Solution Manual for Organizational Behavior Improving Performance and Commitment in the Workplace 3rd Edition Colquitt LePine Wesson
007802935X
9780078029356

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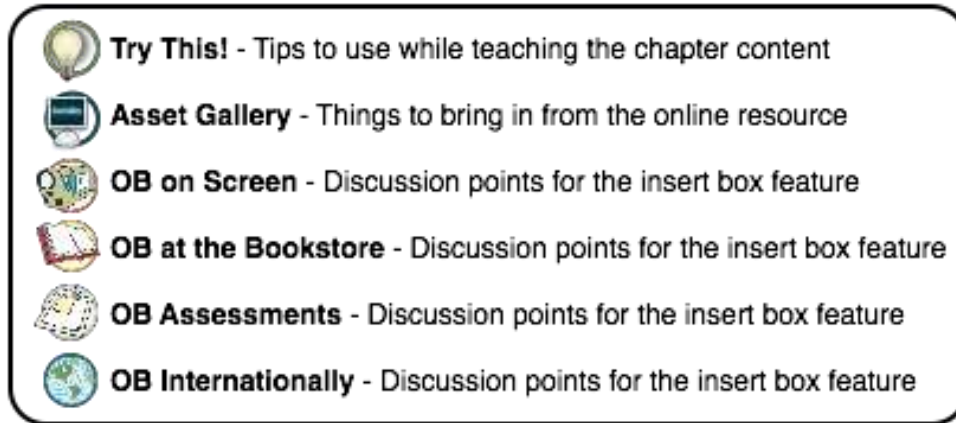
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Instructor's Manual:

ch. 2: Job Performance

Try This! - Tips to use while teaching the chapter content

Asset Gallery - Things to bring in from the online resource

OB on Screen - Discussion points for the insert box feature

OB at the Bookstore - Discussion points for the insert box feature

OB Assessments - Discussion points for the insert box feature

OB Internationally - Discussion points for the insert box feature

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 the definition of job performance? What are the three dimensions of job performance?
2.2   What is task performance? How do organizations identify the behaviors that underlie task performance?
2.3   What is citizenship behavior, and what are some specific examples of it?
2.4   What is counterproductive behavior, and what are some specific examples of it?
2.5   What workplace trends affect job performance in today's organizations?
2.6   How can organizations use job performance information to manage employee performance?

CHAPTER OUTLINE

I.   Job Performance

A. Defined as the value of the set of employee behaviors that contribute either positively or negatively to organizational goal accomplishment

1. Behaviors are within the control of employees, but results (performance outcomes) may not be

2. Behaviors must be relevant to job performance

II. What Does It Mean To Be A "Good Performer"?

A. Task Performance

1. Task performance involves employee behaviors that are directly involved in the transformation of organizational resources into the goods or services that the organization produces

   a. Routine task performance involves well-known responses to predictable demands
   b. Adaptive task performance involves responses to novel or unusual task demands
   c. Creative task performance involves developing ideas or physical products that are both novel and useful

   Asset Gallery (Creativity/Mgmt Video DVD): *Changing Time at Dyson?* This CBS video clip shows how James Dyson got the idea for his revolutionary take on the vacuum cleaner. The clip describes the triggers for creative insight, and also reviews some of the social forces that impact entry into creative fields.

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.*

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

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 co-workers 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?

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

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

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

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

C. Counterproductive Behavior

1. Counterproductive behaviors intentionally hinder organizational goal accomplishments

a. Property deviance harms an organizations assets and possessions and can include sabotage and theft

Asset Gallery (Performance Appraisal Training, Recruiting, & Interviewing/Hr Video DVD): *Raiding the Closet: Is it OK?* This Today Show video clip provides a good discussion of theft of office supplies. The clip includes a debate about whether managers should discipline employees for relatively minor instances of 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 towards other employees. Examples are harassment and abuse.

OB on Screen: *Despicable Me. The clip referenced in the book begins around the 43:37 mark of the film, continuing until about the 52:50 mark. If you obtain the DVD of the film from Netflix, Best Buy, or Amazon, it's Chapters 12 and 13 of that DVD (note that the film can typically be obtained through iTunes as well). The clip depicts the behavior of a criminal mastermind named Gru, and in particular, his interactions with three orphan girls he adopted as part of his plot to steal a shrink-ray gun (that he plans to use to steal the moon). The scene provides an excellent example of the independence of behaviors that are related to job performance. On the one hand, Gru is a criminal, so he obviously engages in behavior that's deviant. On the other hand, Gru engages in behavior that's much more positive. One topic for class discussion is how Gru stacks up in terms of his performance. The students should be able to quickly identify examples of task performance, citizenship and counterproductive behavior. Emphasize that the main point of the clip is to illustrate that it's problematic to assume where someone might stand on one performance dimension using knowledge about where the person stands in terms of another performance dimension. In real world contexts where the intent to is to gather valid information about specific aspects of performance, jumping to these types of conclusions can be problematic. You can ask students to provide examples of where this has happened. Typically, a student will volunteer an example of someone who is a great at task performance but horrible at citizenship behavior or counterproductive behavior. Please email Jason Colquitt (colq@uga.edu) if you have any questions about using OB on Screen in your teaching.*

Try This! *Use the Despicable Me clip for a different chapter. The clip provides a good demonstration of many of the moods and emotions described in Chapter 4, both positive and negative. You might also use the clip to describe Gru's job satisfaction as he navigates his career as a criminal mastermind.*

Bonus OB on Screen (from 2nd ed): *Hancock. The clip begins around the 27:35 mark of the film, continuing until about the 29:15 mark. If you obtain the DVD of the film from either Netflix, Best Buy, or Amazon, it is Chapters 6-7 of that DVD (note that the film can typically be obtained through iTunes as well). The clip depicts a superhero named Hancock being counseled by a public relations spokesperson. The scene provides an interesting case of someone who is a good performer from a task performance perspective (he puts out a fire, removes a whale from the beach) but a bad performer from a counterproductive behavior perspective (he steals an ice cream cone, and flings a whale into the ocean and wrecks a sailboat). One topic for class discussion is how Hancock stacks-up in terms of his performance. The students should quickly come to the conclusion about task performance and counterproductive behavior. Some students may suggest that Hancock is low in citizenship behavior because he doesn't appear to be particularly courteous or a good sport. Other students may suggest that Hancock is high in citizenship behavior because his behaviors are voluntary and his behavior ultimately helps promote a safer city. You can point out that there isn't much in the scene to indicate the specific types of interpersonal citizenship or organizational citizenship. You can also explain that in trying to score Hancock's citizenship behavior they are making inferences about this aspect of performance based on other aspects of performance, and this is something to avoid in real world ratings context where the intent to is to gather valid information about specific aspects of performance. Another topic for class discussion is why an organization would put up with someone like Hancock. Their conclusion is that we do this for exceptional performers—people with unique and rare capabilities with respect to task performance—but even then, there are limits because (a) eventually it affects everyone around them, and (b) there are legal ramifications.*

Bonus OB on Screen (from 1st ed): *Monsters, Inc. The clip begins around the 9:11 mark of the film, continuing until about the 17:24 mark. If you obtain the DVD of the film from either Netflix, Best Buy, or Amazon, it is Chapters 6-8 of that DVD (note that the film can typically be obtained through iTunes as well). The clip depicts the performance of Sulley and Randall, two employees at Monsters, Inc. Although the scenes clearly show that both employees are effective from a task performance perspective, there are some pretty dramatic differences in terms*

> *of their citizenship and counterproductive behaviors. Class discussion could begin with the question, "Are Sulley and Randall both good performers? This discussion can turn into a good debate because some students will insist that Sulley and Randall both produce results that are exceptional, and that's all that should matter. Students on the other side of the debate will tend to focus on the negative effects of Randall's behavior on the morale of the employees. Some students will make comments that reflect an assumption that other types of citizenship and counterproductive behaviors are present even though the behavior is not depicted in the scenes (e.g., Sulley is likely to be very helpful to co-workers whereas Randall is not). Discussion could then focus on the validity of this assumption. The video could also serve as a point of reference when discussing different types of citizenship and counterproductive behaviors. The most obvious differences in the behavior of Sulley and Randall are in the sportsmanship aspect of citizenship behavior and the personal aggression aspect of counterproductive behavior.*

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

III. Workplace Trends that Affect 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. Service work is one of the fastest growing sectors of the economy, with 20 percent of new jobs created between now and 2012 likely to be service 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

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

IV. Application: Performance Management

   A. Management By Objectives (MBO)

      1. MBO is a performance evaluation system that evaluates people on whether or not they have met pre-established goals. It is best suited for employees with jobs that have quantifiable measures of job performance.
         a. Employee meets with manager to develop mutually agreed-upon objectives
         b. Employee and manager agree on a time period for meeting those objectives
         c. Manager evaluates 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 tool that contains behavioral descriptions of good and poor performance
         b. Supervisors typically rate several dimensions and average across them to get overall rating
         c. BARS can complement MBO by providing information about why an objective has been missed

   C. 360 Degree Feedback

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

D. Forced Ranking Systems

1. Forced ranking systems make managers "grade on a curve" when evaluating performance, allocating some percentage of employees into categories such as below average, average, or above average
    a. These systems were popularized by Jack Welch at General Electric, whose "vitality curve" grouped employees into the "top 20", "vital 70", and "bottom 10" categories
    b. Although these systems force managers to differentiate between employees, they may be inconsistent with team-based work, which requires more collaboration than competition

Try This! *Ask students to debate whether their OB course should be graded on a curve, with a predetermined percentage of students earning an A, B+, B, B-, and so forth. Assign one portion of the class to be the "yes" side and the other portion of the class to be the "no" side. Then, once the two sides have shared their best arguments, allow the class to vote (in a non-binding fashion, of course).*

OB at the Bookstore: ***Helping People Win at Work.** The authors discuss the philosophy of managing the job performance of employees at WD-40. The approach emphasizes the role of the manager in helping all employees succeed. Managers meet with subordinates to jointly develop goals and action plans, and when things don't work out, managers are responsible for helping subordinates turn things around. One topic of discussion can center on the advantages and disadvantages of this philosophy. Students will see advantages from the employees' perspective (who wouldn't want to work for a company that spends so much time helping employees succeed). Students will also see disadvantages from the manager's perspective (imagine how much time it would take to manage more than a handful of people, and what about situations where you have employees who just can't be developed?). Some students may have strong negative feelings about the system, asserting that people need to take personal responsibility for their own performance. At this point you can note that the system appears to be the exact opposite of Jack Welsh's performance management system, which emphasizes the ranking of employees relative to each other to identify stars and employees who should be fired. You can ask students how they feel about this system.*

    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

DISCUSSION QUESTIONS

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

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

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

While most retail managers will perform most of these tasks, some stores may require managers to do other things, such as stocking merchandise, planning promotions, etc. This discussion question gives a good opportunity to reinforce the point made in the text

about how a company's culture and values can change the tasks of their employees.

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

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

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

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

2.4   Consider how you would react to 360 degree feedback. If you were the one receiving the feedback, whose views would you value most: your manager's or your peers'? 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.

CASE: FRITO-LAY

Questions:

2.1   Why do you think Frito-Lay initially focused so much on sales results as the key indicator of job performance for route sales representatives? What are the features of this job that seem to make it appropriate for a results-based approach to job performance?

Sales results seem like a natural metric for the performance of route sales representatives. Sales revenue data are readily available, and it appears that it's a very direct indicator of what the route sales representative does. On the one hand, if product is not placed on shelves in a timely manner, or in a way that attracts customers, sales will go down. On the other hand, if sufficient product is placed on the selves and is attractively displayed, sales go up. Results based approaches can work where data is readily available, where results are a reflection of the primary way that employees contribute to the organization, and where the results are under the control of the employees.

2.2   Describe the advantages and disadvantages to Frito-Lay in defining performance of its route sales representatives in terms of behavior. In what ways does commission-based pay seem incompatible with the behavior approach to job performance? How can a commission pay system be modified to address these issues?

The advantages to defining performance of route sales representatives in terms of behavior are that practices can be targeted at behaviors that are known to lead to effectiveness, and behaviors that might be important to specific situations can be trained. One disadvantage is that results are what ultimately matter, and by focusing on behavior, employees may get a false sense that results aren't that important. Another disadvantage is that there is strong motivational power in having a tight relationship between results and pay. In terms of modifications, there could be commission-based and behavior-based elements to total compensation. There could also be commissions for the most important behaviors.

2.3 Which dimension of job performance did Frito-Lay emphasize in its research? Are there other dimensions of job performance that are likely to be important in the job of route sales representative? What are the likely consequences of overlooking these aspects of performance, both to the employee and to the organization?

Frito-Lay emphasized task performance in their research. However, citizenship and counterproductive behavior also seem very important. As examples, helping other route sales representative who are overloaded or making suggestions that improve the organization's processes constitute positive contributions to the organization, and therefore, these behaviors should be counted as performance. Similarly, stealing from the company or harassing store employees or the customers would contribute to Frito-Lay negatively. The lack of emphasis on these alternative forms of performance could lead to some obvious problems for the company, such as work not getting done, having inefficient processes, high levels of shrinkage, and lawsuits.

BONUS CASE: BEST BUY (from 2nd ed)

The next time you need to buy something electronic—perhaps a television, computer, cell phone, or GPS, or maybe a Blu-Ray disk or game for your Wii—chances are you'll consider shopping at Best Buy. The store with the blue and yellow logo is the world's largest consumer electronics retailer, with more than 1,400 stores, 150,000 employees, and annual revenues of more than $40 billion. Best Buy continues to grow in the United States and abroad, in both number of stores and market share, and has performed at better than expected levels, even during the economic downturn. How has Best Buy become so successful, and why does it continue to grow in a rough competitive environment?

One potential reason is that Best Buy recognizes that its employees are a key driver of corporate performance. The company has instituted several innovative management practices, the most unique of which focuses on the 4,000 employees at its corporate headquarters in Richfield, Minnesota. This management practice, called the "Results Only Work Environment," or ROWE, places responsibility for managing the performance of work on the employee who's assigned to do that work. Rather than having to spend regular hours at work in an office, employees can come and go as they please without permission. Their job performance is evaluated on the basis of whether the necessary results are achieved, not whether they've put in "face-time" at the office. Best Buy believes that giving employees control over how they manage their work will allow them to work when and where they're most productive.

So far, the employees working under ROWE appear to be more productive and more committed to the firm. Indeed, ROWE has worked so well at corporate headquarters that the company is making plans to expand it to its retail stores. It's not clear how the scheduling flexibility offered by ROWE could apply to an environment where effective performance requires being responsive to customer needs at a given moment. Other questions raised by ROWE apply no matter where it's implemented. For example, let's say you were a manager of two Best Buy employees who achieved the same level of "bottom-line" results. One of those employees regularly helps coworkers with important tasks, makes suggestions that improve working conditions, and refrains from wasting company resources. The other employee ignores coworkers who need help, never volunteers ideas or shares important information, and regularly abuses and wastes the company's property and resources. Clearly you would value the former employee more than the latter, but they would wind up looking similar under the ROWE system.

As another example of the potential drawbacks of ROWE, consider the case of Jane Kirshbaum, an attorney who works in the legal department that has not transitioned to ROWE. Kirshbaum recently had her second child and changed her work schedule to four days a week. Although she still struggles with balancing the demands of work and family, she questions whether the transition to ROWE would work well in her department. She realizes that important things sometimes pop up at work that need immediate attention, and she believes that people who are at the office or are easiest to contact will get this work "dumped on" them. She also feels that the effectiveness of the legal department depends on how well it serves other departments, and therefore, it's important that people are willing and able to be present so issues can be dealt with in a timely manner.

Kirshbaum's concerns highlight a potential problem with evaluating employee performance based on results linked to the achievement of goals. Although such an approach to appraising employees may seem very rational and objective, it may overvalue or undervalue contributions to the organization made by certain employees. For example, an attorney in a legal department might choose to work exclusively away from the office to avoid having to work on issues that arise in the course of a normal day. This attorney might realize that at performance evaluation time, what really matters is whether productivity goals are achieved, and the best way to achieve these goals is to focus exclusively on assigned work tasks. Another attorney in the legal department, with the same amount of assigned work and productivity goals, might realize that the department's overall effectiveness and reputation depend on someone being around to deal with the "extra work" that crops up. So this attorney might choose to work exclusively at the office, even though the interruptions interfere with

the ability to accomplish assigned work efficiently. This attorney would be seeing the "big picture" of what allows the legal department to carry out its mission effectively. Unfortunately, under the ROWE system, this employee could be very disappointed at performance evaluation time.

Sources: Best Buy, Corporate Web Site, (April 5, 2009). Conlin, M. "Smashing the Clock: No Schedules. No Mandatory Meetings. Inside Best Buy's Radical Reshaping of the Workplace." *BusinessWeek*, December 11, 2006, http://www.businessweek.com/print/magazine/content/06_50/b4013001.htm (June 6, 2008). Kiger, P. Throwing out the rules of work, *Workforce Management,* September 23, 3006, (June 11, 2008). Thottam, J. Reworking work, *Time online edition*, July 18, 2005, 1083900,00.html (June 10, 2008). Ressler, C., and J. Thompson. *Why Work Sucks and How to Fix It.* New York: Portfolio, 2008.

Questions:

2.1   Consider Best Buy's Results Only Work Environment. What are its major strengths and weaknesses?

ROWE gives employees flexibility to accomplish non-work related tasks, and this reduces stress and increases employee satisfaction and commitment. The practice is very simple, and it focuses on results that matter most to Best Buy. The weaknesses include lack of performance information for development purposes, potential problems with accomplishing work that comes-up in the course of day-to-day operations, and being available to serve customers and coordinate with co-workers.

2.2   Describe the types of performance that ROWE overlooks. What are the likely consequences of overlooking these aspects of performance in performance evaluations, both to the employee and to the organization? How might these consequences offset some of the strengths of the system?

ROWE focuses on results, so it overlooks the behaviors involved in task performance, citizenship behavior, and counterproductive behavior. For the organizations, this may be problematic because it isn't very helpful in diagnosing and fixing performance related problems. This also is problematic to employees who could use feedback on which specific behaviors need to be improved.

2.3   Describe the types of jobs for which results based performance evaluations would work poorly. What are the features of these jobs that make the results-based system inappropriate? Identify modifications that could be made to a system such as ROWE to make it work better in these contexts.

Customer service jobs in retail stores might not be very conducive to a system like ROWE. These jobs require the employee to be responsive to customer needs. If a department is undermanned and a customer doesn't get help quickly enough, the customer could shop elsewhere. A system like ROWE might be able to work, but the employees and managers would need to establish procedures and plans to ensure the floor is covered. Such a system could give employees flexibility, but there would most likely need to be advanced planning involved and some set schedules. A less obvious factor is that in this type of context, results can only occur in the store. It is difficult to imagine how the work of a salesperson at Best Buy could be accomplished at home.

BUSINESSWEEK CASE: EX-STAR MANAGER SUES OVER BULLYING, BEING CALLED MORON

By Lindsay Fortado, Bloomberg Businessweek, November 8, 2011.

http://www.businessweek.com/news/2011-11-08/ex-new-star-manager-sues-over-bullying-being-called-moron.html

Patrick Evershed, a former New Star Asset Management Holdings Inc. fund manager, was bullied by company founder John Duffield and called a "criminal" and a "moron," Evershed's lawyer said.

Evershed is suing New Star for unfair dismissal at a London employment tribunal. His lawyer, Daphne Romney, said at the first day of the trial today that he was subjected to "a very unpleasant environment."

Duffield "called the fund managers morons and criminals," including Evershed, Romney said. He "asked if they were ashamed of themselves when their funds performed poorly" and was "angry, antagonistic and unpleasant."

Evershed was suspended by the fund's chief executive officer, Howard Covington, in 2008, shortly after writing a letter to New Star's human resources department complaining about Duffield's conduct. In the letter, Evershed said Duffield "has been most vile to most of the fund managers for several years and bullying us."

Evershed later resigned and sued the fund in October 2008. Evershed

said he joined New Star in 2002, after being recruited by Duffield, under the agreement that his New Star Select Opportunities Fund wouldn't exceed investments of 50 million pounds ($80 million). He said the limit was critical to its success, according to an appeals court judgment from last year that permitted him to pursue the claims.

The pressure to increase the size of his fund, which Evershed said he wished to keep small so he could manage it properly, and "a pattern of behavior" by Duffield, such as turning his back and walking away when Evershed tried to speak to him, created "an atmosphere of intimidation and humiliation," Romney said.

Most U.K. unfair dismissal claims are capped at about 65,000 pounds ($104,000). Evershed is also pursuing whistleblowing claims that may have a higher value. The trial is scheduled to last 10 days. A request for comment to New Star's law firm, Olswang LLP, wasn't immediately returned.

Evershed now works in the fund-management department at Hargreave Hale Ltd. in London, where he advises private clients. Duffield is a senior partner at Brompton Asset Management, according to its website.

At the time he left his job at Rathbone Brothers Plc in 2002 before going to New Star, Evershed's U.K. stock fund was the third-best performer among the 308 funds tracked by Standard & Poor's U.K. All-Companies category. His Rathbone Special Situations Fund gained 8 percent in 2001, compared with the FTSE All Share Index's 19 percent decline.

New Star was bought by London Stock Exchange-listed Henderson Group Plc in 2009 for about 107 million pounds in cash and stock after the contraction in the credit markets, hobbled by a loan it took out to fund a shareholder payout.

Questions:

2.1   What specific dimension of John Duffield's job performance does Patrick Evershed complain about? How does Mr. Duffield's behavior likely affect Mr. Evershed and the organization?

This type of harassment (or bullying) is a serious interpersonal form counterproductive behavior. It likely results in Mr. Evershed feeling dissatisfied and stressed, and at the very least, it's a distraction that likely makes it more difficult for him to perform effectively. From the article, it appears that this behavior was targeted at others in the organization as well. Thus, the organization does not likely have a

very positive working environment, and it probably performs at a level below its potential.

2.2   Do you think Mr. Duffield believes that he is contributing negatively to the organization? What belief does Mr. Duffield have about his behavior and what can be done to address this type of situation?

It seems likely that Mr. Duffield would say that he is just tough, and that toughness is necessary to get results in his business. He also likely believes his behavior is motivational, when in fact from the perspective of the employees, the opposite may be true. He probably built his successful business behaving the exact same way, so it may be difficult to convince him he is wrong. It's likely that Mr. Duffield has already received feedback about his behavior, but perhaps he could be convinced if he could see that it has an effect on the company's bottom line.

EXERCISE: SERVER PERFORMANCE

Instructions:

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

Sample Job Dimensions and Behaviors:

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

Taking Meal Orders
   - Describing the menu
   - Making recommendations
Delivering Food
   - Remembering who had what
   - Balancing food on tray
Checking on Customers

- ✓ Keeping water and drinks filled
- ✓ Asking about dessert of the check

Being Friendly to Customers
- ✓ Smiling
- ✓ Being conversational

Questions:

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

OMITTED TOPICS

The field of organizational behavior is extremely broad and different textbooks focus on different aspects of the field. A brief outline of topics that are not covered in this chapter, but which the professor might want to include in his or her lecture, is included below. In cases where these topics are covered in other chapters in the book, we note those chapters. In cases where they are omitted entirely, we provide some references for further reading.

- Diagnosing Performance Problems - Theories that hve been used as a basis for diagnosing performance problems (e.g., expectancy theory) are covered in Chapter 6.

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

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

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

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

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

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

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