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Psychology for Work

Predicting Future Performance at Work



Lecture Outline

- Introduction to workplace performance
- Recap
 - GCA
 - Personality
- Emotional intelligence



**What do we
mean by
performance
at work?**



“

**“behaviours employees engage
in while at work which contribute
to organizational goals”**

Jex and Britt (2008):

Job Performance **IS** about the behaviours that are within the control of the employee –

and is **NOT** about ***results*** (effectiveness), ***costs involved*** (productivity), ***results achieved in a given time frame*** (efficiency), ***or the value an organization places on any of the above*** (utility)

Campbell (1990; 1994):

Job performance is the result of the interaction
between three factors;



Knowledge of
facts/things



Knowledge of
what needs to be
done and how to
do it



Choices re: expending
effort, level of effort to
expend, and decision to
persist with level of effort



**How can we
predict
performance?**

Three stand out predictors of performance;

- ✓ General Mental (Cognitive) Ability
- ✓ Personality traits
- ✓ Past behaviour and experience



General principle within
occupational psychology is that *past
behaviour is the best predictor of
future behaviour/performance*

RECAP:
Cognitive Ability

General Cognitive Ability (GCA / GMA)

Schmidt and Hunter (1998):

- For most jobs, GCA is the most important predictor of job and training performance

GCA = 'g' factor?

GCA = the ability to learn

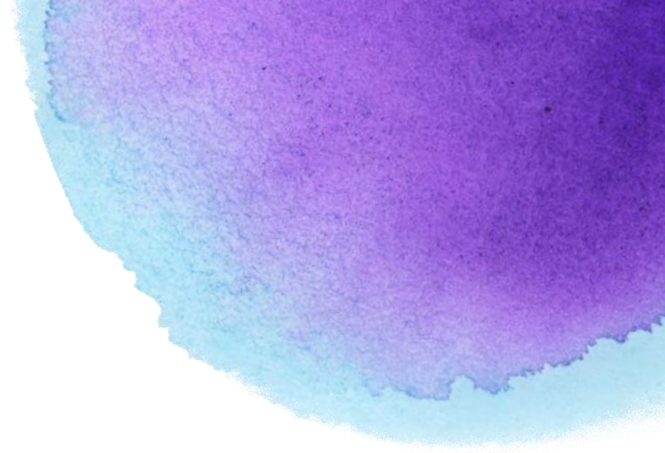
GCA = the acquisition of job knowledge

People higher in
GCA acquire
more knowledge,
and acquire it
faster

General Cognitive Ability (GCA / GMA)

Schmidt and Hunter (1998):

- Four reasons for the superiority of GCA over other methods
 - 1) Versatility, high validity and lowest application costs
 - 2) Strongest research evidence
 - 3) Best predictor of job-related learning - .56
 - 4) Strongest theoretical foundation



Ones et al. (2005): a meta-analysis of meta-analyses

- Evidence for the validity of cognitive ability tests in predicting job performance is overwhelming
- All jobs require some cognitive ability to learn the job and perform effectively
- Ones and Viswesvaran (2003):
 - High-complexity jobs 0.58
 - Low-complexity jobs 0.23



Cognitive Ability Testing





RECAP: Personality

Personality Assessment

Trait Perspective

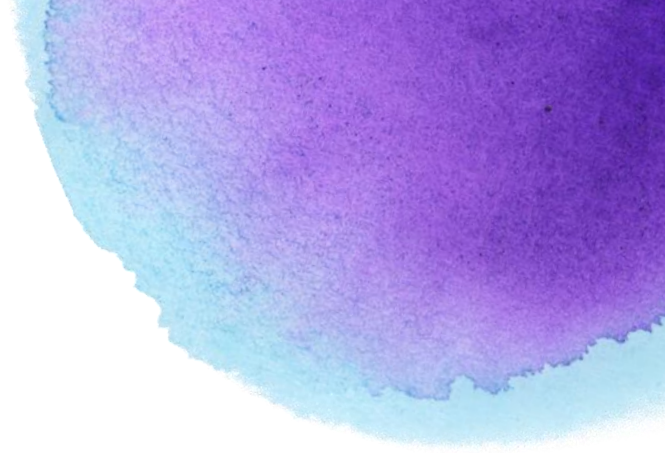
Goals of Trait Theorists:

- Describe the basic classes of behaviour that define personality
- Devise ways of measuring individual differences in personality traits
- Use these measures to understand and predict behaviour

Personality Assessment

Personality traits are useful if they:

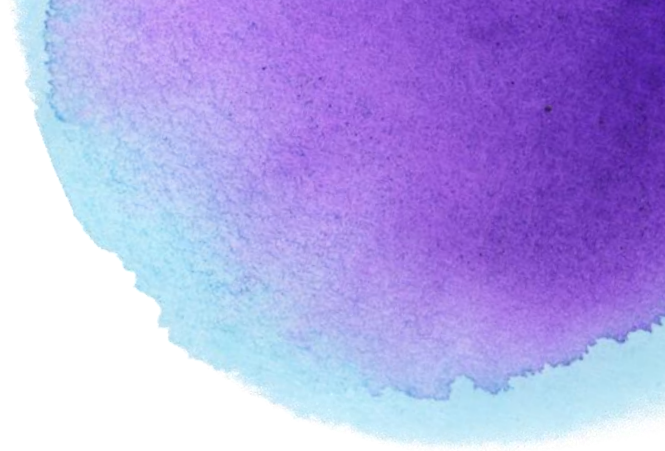
- Describe consistent differences between individuals
- Predict work-related behaviour independently from cognitive ability



Personality Assessment

A personality profile (of a candidate or an employee) can provide an evaluation of an individual's values and traits

Can aid in maximising job performance

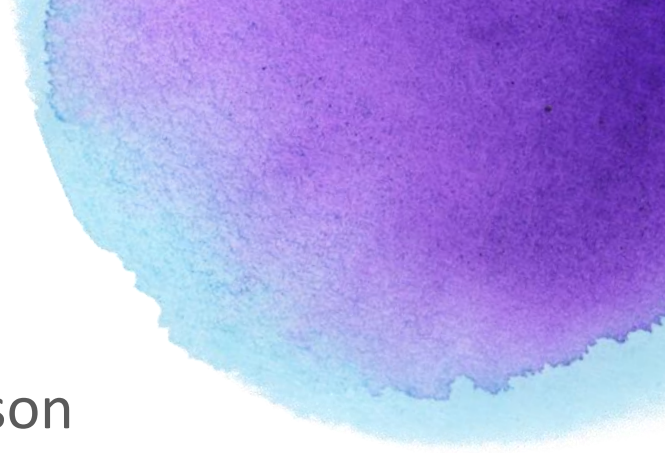


Personality Assessment

Can help with finding the most suitable person to join a team

BUT ALSO

Improve current team by understanding what tasks are best suited to which people



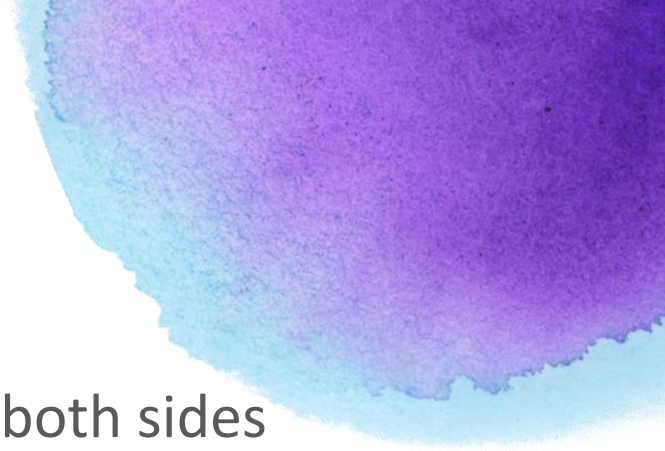
Personality Assessment



Neuroticism (Emotional Stability)	<i>Self-esteem, self-efficacy, life satisfaction, etc</i>
Extraversion	<i>Incentive reward sensitivity, positive emotion, happiness, etc</i>
Openness to experience	<i>Intelligence, creativity, broad-mindedness, etc</i>
Agreeableness	<i>Cooperativeness empathy, sympathy, etc</i>
Conscientiousness	<i>Dutifulness, orderliness, discipline, etc</i>

Does Personality Predict Performance?

- Controversial debate with evidence on both sides
- OCBs: Agreeableness and Openness
- Task performance: Conscientiousness, emotional stability and extraversion
- Prediction depends upon the demands of the work role
- Facet-level predictive validity may be better than trait-level predictive validity...



The Five Factor Model and Job Performance: Research Findings

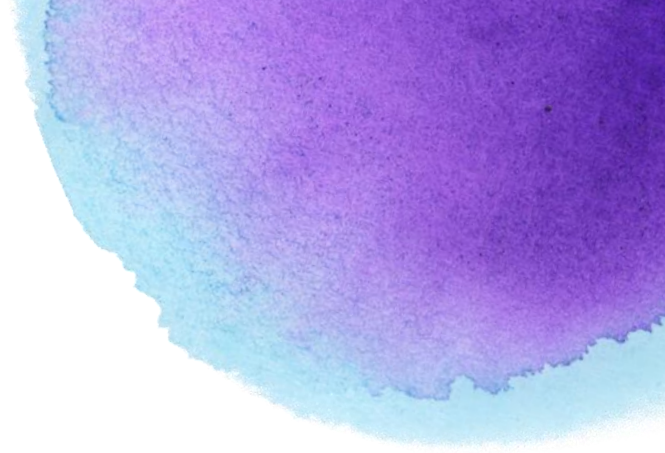
- Barrick, Mount and Judge (2001):
 - Conscientiousness (in particular) and neuroticism are the best personality predictors of job performance across all occupations
 - Extraversion and agreeableness are important in jobs requiring a high degree of interpersonal work
 - Less consistent evidence for Openness to experience

The Five Factor Model and Job Performance: Research Findings

- Salgado et al. (2003):
 - Conscientiousness is a valid predictor of performance across most jobs and organisational settings; criterion-related validity 0.23

The Five Factor Model and Job Performance: Research Findings

- Ones et al. (2007):
 - Unlike ability testing, the predictive validity of personality measures for 'overall job performance' is not seen across all occupational settings and areas
 - E.g., for managerial roles, the 'achievement' and 'dependability' facets of conscientiousness predict job performance



The Five Factor Model and Job Performance: Research Findings

- Conscientiousness is determined to be the most important personality predictor of performance at work

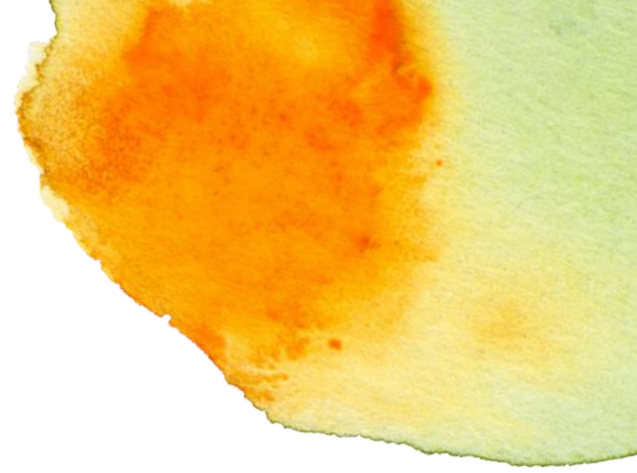
Assesses individual differences in:

- Competence
- Order
- Dutifulness
- Achievement striving
- Self discipline
- Deliberation

Conscientious people set ambitious goals and work hard to meet them (Barrick, Mount & Strauss, 1993)

TASK

Complete the online MBTI-inspired personality assessment (Moodle) and determine your 'personality type'



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Emotional Intelligence

TASK

1. How successful do you think you are at managing your emotions at work?
2. How successful do you think you are at managing the emotions of other people at work?
3. How have your emotions helped or hindered you at work?



Emotional Intelligence?

Baron, Handley and Fund (2006):

- An expanding area of research in job performance determinants includes emotional intelligence

There is a historical and unresolved tension between using **logic or emotion** to guide (appropriate) behaviours at work



Emotional Intelligence?



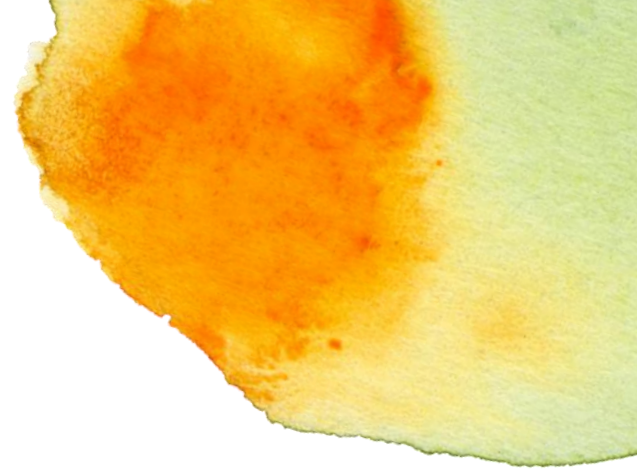
Matthews, Zeidner and Roberts (2012) -
Two completing ideas re: emotions and work...

1. Passionate emotions
are dangerous, causing
people to act foolishly in
fits of anger and
exuberance.

2. Emotions are critical for
providing motivation, purpose
and meaning in everyday life.

TASK

Do you prefer to make decisions by logic or emotion?



Emotional Intelligence

Daniel Goleman popularised the notion of Emotional Intelligence (EI) in 1995

“a way to understand why people act and behave in the way that they do in life and work”



Emotional Intelligence

El includes “abilities such as being able to motivate oneself & persist in the face of frustrations; to control impulse & delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize & to hope”



Emotional Intelligence

- There is a connection between experiencing emotions, and recognising, managing and utilising them appropriately



Emotional Intelligence

How can emotional intelligence be used to improve individual, group and organisational performance?



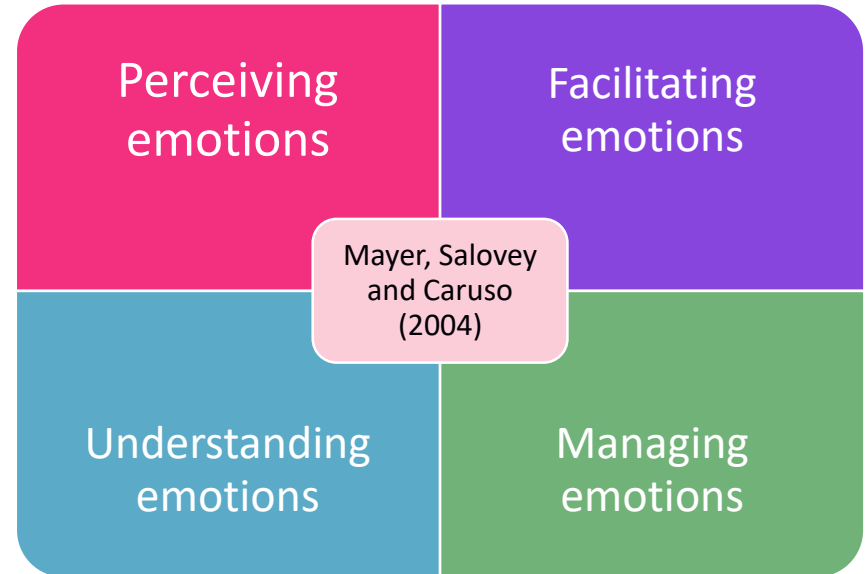
Three branches of EI: Ability Model

Mayer, Salovey and Caruso (2004)



To possess
high EI, you
need to
possess
certain
competencies

Four branch
model:



Ability Model



EI as an ability widely assessed using the Mayer-Salovey-Caruso Emotional Intelligence Test V2 (MSCEIT 2.0).

Ability Model

Branch 1: Perceiving Emotions



Do we recognise when we (or others) are getting angry, and can we express (or respond to) anger appropriately?

Perception of emails can also be applied to verbal and non-verbal cue, as well as artefacts (e.g., ability to sense the tone of an email...)

Ability Model

Branch 1: Perceiving Emotions



Ability Model

Branch 2: Facilitating Emotions



Do we know what to do with our emotions?

Can we solve problems / make judgements using emotions?

Can we remain resilient in the face of difficult emotions?

Ability Model

Branch 3: Understanding Emotions



Can we discern between subtle differences in emotional states?

- e.g., the difference between hate and dislike?

Can we understand that emotions can be made up of multiple components?

Ability Model

Branch 4: Managing Emotions



Can we use emotions to grow?

Can we be open to the lessons we can learn from our emotions?

Are we aware of when and how emotions influence us (for better or worse)



Models of ability
suggest that EI is
learned....

Is it?

Three branches of EI: Trait Model

E.g, Petrides (2001): EI is based on abilities.



Trait Model

Argues that we have emotional self-perceptions and traits that form part of our personality

Self-identified rather than scientifically measured....

Could include assertiveness, self-esteem, happiness, etc

Trait Model

E.g, Petrides (2001): EI is based on abilities.



Trait Model

Rather than abilities, skills or competences, trait emotional intelligence concerns individuals' perceptions of their own emotional world (Petrides and Furnham 2001).

These perceptions can be assessed via a self-report (self-assessment) questionnaire called the **Trait Emotional Intelligence Questionnaire (TEIQue)**.

Trait Model



Trait Model

Wellbeing represented by: happiness, optimism and self-esteem

Self-control represented by: emotional regulation, impulse control and stress management

Emotionality represented by: empathy, emotion perception, emotion expression and relationships

Sociability represented by: emotional management, assertiveness and social awareness

There are two further independent facets, represented by **adaptability** and **self-motivation**.



Trait models suggest
that EI is innate....

Is it?

Three branches of EI: Mixed Model 1

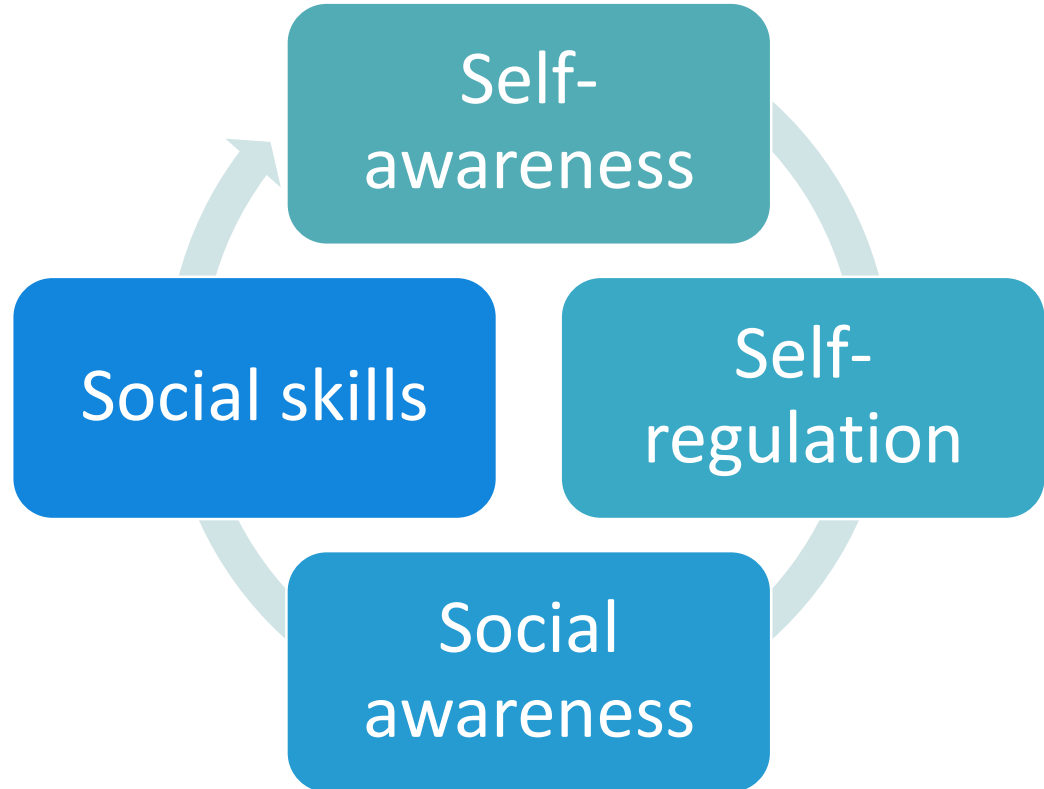
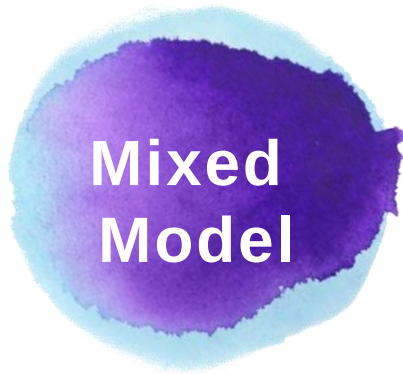


Goleman (1995)

Development of EI linked to amygdala:

- *Fight or flight*
- *We develop and control responses to real and imagined 'threats'*
- Goleman developed a Four Aspect Mixed Model that draws upon **both ability and trait EI**

Four Aspect Mixed Model





In essence, Goleman believes that we are born with a general EI that determines the extent to which we can develop any competences

Three branches of EI: Mixed Model 2



Bar-On (1997)

EI comprised of 15 inter-related emotional and social competencies

Measured by the Bar-On Quotient Inventory (EQ-i).

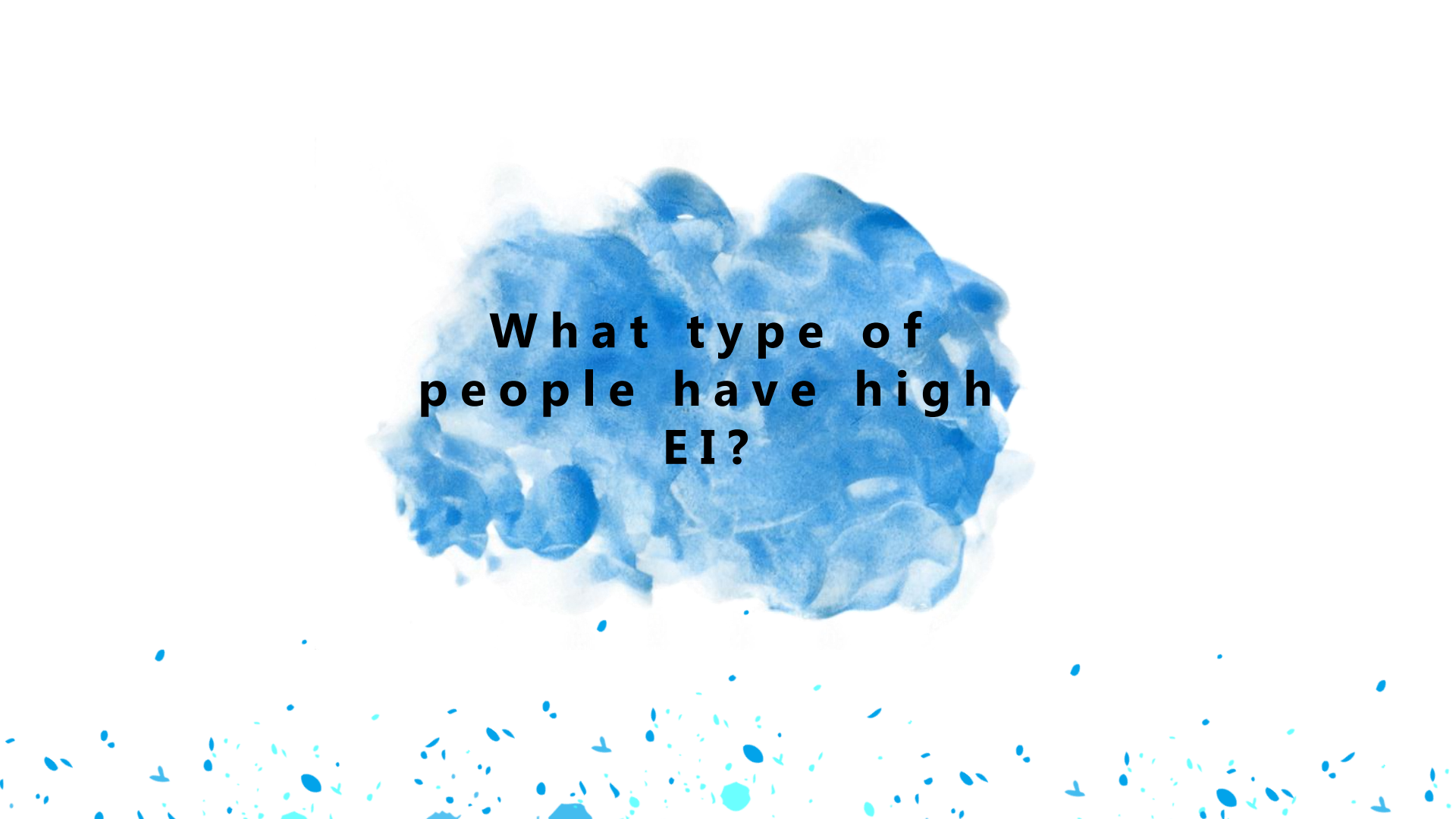
(table on Moodle of competencies)



Emotional Intelligence:

A promise unfulfilled?

- What aspects of EI might you disagree with or debate?
- What aspects of EI do you feel are credible or make sense to you?

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**What type of
people have high
EI?**

EI ranked by Industry

			Average Percentile
1		Arts, Entertainment, and Recreation	56th
1		Marketing and Advertising	56th
3		Medical and Health Care	55th
4		Manufacturing	54th
5		Wholesale and Retail	51st

EI ranked by Industry

7		Education	50th
7		Scientific	50th
12		Transportation and Warehousing	47th
13		Information Services	45th
14		Construction	44th

Predictive validity of EI

Van Rooy and Viswesvaran (2004): Meta-analysis

- There is evidence to suggest that EI does predict job performance
- But – IQ is a better predictor of job and academic performance than EI

Emmerling and Goleman (2003):

- EI implicated in those who go on to be top performers in a job role
- Important in decisions re: promotion?



Readings of interest

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books

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Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings and Implications. *Psychological Enquiry*, 15, 197-215

Steptoe-Warren, G. (2013). *Occupational Psychology: An Applied Approach*. Harlow: Pearson

Zeidner, M., Matthews, G., & Roberts, R. D. (2009). *What We Know About Emotional Intelligence: How It Affects Learning, Work, Relationships, And Our Mental Health*. Cambridge, MA: MIT Press