

# Subject Index

Page references followed by *fig* indicate an illustrated figure; followed by *t* indicate a table; followed by *e* indicate an exhibit.

## A

- Abilities: description of, 127; GAPS Grid framework for conversations about, 127, 128*t*. *See also* KSAs (knowledge, skills, and attitudes)
- Abolishing Performance Appraisal* (Coens and Jenkins), 427
- Accountability: best coaching practices for, 133*t*; best practices for building culture of coaching, 150*t*; on coaching business need, 137; comparing performance management and development coaching on, 130–131*t*; Development Pipeline framework component of, 119–120, 122; “horizontal,” 76; increasing CEO performance, 250; organizational cultures that evoke, 80; as organizational precursor, 533*t*, 536–537; performance management systems need for, 75–76
- Accountability coaches, 138
- Ad hoc coaching: description of, 116; manager’s role in, 120–121
- Adaptive capacity: description of team, 200; team performance best practices for, 202*t*–203*t*, 210–213
- Adult learning theory, 380
- Age Discrimination in Employment Act (ADEA), 435–437
- Air traffic controller (ATC) tasks, 99
- Airlines case study: cascading the goals, 70; clear and agreed-on strategy, 66–67; competencies supporting the strategy, 71, 73; Competency Evaluation Worksheet, 72*t*; linking strategic scorecard to accountabilities, 71*fig*; rewards used in, 73–74; strategic value map, 69*fig*; strategy pillars of, 66*fig*; translating strategy to measures, 67–70
- Alignment: business impact of low, 50–52; definition and concepts related to, 46–48*fig*; drivers of, 52–64; importance of, 48–50; as organizational precursor assessment point, 532, 533*t*
- Alignment drivers: acceptance/passion for vision, strategy, and goals, 57–58; clear and agreed-on vision and strategy, 55–56; incentives encouraging capabilities to achieve goals, 62–64; overview of, 52–54; timely feedback on goal attainment/drivers, 61–62; translation of vision and strategy into goals, 56–57
- Allied Signal, 75
- American Express, 46
- American Management Association, 562
- American Society of Quality, 50
- Americana Association of Retired Persons (AARP), 437

Americans with Disabilities Act, 320, 321, 365–366, 435

Appraisal meetings, 23–25

Assessment: human resource management (HRM), 9; I/O psychology performance focus on, 22–23; measuring coaching impact through, 142–143, 148–149; Palisades Inc. performance management programs and policies, 528–553. *See also* Performance assessment

ATS (applicant tracking systems), 479, 480

Australian performance management systems, 10

Authentic performance: critical socio-psychological enablers of, 498–504; individual difference antecedents, 504–510; organizational culture impact on, 494–498; step-wise approach to, 512–519; Systemic Model for Performance Negotiation for, 494*fig*–510

**B**

Balanced scorecards, 586–587  
*The Baltimore Sun*, 21

BARS (behaviorally anchored rating scales), 413

Becker, G., 162

Behavior: best coaching, 123; capabilities to reach goals, 60–61; counterproductive work behavior (CWB), 360–397, 604–610; performance management for guiding employee, 570–571; valuation as negotiated business outcome, 494*fig*–519; valuation of work, 491–494. *See also* Employees; Work characteristics

Behaviorally anchored rating scales, 597

Best practices. *See* Performance management best practices

Bethune, 83

“Big five” personality dimensions, 173–174

Board of directors: CEO performance and compensation of, 263–264; CEO performance effectiveness of, 260–263

BOS (behavioral observation scales), 413

Brand, alignment and, 48*fig*

*Bulls-eye, Hitting Your Strategic Targets Through High-Impact Measurement* (Schiemann and Lingle), 68

Business needs: aligning coaching with, 146–147; Development Pipeline proactive coaching driven by, 117, 125–126; selecting the right coach for the, 136–138  
*BusinessWeek*, 248, 412

**C**

Capabilities: best coaching practices for, 132*t*; best practices for building culture of coaching, 150*t*; on coaching business need, 137; to deliver behaviors needed to reach goals, 60–61; Development Pipeline framework component of, 119; incentive encouraging development of, 62–64. *See also* Competencies

Career development. *See* Development

Caterpillar, 46

CD&A (Compensation and Discussion Analysis), 244

CEO compensation: appraisal and evaluation role in, 241–243; compensation committee role in, 243–244; considerations for determining, 247*e*; legislation related to, 236, 237; metrics used to determine, 245–249; principal-agent model on, 244–245. *See also* Reward systems

- CEO evaluations: barriers to effective, 257–259; compensation and role of, 241–243; establishing performance targets for, 251–252; feedback options for, 255–257; “forward facing,” 253; four major outcomes of, 250; recommendations on, 252–254
- CEO of FORTX case study: board of directors compensation in, 264; board of directors effectiveness in, 263; CEO appraisal, 240–241, 242*e*, 253–255, 257, 259; CEO compensation, 241–243, 244–249; comparison to other systems, 251–254; compensation committee role in, 243–244; factors shaping performance management process of, 237–238; feedback during, 239–240, 255–257; goal-setting in, 238–239*e*; performance management process assessment in, 260
- CEO performance management: board of directors and, 260–264; compensation component of, 236, 237, 241–249; considerations for creating or revising, 249–257; evaluation component of, 241–243, 251–259; FORTX case study on process of, 237–249, 251–254; high-level assessment of process of, 259–260; key events and reforms in, 236–237; past landscape of, 234–236; recommendations for future approach to, 264–267
- Challenger* disaster, 101
- Change: impetus for performance management system, 556*t*–561*t*; individual ability to confront, 545; insights as first stage of, 121–122; likelihood of, 567; performance management system assessment to determine needed, 553; performance management system strategies for, 477–478. *See also* Correctability
- Changing trends: diminishing loyalty as, 569; keeping performance management effective in spite of, 570–582; shrinking number of qualified workers, 568; in worker characteristics, 567–570; in the workplace, 563–567
- The Charles Schwab Corporation, 244
- Cheerios, 18
- Chernobyl disaster, 101
- The Chicago Tribune*, 412
- CIT, 46
- Citibank, 248
- City of Boca Raton, Faragher v.*, 383
- City of Dundee, Henson v.*, 362
- Civil Rights Act Title VII (1964), 320, 362
- Civil Rights Act Title VII (1991), 435
- Civil Service Reform Act, 394
- Coach-facilitated 360-degree feedback, 140, 595
- Coaching: conditions for optimal effectiveness of, 594; executive, 594–596; using external coaches for, 135–149; GAPS Grid used in, 119, 127, 128*t*–129*t*; GROW model used for, 122–123; using internal coaches for, 133–135, 145–146; manager-coaches best practices, 132*t*–133*t*; manager’s role in, 120–127; marketing and promoting, 141–142; measuring impact of, 142–143, 148–149; organization approaches to, 116–117; as performance management best practice, 592–594, 612*t*; research on value of, 593; tailoring to organizational culture and values, 143–145; 360-degree feedback facilitating, 140, 595. *See also* Development Pipeline framework; Insights; Training
- Coaching processes: coach-facilitated 360-degree feedback, 140; focused coaching, 140; in-depth coaching, 141; measuring impact to improve, 148–149

- Coaching relationship: best coaching practices for, 132*t*; best practices for building culture of coaching, 150*t*
- Colgate-Palmolive YCMAD program, 313
- Communication: guidelines for review leading to valuation, 510–519; IM (instant messaging), 456; with individual team members, 571; multi-media modes of, 566; technological-related challenges to, 474–475. *See also* Feedback
- Compensation: board of directors, 263–264; CEO performance and, 236, 237, 241–249; contingent pay (CP) plans, 8; as organizational precursor, 533*t*, 537–538; pay for performance, 8, 600–604; profit sharing plans for, 601
- Competencies: Competency Evaluation Worksheet, 72*t*; strategy supporting by, 71, 73. *See also* Capabilities
- Conference Board, 55
- Conscientious personality, 510
- Consolidated Edison, 244
- Constructive feedback, 376–379
- Content coaches, 138
- Contextual performance: affective outcomes of, 308–309; individual outcomes of, 307; organizational and group-level outcomes of, 306–307; performance management emphasis on, 582; productivity enhanced by, 306–309. *See also* Organization citizenship behavior (OCB)
- Contextual performance antecedents: national culture, 302–303; organizational culture, 303; personality, 302
- Contextual performance management: antecedents of, 300, 302–309; career development component of, 318–319; feedback component of, 316–318; job analysis component of, 300, 320–321; job analysis inclusion of related, 300; leadership, 303–305; legal issues of, 320–321; performance appraisal for, 309–312*t*; recognizing and rewarding behavior, 313–316; recommendations for, 321–323; special issues and concerns related to, 297–300. *See also* Performance management
- Continental Airlines, 46, 67, 70, 73, 77
- Contingent pay (CP) plans, 8. *See also* Pay for performance
- Corporate social performance (CSP), 246
- Corporate social responsibility (CSR), 245–246
- Correctability, 33. *See also* Change
- Corrective feedback, 375–376
- Counterproductive work behavior causes: feelings of injustice as, 369–371; individual contributors as, 365–366; job dissatisfaction, 371–372; organizational climate as, 372–373; poor interpersonal relationships as, 366–367; relationships with co-workers as, 368–369; relationships with supervisors as, 367–368; situational constraints as, 372
- Counterproductive work behavior (CWB): causes of, 364–373; responses for dealing with, 373–397, 604–610; types of, 360–364. *See also* Worker characteristics
- Counterproductive work behavior responses: alignment as, 373–375; corrective feedback as, 375–379; discipline recommendations for, 391–392; managing team performance as, 605–606; progressive discipline as, 388–391; punishment as, 383–388;

- self-management training as, 379–383; taking cultural differences into account for, 607–610; using technology to facilitate, 607; termination as, 392–397
- Counterproductive work behavior types: diagnosing the causes of, 364–373; incivility as, 360–361; passive production deviance, 363; sabotage and theft, 363, 372; sexual harassment as, 362, 372–373, 383; withdrawal, 364; workplace aggression/violence as, 361
- Culture: learning, 333–355; national dimensions of, 274–285. *See also* National cultural differences; Organizational culture
- Culture. *See* National cultural differences; Organizational culture
- Current Population Survey, 167
- Customer alignment, 48*fig*, 49–50
- D**
- Dashboards (performance), 103
- Department level evaluation, 548–549
- DESC models, 121
- Development: contextual performance management and, 318–319; formal individual opportunities as organizational precursor, 533*t*, 535–536; incompatibility of evaluation versus, 340; individual orientation for, 546–548; as performance management best practice, 591–596, 612*t*; performance management purpose related to, 6*e*, 9–10; planning informal learning approach to, 191; technology use related to, 457. *See also* Employees; Performance; Training
- Development experts, 138
- Development Pipeline coaches: content coaches, 138; development experts or learning partners, 138; feedback coaches, 137–138; insight and accountability coaches, 138
- Development Pipeline coaching stages: 1. ad hoc coaching—driven by individuals, 116, 120–121; 2. managed coaching—driven by champion or sponsor, 116–117, 121–125; 3. proactive coaching—driven by business need, 117, 125–126; 4. strategic coaching—driven by organizational talent strategy, 117, 126–127
- Development Pipeline framework: best practices for manager-coaches using, 132*t*–133*t*; external coaches and use of, 135–149; four types of coaches under the, 137–138; internal coaches and use of, 133–135; managers' role in, 120–127; performance management vs., 118–120, 127–133; seven elements of the, 118–120; tailoring to organizational culture and values, 143–145. *See also* Coaching
- Discipline: debate over effectiveness of punishment, 383–388; “just cause” standard of, 393; positive, 380–382; progressive, 388–391; recommendations for, 391–392; termination following failed, 392–397
- Distributive justice, 369–370, 395–396, 421–422
- Documentation: on performance execution, 20; performance management purpose and, 6*e*, 9; PRD (product requirements document), 477; technology used for, 458–459
- E**
- Earnings-education level differentials, 160*t*–161

- Eastern Airlines, 46
- EBITDA (earning before interest, taxes, depreciation, and amortization), 50
- The Economist*, 412
- Education level-earnings differentials, 160*t*–161
- EEOC (U.S. Equal Employment Opportunity Commission), 362, 366, 383
- Electronic performance monitoring (EPM), 449–451, 462–464
- Ellerth, Burlington Industries v.*, 383
- Empathy box analysis: application of, 94–95; protocol of, 94*t*; underlying premises of, 93–94
- Employee Assistance Programs (EAPs), 382–383
- Employee Retirement Income Security Act, 394
- Employees: changing job expectations by, 568–569; characteristics influencing informal learning, 173–177; counterproductive work behavior (CWB) by, 360–398, 604–610; diminishing loyalty of, 569; discipline of, 380–392; hiring practices for, 293, 479, 480; individual development plans (IDPs) for, 18, 548; informal learning best practices for, 187–191; legal issues related to disabilities and civil rights of, 320–321; mental health of, 382, 508–509; performance management for guiding behavior of, 570–571; performance management, work, and characteristics of, 177–180; shrinking number of qualified, 568; substance abuse by, 365–366; telecommuting, 451–452, 466, 564; termination of, 392–397; valuation of work behavior by, 491–519. *See also* Behavior; Development; Forced rankings; Individual levels; International employees
- Employer loyalty, 569
- Employment at-will doctrine, 393–394
- Enron scandal, 101, 236, 412, 581
- ENSR, 23
- Error management, 101–102
- Error management training (EMT), 591
- Ethical issues: corporate scandals related to, 101, 236, 412, 581–582; performance management emphasis of values and, 581–582; performance management systems and, 34. *See also* Values
- Evaluation. *See* CEO evaluations; Performance assessment
- Executive Club (Chicago), 49
- Executive coaching, 594–596
- External coaches: issues related to working with, 135–136; steps taken by, 136–149
- External coaching: step 1. select the right coach for the need, 136–138; step 2. engage the right team to support development, 138–139; step 3. manage the pool of coaches, 139–140; step 4. design a clear coaching process, 140–141; step 5. market and promote coaching, 141–142; step 6. measure the impact, 142–143; step 7. tailor coaching to your organization's culture and values, 143–145; step 8. differentiate internal and external ww roles/equip internal coaches, 145–146; step 9. align coaching with business needs and talent strategy, 146–147; step 10. integrate coaching into your talent management system, 147–148; step 11. measure organizational impact to improve coaching, 148–149
- Exxon Valdez disaster, 101

**F**

Fair Labor Standards Act (1938), 394

Fairness: counterproductive

behaviors and sense of, 369–371; cultural differences and perceptions of, 32; forced rankings, 416–425*e*; perceptions of discipline, 386; performance appraisal raters and, 597–598

*Faragher v. City of Boca Raton*, 383

Federal Express (FedEx), 46, 49

Feedback: connecting specific task to, 589–590; contextual performance management, 316–318, 322; as counterproductive work behavior response, 375–379; FORTX CEO performance management, 239–240, 255–257; goals attainment and role of, 61–62, 106–107; individual willingness for, 546; mentoring, 317–318; multi-source, 590–591; as organizational precursor assessment point, 532, 533*t*, 535; performance framing and understanding of, 496–497; as performance management best practice, 589–591, 611*t*; value of coaching, 124–125. *See also* Communication; 360-degree feedback

Feedback coaches, 137–138

*The Fifth Discipline* (Senge), 157

*Financial Times*, 412

Flat organizational structure, 565

Flexible work schedules, 564–565

FMI Corporation, 5

*Forbes* magazine, 338

Forced distributions, 599–600

*Forced Ranking* (Grote), 413

Forced rankings: BARS (behaviorally anchored rating scales) for, 413; BOS (behavioral observation scales) for, 413; defining, 413–415, 416; employee morale and, 431–435, 436*e*; fairness and accuracy issues of, 416–425*e*;

forced or fixed distribution methods of, 414; increasing interest in, 411–413, 597; legal considerations of, 435–437, 438*e*; performance improvement and, 425–431; rating distribution examples, 415*t*; system design of, 437–439; system implementation, 439–440. *See also* Employees; Performance assessment; Ratings of performance

Ford, 412, 415*t*, 437

*Fortune* magazine, 412

*Fortune's Most Admired Companies*, 246–247

FORTX CEO performance

management: assessment in, 260; board of directors compensation, 264; board of directors effectiveness, 263; CEO appraisal during, 240–241, 253–255, 257, 259; CEO compensation, 241–243, 244–249; Company Scorecard, 238–239*e*; comparing other systems to, 251–254; factors shaping the, 237–238; feedback on, 239–240, 255–257

“Free riding,” 600

Frito Lay, 382

*From Worst to Firsts* (Bethune), 70

Front-line worker best practices, 187–191

**G**

GAPS Grid: description of, 119, 127; representative questions of, 128*t*–129*t*

Gartner MarketScope report (2007), 477, 481

Gender differences: earnings-education level differentials and, 160*t*–161*t*; perceptions of discipline fairness and, 386

General Electric (GE), 54, 60, 75, 76, 79, 81, 82, 93, 101, 382, 412, 414, 415*t*, 417

General Mills, 18  
 Gillette, 79, 80  
 Global business trend, 566  
 Global Crossings scandal, 236  
 Goal Commitment Scale, 91*e*  
 Goal orientation (GO), 504–506, 509, 511  
 Goal-setting theory: on goal commitment, 90–98; on goal framing, 100–102; on self-efficacy and commitment, 95–98; on task complexity, 98–100  
 Goals commitment: incentives for, 91–95; self-efficacy and, 95–98; studies on impact of, 90–91  
 Goals/goal-setting: acceptance/passion for vision, strategy, and, 57–58; alignment of brand, customer, values, and, 48*fig*; best practices for, 586–588, 611*t*; cascading the, 70; CEO performance management, 238–239*e*; clarity of roles/requirements supporting strategic, 58–60; feedback role in attaining, 61–62, 106–107; framing, 100–102; GAPS Grid framework for conversations about, 127, 128*t*; importance of, 91–95; management by objectives (MBO) incorporation of, 588–589; motivating employees to achieve organizational, 571–573; sufficient capabilities to deliver behaviors needed to reach, 60–61; task complexity and achieving, 98–100; team, 102–106; timely feedback on attaining, 61–62; translation of vision and strategy into, 56–57  
 Gondolieri guild (City of Venice), 31–32  
 Goodyear, 412, 437  
 Google Apps, 461*fig*  
 Government Performance and Results Act, 35  
 Green Giant, 18  
 GROW model, 122–123

**H**

Hay Group attitude survey (2002), 432  
*Henson v. City of Dundee*, 362  
 Hewlett-Packard, 412, 432  
 Hiring practices: ATS (applicant tracking systems) used for, 479, 480; multi-national companies' use of realistic job previews, 293  
 Home Depot, 49  
 Honeywell, 75  
 Hostile workplace, 368–369  
 Hotelling, 564  
 Human capital, 159–162  
*Human Capital* (Becker), 162  
 Human resource information technology (HRIT) systems: best practice recommendations for, 484*e*; case study on enterprise-wide, 468*e*–470*e*; performance management processes and related components of, 459–468. *See also* Technology  
 Human resource management (HRM): organizational maintenance assessing, 9; performance management focus of, 37–38; positive discipline approach by, 380–382; research gap between academic I/O psychology and, 2–4. *See also* Management  
 Human Resource Planning Society (HRPS), 74  
 Human resources (HR): external coaches and role of, 135–149; internal coaches and role of, 133–135; multi-national companies hiring of local personnel for, 291; SHRM survey (2005) on forced ranking practice, 411–412

**I**

Idaho Power, 37  
 IM (instant messaging), 456  
 In-depth coaching, 141

- Incivility, 360–361
- Inclusiveness, 33
- Individual development plans (IDPs), 18, 548
- Individual levels: aligning goals of organizations and, 586–588; formal growth opportunities at, 535–536; implementing performance management system at, 541–542; individual precursors of performance management, 534*t*, 543–548; performance management system evaluation at, 548–549. *See also* Employees
- Individual precursors: assessments of, 542, 551–552; confronting change, 545; developmental orientation, 546–548; individual development plans (IDPs) as, 18, 548; list of, 534*t*; necessity as, 544–545; willingness for feedback, 546
- Informal learning: best practices in performance management and, 180–191; “big five” personality dimensions and, 173–174; description and examples of, 163–166; development planning and, 191; examining performance management role of, 157–159; human capital increased through, 159–162; incidence of informal training and, 166–167; methodological issues associated with, 168–170; worker characteristics influencing, 173–177; workplace characteristics enhancing, 170–173. *See also* Learning; On-the-job training; Training
- Information overload, 471
- Injustice issues: counterproductive behaviors and, 369–371; termination process and, 395–396
- Insight coaches, 138
- Insights: best coaching practices for, 132*t*; best practices for building culture of coaching, 150*t*; coaching behaviors facilitating, 124; on coaching business need, 137; comparing performance management and development coaching on, 130–131*t*; Development Pipeline framework on, 118–119; during first stage of change, 121–122; manager-coaches best practices, 132*t*. *See also* Coaching; Perceptions
- Interactional justice, 371, 378, 395–396
- Internal coaches: differentiate roles of external and, 145–146; human resources working with, 133–135
- Internal Revenue Service (IRS), 391
- International employees: national cultural differences of, 274–285, 294, 302–303; national cultural dimensions of, 274–285; performance management effectiveness and, 578–579. *See also* Employees; Multi-national companies (MNCs)
- I/O psychology performance: expanding the view of traditional, 1–2; research focus on assessment, 22–23; research gap between HRM and industrial, 2–4
- J**
- Jack in the Box, 50
- Jewelers Mutual Insurance Company, 49
- Job Adaptability Inventory (JAI), 174
- Job analysis: additional categories included in, 184*t*; contextual performance component of, 300, 320–321; front-line workers and, 187–191; human resources management practices based on, 320; manager best practices for, 181, 184–186; work activities included in, 182*t*–183*t*. *See also* Work activities

Job dissatisfaction, 371–372  
 Job performance. *See* Performance  
 Job sharing, 565  
 Job tasks: Air traffic controller (ATC), 99; changing definitions of, 563–564; changing employee expectations related to, 568–569; connecting feedback to specific, 589–590; goal-setting theory on complexity of, 98–100  
*Journal of Applied Psychology* (JAP), 3  
 J.P. Morgan, 319  
 “Just cause” standard, 393  
 Justice: distributive, 369–370, 395–396, 421–422; interactional, 371, 378, 395–396; procedural, 370–371, 395–396, 421, 495–496, 497; termination and related issues of, 395–396

## K

Key Bank of Utah, 13e  
 KFC, 92  
 KLA-Tencor Corporation, 18  
 Kmart Corp., 7  
 Kraft Foods Inc., 244  
 KSAs (knowledge, skills, and attitudes): contextual performance and required, 300; front-line worker, 188t–191; identifying team performance, 28; performance planning consideration of, 16; performance renewal and recontracting for, 25–26; technological means to identify, 460. *See also* Abilities

## L

Leader member exchange (LMX): high quality social exchange during, 510–514; performance negotiation and, 499–501; response to discipline related to, 387; theory of, 304. *See also* Managers; Supervisors

Leadership: as contextual performance antecedent, 303–305; performance management role modeling by, 79; servant, 305; toxic, 367–368

Leadership capacity: description of team, 201; team performance best practices, 203t–205t, 213–218

Learning: definition of, 330; evaluating training at levels of reaction and, 540–543; how performance management affects, 340–341, 344–346, 348; how performance management is linked to, 339; metacognition role in, 175–176; moderately structured, 164–165t, 166; self-efficacy role in, 174, 176–177, 587; structured, 164, 165t; transformative, 345; unstructured, 164, 165t. *See also* Informal learning; Training; Transfer of learning

Learning culture: adaptive, generative, and transformational nature of, 334–336; focus of, 336–337; how performance management affects, 340; “living systems” metaphor for, 333–334; processes and outcomes for learning, 353–354, 355–356; readiness for learning in, 335, 355; triggers for learning in, 352–353, 354. *See also* PRSII (PayRoll Services International, Inc.) case study

Learning management system (LMS), 480

Learning partners, 138

Learning theory, 380

Legal cases: *Burlington Industries v. Ellerth*, 383; *Faragher v. City of Boca Raton*, 383; *Henson v. City of Dundee*, 362; *Meritor Savings Bank v. Vinson*, 362

Legal issues: age discrimination and, 435–437; contextual performance management, 320–321; forced rankings, 435–437, 438*e*; related to civil rights and employees with disabilities, 320–321; RFOA (reasonable factors other than age), 436–437; termination and related, 392–397

Legislation: Age Discrimination in Employment Act (ADEA), 435–437; Americans with Disabilities Act, 320, 321, 365–366, 435; Civil Rights Act Title VII (1964), 320, 362; Civil Rights Act Title VII (1991), 435; Civil Service Reform Act, 394; Employee Retirement Income Security Act, 394; Fair Labor Standards Act (1938), 394; governing CEO compensation, 236, 237; Government Performance and Results Act, 35; National Labor Relations Act, 388–389, 394; Occupational Safety and Health Act, 394; Sarbanes-Oxley Act (SOX), 236, 394, 581; Whistleblower Protection Act, 394  
 LifeCare Inc., 51  
 LinkedIn, 463  
 Lockheed Martin Corporation, 20–21  
 Loyalty issue, 569

## M

Management: flat organizational structure removing, 565; matrix, 565–566. *See also* Human resource management (HRM)

Management by objectives (MBO), 588

Management capacity: description of team, 201; team performance best practices for, 206*t*–207*t*, 218–222

Managers: best coaching practices for, 132*t*–133*t*; best practices for informal learning by, 181–187;

Development Pipeline coaching role of, 120–127; discipline measures by, 380–397; negative feedback provided by, 375–379. *See also* Leader member exchange (LMX); Performance management; Supervisors  
*MarketScope for Employee Performance Management Software* (Gartner report, 2007), 477, 481

Martin Marietta Corporation, 20

Matrix management, 565–566

McDonald's Corporation, 244

MCIWorldCom, 461

McKinsey & Company, 315

Mental health: psychological well-being (PWB) and, 508–509; work behavior problems related to, 382

Mentoring, 317–318

Mercer Delta Consulting, 264

Merck & Company, Inc., 49

*Meritor Savings Bank v. Vinson*, 362

Merrill Lynch, 248

Metacognition, 175–176

Metrus Group, 50, 52, 54, 57, 64, 78

Microsoft, 76, 437

Microsoft Office Live Workspace, 461, 462*fig*

Miscommunication challenges, 474–475

Mixed standard scales, 597

Moderately structured learning, 164–165*t*, 166

Monetary incentives, 95

Monitoring: EPM (electronic performance monitoring), 449–451; performance assessment information through EMP, 463–464; performance execution using EPM, 462–463

Motivation: best coaching practices for, 132*t*; best practices for building culture of coaching, 150*t*; on coaching business need, 137; comparing performance

Motivation (*continued*)

management and development coaching on, 130–131*t*;  
Development Pipeline framework component of, 119; of employees to achieve organizational goals, 571–573; goals commitment, 91–95; OCB optimization by work, 498; rewards used for, 73–74; three types of choice behaviors, 21

Multi-media communication modes, 566

## Multi-national companies

(MNCs): challenges facing, 273–274; cultural dimensions and implications for, 274–285; distinction of global and international, 272–273; performance management and role of organizational culture of, 285–287; performance management interview protocol for, 288*e*; performance management recommendations for practice, 287–294; role of national culture in, 271. *See also* GLOBE (Project Global Leadership and Organizational Behavior Effectiveness Research Program); International employees

## Multi-national companies

recommended practices: 1. impart strong organizational performance amangement culture, 287–289; 2. develop an organizational theory of performance, 289–290; 3. do your homework, 290; 4. translate meaning, not just words, 290–291; 5. hire local HR personnel, 291; 6. use the same system but allow flexibility, 291–292; 7. train all users, 292–293; 8. use extensive realistic job previews when hiring, 293; 9. use international representation of leaders, 293–294;

10. consider culture's influences on performance management activities, 294; 11. don't blame everything on culture, 294  
Multi-source feedback, 590–591  
Multi-team membership (MTM): description of, 223–224; performance management best practices for, 224–225

## N

## National cultural differences:

caution against blaming all failures on, 294; as contextual performance antecedent, 302–303; counterproductive work behavior and consideration of, 607–610; fairness perceptions and, 32–33; limitations of comparing, 284–285; performance management accommodating, 578–579; performance management best practices for, 607–610, 613*t*; Project GLOBAL research on implications of, 274–285. *See also* Culture; Organizational culture

## National cultural dimensions:

assertiveness (A), 276*t*, 280–281; future orientation (FO), 275*t*, 279; gender egalitarianism (GE), 275*t*, 279–280; humane orientation (HO), 277*t*, 283; individualism (I) and collectivism (G), 276*t*, 281–282; limitations of comparing cultural value differences, 284–285; performance orientation (PO), 275*t*, 278–279; power distance (PD), 276*t*, 282–283; Project GLOBAL research on multi-national companies on, 274–285; uncertainty avoidance (UA), 277*t*, 284

National Institute for Occupational Safety and Health (NIOSH), 361

National Labor Relations Act, 388–389, 394

Negative feedback: avoiding  
 redundant, 378–379;  
 constructive, 376–379; corrective,  
 375–376

Negligent retention doctrine, 392

*The New Workforce* (American  
 Management Association), 562

New York Life, 49

*The New York Times*, 412

*The New Yorker*, 427

Non-work corporate expectations,  
 582

Nordstrom, 58

NYSE (New York Stock Exchange),  
 243, 244

## O

Observation: EPM (electronic  
 performance monitoring) for,  
 449–451, 462–464; of informal  
 learning, 168

Occupational Safety and Health Act,  
 394

On-the-job training, 157–159. *See also*  
 Informal learning

Openness, 33

Organization citizenship behavior  
 (OCB): affective outcomes of,  
 308–309; career development and,  
 318–319; conscientiousness and, 510;  
 contextual performance and, 298*fig*,  
 301*t*; description and dimensions  
 of, 299–300; individual performance  
 and, 307; Leader-Member-Exchange  
 theory on, 304, 387, 499–501,  
 510–514; mentoring influence on,  
 317–318; optimized through work  
 motivation, 498; organizational  
 and group-level outcomes of,  
 306–307; performance management  
 emphasis on, 582; procedural  
 justice relationship to, 497. *See also*  
 Contextual performance

Organizational climate, 372–373

Organizational context: best  
 coaching practices for, 133*t*; best

practices for building culture of  
 coaching, 150*t*; Development  
 Pipeline framework and, 120

Organizational culture: alignment  
 and impact of, 64–66; building a  
 coaching and development, 149–151*t*;  
 as contextual performance  
 antecedent, 303; multi-national  
 companies performance  
 management and role of, 285–287;  
 performance negotiation  
 component of, 494–498; tailoring  
 coaching to, 143–145; that evoke  
 self-accountability, 80; WD-40  
 Company corporate values and,  
 65–66. *See also* Culture; National  
 cultural differences

Organizational maintenance  
 technology, 457–458

Organizational precursors:  
 accountability as, 533*t*, 536–537;  
 compensation system as, 533*t*,  
 537–538; description of, 531*e*;  
 feedback environment as, 532,  
 533*t*, 535; formal individual growth  
 opportunities as, 533*t*, 535–536;  
 OPS (organizational precursor  
 scales) established for, 528, 530;  
 organizational alignment as, 532,  
 533*t*; Palisades Inc. example of  
 assessing, 538–539, 550; training  
 as, 539–540

Organizations: aligning goals of  
 individual and, 586–588; business  
 needs of, 117, 125–126, 136–138,  
 146–147; changing trends of, 563–570;  
 flat organizational structure used by,  
 565. *See also* Workplace

Outsourcing, 564

Overexposure to technology, 472

## P

Paid leave discipline, 381

Palisades Inc. assessment case study:  
 assessing individual precursors at,  
 543–548, 551–553; assessing

- Palisades Inc. (*continued*)  
 organizational precursors of, 528, 530, 532–540; evaluation at individual and department levels, 548–549; performance management model of, 528, 529*fig*; timeline performance management model assessment, 530*fig*; training evaluation at reaction and learning levels at, 540–543
- Passive production deviance, 363
- Pay for performance: advantages and disadvantages of, 600–602; description of, 8; research on, 602–604. *See also* Contingent pay (CP) plans
- PepsiCo, 75, 92, 412
- Perceptions: comparing performance management and development coaching on, 130–131*t*; description of, 127; GAPS Grid framework for conversations about, 129*t*. *See also* Insights
- Performance: authentic, 494*fig*–519; definition of, 585–586; Employee Assistance Programs (EAPs) to facilitate, 382–383; psychological well-being influencing, 508–509; self-management training to improve, 379–383; time orientation and, 506–508; valuation of work behavior and, 491–494. *See also* Development; Performance negotiation
- Performance assessment: cognitive approaches to rater based, 597–598; contextual performance appraisal for, 309–312*t*; enterprise-wide performance management system case study on, 469; failures in, 78; incompatibility of development versus, 340; performance management best practices for, 596–598, 612*t*; as performance management focus, 339; performance review/appraisal meetings on, 23–25; self-appraisals used in, 22; taking ownership of the, 22–23; technology-related best practices for, 447*e*–448*e*. *See also* Assessment; Forced rankings; Performance review
- Performance dashboards, 103
- Performance distribution assessment, 597
- Performance execution: best practices recommendations for technology, 447*e*; enterprise-wide performance management system case study on, 469*e*; overview of, 19–22; technological enhancement of, 463–465
- Performance framework: job analysis, 185*t*; performance management process supported by, 186–187. *See also* Performance management model assessment points
- Performance improvement: forced rankings impact on, 425–428; goal orientation (GO) for, 504–506, 509, 511; research perspective of forced rankings and, 428–431; strategic considerations for forced ranking and, 431*e*; technology-related best practices for, 447*e*, 448*e*
- Performance management: CEO, 233–267; of coach pool, 139–140; description of, 4–6, 446; examining the future of, 555–583, 610; an expanded view of, 1–2; how learning is affected by, 340–341, 344–346, 348; how learning is linked to, 339; impetus for changing, 556*t*–561*t*; issues to consider regarding teams, 26–29; on-the-job and information development in, 157–159; performance appraisal versus, 74–75; performance management systems distinguished from,

- 446, 449; process of, 12*fig*-26; requirements of effective, 570-582; of teams in complex settings, 197-226; telecommuting employees and, 451-452, 466, 564; work, worker characteristics, and, 177-180. *See also* Contextual performance management; Managers; Performance management systems
- Performance management best practices: coaching as, 592-596, 612*t*; cultural factors and, 607-610, 613*t*; employee development as, 591-596; feedback as, 589-591, 611*t*; forced distributions as, 599-600; goal-setting as, 586-588, 611*t*; in informal learning and performance management, 180-191; multi-team membership, 224-225; performance assessment and evaluation as, 35-37, 596-598, 612*t*; pilot-testing as, 34-35; rewarding performance as, 600-604, 613*t*; for successful systems, 29-37; for teams, 202*t*-223, 605-606, 613*t*; for technology, 447*e*-448*e*, 459-470, 481-482*e*, 613*t*. *See also specific practice*
- Performance management effectiveness: emphasis of corporate values and ethical behavior, 581-582; guiding behavior of employees for, 570-571; incorporating non-work expectations and standards of success, 582; for international workforce, 578-579; motivating employees to achieve organizational goals, 571-573; for off-site employees, 575-581; processes need to incorporate technological tools, 573-575
- Performance management model assessment points: 1. organizational precursor scale (OPS), 528; 2. training evaluation at reaction and learning levels, 540-543; 3. individual precursors, time 1, 543-548; 4. evaluation at individual and department levels, 548-549; 5. organizational precursors, time 2, 549-550; 6. individual precursors, time 2, 551-553; determining needed changes for system process, 553; glossary of the, 531*e*; overview of model, 528, 529*fig*; sequence of, 532*fig*; timeline for Palisades Inc., 530*fig*. *See also* Performance framework
- Performance management process: stage 1: prerequisites overview, 12-14; stage 2: performance planning overview, 14-19; stage 3: performance execution overview, 19-22; stage 4: performance assessment overview, 22-23; stage 5: performance review overview, 23-25; stage 6: performance renewal and recontracting overview, 25-26. *See also specific process*; Succession planning
- Performance management purposes: administrative, 6*e*, 8; communication, 6*e*, 9; developmental, 6*e*, 9, 339; documentation, 6*e*, 9-10; maximizing the, 11-12; organizational maintenance, 6*e*, 9; strategic, 6*e*, 7-8. *See also specific purpose*
- Performance management system implementation: change management strategies for, 477-478; decisions whether to buy or build, 476-477; keeping integration in mind for, 479-481; remember that content is king for, 478-479
- Performance management systems: alignment and, 46-64; assessing, 528-553; core elements of

- Performance management systems:  
 (*continued*)  
 successful, 79–81; cultural fairness perception and, 32–33; description of, 4–6, 446, 449; Development Pipeline framework compared to, 118–120, 127–133; failures of, 74–79; implementation of, 476–481; multi-national companies and use of, 271–295; performance management distinguished from, 446, 449; two primary reasons for, 339–3340. *See also* Performance management
- Performance negotiation:  
 authentic performance steps to valuation, 512–514; critical socio-psychological enablers component of, 498–504; high quality of social exchange in, 510–512; individual difference antecedents component of, 504–510; organizational culture component of, 494–498; systemic model for, 494*fig*; venture capital case study of, 514–519. *See also* Performance
- Performance planning: best practices recommendations for technology, 447*e*; enterprise-wide performance management system case study on, 468*e*–469*e*; overview of, 14–19; performance negotiation for, 494*fig*–519; technological enhancement of, 460–462
- Performance renewal/recontracting:  
 best practices recommendations for technology, 448*e*; enterprise-wide performance management system case study on, 470*e*; overview of, 25–26; technological enhancement of, 466–467
- Performance review: best practices recommendations for technology, 448*e*; conduct and preparation guidelines for, 510–514; enterprise-wide performance management system case study on, 469*e*; purpose of, 23–24; six recommendations for conducting, 25; technological enhancement of, 465–466. *See also* Performance assessment
- Performance-oriented culture: best practices for building, 150*t*–151*t*; importance of building, 149, 151
- Personalities: conscientious, 510; informal learning and “big five,” 173–174; performance “agreement” and, 509
- Personnel Psychology* (PPsych), 3
- Phenomenology, 506
- Pillsbury, 18
- Pizza Hut, 92
- Positive discipline, 380–382
- PRD (product requirements document), 477
- Prerequisites: best practices recommendations for technology, 447*e*; enterprise-wide performance management system case study on, 468*e*; overview of, 12–14; technological enhancement of, 459–460
- Principal-agent model, 244–245
- Procedural justice: business outcomes related to perceived, 495–496; organization citizenship behavior (OCB) relationship to, 497; perceived workplace fairness of, 370–371, 421; termination legal claiming and, 395–396
- Procter & Gamble, 82
- Productivity: contextual performance management enhancement of, 306–309; norms of the group affecting, 368–369; performance negotiation for increased, 494*fig*–519; valuation of work behavior, 491–494
- Profit sharing plans, 601
- Progressive discipline, 388–391
- Project GLOBE: cultural dimensions and implications studied by,

- 274–284; limitations with cultural differences comparison by, 284–285. *See also* Multi-national companies (MNCs)
- PRSI (PayRoll Services International, Inc.) case study: additions made to performance management system of, 344–346; background information on learning culture of, 331–337; current performance management system of, 341–344; evaluation progress of learning culture development, 349–350; future issues to monitor, 351; lessons learned from other companies, 337–340; three-phase performance management process, 347–348. *See also* Learning culture
- Psychological well-being (PWB), 508–509
- Public Company Accounting Reform and Investor Protection Act (Sarbanes-Oxley Act), 236, 394, 581
- Punishment. *See* Discipline
- Q**
- QIAGEN Sciences, Inc., 80
- Quaker Oats, 373
- R**
- Rand Corporation, 562
- Rater errors, 597, 598
- Ratings of performance: appraisals using, 596; cognitive approaches to, 597–598; forced distributions as, 599–600; proposed solutions to problems associated with, 598. *See also* Forced rankings
- Real-world practice: best coaching practices for, 133*t*; best practices for building culture of coaching, 150*t*
- Respect, 378
- Reward systems: for contextual performance behavior, 313–316; contingent pay (CP) plans, 8; pay for performance, 8, 600–604; performance management best practices for, 600–604, 613*t*; performance management role of, 73–74; potential downsides of, 600–601; profit sharing plans as, 601. *See also* CEO compensation
- ROCI (high return on capital invested), 68, 69*fig*
- Role modeling: leadership performance management, 79; self-efficacy and, 96
- RSM McGladrey, 78
- S**
- Sabotage, 363, 372
- Sarbanes-Oxley Act (SOX), 236, 394, 581
- Sears Holdings Corporation, 7
- Sears, Roebuck & Company, 7, 8
- SEC (securities and Exchange Commission), 244
- SELCO Credit Union (Oregon), 11
- Self-appraisals, 22
- Self-efficacy: definition of, 587; enhancement of, 587–588; forced rankings impact on, 432–433; goal commitment predicted by, 95–97; informal learning and role of, 174, 176–177; insulating, 97–98; metacognition activities as increasing, 177; self-management training and, 379–383, 592
- Self-management training: actions for implementing, 379–380; Employee Assistance Programs (EAPs) for, 382–383; positive discipline and, 380–382; self-efficacy enhanced through, 379–383, 592; value of, 379
- Senge, P., 157
- Servant leadership concept, 305
- 720-degree feedback system, 19

- Sexual harassment, 362, 372–373, 383
- Shared electronic workspaces, 461 *fig*–462 *fig*
- Singapore Airlines, 67
- Situational constraints, 372
- Six Seconds Institute for Organizational Performance, 49
- 60 Minutes* (TV show), 83
- SmithBucklin, 54, 56, 58, 64, 79, 81
- “Social loafing,” 600
- Society for Human Resource Management (SHRM), 411, 562, 568
- Southwest Airlines, 46, 67
- Southwestern Energy Company, 244
- Springfield Remanufacturing, 83
- Sprint, 437
- Starbucks, 82
- State Street Corporation, 244
- Strategy: acceptance/passion for goals, vision, and, 57–58; airline examples of getting results from, 66 *fig*–74; clarity of roles/requirements supporting, 58–60; clear and agreed-on vision and, 55–56; forced ranking and morale considerations for, 436 *e*; forced ranking fairness and accuracy considerations for, 424 *e*–425 *e*; forced rankings and legal considerations for, 438 *e*; performance management technology related to, 453–454; translation into goals, 56–57
- Strategy maps, 586–587
- Structured learning, 164, 165 *t*
- Substance abuse: counterproductive behaviors due to, 365–366; Employee Assistance Programs (EAPs) to help with, 382–383; negligent retention doctrine in case of, 392
- Success factors: description of, 127, 130; GAPS Grid framework for conversations about, 129 *t*; performance management effectiveness and emphasis of, 582
- Succession planning: enterprise-wide performance management system case study on, 470 *e*; technology-related best practices for, 448 *e*, 467–468. *See also* Performance management process
- Sun-Micro Systems, 412, 415 *t*
- Supervisors: changing trends in supervision by, 569–570; counterproductive work behavior and relationship with, 367–368; discipline measures by, 380–397; negative feedback provided by, 375–379; performance execution documentation kept by, 20. *See also* Leader member exchange (LMX); Managers
- Systemic Model for Performance Negotiation: critical socio-psychological enablers, 498–504; illustration of, 494 *fig*; individual difference antecedents, 504–510; organization culture role in, 494–498
- T**
- Taco Bell, 92
- “The Talent Myth” (Gladwell), 427–428
- Talent strategy: aligning coaching with, 146–147; integrating coaching into management and, 147–148
- Task complexity, 98–100
- Team efficacy, 104
- Team goals: issues to consider for, 102–103; participation in setting, 104–106; team efficacy and, 104
- Team performance management (TPM): adaptive capacity and, 200, 201–203 *t*, 210–213; best practices for, 613 *t*; description of, 199–200; facets of, 200–201; leadership capacity and, 201, 203 *t*–205 *t*,

- 213–218; management capacity and, 201, 206*t*–207*t*, 218–222; multi-team membership and, 223–225; technical capacity and, 201, 208*t*–209*t*, 222–223
- Teams: challenge of communication with individual members of, 571; definition and components of, 198–199; development process support by the right coaching, 138–139; goals of, 102–106; KSAs identified for, 28; performance management best practices for, 202*t*–223, 605–606, 613*t*; performance management specific to, 26–29; six guiding principles for, 27–28; trend toward geographically dispersed, 563
- Technical capacity: description of team, 210; team performance best practices for, 208*t*–209*t*, 222–223
- Technological challenges: information overload, 471; miscommunication, 474–475; over-reliance on automation, 473–474; overexposure, 472; technology literacy, 475–476; time requirements, 472–473
- Technological time requirements, 472–473
- Technology: administration purpose of, 454–455; automated performance management system, 476–481, 484*e*; developmental purposes and use of, 457; documentation and related, 458–459; electronic performance monitoring (EPM), 449–451; IM (instant messaging), 456; informational purpose of, 455–456; new changes and trends in use of, 566–567; organizational maintenance, 457–458; performance management and telecommuting employees, 451–452, 466, 564; performance management best practices for, 447*e*–448*e*, 459–470, 481–482*e*, 613*t*; performance management challenges related to, 470–476, 483; performance management processes incorporating tools of, 573–575; strategic use of, 453–454. *See also* Human resource information technology (HRIT) systems
- Technology literacy, 475–476
- Telecommuting employees, 451–452, 466, 564
- Termination: “just cause” standard of, 393; legal parameters of, 393–394; making the decision for, 392–393; negligent retention doctrine and, 392; process considerations, 394–396; recommendations on, 397
- Texas Mental Health Department, 382
- Theft, 363, 372
- 360-degree feedback: coach-facilitated, 140, 595; contextual performance management use of, 322; evaluation of reaction and learning levels of, 542–543; implementing system of, 19. *See also* Feedback
- Time frame: comparing performance management and development coaching on, 130–131*t*; technological challenges related to, 472–473; time orientation of experience, 506–508
- Time* magazine, 412
- Title VII (Civil Rights Act) [1964], 362, 435
- Title VII (Civil Rights Act) [1991], 435
- “Totem pole,” 414
- Towers Perrin-ISR’s 2007 opinion survey, 265
- Toxic leaders, 367–368

Training: EMT (error management training), 591; evaluating reaction and learning levels of, 540–543; incidence of informal, 166–167; as organizational precursor, 539–540; performance management best practices for development and, 591–596, 612*t*; self-management, 379–383, 592; situational constraint of lack of, 372. *See also* Coaching; Development; Informal learning; Learning

Transfer of learning:  
 recommendations for increasing, 178–180; worker characteristics influencing, 173–177; workplace characteristics enhancing, 170–173. *See also* Learning

Transformative learning, 345

Transnational company. *See* Multi-national companies (MNCs)

*The 21st Century at Work* (Rand Corporation), 562

Tyco scandal, 236

## U

UK contingent pay (CP) plans, 8

Union Carbide, 381–382

United Airlines, 369

United States: contingent pay (CP) plans used in, 8; performance management system legislation in the, 34–35

Unstructured learning, 164, 165*t*

UPS, 46

U.S. Airways, 73–74

U.S. Department of Labor, 562

U.S. Equal Employment Opportunity Commission (EEOC), 362, 366

U.S. Supreme Court. *See* Legal cases

*USA Today*, 412

## V

Valuation of work behavior: overview of, 491–494; performance negotiation outcome for, 494*fig*–519

Values: airlines strategic value map, 69*fig*; alignment and, 48*fig*; GAPS Grid framework for conversations about, 127, 128*t*; motivating employee goals in line with organizational, 571–573; performance management emphasis of corporate, 581–582; tailoring coaching to organizational, 143–145; WD-40 Company corporate, 65–66. *See also* Ethical issues

“Vanishing performance appraisal,” 527

Ventana Research, 56

Verizon, 313–314, 382

Videoconferencing, 466

*Vinson, Meritor Savings Bank v.*, 362

Violence/workplace aggression, 361

Vision: acceptance/passion for goals, strategy, and, 57–58; clear and agreed-on strategy and, 55–56; translation into goals, 56–57

Volvo, 46, 57

## W

Wal-mart, 58

Watson Wyatt, 51–52

Watson-Wyatt Worldwide Study, 432

WD-40 Company (WD-40), 46, 49, 54, 65–66, 77, 79, 80, 81

Web conferencing, 466

Whistleblower Protection Act, 394

Whole Foods Market, 104

Withdrawal behaviors, 364

Work activities: job analysis and related, 182*t*–183*t*; OCB optimization by motivation for, 498; performance framework for analysis of, 185*t*. *See also* Job analysis

Worker characteristics: changing trends in, 567–570; influencing informal learning, 173–177; performance management, work, and, 177–180. *See also* Behavior;

- Counterproductive work behavior (CWB)  
*Workforce 2000* (Johnston and Packer), 568
- Workplace: aggression/violence in the, 361; changing trends in the, 565–567; hostile, 368–369; organizational climate and, 372–373; perceptions of fairness in the, 369–371; shared electronic workspaces, 461*fig*–462*fig*. *See also* Organizations
- WorldCom scandal, 236, 581
- Wyeth Pharmaceutical's PRIDE program, 316
- X**
- Xerox, 412
- Y**
- YCMAD (Colgate-Palmolive), 313
- Yoplait, 18
- YUM! Brands, 92

