Solution Manual for Organizational Behavior Improving Performance and Commitment in the Workplace 4th Edition Colquitt LePine Wesson 0077635590 9780077635596

Full link download
Test Bank:
https://testbankpack.com/p/test-bank-for-organizational-behavior-improving-performance-and-commitment-in-the-workplace-4th-edition-colquitt-lepine-wesson-0077635590-9780077635596/
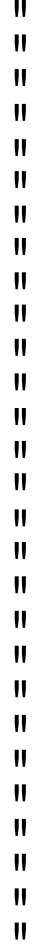
Solution Manual:
https://testbankpack.com/p/solution-manual-for-organizational-behavior-improving-performance-and-commitment-in-the-workplace-4th-edition-colquitt-lepine-wesson-0077635590-9780077635596/

Instructor's Manual:

INDIVIDUA
MECHANISMS ch. 2: Job Performance

INDIVIDUAL
OUTCOMES

Job
Performance

Organizational
Commitment

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

    OB at the Bookstore: *The Power of Habit. The author of this book provides a very interesting discussion of the nature of habits and their effects on our behavior and performance. The author also discusses how it's possible to break bad habits, and in doing so, enhance the likelihood of achieving important goals. In a sense, therefore, this book can be cast as one that deals with the important issue of how to enhance our effectiveness by improving our adaptive task performance. One topic of discussion can center on the advantages and disadvantages of habits. Students should come to realize that while habits can enhance our efficiency and reliability (we don't have to think about things we do out of habit) habits can also be problematic when they result in inappropriate behavior. You can ask students about their own habits and consider situations where the habits are good or bad. The discussion can then turn to the steps the author recommends to break out of bad habits. Ask students if the steps could be used to manage their own habits. You could also ask them which steps are most difficult to put into practice. Most will say the easiest is identifying the bad habit. Their friends and co-workers let them know. You can point out that sometimes this isn't the case—friends and co-workers might not want to create bad feeling or stir conflict. Most will say the difficulty is actually changing bad habits— they find themselves falling into the same pattern of behavior without even realizing it. Note that the authors of the book believe that changing habits requires a great deal of work. We not only need self-awareness (understanding why we behave the way we do) but also a strategy to change— rewarding ourselves when we engage in behaviors that are not part of our routines or habits.*

    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?* **Please see the Instructor 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 colq@uga.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).*

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: *Flight. The clip referenced in the book begins around the 1:33:20 mark of the film, continuing until about the 1:36:20 mark. The clip depicts a meeting where South Jet Air attorney Hugh Lang tells pilot Whip Whitaker that, although there are a few loose ends to take care of, he won't be held responsible for the crash of an airliner despite being very intoxicated at the time. Hugh suggests that empty bottles of alcohol found on the plane (the alcohol was consumed by Whip during the flight) should be blamed on a flight attendant with whom Whip had a relationship. Whip is upset with the idea, and responds sarcastically. Hugh responds by saying that although he thinks Whip is a "drunk arrogant skumbag" he's also in awe of what he did as a pilot. The scene provides an excellent*

example of the independence of various job performance activities. On the one hand, Whip engages in behavior at work that's clearly counterproductive. On the other hand, Whip engages in behavior that reflects excellent task performance— he adapts to an equipment malfunction, flies the airplane inverted, and ultimately saves the lives of most of the passengers. One topic for class discussion is whether Whip is an effective performer. Students will likely disagree, with some focusing on flying the plan and others focusing on substance abuse and putting passengers and the crew at risk. You can keep track of what they say and help them realize that they are providing examples of task performance and counterproductive behavior. You can stay focused on the broader dimensions of task performance and counterproductive behavior or the narrower examples (adaptive task performance and production deviance). Some students may suggest that Whip's counterproductive behavior isn't important because it's his task performance that saves the lives of his passengers. This may be a valid point in the context of this particular movie. In reality, however, being drunk while flying an airplane could result in a mistake that kills everyone on board. To convey this point, you can ask students if they would board a plane if they know the pilot was high on cocaine and had a blood alcohol content of .24 (three times the level that most states use to classify someone as driving while drunk). You can also discuss why counterproductive behavior like this could go on for an extended period. You can suggest that co-workers might have had clues that Whip had problems with substance abuse, but they looked the other way because he's such a great pilot. You can ask students to provide other examples of this type of situation. Typically, a student will volunteer an example of someone who is great at task performance but horrible at citizenship behavior or counterproductive behavior. Students will often say they were disappointed and shocked at the contradiction after it was discovered. You can ask them how these types of situations should be managed. This should lead to the conclusion that it's best to pay attention to the different aspects of performance and provide feedback—highlighting both the positives and the negatives.

Bonus OB on Screen (from 3rd ed): *Despicable Me. The clip referenced in the book begins around the 43:37 mark of the film, continuing until about the 52:50 mark. 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.

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. 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. 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).

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: GENERAL MOTORS

Questions:

2.1   Which dimensions of job performance do you think General Motors emphasized prior to their revitalization effort? What are the advantages and disadvantages of this emphasis? How did this emphasis likely contribute to the company's problems?

General motors likely emphasized routine task performance. In a large bureaucratic company like GM, routines are used to promote efficiency and reliability in the production of vehicles. This same emphasis tends to be used in other functional areas as well (vehicle development, marketing, etc.). Unfortunately, however, this approach led to stagnation in the company's product lines. It also made it difficult for GM to respond quickly to nimble competitors that offer new and innovative vehicles on a regular basis.

2.2   Which dimensions of job performance do you think General Motors is emphasizing now? How might the change in emphasis improve the likelihood that General Motors can compete effectively?

From the case it appears that GM is emphasizing a broader array of task performance activities, many of which do not directly involve manufacturing and marketing of vehicles (e.g., safety, customer satisfaction, social responsibility). GM is also emphasizing adaptive and creative task performance. These are aspects of performance that are needed to enhance innovativeness. The company needs innovativeness to compete on a global basis.

2.3   Describe the potential advantages and disadvantages associated with rotating engineers through the racing teams. Explain how the experience on the racing teams could be used to develop GM employees who have other types of jobs?

The racing teams give engineers experience working in a context where they can learn to make decisions much more quickly. Because the feedback from decisions made in a racing context occur more quickly than in other contexts (e.g., it may take a year

or two to get consumer feedback about a design or product feature) learning can occur more quickly. GM can also leverage the existing racing teams. They do not have to create or outsource for new training. Of course, it's unknown whether the lessons learned in the racing context can be applied to other contexts. Although decisions need to be made quickly based on gut instinct in racing, the same might not be true when considering a major capital purchase, for example.

BONUS CASE: FRITO-LAY (from 3rd ed)

"What happens when 48,000 people focus on a single vision?" This question appears on the company vision page of the corporate website of Frito-Lay, the Plano Texas based subsidiary of PepsiCo Inc., and market leader in the salty snack food industry. But what exactly is this vision, and what does it have to do with selling $13 billion worth of Fritos, Ruffles, Lays, Doritos, Cheetos, and Tostitos (as well as 28 other well-known brands of snack food) each year? Well, according to the Frito-Lay website, the company's vision is to provide to consumers the best snacks on earth. They begin with simple all natural ingredients—corn, potatoes, and oil—and incorporate innovations to make and sell snacks that are more tasty and fun than what competitors can offer. Frito-Lay recognizes that the job performance of its employees is a key driver of the company's success. How so? The company believes it can be successful only if each of its 48,000 employees understands the company's vision and performs in a way that helps to achieve it.

So how does Frito-Lay foster alignment of its employees' performance with the company's vision? As in most organizations, the task of managing employee performance is a fairly involved process that requires careful research and analysis. It begins with an understanding of the activities involved in each job, and how effective and ineffective performance of these various activities contributes to the company's effectiveness. This understanding, in turn, provides the basis for developing and implementing management practices that reinforce these important performance related activities and behaviors.

As an example, consider the Frito-Lay job that's likely to be most familiar to you, the route sales representative. You've seen the folks who perform this job in the aisles of grocery, drug, and convenience stores placing the product on the shelves and displays. Although you might believe that the job is important only because it determines whether your favorite snack is in stock, fresh, and not crushed, it might surprise you to learn just how crucial the job is to Frito-Lay. In fact, the success of a company in the snack food industry depends on having fresh products available that are pleasingly displayed in store locations that attract the attention of

consumers.

There are 17,000 route sales representatives at Frito-Lay and these individuals provide services to 20,000 outlets each day. They not only load shelves and displays with the various products, but they also drive the products from warehouses to the stores, take orders for additional products, and negotiate with managers for additional display space. So what happens when achieving corporate sales and profitability goals becomes difficult and the problem is traced to poor job performance of the route sales representatives? Frito-Lay recently faced this very issue.

Route sales representatives at Frito-Lay are paid based on commission. That is, their paychecks are based on the sales of the products they provide to the stores they service on their routes. The assumption with compensation systems where pay is directly tied to job performance outcomes is that employees will be highly motivated to find ways to maximize the performance outcomes, because when they do, they earn more. In the past at Frito-Lay, when sales numbers appeared to be falling short, managers relied upon "cheerleading"—pep talks and reminders that the more they sell, the more they make. For commission-based jobs, this approach to managing performance seems to make a lot of sense. After all, who doesn't want to make more money? Of course, the mere possibility of making more money isn't always enough to spark higher performance. Unfortunately, this was the situation at Frito-Lay. The company was missing sales goals more often despite the cheerleading, and so managers and executives decided it was time for a new approach.

Frito-Lay brought in a team of researchers to help assess the situation and provide solutions. The team suggested a shift from the focus on the performance outcome—sales dollars—to the specific performance behaviors that were believed to be responsible for generating the sales dollars. The team found that the importance of the various performance behaviors varied a great deal depending on the type of stores that were being serviced on an employee's route. The performance of routes sales representatives that serviced high-volume stores—Wal Mart, for example—depended on the effectiveness of driving the truck and delivering the product on time. The performance of route sales representatives that serviced low-volume stores—gas stations and convenience stores—depended more on effectiveness of negotiating with the store manager for prime shelf space. Although these findings seem straightforward, they have important implications to the way the job of route sales representative should be managed. For example, to improve the performance of those who service low volume stores, training began to emphasize sales and negotiating skills. Previously, training had not been focused on these aspects of performance because route service representatives spend only a small percentage of their time doing it. As

another example, because of the importance of driving and delivery to the performance of route service representatives who service high volume stores, helpers were hired to perform the time consuming task of stocking the shelves and displays. Because route sales representatives are so central to Frito-Lay's mission of providing tasty snacks to consumers, and because they constitute such a large portion of the company's workforce (35 percent), Frito-Lay is counting on a high return on investment from these changes to their approach to managing the job performance of these employees.

Sources: Frito-Lay, Corporate Web Site, http://www.fritolay.com/about-us/our-company vision.html (April 9, 2011). Pepsico, Careers Web Site, http://careers.pepsico.com/job/2011-Intern-Recruiting-Human-Resources-Univ_-of-Illinois-Job/1181046/?utm_source=J2WRSS&utm_medium=rss&utm_campaign=J2W%5FRSS (April 10, 2011). Lagace. M. "Pay-for-Performance Doesn't Always Pay Off." *Harvard Business School: Working Knowledge,* April 14, 2003. http://hbswk.hbs.edu/item/3424.html (April 11, 2011). Levinson, A., and T. Faber. Count on Productivity Gains. *HR Magazine,* June 2009, pp. 69-74.

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.

INTERNET CASE: TAMING THE WORKPLACE BULLY

By Adam Piore

http://www.businessweek.com/articles/2012-11-21/taming-the-workplace-bully

Questions:

2.1   On which specific dimension of job performance is this article focused? In what ways does this aspect of job performance influence the job performance of other employees such as Elizabeth Santeramo?

The article focused on bullying, a type of harassment, which is a serious form of counterproductive behavior. The bullying likely upset and stressed Elizabeth, which could have hindered her performance. It may be difficult to be empathetic to patients when someone is going through something like this.

2.2   How could companies, such as the one Elizabeth Santeramo works for, manage bullying through performance feedback?

Counterproductive behaviors such as bullying could be included in the company's performance management system. Although supervisors might not be in a good position to notice the behavior if it is occurring among subordinates, peer ratings obtained in a 360-degree feedback system could be useful. Supervisors' performance evaluations could also include metrics of bullying that occur in their departments. Supervisor bullying of subordinates may be more difficult to address because subordinates may be reticent to complain for fear of retribution or being fired.

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.
>
> "

"