. This time, however, things did not go well: Juana seemed to lose interest quickly, and Rivka began to feel resentful when she realized that she was doing most of the work. What most likely happened?
A) Juana lacked civic virtue.
B) Rivka demonstrated a lack of civic virtue.
C) Juana began suffering from citizenship fatigue.
D) Rivka failed to show a proper level of sportsmanship.
E) Juana was strong on interpersonal citizenship but not organizational.

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64) Sunil leads a product development team that consists of three members, including himself, but the workload has become such that they need to add a fourth member. He is considering a variety of candidates who have relatively equivalent skill sets when it comes to the work, and all are more or less equally easy to get along with. Given all this, Sunil should be looking for a candidate who demonstrates
   A) a propensity for speaking well of the company to outsiders.
   B) the capacity for heading off problems before they arise.
   C) the ability to come up with novel solutions to problems.
   D) a habit of keeping up with changes in the industry.
   E) a tendency to come to the aid of coworkers.

65) Danielle is a model of good citizenship, particularly of the interpersonal variety. She regularly volunteers to do things for her work group, helps orient new members, attends functions that help the group, and assists others with their work for the benefit of the group. Yet her supervisor is not completely satisfied with Danielle's job performance, most likely because Danielle's citizenship behaviors are
   A) a distraction to her fellow employees.
   B) at odds with her stated job description.
   C) not motivated by genuine concern for others.
   D) the consequence of deep underlying insecurities.
   E) distracting her from other duties and responsibilities.

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66) Employee behaviors that intentionally hinder organizational goal accomplishment are referred to as_____ behaviors.
   A) negative
   B) aggressive
   C) deviant
   D) counterproductive
   E) assaultive

67) Serious interpersonal counterproductive behaviors include
   A) sabotage.
   B) harassment.
   C) incivility.
   D) gossiping.
   E) wasting resources.

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68) Minor organizational counterproductive behaviors include
A) sabotage.
B) harassment.
C) incivility.
D) gossiping.
E) wasting resources.

69) Serious organizational counterproductive behaviors include
A) incivility.
B) harassment.
C) gossiping.
D) theft.
E) abuse.

70) Minor interpersonal counterproductive behaviors include
A) sabotage.
B) harassment.
C) incivility.
D) abuse.
E) theft.

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71) Carter, who is angry at his boss and coworkers, deliberately emailed a computer virus to a coworker from a fake customer account. As a result, the company's computers all crashed, and many files were damaged. Carter's behavior is an example of
A) wasting resources, a type of production deviance.
B) wasting resources, a type of property deviance.
C) sabotage, a type of production deviance.
D) sabotage, a type of property deviance.
E) sabotage, a type of political deviance.

72) Behaviors that intentionally harm the organization's assets and possessions are referred to as
A) production deviance.
B) political deviance.
C) property deviance.
D) personal aggression.
E) organizational aggression.

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73) Personal aggression behaviors include
A) incivility and abuse.
B) incivility and sabotage.
C) harassment and abuse.
D) harassment and sabotage.
E) harassment and substance abuse.

74) Production deviance behaviors include
A) wasting resources and substance abuse.
B) wasting resources and sabotage.
C) theft and substance abuse.
D) theft and harassment.
E) theft and sabotage.

75) Property deviance behaviors include
A) sabotage and theft.
B) sabotage and harassment.
C) wasting resources and theft.
D) wasting resources and harassment.
E) wasting resources and substance abuse.

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76) Behaviors that intentionally disadvantage other individuals rather than the larger organization are referred to as
A) property deviance.
B) wasting resources.
C) substance abuse.
D) personal aggression.
E) political deviance.

77) Eric works at a small bakery. If the boss is not around when Eric makes cut-out cookies, he will sometimes throw the scraps of cookie dough away instead of rolling them out again to make additional cookies. This is an example of_____ deviance.
A) wasting resources, a form of production
B) wasting resources, a form of property
C) sabotage, a form of property
D) sabotage, a form of production
E) sabotage, a form of political

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78) _____ is made up of behaviors that focus specifically on reducing the efficiency of work output.
A) Political deviance
B) Property deviance
C) Personal aggression
D) Political aggression
E) Production deviance

79) The most common form of production deviance is
A) theft.
B) incivility.
C) wasting resources.
D) substance abuse.
E) harassment.

80) Communication that is rude, impolite, discourteous, and lacking in good manners is
A) abusive.
B) uncivil.
C) gossiping.
D) harassment.
E) property deviance.

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81) Which of the following statements concerning counterproductive behavior is not true?
A) There is evidence that a person engaging in one form of counterproductive behavior also engages in other such behaviors.
B) Counterproductive behavior may be contagious.
C) Counterproductive behavior is relevant to two-thirds of U.S. jobs.
D) If the best task performers exhibit counterproductive behaviors, they may be tolerated for a while.
E) Some workplace behaviors are well-intentioned, but also counterproductive when violating norms, rules, policies, or laws.

82) When employees are subjected to unwanted physical contact or verbal remarks from a colleague, that is known as
A) harassment.
B) abuse.
C) incivility.
D) aggression.
E) bullying.

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83) _____ occurs when an employee is assaulted or endangered in such a way that physical and psychological injuries may occur.
A) Aggression
B) Sabotage
C) Incivility
D) Abuse
E) Bullying

84) Among the important points about counterproductive behaviors is the fact that
A) people who engage in one form of counterproductive behavior also engage in others.
B) the worst workers are the most likely to be involved in counterproductive behaviors.
C) counterproductive behavior is relatively easy to isolate and prevent from spreading.
D) people tend to engage only in one specific form of counterproductive behavior.
E) counterproductive behavior usually only applies to specific jobs.

85) The weak negative correlation between task performance and counterproductive behavior can best be explained by the fact that
A) poor performers are less creative at coming up with ways to undermine the organization.
B) the best workers are the ones most likely to get away with counterproductive actions.
C) top performers are too busy at their jobs to engage in counterproductive behavior.
D) less talented workers are not as successful at avoiding blame for their misdeeds.
E) good workers can behave counterproductively and still get the job done.

86) Someone has been stealing from the company, and suspicion has fallen on Susanna. Her supervisors have evidence against her, and their suspicions are compounded by the fact that she
A) is not one of the company's better workers.
B) has a tendency to be abusive toward coworkers.
C) lacks common sense and is therefore more likely to steal.
D) has made jokes about bad behavior in the past.
E) has daily access to her department's petty cash.

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87) Bobby and Sam are taking their time getting their work done. They have already had three smoking breaks in the past two hours, and they even managed to sneak in a beer. They could have finished this particular project an hour ago, but as Sam just said to Bobby, "Why bother working when nobody's watching?" This is an example of_____ deviance.
A) wasting resources, the most common form of production
B) substance abuse, the most common form of production
C) wasting resources, the most common form of property
D) substance abuse, the most common form of property
E) wasting resources, the most common form of political

88) A week ago, Manny wrecked a company car when another driver pulled out in front of him, and once he threw away about a hundred dollars' worth of perfectly good office supplies while clearing out an old storage cabinet. Yet his supervisors have not held either action against him. Why is this most likely the case?
A) These acts were unintentional and therefore are not considered counterproductive behavior.
B) Manny is already receiving professional help for his tendency toward counterproductive behavior.
C) Manny is such a good performer at the company that he can get away with counterproductive behavior.
D) Manny has connections to the company's leadership and therefore will not be blamed for counterproductive behavior.
E) These acts were the result of Manny's personal problems and therefore are not considered counterproductive behavior.

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89) Historically, research on organizational behavior has focused on the_____ aspects of job performance.
A) educational
B) political
C) interpersonal
D) physical
E) theoretical

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90) Sergei's father worked in a steel mill all his life, but Sergei, despite having great respect for his dad, never considered this career path. Instead, almost from the time he could walk, Sergei has been taking apart computers and putting them back together, and today he designs computer hardware. The story of Sergei and his father is an illustration of a trend over the past few decades, which can best be described by saying that there has been a(n)

A) tendency to overemphasize knowledge work as opposed to industrial jobs.
B) shift away from industrial jobs and toward knowledge work.
C) abundance of overqualified applicants in service industries.
D) shortage of trained personnel in jobs across the spectrum.
E) rejection of parents' jobs and professions.

91) Ayanna just took an aptitude test and discovered that she is well-suited to a profession that involves working with her mind rather than her hands. This is partly due to her personality, since knowledge work—in contrast to factory work and other industrial jobs—tends to be_____ from day to day.

A) lacking in structure, yet the same
B) more structured and less likely to change
C) less structured and more likely to change
D) the same in terms of structure and changes
E) more complicated, more structured, and more likely to change

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92) Knowledge work can best be defined as jobs that primarily

A) require a graduate-level degree.
B) are occupied by Ivy League graduates.
C) concern scientific or technical activities.
D) demand upper-level problem-solving skills.
E) involve cognitive activity as opposed to physical activity.

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93) As he labors at his keyboard, Dae-jung is discovering one negative consequence of the rise in jobs that involve knowledge work. This negative consequence is most likely the fact that
A) employers will expect employees to account for their activities on a minute-by-minute basis.
B) employers are more likely to demand that employees be at work eight hours a day, five days a week.
C) employers may have unrealistic expectations about the speed at which employees can complete tasks.
D) employees may have unrealistic expectations about the amount of money they can earn in particular jobs.
E) employees are more likely to expect employers to give them extra days of paid vacation, as well as sick leave.

94) Work that provides nontangible goods to customers through direct electronic, verbal, or physical interaction defines
A) knowledge work.
B) skilled labor.
C) service work.
D) adaptive task performance.
E) creative task performance.

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95) Helen has had a rough year. Thanks to a quick temper, she got into an altercation that landed her in jail, and she subsequently lost her job as a skilled worker on an auto-parts assembly line. Now Helen is out of jail and trying to make a fresh start. The factory will take her back, but only as an unskilled laborer with a chance to work her way back to her old job. On the other hand, an online retailer needs customer service personnel, and in spite of her record with the law, the retailer's human resources department is willing to consider Helen's application because she scored high on a battery of tests. Given the fact that both jobs offer about the same level of pay and benefits, the best option for Helen is to
A) realize that both jobs represent dying industries and continue looking for a position that has more of a future.
B) give the online retail job a try because it does not involve physical labor and therefore will be better for her as she ages.
C) take the online retail job because it is part of a growing industry but realize that she needs to work on her anger issues.
D) go back to the factory because she already has contacts there and stands a good chance of quickly working her way into her old job.
E) recognize the growth potential in the industrial sector and that she should go back to the factory with the knowledge that she has a long-term future there.

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96) Which type of work is typically autonomous, varied, and often a secondary source of income?
- A) service work
- B) gig work
- C) knowledge work
- D) industrial work
- E) technological work

97) Under management by objectives (MBO), employees meet with their manager in order to
- A) evaluate one another's performance with regard to their respective positions.
- B) ascertain whether the setting of goals or objectives is proceeding properly.
- C) work out differences regarding their approaches to the job performance rating.
- D) develop a set of mutually agreed-upon objectives that are measurable and specific.
- E) create mutually agreeable subjective criteria for evaluating job performance.

98) Many organizations gauge the performance of their employees by referring to the achievement of goals and objectives on which the employees have input, even though the system may not be referred to as_____ in the organization itself.
- A) O*NET
- B) MBO
- C) 360-degree feedback
- D) BARS
- E) Forced ranking

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99) The management at Consumer Research Systems, which has several hundred employees, is determining whether to apply the management by objectives (MBO) or behaviorally anchored rating scales (BARS) approach for evaluating job performance. In making their choice, the managers should consider the fact that
- A) MBO focuses on performance behaviors, whereas BARS emphasizes both performance behaviors and results.
- B) MBO emphasizes results as much as performance behaviors, whereas BARS focuses on performance behaviors.
- C) BARS allows for mutually agreed-upon objectives than are more measurable and specific that those associated with MBO.
- D) MBO uses "critical incidents"—short descriptions of effective and ineffective behaviors—which are not part of the BARS system.
- E) BARS permits employees and managers to agree on a time period for achieving objectives, whereas MBO leaves this open-ended.

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100) The management technique known as_____ involves measuring performance by directly assessing job performance behaviors.
A) behaviorally anchored rating scales
B) management by objectives
C) 360-degree feedback
D) forced ranking
E) social performance management

101) The behaviorally anchored rating scales (BARS) approach uses "_____," which are short descriptions of effective and ineffective behaviors, to create a measure that can be used to evaluate employee performance.
A) critical feedback
B) workplace feedback
C) critical incidents
D) workplace incidents
E) forced rankings

102) Under the behaviorally anchored rating scales (BARS) system, critical incidents are short descriptions of_____ employee performance.
A) the various tasks involved in the job, making it possible to subjectively evaluate
B) effective and ineffective behaviors that make it possible to subjectively evaluate
C) effective and ineffective behaviors used to create a measure for evaluating
D) the various tasks involved in the job, which are used to create a measure for evaluating
E) effective and ineffective behaviors that may or may not characterize

103) The management approach_____ involves collecting performance information not just from the supervisor but from anyone else who might have firsthand knowledge about the employee's performance behaviors.
A) behaviorally anchored rating scales
B) management by objectives
C) 360-degree feedback
D) forced ranking
E) social performance management

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104) In_____, a performance evaluation system, managers differentiate employees relative to one another.
A) forced ranking
B) BARS
C) the MBO process
D) 360-degree feedback
E) social performance management

105) Due to financial difficulties, the management of Briteway Sav-N-Shop, a chain of retail stores, is planning to cut some of the office staff at its headquarters. Therefore, the chief operations officer instructs Daniel, the human resources director, to develop a system for evaluating workers in terms of their performance. The objective is to divide the workforce into three groups: the top producers, who should be retained at any cost; the lost causes, who will need to be cut; and the mid-level performers, whose jobs are relatively assured—at least for now. This method is known as
A) behaviorally anchored rating scales.
B) management by objectives.
C) forced ranking.
D) benchmarking.
E) ranking curves.

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106) Among the problems with the forced ranking system is that it
A) involves algorithms that are too difficult to apply without advanced computers.
B) places too much emphasis on subjective feelings rather than on excellence.
C) requires managers to quantify behaviors that typically defy categorization.
D) promotes too great an emphasis on excelling at the expense of succeeding.
E) discourages employees from stepping outside the bounds of routine task behaviors.

107) Forward Media, an advertising firm, started a monthly online journal that allows company personnel to put forth their ideas about improving organizational performance. Open to all employees through the firm's website, the journal offers an opportunity to give constructive feedback without revealing one's identity. This is an example of
A) the forced ranking method.
B) social performance management.
C) a behaviorally anchored rating scale.
D) management by objectives.
E) 360-degree feedback.

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108) Several people in the marketing department were contacted by a manager at headquarters to ask about their coworker Elena's performance on the job. The manager explained that the company was seeking each person's honest assessment of Elena's strengths and weaknesses and assured them that they would remain anonymous. Most likely the company is applying the_____ approach to managing employee performance.

A) forced ranking
B) 360-degree feedback
C) management by objectives
D) behaviorally anchored rating scales
E) social performance management

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

109) Define job performance. Does it involve results, such as the dollar value of sales? Why or why not?

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110) What is task performance, and what are the various dimensions involved in it? Give examples.

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111) Define job analysis, explain its importance in determining job performance, and list the basic steps involved in job analysis.

112) Define citizenship behavior and discuss its categories and subcategories. Give examples.

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113) You are asked to analyze six different work incidents and determine which type of counterproductive behavior is present, if any, and then rate the severity of each incident.

114) Describe some of the trends that affect job performance in the contemporary workplace.

115) Service jobs have been increasing in the U.S. economy. What are the implications for job performance?

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116) As you read the following case study, keep in mind the five well-known practices in which job performance information is used to manage employee performance. Consider which are most being used by the two owners that the business has had.
Sunrise Roofing is a family-owned business that has been operating for more than 35 years. Dale Price Sr. started the business, and Dale Price Jr. continues the business to this day. The work itself has changed very little over the years but job performance, and the evaluation of job performance, has changed over that time.

117) Explain the forced ranking method using Jack Welch's "vitality curve." How successful has it been as a performance management technique?

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118) Discuss the use of social media apps for performance management.

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Answer Key

Test name: Chapter 02

1) FALSE
Employees contribute to their organization in ways that go beyond bottom-line results; therefore, evaluating an employee's performance based on results alone might give an inaccurate picture of which employees are worth more to the organization.

2) FALSE
Job performance is formally defined as the value of the set of employee behaviors that contribute either positively or negatively to the accomplishment of organizational goals.

3) FALSE
Adaptive task performance involves employee responses to task demands that are novel, unusual, or, at the very least, unpredictable.

4) TRUE
Adaptive task performance is becoming increasingly important as globalization, technological advances, and knowledge-based work increase the pace of change in the workplace.

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5) TRUE
Creative task performance is the degree to which individuals develop ideas or physical outcomes that are both novel and useful.

6) FALSE
Creative task performance is not only relevant to jobs such as artist and inventor; its emphasis has been increasing across a wide variety of jobs. More than half of the total wages and salaries in the United States are paid to employees who need to be creative as part of their jobs.

7) FALSE
O*NET represents only a first step in figuring out the important tasks for a given job. O*NET cannot capture those sorts of unique task requirements—the "numerous small decisions" that separate the most effective organizations from their competitors.

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

9) TRUE

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Interpersonal citizenship behavior is important in different job contexts. It may be even more important when employees work in small groups or teams. A team with members who tend to be helpful, respectful, and courteous is also likely to have a positive team atmosphere in which members trust one another.

10) TRUE
Organizational citizenship behaviors benefit the larger organization by supporting and defending the company, working to improve its operations, and being especially loyal to it.

11) FALSE
Property deviance refers to behaviors that harm an organization's assets and possessions. For example, sabotage represents the purposeful destruction of physical equipment, organizational processes, or company products.

12) TRUE
Wasting resources is the most common form of production deviance; it occurs when employees use too many materials or spend too much time to do too little work.

13) FALSE
In contrast to property and production deviance, political deviance refers to behaviors that intentionally disadvantage other individuals rather than the larger organization.

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14) TRUE
Sabotage represents the purposeful destruction of equipment, organizational processes, or company products.

15) FALSE
In addition to being more cognitive, knowledge work tends to be more fluid and dynamic in nature. Facts, data, and information are always changing.

16) TRUE
With the increase in online marketplace technologies that connect people who need a service or a product with other people who deliver a service or product, this type of work—referred to as gig work—has become very prevalent. It is estimated that more than one-third of all adults in the United States are involved in gig work.

17) FALSE

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Although having a side-hustle can create conflicts that hinder performance in the primary job, researchers have found that side-hustles also engender positive feelings and beliefs (being in control, having an impact, and feeling competent), which actually seem to boost performance in the primary job.

18) FALSE
Management by objectives (MBO) is a management philosophy that bases an employee's evaluations on whether the employee achieves specific performance goals.

19) TRUE
Some believe forced ranking systems are inherently unfair in that they force managers to give bad evaluations to employees who may be good performers in order to reach preestablished percentages of excellent, acceptable, and poor performers.

20) TRUE
Social performance management systems provide employees with performance information and feedback. These evaluations are much more timely than, say, traditional practices that measure performance quarterly or even yearly.

21) C
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There is evidence that managers' focus on bottom-line results can create a bottom-line mentality among employees, which in turn results in social undermining—sabotaging coworkers' reputations or trying to make them look bad.

22) B
Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. Job performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance.

23) B
Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. This includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance.

24) C

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As sensible as it might seem to use results as the primary indicator of job performance, it creates potential problems. Results are often influenced by factors that are beyond the employees' control—product quality, competition, equipment, technology, budget constraints, coworkers, and supervisors. Although his mother's illness is also a factor beyond Xavier's control, this is an outside matter not directly related to his work at the luxury boat dealership.

25) A
The definition of job performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance. Since Donnell's lunchtime habits do not interfere with his work, it is not a relevant issue.

26) A
Employees contribute to their organizations in ways that go beyond bottom-line results, and so evaluating an employee's performance based on results alone might give an inaccurate picture of which employees contribute the most value to the organization.

27) E
There is evidence that managers' focus on bottom-line results can create a bottom-line mentality among employees, which in turn results in social undermining—sabotaging coworkers' reputations or trying to make them look bad. Similarly, the quest to enhance the bottom line may lead employees to violate policies and regulations, which in turn may result in staggering legal fees, fines, and lost customers.

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28) C
Behaviors relevant to job performance that contribute positively to the organization generally fit into two broad categories—task performance and citizenship behavior.

29) D
Task performance is the set of explicit obligations that an employee must fulfill to receive compensation and continued employment. Task performance behaviors focus on the tasks, duties, and responsibilities that are a core part of the job.

30) B
Task performance is the set of explicit obligations that an employee must fulfill to receive compensation and continued employment. For an accountant, task performance involves preparing, examining, and analyzing accounting records for accuracy and completeness. These are part of the daily work that an accountant is expected to perform.

31) D

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Routine task performance involves well-known responses to demands that occur in a normal, routine, or otherwise predictable way. In these cases, employees tend to behave in more or less habitual or programmed ways that vary little from one instance to another.

32) B
Routine task performance involves well-known responses to demands that occur in a normal, routine, or otherwise predictable way. In these cases, employees tend to behave in more or less habitual or programmed ways that vary little from one instance to another.

33) C
Teresa's job primarily involves routine task performance, but the fire required adaptive task performance, or adaptability. Though heroic, her act did not qualify as an example of creative task performance because using a fire extinguisher is an obvious rather than a novel solution to an outbreak of fire.

34) B
Adaptive task performance, or more commonly "adaptability," involves employee responses to task demands that are novel, unusual, or, at the very least, unpredictable.

35) E
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Adaptive task performance, or more commonly "adaptability," involves employee responses to task demands that are novel, unusual, or, at the very least, unpredictable. It includes such behaviors as handling emergencies and crisis situations.

36) D
Adaptability involves handling work stress, solving problems creatively, handling emergencies, responding to unpredictable demands, and other qualities.

37) E
Handling work stress involves remaining composed and cool when faced with difficult circumstances or a highly demanding workload or schedule, and acting as a calming and settling influence to whom others can look for guidance.

38) D
Creative task performance refers to the degree to which individuals develop ideas or physical outcomes that are both novel and useful.

39) E

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Jacob has become famous because of his statues, which are both novel and (because they give people pleasure) useful. Although Ernesto aspires to be known as an artist in his own right, at present his job involves little creativity—an example of routine task performance.

40) A
The solutions Charlotte offers her clients are both novel and useful, whereas Kiana's job—even if it is for a publisher of creative works—most likely involves much more routine tasks. And while Charlotte's job may indeed pay more and require more education, those are not matters related directly to organizational behavior in general or task performance in particular.

41) E
Solving problems creatively involves turning problems upside-down and inside-out to find fresh new approaches, integrating seemingly unrelated information and developing creative solutions.

42) A
The incorrect statement assigns the definition of adaptive task performance to creative task performance. Creative task performance is the degree to which individuals develop ideas or physical outcomes that are both novel and useful.

43) A
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A job analysis is a process by which an organization determines the requirements associated with a specific job.

44) C
Although there are many different ways to conduct a job analysis, the first step is to generate a list of the activities involved in the job.

45) E
If organizations find it impractical to use job analysis to identify the set of behaviors needed to define task performance, they can turn to a database the government has created to help with that important activity. The Occupational Information Network (or O*NET) is an online database that includes the characteristics of most jobs in terms of tasks, behaviors, and the required knowledge, skills, and abilities.

46) B
Many organizations ask their employees to perform tasks that their competitors do not, so their workforce performs in a unique and valuable way. O*NET cannot capture those sorts of unique task requirements that separate the most effective organizations from their competitors.

47) D

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A job analysis usually begins with drawing up a list of the activities involved. Then, each activity on this list is rated by subject matter experts such as Felicia—people who generally have experience with the job and therefore are in a position to judge—as to its importance and frequency.

48) B
Kevin is creating a list of core job tasks for a detailed job analysis. For example, Toyota uses a highly detailed job analysis process that includes listing core job tasks to determine training objectives for production workers. Each of these tasks can be broken down further into more detailed steps, and in turn, the specific behaviors involved in each step become the focus of the training. Although this level of detail might seem like an awful lot of analysis for what one might imagine to be a relatively straightforward job, Toyota competes on the basis of quality and cost. The same is true for a fast-food chain such as Outrageous Burger.

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

50) E
The two types of citizenship behavior are interpersonal and organizational.

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51) B
One interpersonal citizenship behavior is courtesy, which refers to keeping coworkers informed about matters relevant to them.

52) C
Sportsmanship involves maintaining a good attitude with coworkers, even when they've done something annoying or when the unit is going through tough times.

53) C
Helping involves assisting coworkers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes when they first arrive on the job.

54) C
Sportsmanship involves maintaining a good attitude with coworkers, even when they have done something annoying or when the unit is going through tough times.

55) C

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Although interpersonal citizenship behavior is important in many different job contexts, it may be even more important in contexts in which employees work in small groups or teams.

56) B
Organizational citizenship behavior includes voice, civic virtue, and boosterism.

57) C
Voice involves speaking up and offering constructive suggestions regarding opportunities to improve unit or organizational functioning or to address problems that could lead to negative consequences for the organization.

58) B
Organizational citizenship behavior includes civic virtue, which refers to participating in the company's operations at a deeper-than-normal level; voice, which involves speaking up and offering constructive suggestions for change; and boosterism, which is defined as representing your organization in a positive way when out in public, away from the office, and away from work. These three behaviors are represented by Emily, Shalonda, and Tomas, respectively.

59) C
Civic virtue refers to participating in the company's operations at a deeper-than-normal level by attending voluntary meetings and functions, reading and keeping up with organizational announcements, and keeping abreast of business news that affects the company.

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60) D
Boosterism means representing the organization in a positive way when out in public, away from the office, and away from work.

61) C
Civic virtue refers to participating in the company's operations at a deeper-than-normal level by attending voluntary meetings and functions, reading and keeping up with organizational announcements, and keeping abreast of business news that affects the company.

62) E
Voice involves speaking up and offering constructive suggestions regarding opportunities to improve unit or organizational functioning or to address problems that could lead to negative consequences for the organization.

63) C

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Researchers have shown that good citizens can develop citizenship fatigue, or the sense that one is worn out and on edge from engaging in citizenship. Citizenship fatigue reduces future acts of citizenship and may be especially likely to occur when good citizens feel that their extra efforts are not supported or when they experience pressure to continue to engage in citizenship even when they are already feeling stretched by other demands.

64) E
Although all of these are good citizenship behaviors, all but one is an organizational citizenship behavior. Interpersonal citizenship behaviors are especially important in the context of a small team such as the one Sunil leads. Here, the group needs interpersonal citizenship behaviors, such as helping, or coming to the aid of coworkers.

65) E
Although it is good to demonstrate high levels of helping behaviors, this can be a problem if such behaviors take up so much of a person's time and attention that they constitute a distraction from regular job duties and responsibilities.

66) D
Counterproductive behavior is defined as employee behaviors that intentionally hinder organizational goal accomplishment. These are things that employees intend to do, not things they accidentally do.

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67) B
Harassment is a type of serious interpersonal counterproductive behavior.

68) E
Wasting resources is a type of minor organizational counterproductive behavior.

69) D
Theft is a serious organizational counterproductive behavior.

70) C
Incivility is a minor interpersonal counterproductive behavior.

71) D
Sabotage represents the purposeful destruction of physical equipment, organizational processes, or company products. Along with theft, it is a type of property deviance or serious organizational counterproductive behavior.

72) C

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Property deviance refers to behaviors that harm the organization's assets and possessions. It includes theft and sabotage.

73) C
Personal aggression, or serious interpersonal behaviors, include harassment and abuse.

74) A
Production deviance behaviors include wasting resources and substance abuse.

75) A
Property deviance behaviors include sabotage and theft.

76) E
Political deviance refers to behaviors that intentionally disadvantage other individuals rather than the larger organization.

77) A
Wasting resources, which is when employees use too many materials or too much time to do too little work, is the most common form of production deviance.

78) E
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Production deviance, directed against the organization, focuses specifically on reducing the efficiency of work output.

79) C
Wasting resources, when employees use too many materials or take too much time to do too little work, is the most common form of production deviance.

80) B
Incivility represents communication that is rude, impolite, discourteous, and lacking in good manners.

81) C
Like citizenship behavior, counterproductive behavior is relevant to any job.

82) A
Harassment occurs when employees are subjected to unwanted physical contact or verbal remarks from a colleague.

83) D

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Abuse occurs when an employee is assaulted or endangered in such a way that physical and psychological injuries may occur.

84) A
There's evidence that people who engage in one form of counterproductive behavior also engage in others. In other words, such behaviors tend to represent a pattern of behavior rather than isolated incidents.

85) B
Sometimes the best task performers are the ones who best can get away with counterproductive actions because they are less likely to be suspected or blamed. Moreover, counterproductive behaviors might even be tolerated for a while when the individual is able to effectively accomplish very challenging tasks.

86) B
Susanna's abusive behavior is a clue that she might be the company thief as there is evidence that people who engage in one form of counterproductive behavior also engage in others—in other words, such behaviors tend to represent a pattern of behavior rather than isolated incidents.

87) A
Given the fact that Sam and Bobby are smoking and drinking, this might seem like a case of substance abuse, but it is more properly identified as wasting resources, when employees use too many materials or too much time to do too little work—the most common form of production deviance.

88) A
Counterproductive behavior is defined as employee behaviors that *intentionally* hinder organizational goal accomplishment. Manny's apparent acts of sabotage or wasting resources were, in fact, the result of accidents.

89) D
Historically speaking, research on organizational behavior has focused on the physical aspects of job performance.

90) B
Statistics from the U.S. Department of Labor confirm that knowledge work is becoming more prevalent than jobs involving physical activity.

91) C

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In addition to being more cognitive, knowledge work tends to be more fluid and dynamic in nature.

92) E
Knowledge work refers to jobs that primarily involve cognitive, or mental, activity versus physical activity.

93) C
As the tools used to do knowledge work become more powerful, the expectations for completing such work become more ambitious. In fact, expectations regarding knowledge work can become overwhelming for employees, and, as a consequence, new and innovative ways of performing this type of work may be necessary.

94) C
Service work provides nontangible goods to customers through direct electronic, verbal, or physical interaction.

95) C
Heavy industry, as exemplified by the job at the auto-parts factory, is a diminishing sector of the U.S. economy, whereas service jobs—particularly with Internet-based retailers such as Amazon—are on the rise. However, service work employers place a greater premium on high levels of citizenship behavior and low levels of counterproductive behavior, hence the need for Helen to work on her anger issues.

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96) B
With the increase in online marketplace technologies designed to connect people who need a service or product to other people who deliver a service or product, gig work has become very prevalent either as the primary source of income or as a secondary job or "side-hustle."

97) D
When using the management by objectives (MBO) philosophy, employees typically meet with their manager to develop a set of mutually agreed-upon objectives that are measurable and specific.

98) B
Many organizations gauge the performance of their employees by referring to the achievement of goals and objectives on which the employees have input, even though the system may not be referred to as management by objectives (MBO).

99) B

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MBO emphasizes the results of job performance as much as it does the performance behaviors themselves. In contrast, behaviorally anchored rating scales (BARS) measure performance by directly assessing job performance behaviors.

100) A
Behaviorally anchored rating scales (BARS) assess performance by directly assessing job performance behaviors.

101) C
The BARS approach uses "critical incidents"—short descriptions of effective and ineffective behaviors—to create a measure that can be used to evaluate employee performance.

102) C
The BARS approach uses "critical incidents"—short descriptions of effective and ineffective behaviors—to create a measure that can be used to evaluate employee performance.

103) C
The 360-degree feedback approach involves collecting performance information not only from the supervisor but also from anyone else who might have firsthand knowledge about the employee's performance behaviors.

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104) A
Under the forced ranking system made popular by former General Electric CEO Jack Welch, managers were required to rank all of their subordinates, and the rankings were used to place employees in one of three categories: the top 20 percent (A players), the vital middle 70 percent (B players), or the bottom 10 percent (C players). Many organizations have moved away from performance management systems that rely on forced ranking of employees, believing it to be inherently unfair.

105) C
The forced ranking method requires managers to rank all of their employees into one of three categories: the top 20 percent (A players), the vital middle 70 percent (B players), or the bottom 10 percent (C players). Some believe the system is inherently unfair because it forces managers to give bad evaluations to employees who may be good performers, just to reach a preestablished percentage. Many organizations have moved away from performance management systems that rely on forced ranking of employees.

106) E

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One limitation to the forced ranking system is that employees may avoid stepping outside the bounds of routine task behaviors for fear of standing out or making a mistake.

107) B
More and more organizations are adopting social media platforms similar to Facebook and Twitter to help manage employee job performance. These types of systems provide performance information and feedback that is more timely compared with traditional practices that measure performance quarterly or even yearly.

108) B
The 360-degree feedback approach involves collecting performance information not just from the supervisor but from anyone else who might have firsthand knowledge about the employee's performance behaviors. These other sources of performance information typically include the employee's subordinates, peers, and customers.

109) Essay
Job performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes behaviors that are within the control of employees, but it places a boundary on which behaviors are (and are not) relevant to job performance.
You might be tempted to believe it is more appropriate to define performance in terms of results rather than behaviors. However, using results as the primary indicator of job performance creates potential problems. First, employees contribute to their organization in ways that go beyond bottom-line results. Second, there is evidence that managers' focus on bottom-line results can create a bottom-line mentality among employees, which in turn, results in social undermining. Third, results are often influenced by factors that are beyond the employees' control—such as product quality, competition, equipment, technology, budget constraints, coworkers, and supervisors. Fourth, results do not tell you how to reverse a "bad year." That is, performance feedback based on results does not provide people with the information they need to improve their behavior.

110) Essay

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Student examples will vary but should demonstrate an understanding of the various types of task performance. A sample answer follows.
Task performance includes employee behaviors that are directly involved in the transformation of organizational resources into the goods or services that the organization produces. Put differently, task performance is the set of explicit obligations that an employee must fulfill to receive compensation and continued employment. It includes:

- Routine task performance involves well-known responses to demands that occur in a normal, routine, and predictable way. For example, an accountant's job involves routine task performance.
- Adaptive task performance involves employee responses to task demands that are novel, adaptive, unusual, and unpredictable. Examples of adaptive task performance include handling emergencies and crises.
- Creative task performance refers to the degree to which individuals develop ideas or physical outcomes that are both novel and useful. An example of creative task performance is developing breakthrough products.

111) Essay
Job analysis is a process used to identify task behaviors. It helps in deciding the most important parameters for measuring employee performance. Although there are many different ways to conduct a job analysis, most boil down to three steps.
First, a list of the activities involved in a job is generated. This list generally results from data from several sources, including observations, surveys, and interviews of employees. Second, each activity on this list is rated by "subject matter experts," according to things like the importance and frequency of the activity. Subject matter experts generally have experience performing the job or managing the job and therefore are in a position to judge the importance of specific activities to the organization. Third, the activities that are rated highly in terms of their importance and frequency are retained and used to define task performance. Those retained behaviors then find their way into training programs as learning objectives and into performance evaluation systems as measures to evaluate task performance.

112) Essay

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Student examples will vary but should demonstrate an understanding of the varieties of citizenship behavior. A sample answer follows.
The two types of citizenship behavior are interpersonal and organizational.
Interpersonal citizenship behavior includes all those behaviors that benefit coworkers and colleagues. These involve assisting, supporting, and developing other organizational members in a way that goes way beyond normal job expectations. Subcategories include the following:

- Helping: assisting coworkers who have heavy workloads, aiding them with personal matters, and showing new employees the ropes when they first arrive on the job.
- Courtesy: keeping coworkers informed about matters that are relevant to them.
- Sportsmanship: maintaining a good attitude with coworkers, even when they have done something annoying or when the unit is going through tough times.
- Voice: speaking up and offering constructive suggestions for change.
- Civic virtue: participating in the company's operations at a deeper-than-normal level by attending voluntary meetings and functions, reading and keeping up with organizational announcements, and keeping abreast of business news that affects the company.
- Boosterism: representing the organization in a positive way when out in public, away from the office, and away from work.

113) Essay

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1. Lanesha participates in a work group with four other workers, meeting first thing on Friday mornings. Steve has missed four of the last six meetings but is otherwise a high performer, always accomplishing his tasks on time. While waiting for the meeting to start, Lanesha and Sue are talking, and Lanesha wonders aloud if Steve will be present for today's meeting. Sue says, "Between you and me? I think Steve has a drinking problem. That is why he cannot make the morning meetings." Lanesha has not considered anything like this before, but now she will look for other clues.
2. As Kendra was leaving the office late one evening, her bag accidentally knocked over a potted plant sitting on one of the cubicle dividers. The plant fell into her coworker's workspace, landing right in the middle of a nearly completed building model her coworker had been working on for two weeks. Kendra felt awful, but there was nothing she could do at that moment. She would speak to her coworker the next day.
3. The company CEO retired, and Jorge, a middle manager, is very dissatisfied with Cedric, the new CEO that the board voted in last week. Jorge has never liked working with Cedric, let alone reporting directly to Cedric. When Cedric announced that a new payroll system would be rolling out by the beginning of the next fiscal year, Jorge began finding fault with the plan and complaining to the other middle managers and the employees directly under him until they too were unhappy with the planned payroll system change.
4. The sales group that both Tim and Devonte are part of is full of high achievers. The group wins accolades nearly every month. However, Tim nearly always has the lowest sales total in any given month. When entering meetings, Devonte greets others by name, but when he gets to Tim, he greets him with "Hello, Mr. Last Place" or "Hi, Mr. Weak Link." Everyone laughs it off, but it is starting to annoy Tim.
5. Carl works in maintenance. His supervisor asked Carl to "touch up" the yellow paint on the ten 2-foot concrete poles at the far edge of the parking lot. When Carl inspected the poles, he realized they would not need very much paint as they still looked bright and visible, with only a few missing chips of paint here or there. However, Carl took two whole days to "touch up" the ten concrete poles and used ten cans of yellow spray paint in the process.
6. Riz enjoys his job as a legal assistant and gets along well with everyone, except for Knox, another legal assistant, whom nobody likes. Knox has been at the job longer than any of the other legal assistants; he seems to take joy in making the other assistants squirm or look bad. Knox never greets anyone in the mornings and instead heads straight to his desk. Everyone in the office has learned not to greet Knox or they will get an earful of abuse before the workday even begins.

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Analyze the information and discern which behaviors are property deviance, which are production deviance, which are political deviance, and which are personal aggression behaviors. Also identify which are interpersonal behaviors versus organizational behaviors and distinguish which are minor offenses and which are serious offenses. Student answers should resemble the sample answers provided.

In the first scenario, Sue is gossiping during casual conversation by stating facts that are not confirmed as true. Sue does not know for a fact that Steve has a drinking problem; there may be other reasons why he has been absent from recent meetings. Steve still performs his work tasks on time. Gossiping is considered a political deviance meant to intentionally disadvantage other individuals such as Steve. Gossiping is considered a minor interpersonal counterproductive behavior.

There is no counterproductive behavior in the second scenario, as one of the requirements of a behavior being labeled as counterproductive is that the behavior is intentional. Kendra knocking the plant off onto her coworker's model was an accident, although it was destructive and will likely inconvenience her coworker.

In the third incident, Jorge is sabotaging the new payroll system the company plans to introduce. Jorge is talking down the new system to his coworkers and his employees. This type of talk is often contagious, and now his coworkers and employees also have a negative opinion of the new system. Sabotage is a property deviance, a serious organizational counterproductive behavior.

Devonte's greeting to Tim as "Mr. Last Place" or "Mr. Weak Link" rather than Tim's proper name is a form of harassment. Devonte is subjecting Tim to unwanted verbal remarks on an ongoing basis. Although the names are laughed off at the time, they can cause Tim distress in the long term. Harassment is considered personal aggression, a serious interpersonal counterproductive behavior.

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In the fifth scenario, Carl used way more paint than he needed and took much longer to perform the "touch up" on the concrete poles than he needed. This is a classic example of wasting resources, a production deviance. Although wasting resources is considered a minor organizational counterproductive behavior, it is also the most common form of production deviance.

In the final scenario, Knox shows all the signs of incivility: he is rude, impolite, discourteous, and lacking in good manners. Incivility is considered a political deviance, a minor interpersonal counterproductive behavior.

114) Essay

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Most notable among these trends are the decline of physical, industrial jobs and the rise of cognitive, service jobs.
Statistics from the U.S. Department of Labor confirm that knowledge work is becoming more prevalent than jobs involving physical activity. It requires employees to engage in cognitive work, applying theoretical and analytical knowledge acquired through formal education and continuous learning. In addition to being more cognitive, knowledge work tends to be more fluid and dynamic in nature.
One of the largest and fastest-growing sectors in the economy is not in industries that produce goods, but rather in industries that provide services. Service work, or work that provides nontangible goods to customers through direct electronic, verbal, or physical interaction, accounts for a large part of the economic activity in the United States. Examples of service work include retail jobs, customer service representatives, and food service workers.

115) Essay
The increase in service jobs has a number of implications for job performance. For example, the costs of bad task performance are more immediate and more obvious. When customer service representatives do their job duties poorly, the customer is right there to notice. That failure cannot be hidden or corrected by other employees chipping in before it is too late.
In addition, service work contexts place a greater premium on high levels of citizenship behavior and low levels of counterproductive behavior. If service employees refuse to help one another or maintain good sportsmanship, or if they gossip and insult one another, those negative emotions get transmitted to the customer during the service encounter. Maintaining a positive work environment therefore becomes even more vital.

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116) Essay

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Under Price Sr., Sunrise Roofing managed up to five crews, each containing five workers. Each crew contained three positions on the roof and two on the ground. Each position had assigned tasks, but Price Sr. liked his workers to be versatile and able to work any position, upper or lower, on any given day. Under Price Sr., every employee was evaluated and paid at the same level, and he hired new crews each roofing season. Price Sr. traveled from jobsite to jobsite overseeing the work and handling any problems.

When evaluating workers, Price Sr. kept notes and logged individual feedback from fellow workers, but he mainly relied on his observations to decide if a worker would be called back to work the next season. Some workers would perform at a higher level while the boss was on the jobsite and routinely fed him negative feedback about fellow workers. In addition, workers often fought over who would perform the relatively easier ground jobs each day. At the end of each roofing season, Price Sr. did not formally meet with any of his employees, nor tell them if they would be called back the followed season, but the employees were aware of the company's practice.

Currently, Price Jr. coordinates up to ten crews of six workers; each crew contains the same five positions with an additional crew boss. Each job position is static, and the only position requiring any versatility is the crew boss, who is required to jump in and work any position as needed. Under Price Jr., Sunrise Roofing retains its workers, who draw unemployment during the off-season. Each season, he hires only enough workers to fill vacant positions. All workers start at the same hourly pay, but if retained, the worker receives a year-end bonus and a raise effective the following season. The younger Price stays in near-constant contact with his crew bosses through daily jobsite visits, phone calls, and texts. Every crew boss communicates with their crew through calls and texts.

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Price Jr. formally evaluates workers at the end of every season, relying mainly on his crew bosses for the majority of input, but he also considers coworker feedback that is collected throughout the season. Crew bosses log on to the company website once a week and submit weekly progress reports. They report not only on job progress but also on individual worker behaviors such as arriving on time, effort, and daily attitude with their fellow coworkers. Price Jr. views the reports and follows up with questions or clarifications, making his own notes on each report. At the end of each roofing season, Price Jr. meets personally with workers, reviews their work with them, asks for their input, and determines if they are eligible for retention along with the year-end bonus and pay raise.

Of the five well-known practices in which job performance information is used to manage employee performance, which do you predict was being used at Sunrise Roofing when Price Sr. owned the company? Be sure to rationalize your choices. Does it appear the evaluation practice has changed under the management of Price Jr.? Assess the information and deduce if Sunrise Roofing is currently using one or more approaches. Provide your conclusion and rationalize your choices.

Students may choose and rationalize any of the five job performance evaluation practices, but their answers should exhibit some of the points given in the following sample answer.

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Under the direction of Dale Price Sr., Sunrise Roofing was not using the MBO method as there were not objective measures of performance involved. Price Sr. may have used a form of BARS with a mental comparison of different job dimensions against actual worker performance, but there was no feedback to the workers that allowed for task improvement. While Price Sr. considered coworker feedback that was similar to the 360-degree feedback system, there appears to be the potential for highly inaccurate information contained in the feedback, evidenced in the competitive nature of the workers.

There were no social performance management systems in place. A forced ranking system was apparently used to determine if a worker was retained for the following season, but it appears that Dale Price Sr. was the only person doing the ranking, relying mainly on his own observations, which were often incorrect as the workers behaved differently while he was on the jobsite.

Worker evaluation has changed considerably under the direction of Dale Price Jr. Sunrise Roofing could be using a combination of methods to evaluate worker performance and determine both retention and eligibility for the annual bonus and raise.

The MBO method is best suited for managing the performance of employees who work in contexts in which objective measures of performance can be quantified. Aspects of each position could be quantified, such as shingles laid in one minute, but it does not appear worker goals and objectives are formally set at the beginning of the season. Price Jr. may use a form of the BARS system, scoring employee's overall job performance using "critical incidents" (such as tardiness) provided in the weekly crew boss reports. It is unclear if this feedback is shared with the employees, but it is possibly shared during the formal evaluation at the end of the season.

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There are definitely elements of the 360-degree feedback system, as Price Jr. asks employees for their own input during the formal evaluation, and he already has feedback from their coworkers and crew boss. There is no evidence of a formal social performance management system at Sunrise Roofing, but mobile communications allow immediate feedback between Price Jr. and his crew bosses. The likely evaluation method is a form of the 360-degree feedback system and possibly a BARS evaluation.

117) Essay

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Former General Electric chairman and CEO Jack Welch's "vitality curve" forced managers to rank all of their subordinates into one of three categories: the top 20 percent (A players), the vital middle 70 percent (B players), or the bottom 10 percent (C players). The A players were thought to possess "the four Es of GE leadership" (very high energy levels, the ability to energize others around common goals, the edge to make tough yes-and-no decisions, and the ability to consistently execute and deliver on their promises). The B players were the focus of development and, according to Welch, the backbone of the company but lack the passion of As. The C players were employees who could not get the job done and were let go. The system was taken so seriously that managers at GE who couldn't differentiate their people often found themselves in the C category.
However, some believe that the forced ranking system employing Welch's vitality curve is inherently unfair because it forces managers to give bad evaluations to employees who may be good performers, just to reach a preestablished percentage. Also, employees may become competitive with one another to avoid finding themselves in a lower category, or they may avoid stepping outside the bounds of routine task behaviors for fear of standing out or making a mistake. For these reasons, many organizations (including GE) have moved away from performance management systems that rely upon forced ranking of employees.

118) Essay
Social media platforms referred to as social performance management that are similar to Facebook and Twitter are increasingly being adopted by organizations to help manage employee job performance. For example, Accenture has used a Facebook-style program called "Performance Multiplier," which requires that employees post and update weekly and quarterly goals. Managers then monitor the information and provide feedback. These types of systems provide performance information that is much timelier than traditional practices that measure performance quarterly or even yearly. Although it might be unpleasant to learn from your peers that a presentation you gave was boring, it is much better than giving 50 boring presentations over the course of the year and then getting the news from your boss.

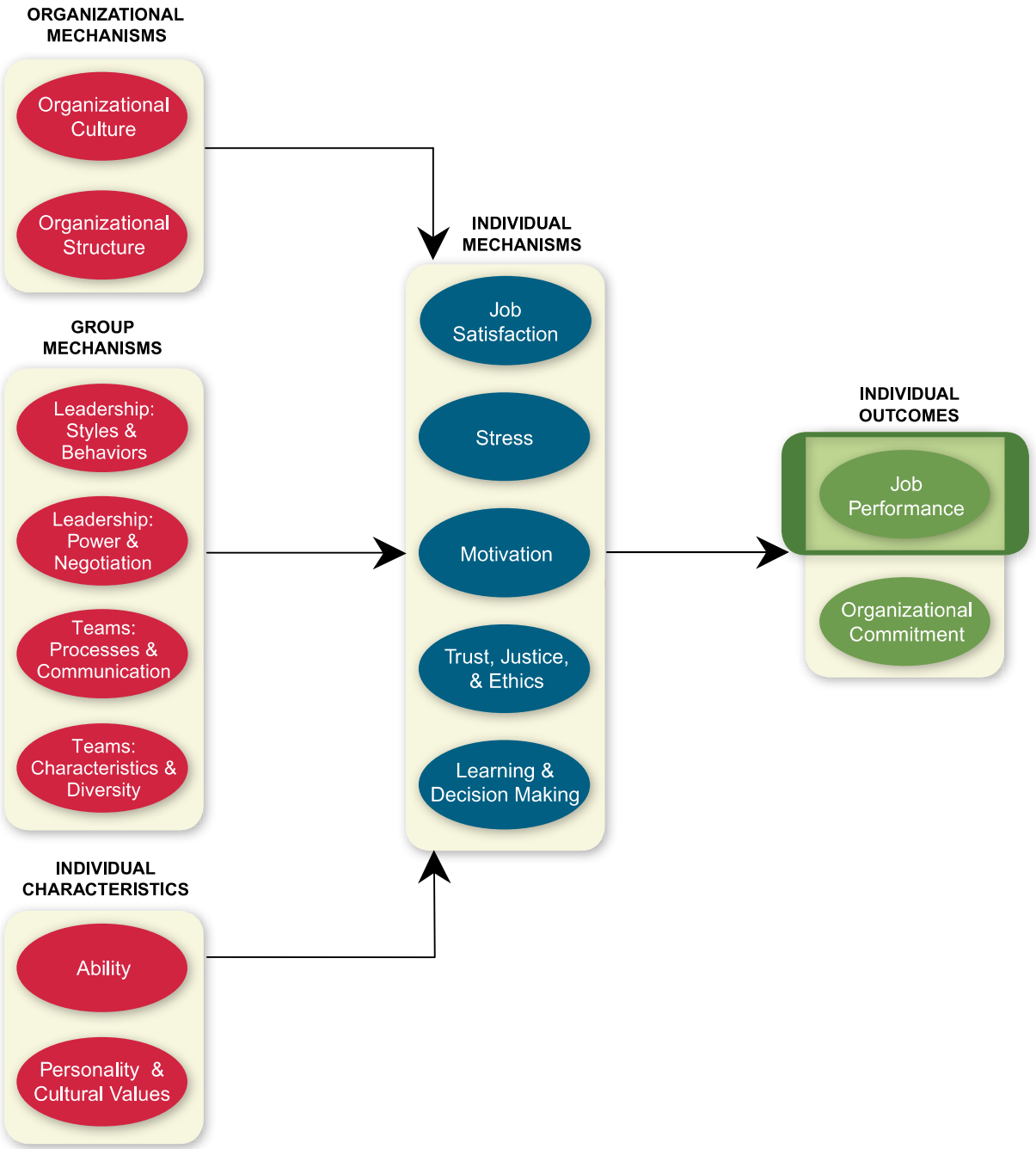
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Chapter 2: Job Performance



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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 8th 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 jason.colquitt@nd.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?

Connect Exercises

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Why Zappos Hires Adaptable Employees	Case Analysis
Trait Creativity	Self-Assessment
Citizenship Behaviors at Ben & Jerry's	Click and Drag*
Boosterism	Self-Assessment
Counterproductive Behaviors at Work	Click and Drag*
The Challenges of Post-Pandemic Employee Behavior	Case Analysis
Performance Appraisals at St. Jude	Case Analysis

**Note: An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.*

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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.

OB at the Bookstore: *Feedback (and Other Dirty Words).* The book discusses the importance of feedback and the challenges of delivering it in a way that won't turn off the individual who is receiving it. You can begin the discussion by asking students to share instances when they wished they had more feedback. You can follow-up responses by asking how they knew they needed more feedback. Students will typically indicate they didn't know how well they were doing or they didn't know what they were supposed to be doing. You can then point out that, although people often say they want more feedback, research suggests that they don't enjoy receiving it and they typically don't go out of their way to ask for it. You can then ask the students if this is consistent with their experiences? Follow-up by asking a student or two who responded with a yes to share one of their experiences. You can then follow up by asking the class how they could deliver feedback to others in a way that won't engender negative reactions. Encourage suggestions until you have a list that includes: Feedback should focus on what can be done in the future rather than what has been done in the past; Feedback should be developmental rather than evaluative and punitive; Feedback should be unbiased, fair and consistent; Feedback should be specific and clear; Feedback should be relevant; Feedback should be delivered respectfully. You can wrap-up by noting that the ideas are consistent with the definition of feedback provided in the book, Feedback: "Clear and specific information that's sought or extended with the sole intention of helping individuals or groups improve, grow, or advance."

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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.

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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 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.

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Connect Exercise: Why Zappos Hires Adaptable Employees Case Analysis. This case analysis presents the unique structure and culture at Zappos that facilitates employee adaptability. The case is followed by multiple choice questions.

Learning Goals
2.1 What is job performance?
2.2 What is task performance?

Topic: Job performance; Task performance

Difficulty Level: 2 = Medium

Blooms: Apply

AACSB: Knowledge Application

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Follow-Up Activity: Ask students to look up O*Net (onetonline.org) and search for a job they would like to have. Students should print or save the job summary report that lists tasks, skills, credentials, and so on needed for that job. Job descriptions will not explicitly list "adaptability" but those that require a college degree will include related skills such as "critical thinking" or "complex problem-solving." Students can summarize the type of adaptability required for the job and what they might do to increase their own adaptability.

Connect Exercise: Trait Creativity Self-Assessment. This self-assessment is valuable due to the rise in creative job requirements. Students are classified as having either high or low trait creativity versus other college students.

Learning Goals
2.2 What is task performance?
2.7 How can organizations use job performance information to manage employee performance?

Topic: Task performance

Difficulty Level: 1 = Easy

Blooms: Apply

AACSB: Reflective Thinking TBEXAM.COM

Follow-Up Activity: Students can react negatively to being classified as "low" in trait creativity, so it is important to debrief this self-assessment. Students may disagree with their results, whether they are classified as low or high. Inform them of the importance of state creativity, which is influenced by experiences, unlike a personality trait that is relatively stable. Creativity can be sparked by single experiences, for example (a-ha! moments), or long-term exposure (e.g., art education). Creativity is known to be multidimensional, so a point of discussion is what "creative" means in the students' major fields of study.

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.

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

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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 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 jason.colquitt@nd.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).

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Connect Exercise: Citizenship Behaviors at Ben & Jerry's Click and Drag.* In this exercise, students will match employee behaviors at Ben & Jerry's with the types of interpersonal and organizational citizenship behavior. The goal is for students to better understand the basic definitions.

**Note.* An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.

Learning Goals
2.4 What is citizenship behavior?

Topic: Citizenship

Difficulty Level: 3 = Hard

Blooms: Analyze

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AACSB: Analytical Thinking

Follow-Up Activity: Focus on one important citizenship behavior—voice. Ask a student to share a time that they used voice at work and had a positive result. Alternately, ask for an example with a negative result. Analyze each situation. Was it the leader, the organization, or something about the student that impacted the effectiveness of voice? Discuss the importance of positive environments that encourage voice.

Connect Exercise: Boosterism Self-Assessment. This self-assessment classifies students as exhibiting high or low boosterism for their university versus other college students. Students with low boosterism will feel independent of the university's successes and failures, while those with high boosterism will have stronger feelings associated with the university and are likely to promote its value to others.

Learning Goals
2.2 What is task performance?
2.4 What is citizenship behavior?

Topic: Citizenship

Difficulty Level: 1 = Easy TBEXAM.COM

Blooms: Apply

AACSB: Reflective Thinking

Follow-Up Activity: As with any self-assessment, debriefing the results is helpful. Results of this activity reflect students' behaviors associated with their ties to the university and can be used to illustrate the positive effects of boosterism on an organization. Ask students to look up the alumni relations office or foundation at your university, or to search online for alumni groups. What words are associated with boosterism? What are possible positive outcomes from boosterism for the university? For the students?

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

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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.
   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 toward other employees. Examples are harassment and abuse.

OB On Screen: *Ad Astra.* The clip referenced in the book begins around the 14:45 mark in the film, continuing until about the 18.08 mark. You can begin the discussion with some background. Roy McBride, a highly regarded astronaut, just learned that his father (Clifford McBride), the most decorated astronaut of all time, and who disappeared 16 years ago while on a deep space mission, may be alive, and that he may have something to do with energy surges that are threaten life on earth. Roy was asked to travel to a communications outpost on Mars so that he could try to send a message to his father. He is on his way to meet retired astronaut Thomas Pruitt, who will accompany him on his journey. After the students watch the clip you can begin the discussion by asking how Roy probably felt after hearing the news that his father may not only be alive but also that he may be in hiding and responsible for the unfolding catastrophe. Most student will focus on how surprising the news must have been, and the mixed feelings that followed (e.g., happiness that his father is alive, uncertainty and anxiousness about what's going on). To probe a bit more, ask the students why the news was so surprising. Help the students get past the obvious (learning that a loved one is alive after 16 years of thinking that they've passed) so that they can see that Roy, and everyone else, envisioned Clifford as the model astronaut. You can point out that his picture was displayed prominently on the walls of the space center in the beginning of the clip. Pruitt said that Clifford was a "brilliant" astronaut. And of course, Roy followed in his father's footsteps and obviously idolized him. The idea that Clifford may be in hiding, and doing something very wrong, is so counter to his image as a hero, it's unbelievable. You can conclude the discussion by asking students how this relates to the material in the chapter. Students will be able to point out that it's natural to assume that high task performers are also exceptional in the other facets of job performance. Information that someone is not all that they appear tends to be very surprising, and in many cases, the contrary information is ignored or discounted, at least until the evidence becomes overwhelming. In this example, exceptional task performance of Clifford McBride is

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inconsistent with his counterproductive behavior, Roy is taken aback, and struggles with what he learns. In organizations, signs of counterproductive behavior from those who are known to be exceptional task performers may go unnoticed or be discounted for years before it reveals itself. Please email me at jason.colquitt@nd.edu if you have any questions about using OB on Screen in your teaching.

Connect Exercise: Counterproductive Behaviors at Work Click and Drag.* This activity helps students better understand interpersonal counterproductive behavior. Students match two examples to each of four types of counterproductive behavior—production deviance, property deviance, political deviance, and personal aggression.

**Note.* An alternate version of each Click and Drag exercise is available in Connect for students with accessibility needs.

Learning Goals
2.5 What is counterproductive behavior?

Topic: Counterproductive behavior; Counterproductive behaviors (CWBs); Harassment; Incivility; Interpersonal citizenship behavior

Difficulty Level: 3 = Hard

Blooms: Analyze

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AACSB: Analytical Thinking

Follow-Up Activity: Put students into groups and ask them to create a list of classroom organizational and interpersonal counterproductive behaviors. Then, ask them to assign a cost to those behaviors. These can be monetized (e.g., repeating a class costs tuition money) or costs in terms of other resources like time or effort (e.g., daydreaming in class so that more studying is needed outside of class). Discuss the analogy of classroom costs to those in an organization as a result of counterproductive behaviors.

Connect Exercise: The Challenges of Post-Pandemic Employee Behavior Case Analysis. This case analysis discusses the return to the workplace for many employees who worked remotely during the COVID-19 pandemic and how this affected counterproductive behaviors.

Learning Goals
2.4 What is citizenship behavior?
2.5 What is counterproductive behavior?

Topic: Counterproductive behavior; Counterproductive behaviors (CWBs); Harassment; Incivility; Interpersonal citizenship behavior

Difficulty Level: 2 = Medium

Blooms: Apply

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AACSB: Knowledge Application

Follow-Up Activity: Hold a class discussion about how it feels to work and go to school remotely and then return to the office and school in person. What is energizing and what is frustrating? What advice would they give to a manager who is trying to deal with a transition of employees from remote work to in-office work?

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% of all new jobs.
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

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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 preestablished 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.

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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° Feedback

1. A 360° 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° 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 nonbinding fashion, of course).

   Connect Exercise: Performance Appraisals at St. Jude Case Analysis. This case analysis presents how performance appraisals are conducted at St. Jude Memorial

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Hospital. The case illustrates how job analysis is important to effective performance appraisals, and the different ways they may be conducted. After reading the case, students answer multiple choice questions.

Learning Goals
2.1 What is job performance?
2.2 What is task performance?
2.3 How do organizations identify the behaviors that underlie task performance?
2.7 How can organizations use job performance information to manage employee performance?

Topic: Evaluating performance; Job performance; Task performance

Difficulty Level: 2 = Medium

Blooms: Apply

AACSB: Knowledge Application

Follow-Up Activity: Business students participate in teams in most of their classes, yet appraisal of their team members is done many different ways (or not at all). Require groups of students to create three versions of a short appraisal instrument that can be used to evaluate team members across class types: MBOs, BARS, and 360° feedback. Students should then compare the three and how they accomplish the goal of accurately judging team member performance. One weakness students may realize is the difficulty of using one appraisal across classes, which is a valid concern analogous to using one appraisal across job types in the St. Jude case.

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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.*

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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, and so on. This discussion question gives a good opportunity to reinforce the point made in the text about how a company gives a good opportunity to reinforce the point 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, they must function effectively with editors, publishers, layout and copy design personnel, marketing professionals, agents, publicists, and so on, 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.

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2.5 Consider how you would react to 360° 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: Uber

Questions:

2.1 Why do you believe Uber initially used a stack ranking system?

Uber is in a highly competitive industry. High performance of employees is necessary for innovations necessary to maintain the organization's competitive position. Because the stack ranking system emphasizes high performance of employees, it seems to fit with the company's goal of being successful. The system is also based on numbers, which not only creates an impression that the system is objective, but it also makes administrative decisions (raises, promotions, firing) easy to justify. Rewards are given to employees with higher rankings.

2.2 Explain how Uber's stack ranking system may have contributed to misconduct at the company.

Stack ranking convey that high performance results are of utmost importance, and that other behaviors (such as engaging in citizenship or refraining from counterproductive behavior) are of little relevance. Additionally, stack ranking emphasizes differences among employees in regard to the value they have to the organization. As a consequence, bad behavior, such as harassment and retaliation, on the part of high performing employees may be tolerated because these individuals are viewed as having far greater worth to the organization as compared to their victims. Finally, ratings of job-related behaviors are distilled into a single indicator of effectiveness—the ranking. Therefore, employees tend to do whatever is necessary to avoid being ranked lower than their coworkers, even if it is counterproductive.

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2.3 How will Uber's new performance management system help to move the company in a positive direction? Can you identify any important limitations?

Perhaps the greatest value in the new system is that it replaced the old one. That said, the new system centers on the achievement of specific goals rather than broad ambiguous values. Thus, the new system should be able to focus employee attention and efforts more squarely on the activities that truly add value to the company. The new system also captures citizenship behavior, which is essential to cooperation and the functioning of the organization. Finally, employees should be more receptive to the feedback they receive, and following from this, improvements in performance should follow. The main limitation may be that the new system requires significantly more time. Ratings and feedback are more frequent and require more interaction. Additionally, because these feedback sessions are likely to be more personal and idiosyncratic, they make seem somewhat subjective. This may make administrative decisions more difficult to justify. Finally, the quality of the feedback is likely to depend on the skill of the manager providing the feedback.

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Bonus Case: Accenture (From 7th Edition)

Accenture is a global consulting and professional services company that provides a wide array of services and solutions to help businesses improve their performance and enhance value to stakeholders. The company's roots can be traced to the mid-1950s, when the Administrative Services division of accounting firm Arthur Andersen installed some of the first computer systems for commercial use for companies such as General Electric and Bank of America. Administrative Services continued to innovate and pioneer the use of computer technology to solve problems for businesses, and after global expansion and a few name changes, it achieved independence from Arthur Andersen in 2000 and became Accenture—a name reflecting the company's "accent on the future" vision.

Based in Dublin, Ireland, Accenture has approximately 400,000 employees serving clients in more than 40 industries and 120 countries scattered across the globe. The company has grown to what it is today by demanding high performance from each and every one of its employees. Whether employees are involved in the company's consulting, strategy, digital, technology, or operations businesses, the expectation is that employees work individually, and as team members, to do all the things that are necessary to apply technology, science, and thinking to innovate and drive success for the company's clients.

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There are a number of trends in the consulting and professional services industry that have a profound influence on what high job performance means at Accenture. As an example, the rapid pace of technological change, coupled with the complexity of business and organizational problems, means that employees have to fully engage themselves and apply their expertise in new and creative ways, connect their ideas with the ideas of other experts to find innovative solutions, anticipate what challenges lie ahead to identify new opportunities, and adapt to changing circumstances as they unfold. Employees also have to perform their jobs in pressure filled contexts where clients expect actual results rather than just ideas and plans that sound good. In part due to these trends and demands, there has been a shift in Accenture's philosophy regarding how the job performance of employees is viewed. Rather than bureaucratic and time-consuming practices that focus on what employees have done right and wrong in the past, the company is now providing employees with tools and technologies that allow for real time feedback that can be applied directly to current and future projects. Accenture has characterized this as a transition from a culture of "performance management" to one of "performance achievement."

Accenture recently abandoned its long-standing practice of evaluating the job performance of employees on an annual basis by ranking them against each other based on their record of achieving goals and objectives. To a company with about 400,000 employees, such a change to its internal operations was a very big deal. However, given trends in the consulting and professional services industry, together with Accenture's emphasis on innovation and changing employee demographics, company management felt that change was absolutely necessary.

Accenture's leadership came to believe that the ranking system didn't provide the type of information employees need to achieve high performance in a context where technology and

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client needs are constantly evolving. Employees were given a bunch of goals and objectives, but because of the multifaceted nature of the work and pace of change, these goals and objectives were moving targets, often conflicting and confusing. As a result, it was very difficult to evaluate employees and rank them against each other. Accenture also realized that the system required a lot of time and effort. It calculated that about 2 million hours a year were spent on the evaluation and ranking process, with 75% of this time spent filling out the required paperwork. Understandably, the system was also dissatisfying to the company's predominantly millennial workforce. The company's CEO at the time, Pierre Nanterme, felt that he would lose millennials if the primary source of performance feedback was an annual meeting with managers who simply share what they think of them.

Ellyn Shook, Accenture's Chief Leadership and Human Resources Officer, explained that, despite all the time and effort that went into the old ranking system, it simply did not do enough to help employees improve their performance in a way that added value. Shook led the effort to replace the cumbersome backward-looking ranking system with a system that is easier to use and much more forward-looking. The company developed a performance management app with voice recognition that works on mobile devices. Employees use the app whenever they wish to ask for and receive immediate feedback from coworkers. This way they can apply it immediately to improve their skills. Accenture reports that their new program has been successful. The app is visited over 70,000 times a day, employee mood has improved, and recruiters refer to the app during job interviews because they believe applicants consider it a selling point.

Sources: Accenture, "Performance Achievement," 2017, https://www.accenture.com/t20180529T062404Z__w__/lv-en/_acnmedia/PDF-50/Accenture-Performance-Achievement-Credential-Web.pdf; L. Cunningham, "Accenture CEO Explains Why He's Overhauling Performance Reviews," *Washington Post*, July 23, 2105. https://www.washingtonpost.com/news/on-leadership/wp/2015/07/23/accenture-ceo-explains-the-reasons-why-hes-overhauling-performance-reviews/?noredirect=on&utm_term=.1b40728a889b; P. Mohan, "Ready to Scrap Your Annual Performance Reviews? Try These Alternatives," *Fastcompany*, April 13, 2017, https://www.fastcompany.com/40405106/ready-to-scrap-your-annual-performance-reviews-try-these-alternatives; M.V. Rafter, "Upon Further Review. . ." *Workforce.* January 10, 2017, https://www.workforce.com/2017/01/10/upon-further-review/.

Questions:

2.1 Describe the major strengths and weaknesses of Accenture's new system of providing employees feedback about their job performance.

The system can provide timely feedback to employees. Employees can make immediate changes to their behavior to improve their effectiveness. The system also requires less time and is more acceptable to millennials who comprise much of the company's workforce. A disadvantage of the system is that there may not be consistency across employees in the type of feedback they receive. Some may receive far less feedback than others. It's also easy to envision how the type of feedback provided may be a function of

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the quality of interpersonal relationships rather than job relevant behaviors. Finally, people are far less civil on social media, so there's a chance that employees say inappropriate things to each other. For all of these reasons, it may be difficult to use the information as a basis for administrative decisions (promotions, pay raises, etc.).

2.2 Identify types of job performance that Accenture's new system of providing performance feedback would best account for? Which types of job performance that might be overlooked? Explain.

It would seem that the system is conducive to capturing aspects of performance that are visible and noteworthy to observers. Task performance that is exceptionally creative, interpersonal citizenship behavior reflecting extraordinary helpfulness, organizational citizenship in the form of innovative ideas are great examples. Important, but more run-of-the-mill job performance behaviors might be ignored (routine task performance, courtesy, and civic virtue). Employees may also refrain from providing feedback on counterproductive behaviors for fear of creating friction or engendering conflict.

2.3 Describe jobs or job contexts where a performance management system like the one Accenture replaced might be more appropriate? Explain.

The old system might work well in jobs where individuals work independently, on tasks that are fairly routine from day to day, and where there are clearly defined sets of outcomes to which employee goals are connected. Sales jobs may be a good example. In these contexts, the information needed to improve performance may be readily available. There is less of a need for on-going feedback on a wide range of job-relevant behaviors and fewer individuals to provide it.

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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 min.

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

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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 noncustomer-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, 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 their 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. (1995). *Understanding performance appraisal: Social, organizational, and goal-based perspectives*. Sage.

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  Smither, J. W. (1998). *Performance appraisals: State of the art in practice*. Jossey-Bass.

- 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., & Pulakos, E. D. (1999). *The changing nature of performance: Implications for staffing, motivation, and development*. Jossey-Bass.

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