

## Abstract

BHAVSAR, KARTIK S. Investigating the Effect of Employment Type and Performance Type on Performance Ratings. (Under the direction of Mark A. Wilson.)

**This study examines performance appraisal differences for two types of contingent employees and noncontingent employees in terms of task performance and contextual performance. The design of the study was 3 within (Employment Type: Noncontingent, Hopeful Contingent, Temporary Contingent) x 2 within (Performance Type: Task, Contextual). Participants ( $N = 250$ ) read three brief scenarios, each describing one of the three types of employees. In one section, they rated the importance of the performance facets. In the following section, participants rated the employee's overall performance as well as performance on the two performance facets. Results indicated that task performance was rated as more important across all participants. Overall, expectations were the highest for Hopeful Contingents, followed by Noncontingents and Temporary Contingents. Implications and directions for future research are discussed.**

**Investigating the Effect of Employment Type and Performance Type  
on Performance Ratings**

by

**KARTIK BHAVSAR**

Thesis submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of  
the requirements for the Master Degree in Psychology

Raleigh

2006

**APPROVED BY:**

---

Mark A. Wilson, Chair

---

S. B. Pond, III

---

S. B. Craig

## DEDICATION

I would like to dedicate my thesis to my parents – Satish and Hemlata Bhavsar – and my brother – Dewang. Their love, support, encouragement, and patience have been invaluable in helping me reach this point. My parents left the wonderful life they had in India, and made countless sacrifices along the way so that my brother and I could get a good education. They have taught me the value of hard work and perseverance. Through example they have shown me the things that are really important in life – courage, honesty, humility, integrity, loyalty, and above all, love.

## BIOGRAPHY

Kartik Bhavsar was born on September 15, 1979 in a small village in Gujarat, India, to Satish and Hemlata Bhavsar. Through six grades, he attended six different schools. He was in 7<sup>th</sup> grade when his family moved to the US for the 2<sup>nd</sup> time in 1991. He first became interested in psychology when he took AP Psychology with Mr. Steve Jones during his senior year in high school. He pursued biology and chemistry during his freshman and sophomore years at the University of North Carolina at Chapel Hill (UNC-CH). During those two years, psychology was not in the picture. He spent the sophomore year thinking about various other majors, but couldn't really settle on one. Then during the summer between his sophomore and junior years, he rediscovered psychology, and changed his major to psychology. By this time, he already had a minor in chemistry.

He completed the requirements for psychology during the next two years. He was very fortunate to have Dr. Andrea Hussong as his instructor for statistics. Dr. Hussong encouraged him to do independent study in clinical psychology lab. As part of the study, Kartik wrote a research proposal. Dr. Hussong then encouraged him to turn that into his senior honors thesis. Besides providing encouragement, Dr. Hussong also taught Kartik the value of integrity and good scientific practices in furthering knowledge. Kartik is very grateful for everything that Dr. Hussong has done for him.

Kartik graduate with honors in 2001 from UNC-CH, and entered the Industrial, Organizational, and Vocational Psychology program at North Carolina State University in the fall of 2001. During his time at NCSU, he worked as an instructor for 3 ½ years for the lab sections of Behavioral Research and Statistics under the supervision of Dr. Shari Lane, and taught Introduction to Psychology and Introduction to Industrial/Organizational

Psychology as the primary instructor during two separate summer sessions. Currently, Kartik is a consultant with Surface, Ward, and Associates in Raleigh, NC.

Kartik has come a long way since his childhood days in a village in India, since the first few years in America when he didn't speak much English. During his lifetime, he has met many wonderful people, and he is very grateful for that.

## ACKNOWLEDGEMENTS

I want to thank my advisor and committee chair, Dr. Mark A. Wilson, for his support, feedback, and patience with this research. He has taught me the value of being able to deal with ambiguities and moving forward. I would also like to thank Dr. Bob Pond and Dr. Bart Craig for their valuable feedback, and helping me think “outside the box.”

Special thanks go to Dr. Lori Thompson for her guidance with data analytic procedures, and Dewang Bhavsar for his assistance with data processing.

Finally, I would like to thank my friends/colleagues who directly or indirectly, through discussions we have had during various stages of the process, helped me complete the thesis. These individuals include Dr. Eric Surface, Stephen Ward, Kemp Ellington, Penny Koommoo-Welch, Kari Yoshimura, and Phillip Braddy. I would also like to thank a group of lovely ladies who provided moral support, namely, Reanna Poncheri, Christy Kroustalis, and Clara Hess. Last but not the least, I extend my gratitude to my dear friends Vishu Behl and Kelley Torregiante, who were with me in spirit on the day of my Defense.

## TABLE OF CONTENTS

<i>SECTIONS OF M.S. THESIS</i>	PAGE
<i>List of Tables</i> .....	vii
<i>List of Figures</i> .....	viii
<i>Literature Review</i> .....	1
Performance Type.....	2
Employment Type.....	4
<i>Pilot Study</i> .....	6
Method.....	7
Participants.....	7
Measures.....	7
Procedure.....	8
Results.....	9
<i>Study</i> .....	10
Method.....	11
Participants.....	11
Measures.....	11
Procedure.....	12
Results.....	12
Overview.....	12
Ratings of Importance of Performance Facets.....	12
Performance Ratings.....	13
<i>Discussion</i> .....	14
<i>References</i> .....	19
<i>Appendices</i> .....	27
Appendix A.....	28
Appendix B.....	31
Appendix C.....	32

**LIST OF TABLES**

	PAGE
Table 1. Summary of Results from Tukey’s Post-hoc Analysis for the Employment Type x Performance Type Interaction Effect in Ratings of Importance of Performance Facets.....	22
Table 2. Summary of Results from Multiple Linear Regressions for Task Performance Ratings and Contextual Performance Ratings Predicting Overall Performance Ratings.....	23



**LIST OF FIGURES**

	PAGE
Figure 1. Ratings of importance of performance facets as a function of Employment Type and Performance Type.....	24
Figure 2. Beta weights for task performance and contextual performance across the three types of employees.....	25
Figure 3. Standardized regression coefficients across employment types for task performance and contextual performance for performance ratings.....	26

*Investigating the Effect of Employment Type and Performance Type  
on Performance Ratings*

The composition of the U.S. labor force is undergoing some drastic changes. One such change is the increasing number of contingent workers (U.S. Department of Labor, 2005). Contingent workers are those who do not fit into the traditional model of employees as permanent and full-time. There are different types of contingent workers based on whether they are internal or external to the organization, number of hours per week they work, and the permanence of employment (Hulin and Glomb, 1999). Contingent workers' share of the labor force was approximately 25 percent in 1995. They offer potential benefits and flexibility to organizations in the short-term, but there are some potential costs for the long-term that need to be considered, as well. Recently, several authors have called for more research on human resource practices regarding contingent workers (Campbell, 1999; Hulin & Glomb, 1999). However, Becker (2002) reports that the call, for the most part, remains unanswered.

Performance rating continues to be the most often used criterion for personnel research applications (e.g., Murphy & Cleveland, 1991; cited in Borman, White, & Dorsey, 1995). Borman et al. (1995) also note the continuing popularity of research on ratings. The motivation for the vast amount of research on ratings is to reduce rating errors and increase the accuracy of performance evaluations. The implication for the changing workforce is that research on performance appraisal needs to take into account contingent workers. Specifically, before the findings from the research on ratings can be generalized to all types of workers, differences in terms of the performance domain between contingent and noncontingent workers need to be investigated.

This paper will first present a model of performance proposed by Borman and Motowidlo (1993). Next, it will review literature that shows the importance of their two components of performance (task performance and contextual performance) in overall ratings of performance. Then it will discuss the impact of performance type and gender on supervisory ratings. Finally, employment type will be discussed in terms of the two-factor taxonomy, followed by five research questions.

### *Performance Type*

Various researchers have suggested different dimensions of performance (Borman & Motowidlo, 1993; Campbell, 1990; Ilgen and Hollenbeck, 1991; Murphy, 1989; Organ, 1988). Two of the most frequently mentioned are task and contextual performance (Borman & Motowidlo, 1993). Campbell (1990) defines performance in terms of the effectiveness in meeting organizational goals. As such, task performance as defined by Borman and Motowidlo (1997) is “the effectiveness with which job incumbents perform activities that contribute to the organization’s technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services” (p. 99). They define contextual performance as consisting of those activities which “contribute to organizational effectiveness in ways that shape the organizational, social, and psychological context that serves as the catalyst for task activities and processes” (p. 100). According to Katz and Kahn (1978), task performance is role prescribed. That is, task proficiency is usually expected and prescribed. On the other hand, contextual performance, which involves behavior not related to task proficiency, is typically discretionary, and as such it is extra-role behavior (Werner, 1994).

Several components of contextual performance have been proposed. Borman and Motowidlo's (1993) taxonomy of contextual performance consists of (a) persisting in task accomplishment with enthusiasm and extra effort; (b) volunteering for extra assignments; (c) helping and cooperating with coworkers; (d) following organizational rules and procedures regardless of how inconvenient they may be; and (e) formally and informally endorsing, supporting, and defending organizational objectives. As can be seen these behaviors may not necessarily be prescribed as part of one's job; as such, they are discretionary and go beyond the specifics of the task at hand, and hence they are referred to as extra-role.

Even though contextual performance is extra-role, it is nonetheless an important factor in supervisory ratings of overall performance. For example, MacKenzie, Podsakoff, & Fetter (1991) investigated the effects of extra-role behaviors and objective sales productivity on managers' evaluations of salespersons' performance. The three objective measures of weekly productivity consisted of number of policies, total commissions, and the percentage of quota reached. The four dimensions of extra-role behaviors consisted of altruism, civic virtue, courtesy, and sportsmanship, which are components of Organ's (1988) organizational citizenship behaviors (OCBs). MacKenzie et al. (1991) found that sales managers weighted task and contextual performance about the same in making overall performance judgments of insurance agents.

In a second study, Motowidlo and Van Scotter (1994) tested the existence of Borman and Motowidlo's (1993) two-factor taxonomy of job performance empirically using a sample of Air Force first-term mechanics. Their data indicated that both task performance and contextual performance contribute independently to overall performance. Specifically, the correlations between task performance and overall performance ratings and between

contextual performance and overall performance ratings for the mechanics were .43 and .41, respectively.

Finally, in his study on the influence of in-role and extra-role behaviors on various rater search strategies in evaluating overall secretarial performance, Werner (1994) found that both task (in-role) and contextual (extra-role) behaviors had significant influence on the performance ratings. Thus, it appears well-established that both task performance and contextual performance have a significant impact on supervisory ratings of overall performance. In addition, it seems that both are weighted about equally in deriving ratings of global performance.

Gender is a factor that may affect the amount of emphasis placed by supervisors on task performance and contextual performance in deriving overall performance ratings (Diefendorff, Brown, Kamin, & Lord, 2002). Diefendorff et al. found confirming evidence for the greater importance of OCB for women than for men. Since OCBs are similar to contextual performance, it would not be surprising to find that supervisors weight task and contextual performance more equally when rating women as opposed to men.

### *Employment Type*

Hulin and Glomb (1991) theorize that contingent and noncontingent workers may differ in their performance. Specifically, they note that contingent workers by definition are employed by an organization to fulfill specific duties, and their stay with the organization is less stable than that of noncontingent workers. In other words, the job of the contingent worker is specifically spelled out in a contract. Since the organization does not make much commitment, the contingent worker may not feel compelled to contribute beyond the role spelled out in the contract. In short, the contingent worker may not distinguish between the

job and their broader role as an organizational member (Hulin, Roznowski, & Hachiya, 1985; Ilgen & Hollenbeck, 1991). Whereas doing only the job involves task performance, the broader role also requires contextual performance. Hence, contingent workers may focus mainly on task performance. In contrast, noncontingent workers may be equally concerned with task performance and contextual performance. Thus, it can be inferred that the previous finding that raters weigh equally task performance and contextual performance when making overall performance ratings may not hold for all workers.

In addition, it is possible that there are differences even among contingent workers depending on whether or not they hope to join the organization in the future. Specifically, those contingent workers who hope to either continue working with the organization or to join the organization at the end of their contract would behave more like noncontingent workers than contingent workers (i.e., be more concerned with contextual performance than would be expected of contingent workers who do not hope to join the organization in the future). In the present study the two types of contingent workers are labeled “Hopeful Contingent” and “Temporary Contingent.”

To summarize, previous research indicates that both task performance and contextual performance are about equally important in determining supervisory ratings of overall performance. However, this may not hold for all types of workers. In particular, contingent workers may generally be less concerned with contextual performance than noncontingent workers. Furthermore, there may be two different types of contingent workers – Hopeful Contingent and Temporary Contingent – who differ in terms of their concern with task performance and contextual performance. In addition, gender may have a moderating effect on supervisory emphasis on task performance and contextual performance.

Although, previous literature indicates that different types of employees would place different amount of emphasis on task performance and contextual performance, this research investigates the amount of emphasis placed on task performance and contextual performance by the employee's immediate supervisor. The reason for this is that in performance appraisal, the supervisor's views of performance and their ratings based on those views carry more weight in decision-making than the employee's views about performance.

Therefore, the purpose of this research project is to examine the relationship between ratee employment type (Noncontingent, Hopeful Contingent, and Temporary Contingent) and the ratings of importance of performance facets (task vs. contextual). Specifically, this research project will investigate five research questions. First, do study participants given the role of supervisors rate task performance as more important than contextual performance? Second, is performance overall rated as more important for Noncontingent employees than for Temporary Contingent employees? Are Hopeful Contingent employees rated more similar to Temporary Contingent employees than Noncontingent employees? Third, is there an interaction between performance and employment type such that task performance and contextual performance are rated equally important for Noncontingent employees, but task is rated as more important than contextual performance for the Temporary Contingent employees? Fourth, do ratings of importance of performance facets vary depending on the type of employee being rated? Finally, are there gender differences in importance ratings?

#### *Pilot Study*

A pilot study was conducted to check for the strength of the manipulations. Three instruments were prepared for the study. The purpose of the pilot study was to investigate

whether gender, scenarios, and the two types of performance facets were effectively manipulated by the instruments that were developed.

## Method

### *Participants*

Participants for the pilot study consisted of 90 undergraduate students (44 females and 46 males) enrolled in an introductory psychology course at a large southeastern university. Participants were recruited from a participant pool, and each participant received credit towards partial fulfillment of course requirements. They ranged in age from 18 to 45, with a median age of 19. The vast majority of the participants (91%) reported having some sort of prior work experience.

### *Measures*

Each measure began with a brief scenario describing an employee's typical work habits using either a masculine name (e.g., James, Steve, and Larry) or a feminine name (e.g., Joan, Sarah, and Lisa). Each scenario was followed by a series of items to be rated in terms of importance. The ratings were composed of six task performance items and six contextual performance items, each on a scale from 1 (Not Important at All) to 5 (Extremely Important). For the purposes of this project, contingent and noncontingent workers were only distinguished on the basis of employment permanence (temporary vs. permanent). For example, one of the scenarios reads, "James is a full-time permanent employee at a large company." See Appendix A for the one of the male scenarios used. Other male scenarios were similar, with the exception of the employee description. See Appendix B for the three different types of employee descriptions used, as well as directions for rating the importance



of performance. Female scenarios were exactly similar, with the exception of the employee names. The order of the presentation of the scenarios was counterbalanced.

Following the importance ratings, on a separate sheet, the participant is asked to rate the employee's performance on the same set of items, given the information about the employee in the scenario, followed by an overall performance rating. The performance ratings were on a scale from 1 (Completely Unsatisfactory) to 5 (Perfect; No Room for Improvement). There was also an option in case the item was not ratable (NR) based on the information that was provided.

Performance ratings were followed by three exploratory items rated on the same scale as the performance items. The exploratory items consisted of "Commitment to the goals and objectives of the organization," "Ability to perform all job tasks," and "Willing to be flexible in terms of task assignment." The participant was asked to rate the employee on each of the three items.

The three scenarios given to the participants were followed by a short demographics section that requests information about the participant's past work experience, gender, and age (see Appendix C).

### *Procedure*

Participants were recruited using an online recruitment system. Specifically, a description of the study along with the times when the study would be conducted was posted online. Students enrolled in introductory psychology courses then had the chance to sign up for the study. Upon arrival to the room at the specified time, each participant read and signed an informed consent form. These forms were collected separately from the actual questionnaire in order to maintain participant anonymity. Participants ranged in number

from 1 to 24 from one data collection session to another. Data collection occurred in a large lecture room with approximately 200 seats.

Each participant was given either male or female scenarios, each set representing Noncontingent workers, Hopeful Contingent workers, and Temporary Contingent workers. The order of presentation of the three scenario types was counterbalanced to rule out an order effect. Thus, the design of the study is a 3 within (Employment Type: Noncontingent, Hopeful Contingent, and Temporary Contingent) x 2 within (Performance Type: task performance, contextual performance) x 2 between (Gender: male, female). The dependent measure consisted of the item ratings.

Participants were given the scenario as described above. For each scenario they rated the importance of various items, and then rated the employee's performance on the same set of items, as well as the overall performance. Each participant was allowed to hand in his or her questionnaire upon completion, without having to wait for the other participants to finish. Participants were also given an opportunity to ask questions concerning the study. Debriefing forms with contact information were also made available.

## Results

Results from a 3 within (Employment Type: Noncontingent, Hopeful Contingent, and Temporary Contingent) x 2 within (Performance Type: task performance, contextual performance) x 2 between (Gender: female, male) mixed model ANOVA indicated that gender did not have a significant effect on ratings of importance of performance facets,  $F(1, 88) = 8.82, p = .598, \eta^2 = .003$ . Specifically, performance facets were rated as about equal for both males ( $M = 4.06, SE = .06$ ) and females ( $M = 4.10, SE = .06$ )

Results indicated that employment type had a significant main effect on ratings of importance of performance facets,  $F(2, 176) = 104.31, p < .001, \eta^2 = .54$ . Specifically, overall performance was rated as most important for Hopeful Contingents ( $M = 4.52, SE = .04$ ), followed by Noncontingents ( $M = 4.26, SE = .04$ ), and Temporary Contingents ( $M = 3.47, SE = .08$ ). Results also indicated that performance type had a significant main effect on the ratings of importance of performance facets,  $F(1, 176) = 158.12, p < .001, \eta^2 = .64$ . Specifically, task performance ( $M = 4.31, SE = .04$ ) was rated as being significantly more important than contextual performance ( $M = 3.85, SE = .05$ ).

The main effects of employment type and performance were, however, superceded by the fact that there was a significant interaction between employment type and performance type,  $F(2, 176) = 25.94, p < .001, \eta^2 = .23$ .

#### *Study*

Since results from the pilot study indicated that gender of the employee did not have an effect on ratings of importance of performance facets, it was dropped from further investigations. Thus, the fifth research question was not examined further. In addition, since employment type and performance type had significant effects on the ratings even with the small sample that was used in the pilot study, it was enough evidence for the effect of the manipulation. In other words, the manipulation of the scenario and of the performance items (task and contextual) was shown to be effective in the pilot study. There were only minor changes to the scenarios, as described below.

## Method

### *Participants*

Participants consisted of 250 undergraduate students (100 females, 143 males, 7 did not report gender) enrolled in an introductory psychology course at a large southeastern university. Participants were recruited from a participant pool, and each participant received credit towards partial fulfillment of course requirements. They ranged in age from 18 to 30, with a median age of 19. The vast majority of the participants (86%) reported having some sort of prior work experience.

### *Measures*

Since results from the pilot study indicated that gender did not have an impact on the importance ratings, it was dropped in the actual study. Instead, placement of the task and contextual items (mixed or separate) was used as a between-subjects factor in order to tease apart any variation due to any cuing effect due to labeling performance ratings as “contextual” versus “task.” Each scenario began with a brief description of an employee’s typical work habits using a gender-neutral name (e.g., Pat, Tracy, and Sam). The employee description was followed by a series of items to be rated in terms of importance. The ratings were composed of six task performance items and six contextual performance items, each on a scale from 1 (Not Important at All) to 5 (Extremely Important).

Following the importance ratings, on a separate sheet the participant is asked to rate the employee’s performance on the same set of items, given the information about the employee in the scenario, followed by an overall performance rating. The performance ratings were on a scale from 1 (Completely Unsatisfactory) to 5 (Perfect; No Room for

Improvement). Not Ratable (NR) option used in the pilot study was dropped because there were very few instances when it was selected.

Performance ratings were followed by the same three exploratory items used in the pilot study, rated on the same scale as the performance items. The final part of the survey consisted of the demographics section (Appendix C).

### *Procedure*

Procedures were the same as in the pilot study, except for the fact that the data collection sessions ranged from 2 to 47 participants where as in the pilot study they ranged in size from 1 to 24.

## Results

### *Overview*

Results are reported in two separate sections: importance of performance ratings and actual performance ratings (derived from policy capturing analysis). For the first section, a mixed model ANOVA was employed to investigate the ratings of importance of performance facets. In second section, actual performance ratings were investigated by performing three separate multiple linear regressions. The MLR provided the weights of task performance and contextual performance for the three types of employees. All analyses were conducted using SPSS 12.0 for Windows.

### *Ratings of Importance of Performance Facets*

Results from an initial 3 within (Employment Type: Noncontingent, Hopeful Contingent, and Temporary Contingent) x 2 within (Performance Type: task performance, contextual performance) x 2 between (Item Order: mixed, separate) mixed model ANOVA

indicated that the order of item presentation did not have an effect on importance ratings,  $F(1, 248) = .125, p = .724, \eta^2 = .001$ . Therefore, item order was dropped as a between factor.

Results from a 3 within (Employment Type: Noncontingent, Hopeful Contingent, and Temporary Contingent) x 2 within (Performance Type: task performance, contextual performance) repeated-measures ANOVA indicated that employment type had a significant main effect on importance ratings,  $F(2, 498) = 216.67, p < .001, \eta^2 = .55$ . Specifically, overall performance was rated as most important for Hopeful Contingents ( $M = 4.47, SE = .03$ ), followed by Noncontingents ( $M = 4.26, SE = .03$ ), and Temporary Contingents ( $M = 3.59, SE = .05$ ). Results also indicated that performance type had a significant main effect on importance ratings,  $F(1, 249) = 556.88, p < .001, \eta^2 = .69$ . Specifically, task performance ( $M = 4.40, SE = .03$ ) was rated as being significantly more important than contextual performance ( $M = 3.81, SE = .03$ ).

As in the pilot study, the effects of employment type and performance type are superceded by a significant interaction between employment type and performance type,  $F(2, 498) = 58.32, p < .001, \eta^2 = .27$ . Results from Tukey's post-hoc analysis for the interaction effect are summarized in Table 1. It should be noted (based on the 95% confidence intervals) that contextual performance for Noncontingents is not significantly different from task performance for Temporary Contingents. Figure 1 presents a visual display of the ratings of importance of performance facets as a function of employee type and performance type.

### *Performance Ratings*

Results from multiple linear regressions for performance ratings are presented in Table 2. Figure 2 shows the standardized regression coefficients for task and contextual performance across the three types of employees. Figure 3 presents a visual display of the

regression coefficients across different employment types for task performance and contextual performance. As presented in Table 2, task performance is weighted more heavily than contextual performance for Noncontingents (.56 vs. .28) and Hopeful Contingents (.55 vs. .32). There is no difference in the weights, however, for Temporary Contingents (.40 vs. .50). In addition, task performance for Noncontingents and Hopeful Contingents, and task and contextual performance for Temporary Contingents are all not significantly different from each other.

### Discussion

The purpose of this study was to answer five research questions. In terms of the first research question, participants given the role of supervisors do seem to rate task performance as more important than contextual performance. This is not surprising since task performance involves doing things that are specifically required for the job. Consequently, whatever is not explicitly part of the job (i.e., contextual performance) is less important. It should be noted that although task performance is considered to be more important than contextual performance, task performance could subsume aspects of contextual performance. For instance, helping out a coworker could specifically be a part of the job, making it part of task performance instead of contextual performance.

In terms of the second research question, it was found that performance overall is rated more important for Noncontingent employees than for Temporary Contingent employees. Since noncontingent employees are expected to be with the company through the bad times as well as good, they seem to be expected to carry more of a performance burden. However, Hopeful Contingent employees are expected to carry an even bigger burden. One

possibility is that supervisors expect more of a proof of dedication and commitment from those who are hoping to become permanent members of the company.

With regard to the third research question, there is an interaction between employee type and performance type such that task performance is more important than contextual performance, but there is an overlap between contextual performance for Noncontingent employees and task performance for Temporary Contingent employees. Specifically, task performance for Temporary Contingent employees is about as important as contextual performance is for Noncontingent employees.

For the fourth research question, task performance is weighted more heavily than contextual performance for Noncontingent and Hopeful Contingent employees. However, there are no differences for Temporary Contingent employees. The task performance and contextual performance weights for Noncontingent employees are different from those found by Motowidlo and Van Scotter (1994) -- .43 and .41. In fact, the findings from this study contradict the prediction made by Hulin and Glomb (1991), who suggested that task performance and contextual performance should be weighted equally for noncontingent employees and that task performance should be weighted more heavily for contingent employees. The results from the current study, in contrast, indicate that task performance and contextual performance for Temporary Contingent employees are neither different from each other nor from the task performance weights for Noncontingent employees and Hopeful Contingent employees.

Finally, results from the pilot study indicated that gender of the employee has no impact on importance ratings. This finding is not too surprising considering that there was no strong theoretical justification to expect a difference one way or the other.



This study provides an interesting comparison between what supervisors say they expect out of employees and what they actually expect. For the most part, the results from the two different sets of analyses converge. The importance ratings showed that supervisors say that they think task performance is more important than contextual performance, and both are most important for Hopeful Contingent employees, followed by Noncontingent employees, and Temporary Contingent employees. Their actual expectations, as represented by the regression coefficients, indicate that task performance generally *is* more important than contextual performance. There is a discrepancy, however, when considering Temporary Contingent employees. Supervisors say that task performance is more important for these employees. However, their actual ratings indicate that there is no significant difference between task performance and contextual performance (although contextual performance is weighted slightly more heavily).

One conclusion from the findings seems that permanent employees and those who are hoping to become permanent employees are expected to carry out the essential duties. The contract workers who do not want to become permanent members of the organization are expected to supplement the work done by the other two types of employees by providing not only assistance with the core duties, but also by carrying out non-essential duties. One problem with this is that contingent employees in the workforce have a contract that specifies what they are required to do. If the contract does not spell out the extra-role types of behaviors as actually part of their job, then the supervisors should not implicitly expect those behaviors from them. They need to be more conscious when rating the performance of these contract workers.

There are several limitations of the present study that should be noted. First, the sample consisted of undergraduate students, limiting the generalizability of the results. One of the advantages of using this sample was increased control over confounding variables. A second related limitation is that the employees were “paper people.” Because research on this topic is scarce, the purpose of this study was to investigate a few research questions using a convenience sample. Since the results are significant, a field study using actual employees seems highly promising. In addition, in the present study the participants were asked to pretend that they were supervisors. Since there was not enough information to rate employees’ performance, they may have felt somewhat uncomfortable rating the employees. The implicit ratings of students pretending to be supervisor may be different from those of the actual supervisors. Another limitation is that in this study the “supervisors” knew which of the contingent employees were hoping to become permanent members of the company and which were not. Knowing this in the actual workforce may not always be the case, unless the employees express explicit interest in joining the company at the end of their contract.

The present study provides some preliminary findings. Future research in an applied setting using real employees and supervisors instead of “paper people” seems highly promising. For example, a study could be conducted in a large company that employs both contingent and noncontingent employees. The supervisors would be asked to rate the importance of task performance and contextual performance for each type of employee. Another possibility is having actual supervisors rate “paper people.” In addition, it would be interesting to investigate whether the purpose of the ratings (e.g., developmental vs. actual) affects the ratings. For instance, are developmental ratings more accurate than actual ratings? Is one type of ratings more susceptible to leniency and halo errors than the other?

Future studies could also look at differences across industries by using employees and supervisors from various different organizations. A multilevel modeling approach could be employed to investigate how the weights vary across industries.

## References

- Becker, T. E. (2002). A mostly informal analysis of our marketplace of ideas. *The Industrial-Organizational Psychologist*, 40(2), 77-84.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco: Jossey-Bass.
- Borman, W. C., White, L. A., & Dorsey, D. W. (1995). Effects of ratee task performance and interpersonal factors on supervisor and peer performance ratings. *Journal of Applied Psychology*, 80(1), 168-177.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology, Vol. 1 (2nd ed.)* (pp. 687-732). Palo Alto, CA, USA: Consulting Psychologists Press, Inc.
- Campbell, J., P. (1999). The Definition and Measurement of Performance in the New Age. In D. R. Ilgen & E. D. Pulakos (Eds.), *The Changing Nature of Performance: Implications for Staffing, Motivation, and Development*. San Francisco: Jossey-Bass.
- Diefendorff, J. M., Brown, D. J., Kamin, A. M., & Lord, R. G. (2002). Examining the roles of job involvement and work centrality in predicting organizational citizenship behaviors and job performance. *Journal of Organizational Behavior*, 23(1), 93-108.
- Hulin, C. L., & Glomb, T., M. (1999). Contingent Employees: Individual and Organizational Considerations. In D. R. Ilgen & E. D. Pulakos (Eds.), *The Changing Nature of*

- Performance: Implications for Staffing, Motivation, and Development* (pp. 87-118).  
San Francisco: Jossey-Bass.
- Hulin, C. L., Roznowski, M., & Hachiya, D. (1985). Alternative opportunities and withdrawal decisions: Empirical and theoretical discrepancies and an integration. *Psychological Bulletin*, *97*(2), 233-250.
- Ilgen, D. R., & Hollenbeck, J. R. (1991). The structure of work: Job design and roles. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 2, 2nd ed., pp. 165-207). Palo Alto, CA: Consulting Psychologists Press.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York: Wiley.
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, *50*(1), 123-150.
- Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, *79*(4), 475-480.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, *10*(2), 71-83.
- Murphy, K. R. (1989). Dimensions of job performance. In R. F. Dillon & J. W. Pellegrino (Eds.), *Testing: Theoretical and applied perspectives* (pp. 218-247). New York: Praeger Publishers.

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*.

Lexington, MA: Lexington, Books.

U.S. Department of Labor (2005). Contingent and alternative employment arrangements.

Retrieved November 2, 2005, from <http://www.bls.gov/news.release/conemp.nr0.htm>

Werner, J. M. (1994). Dimensions that make a difference: Examining the impact of in-role and extrarole behaviors on supervisory ratings. *Journal of Applied Psychology*, 79(1), 98-107.

Table 1

*Summary of Results from Tukey's Post-hoc Analysis for the Employment Type x Performance*

*Type Interaction Effect in Ratings of Importance of Performance Facets*

Employment Type	Performance Type	Mean	SE	95% C. I.	
				Lower	Upper
Noncontingent	Task	4.52	.03	4.46	4.59
	Contextual	4.01	.04	3.93	4.08
Hopeful Contingent	Task	4.68	.03	4.62	4.74
	Contextual	4.26	.04	4.18	4.34
Temporary Contingent	Task	4.00	.05	3.90	4.11
	Contextual	3.18	.06	3.06	3.29

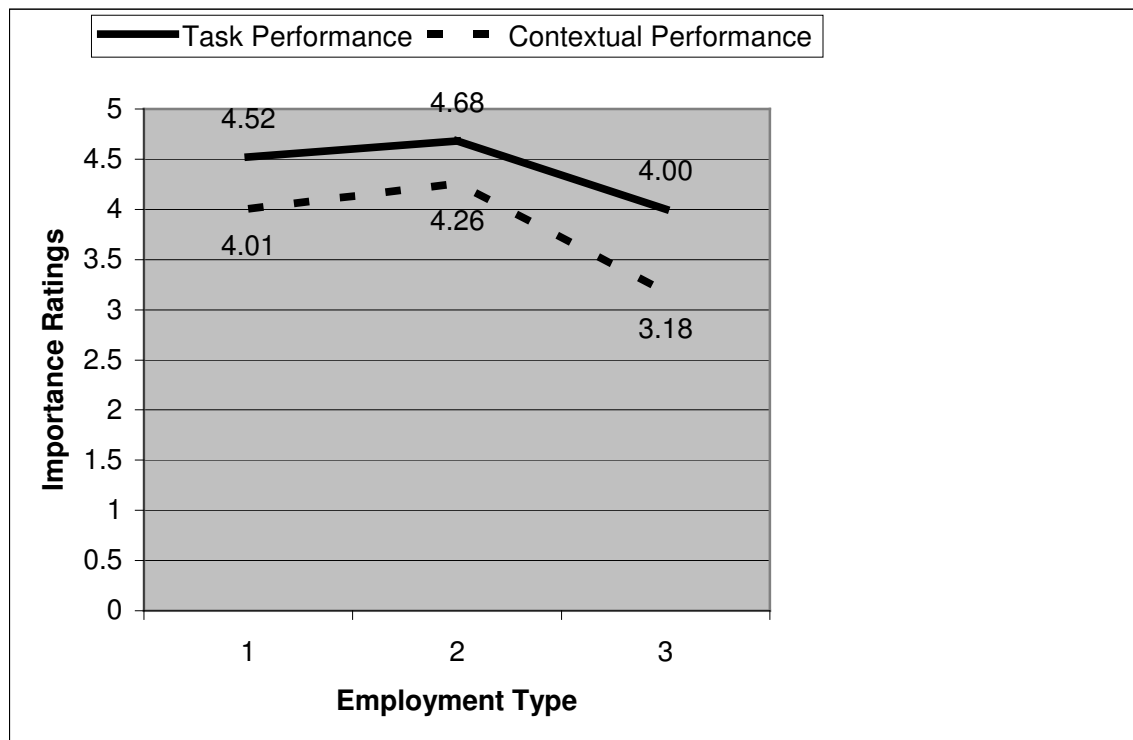
Table 2

*Summary of Results from Multiple Linear Regressions for Task Performance Ratings and Contextual Performance Ratings Predicting Overall Performance Ratings*

Employment Type	Performance Type	B	<i>t</i>	95% C. I.	
				Lower	Upper
Noncontingent	Task	.56	9.64	.47	.72
	Contextual	.28	4.92	.18	.41
Hopeful Contingent	Task	.55	9.68	.48	.72
	Contextual	.32	5.60	.22	.46
Temporary Contingent	Task	.40	7.58	.34	.58
	Contextual	.50	9.64	.43	.66

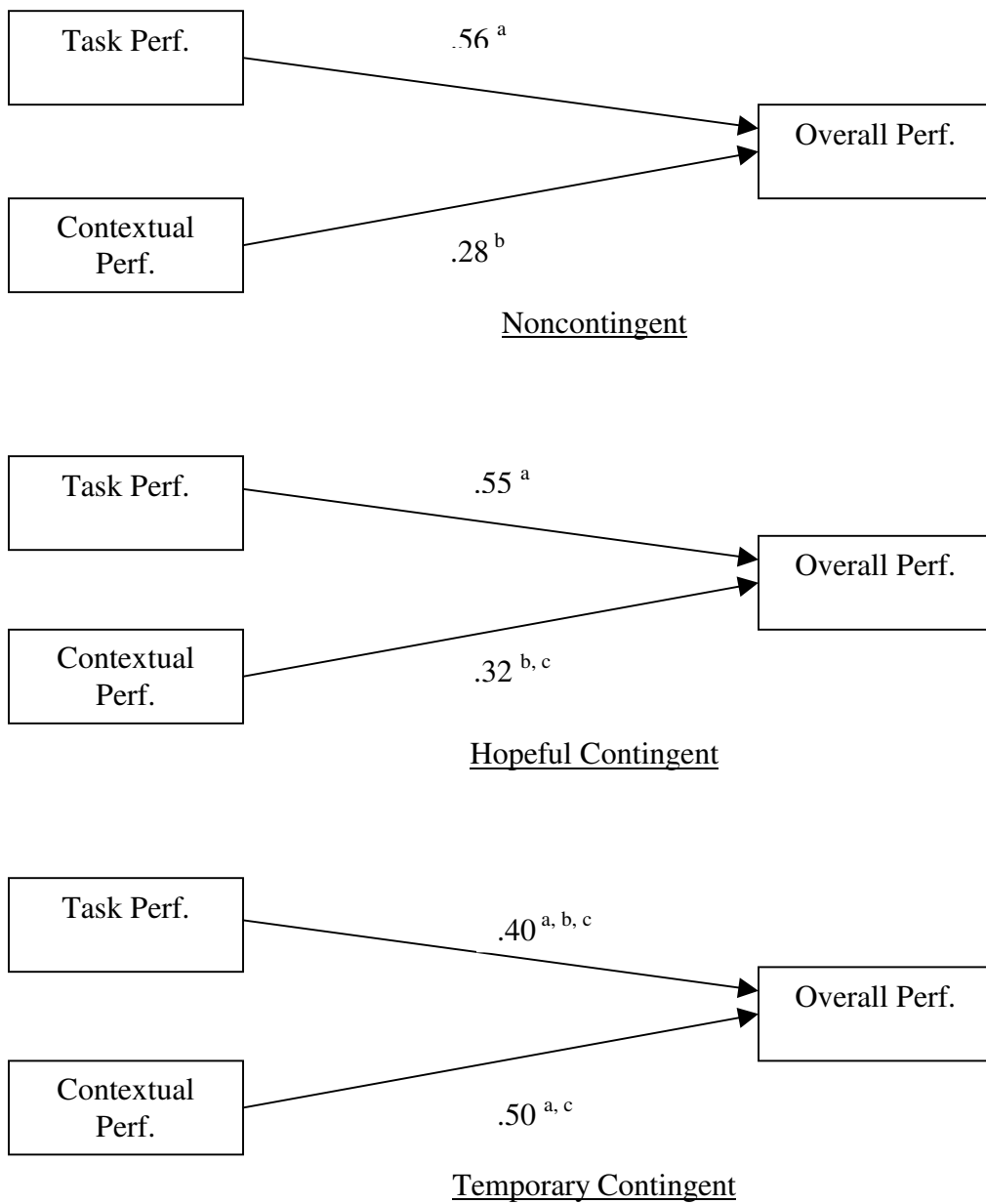
*Note.*  $\beta$  – Standardized beta coefficient; all *t*-values are significant at .001 level.





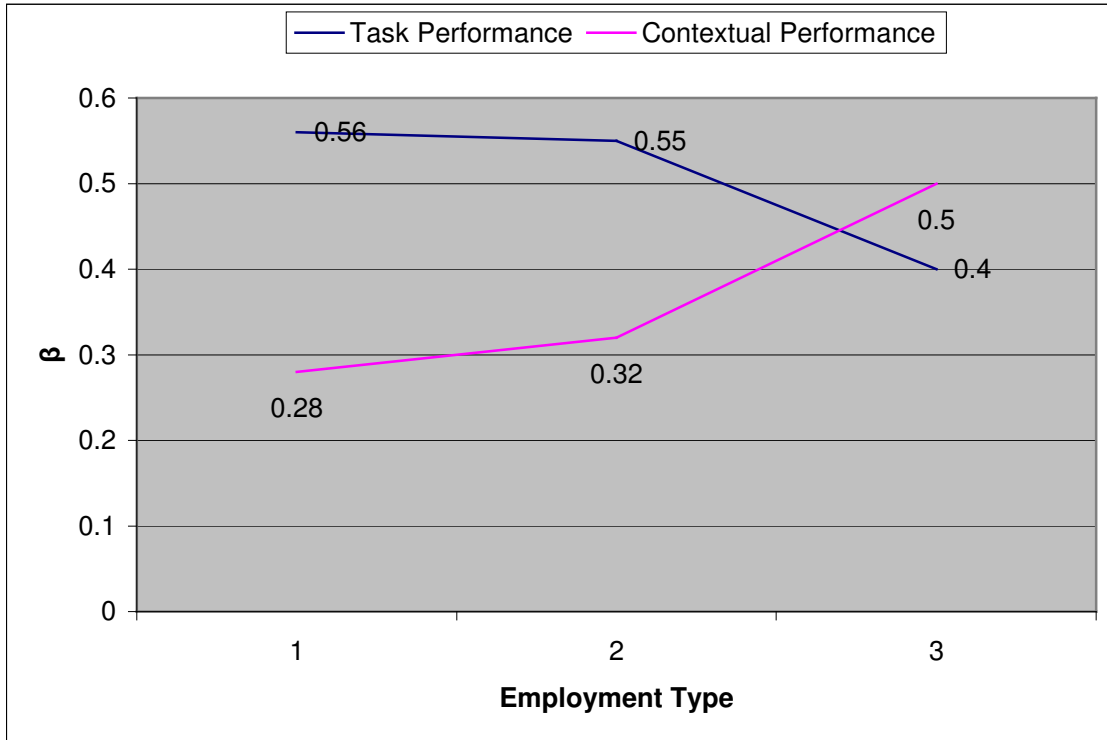
*Figure 1.* Ratings of importance of performance facets as a function of Employment Type and Performance Type.

*Note.* 1 – Noncontingent; 2 – Hopeful Contingent; 3 – Temporary Contingent



*Figure 2.* Beta weights for task performance and contextual performance across the three types of employees.

*Note.* The beta-weights that share a letter are not different from each other as indicated by 95% confidence intervals.



*Figure 3.* Standardized regression coefficients across employment types for task performance and contextual performance for performance ratings.

*Note.* 1 – Noncontingent; 2 – Hopeful Contingent; 3 – Temporary Contingent

## Appendices

## Appendix A: Scenario 1

James is a male working as a full-time, permanent employee at a large company. He always arrives at work on time and usually gets the job done on time. He is frequently responsive to his supervisor's feedback. Most of the time he is accommodating whenever his coworkers need his assistance.

**Part A**

Imagine that you are James' supervisor, and that you're hardworking and dedicated. Based on the fact that James is a full-time, permanent employee, how important do you think each of the following is for James to do? (Please circle one).

**Response Options:**

1. Not important at all
  2. Somewhat important
  3. Of average importance
  4. Of above average importance
  5. Extremely important; critical for the job
- 
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Volunteering to carry out tasks not specifically assigned.                                  | 1 | 2 | 3 | 4 | 5 |
| 2. Cooperating with others in the company.   | 1 | 2 | 3 | 4 | 5 |
| 3. Performing the assigned tasks.  | 1 | 2 | 3 | 4 | 5 |
| 4. When dealing with outsiders, defending what the company stands for.                         | 1 | 2 | 3 | 4 | 5 |
| 5. Performing assigned tasks thoroughly.   | 1 | 2 | 3 | 4 | 5 |
| 6. Doing high quality work   | 1 | 2 | 3 | 4 | 5 |
| 7. Following the company's rules and procedures even when it is personally inconvenient.       | 1 | 2 | 3 | 4 | 5 |
| 8. Persisting in assigned tasks with extra enthusiasm and extra effort.                        | 1 | 2 | 3 | 4 | 5 |
| 9. Completing the assigned tasks in the allotted time.   | 1 | 2 | 3 | 4 | 5 |
| 10. Helping others in the company.   | 1 | 2 | 3 | 4 | 5 |
| 11. Getting the assigned tasks accomplished with whatever resources the company has available. | 1 | 2 | 3 | 4 | 5 |
| 12. Doing whatever the job requires.   | 1 | 2 | 3 | 4 | 5 |

**Part B**

Again, based on what you know about James, and based on the fact that he is a full-time, permanent employee, rate James' performance on each of the following items. (Please circle one).

**Response Options:**

1. Completely unsatisfactory
  2. Needs improvement
  3. Adequate
  4. Excellent
  5. Perfect; no room for improvement
  - NR. Item is Not Ratable
- 
- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. Volunteering to carry out tasks not specifically assigned.                                  | 1 | 2 | 3 | 4 | 5 | NR |
| 2. Cooperating with others in the company.   | 1 | 2 | 3 | 4 | 5 | NR |
| 3. Performing the assigned tasks.  | 1 | 2 | 3 | 4 | 5 | NR |
| 4. When dealing with outsiders, defending what the company stands for.                         | 1 | 2 | 3 | 4 | 5 | NR |
| 5. Performing assigned tasks thoroughly.   | 1 | 2 | 3 | 4 | 5 | NR |
| 6. Doing high quality work   | 1 | 2 | 3 | 4 | 5 | NR |
| 7. Following the company's rules and procedures even when it is personally inconvenient.       | 1 | 2 | 3 | 4 | 5 | NR |
| 8. Persisting in assigned tasks with extra enthusiasm and extra effort.                        | 1 | 2 | 3 | 4 | 5 | NR |
| 9. Completing the assigned tasks in the allotted time.   | 1 | 2 | 3 | 4 | 5 | NR |
| 10. Helping others in the company.   | 1 | 2 | 3 | 4 | 5 | NR |
| 11. Getting the assigned tasks accomplished with whatever resources the company has available. | 1 | 2 | 3 | 4 | 5 | NR |
| 12. Doing whatever the job requires.   | 1 | 2 | 3 | 4 | 5 | NR |
| Based on the information available, how would you rate James' overall job performance?         |   |   |   |   |   |    |
| 13. Overall job performance  | 1 | 2 | 3 | 4 | 5 | NR |

**Part C**

Again, based on what you know about James, and based on the fact that he is a full-time, permanent employee, rate James on each of the following. (Please circle one).

**Response Options:**

- 1. Completely unsatisfactory
- 2. Needs improvement
- 3. Adequate
- 4. Excellent
- 5. Perfect; no room for improvement
- NR. Item is Not Ratable

- 1. Commitment to the goals and objectives of the organization.      1 2 3 4 5 NR
- 2. Ability to perform all job tasks.      1 2 3 4 5 NR
- 3. Willing to be flexible in terms of task assignment.      1 2 3 4 5 NR

## Appendix B: Scenario Differences

### Scenario 1

James is a male working as a full-time, permanent employee at a large company. He always arrives at work on time and usually gets the job done on time. He is frequently responsive to his supervisor's feedback. Most of the time he is accommodating whenever his coworkers need his assistance.

#### Rating Instructions

Imagine that you are James' supervisor, and that you're hardworking and dedicated. Based on the fact that James is a full-time, permanent employee, how important do you think each of the following is for James to do? (Please circle one).

### Scenario 2

Steve is a male working as a full-time, temporary employee at a large company. He always arrives at work on time and usually gets the job done on time. He is frequently responsive to his supervisor's feedback. Most of the time he is accommodating whenever his coworkers need his assistance. Steve has a contract that will end in 8 weeks. He hopes that at the end it will either be renewed or that he will be able to become a permanent member of the company.

#### Rating Instructions

Imagine that you are Steve's supervisor, and that you're hardworking and dedicated. Based on the fact that Steve is a full-time, temporary employee hoping to get an extension on his contract or become a permanent member of the company, how important do you think each of the following is for Steve to do? (Please circle one).

### Scenario 3

Larry is a male working as a full-time, temporary employee at a large company. He always arrives at work on time and usually gets the job done on time. He is frequently responsive to his supervisor's feedback. Most of the time he is accommodating whenever his coworkers need his assistance. Larry has a contract that will end in 8 weeks. He does not hope to get an extension on his contract or become a permanent member of the company in the future.

#### Rating Instructions

Imagine that you are Larry's supervisor, and that you're hardworking and dedicated. Based on the fact that Larry is a full-time, temporary employee who is not hoping to get an extension on his contract or become a permanent member of the company in the future, how important do you think each of the following is for Larry to do? (Please circle one).



## Appendix C: Demographics

Following items relate to your background. Please respond to each as accurately as possible.

1. Do you have any prior work experience? (Please circle one)      Yes                  No

If you circled "No," then skip to Number 3 below.

2. For each work experience indicate where you worked, how long you were there, what position you held, and whether your work was formally evaluated or not.

1)      Where you worked \_\_\_\_\_      Duration \_\_\_\_\_

Position \_\_\_\_\_

Worked as (circle one):      Permanent employee      Temporary employee

Formally Evaluated:      Yes                          No

2)      Where you worked \_\_\_\_\_      Duration \_\_\_\_\_

Position \_\_\_\_\_

Worked as (circle one):      Permanent employee      Temporary employee

Formally Evaluated:      Yes                          No

3)      Where you worked \_\_\_\_\_      Duration \_\_\_\_\_

Position \_\_\_\_\_

Worked as (circle one):      Permanent employee      Temporary employee

Formally Evaluated:      Yes                          No

3. Please indicate your gender (circle one).      Male                  Female

4. Please indicate your age in years. \_\_\_\_\_