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**ORGANIZATIONAL CITIZENSHIP
BEHAVIOR: A STUDY IN
THE QUICK SERVICE
INDUSTRY**

By

Lu Tsai

**A thesis submitted in partial fulfillment
of the requirements for the degree of**

Master of Science

in

Hotel Administration

**Department of Hotel Administration
University of Nevada, Las Vegas
August 1997**

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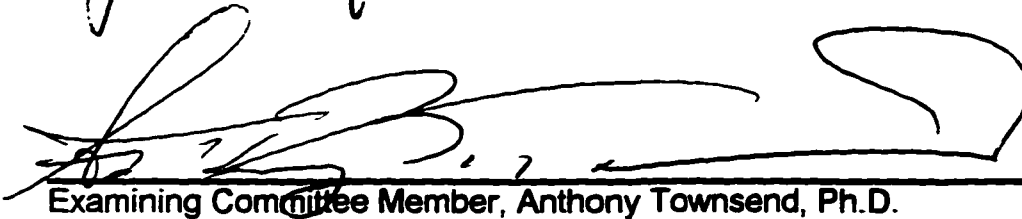
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August of 1997

TABLE OF CONTENTS

| | |
|--|----|
| ABSTRACT | v |
| ACKNOWLEDGMENTS | vi |
| CHAPTER 1 INTRODUCTION | 1 |
| Purpose of the study | 3 |
| Objective of the study | 3 |
| Research questions | 4 |
| Definition of terms | 4 |
| Assumptions and delimitations | 6 |
| Significance of study | 6 |
| Conclusion | 7 |
| CHAPTER 2 LITERATURE REVIEW | |
| Quick service industry | 8 |
| Organizational citizenship behavior | 10 |
| In-role and Extra-role | 10 |
| Multi-dimension OCB | 12 |
| Altruism | 12 |
| Courtesy | 12 |
| Sportsmanship | 13 |
| Civic virtue | 13 |
| Conscientiousness | 13 |
| Uni-dimension OCB | 13 |
| Job performance | 14 |
| Performance appraisals | 16 |
| Task performance | 17 |
| Conceptual performance | 17 |
| OCB: A predictor of performance | 18 |
| Conclusion | 20 |
| CHAPTER 3 METHODOLOGY | |
| Problem statement | 21 |
| Hypothesis | 22 |
| Sample selection | 23 |

| | |
|---|-----------|
| Survey development..... | 23 |
| Company task..... | 43 |
| Company Conceptual (service) or success profile..... | 25 |
| Service performance..... | 25 |
| OCB survey..... | 26 |
| Demographics..... | 26 |
| Data collection and coding..... | 27 |
| Conclusion..... | 28 |
| | |
| CHAPTER 4 DATA ANALYSIS AND RESULTS | |
| Statistical data analysis..... | 29 |
| Demographics variable..... | 29 |
| Demographic results..... | 29 |
| Reliability assessment..... | 35 |
| Mean analysis..... | 36 |
| Regression analysis..... | 37 |
| Analysis of hypothesis 1..... | 38 |
| Analysis of hypothesis 2..... | 38 |
| Analysis of hypothesis 3..... | 39 |
| Analysis of hypothesis 4..... | 39 |
| Conclusion to results..... | 40 |
| | |
| CHAPTER 5 DISCUSSION AND CONCLUSIONS | |
| Discussion..... | 41 |
| Conclusion..... | 42 |
| Suggested future research..... | 43 |
| | |
| REFERENCES..... | 46 |
| | |
| Appendix A. SURVEY INTRODUCTION LETTER..... | 52 |
| | |
| Appendix B. POSITION PERFORMANCE SURVEY..... | 54 |
| | |
| Appendix C. CONCEPTUAL (SERVICE) PERFORMANCE (SUCCESS PROFILE)..... | 56 |
| | |
| Appendix D. SERVICE PERFORMANCE SURVEY..... | 58 |
| | |
| Appendix E. ORGANIZATIONAL CITIZENSHIP BEHAVIOR SURVEY..... | 62 |
| | |
| Appendix F. MEAN SCORE OF ALL SURVEYS..... | 65 |

ABSTRACT

Organizational Citizenship Behavior (OCB) is a class of job related behaviors which have been suggested as a fruitful addition to traditional conceptions of job performance. OCB is defined as those behaviors which are discretionary, are not formally recognized by the organizational reward system, and in the aggregate, promotes organizational effectiveness.

There were several questions that were examined. The first question asked if OCB have a direct relationship with company task performance. The second question asked if OCB have a direct relationship with company conceptual performance, the third question examined if OCB had a direct relationship with additional service performance. The results concluded that OCB does have a direct relationship with task, conceptual and service performance.

This study concluded with a discussion of conclusions and suggested future research.

ACKNOWLEDGMENT

I would like to take this opportunity to thank all the people who helped me to complete my thesis. I would like to first thank my committee chair Dr. Sammons for keeping me on track along with all the encouragements. I would also like to thank all the committee members who took their time to help me with my thesis. I would like to say thanks to my very special fiancé Coral, who had made many sacrifices so I can keep my mind on school. I would like to make my final thanks to my parents who encouraged me to seek an advanced degree, as I will be the first in my family with a Masters degree.

CHAPTER I

INTRODUCTION

The quick service restaurant industry (QSR) has grown by more than two thousand stores per year since the early eighties. McDonald's and other identifiable quick service restaurants account for about 90 percent of all sales in the food industry (Emerson, 1990). In 1995, the quick service industry increased sales by 2.6 percent with total sales more than three hundred billion dollars (Arey, 1996). In 1996, McDonald's spent more than five hundred million dollars on equipment and supplies. Burger King opened more than 750 units during 1996 and spent two hundred and twenty-four million dollars for equipment and supplies (Editors, 1996a). With the increasing number of quick service units, the quick service industry needs to recognize the need to attract large numbers of employees who are willing to work for low wages.

From 1980 to 1987, the eating and drinking sector increased employment by about 15 million employees (Emerson, 1990). From 1990 to 1993 the eating and drinking places accounted for 64,610,000 to 67,280,000 employees (U.S. Bureau of the Census, 1996). A majority of the employees that were in the 16 to 20-age category were in high schools, and were compensated with the national

minimum wage. With such low compensation, there had to be other factors that motivated employees to perform their jobs on a regular basis.

Every industry has its own definition of successful employees. In the hospitality industry a definition of a successful employee can be defined by these characteristics: for example, they have a sense of responsibility to the place they work, they were always on time, they were able to learn, and they have a sense of pride. These characteristics and others lead to successful employees in quick service restaurants.

To have successful employees is not something that happens overnight. Employees must be trained, developed, and evaluated. Through proper performance evaluation, supervisors can see what additional training and development an employee needs to become successful.

The performance evaluation was given to provide answers on how employees were doing. If the employees were not doing well, why? To understand why the employees were not doing well can be more useful in determining what management can do to correct the problem.

In the quick service industry, performance can be characterized as conceptual and task. Conceptual refers to how employees treat other employees, how often they smile, and how many times they were late to work. Organ (1988) has provided a category system for conceptual performance in forms of extra-role behaviors such as, the willingness to help others.

Task can be characterized as how many burgers can be assembled in an hour, how efficient they are on a register taking orders, and how well can they sweep and mop the floors. Task performance can also be considered as in-role behaviors that were required by the employees (Graham, 1991).

Organizational citizenship behavior (OCB) can be used to explain the "willingness" of a person to contribute to the organization (Organ, 1988). OCB has been used to define employee behaviors in retail, hospital, and hospitality businesses. Past research has shown that a high effectiveness rating of OCB was directly related to high job performance. This study will measure the typical behavior of OCB in the quick service industry. It will also examine the relationships of OCB and performance in quick service restaurant employees.

Purpose of the Study

The purpose of this study was to examine organizational citizenship behavior (OCB) as a predictor of job performance in quick service restaurants. There were two types of job performance measured, one was task performance and the other, was conceptual (service) performance.

Objective of the Study

The specific objectives of this study were to:

1. **Evaluate the supervisors' rating of organizational citizenship behavior for each employee.**

2. Evaluate the supervisors' rating of individual job performance.
3. Examine the relationship between organizational citizenship behavior ratings and performance appraisals.

Research Questions

1. Does organizational citizenship behavior rating have a positive relationship with company task performance?
2. Does organizational citizenship behavior have a positive relationship with company service performance?
3. Does organizational citizenship behavior have a positive relationship with service performance?
4. Does organizational citizenship behavior predict job performance?

Definition of Terms

For the purpose of this study, the following definitions will apply to these terms.

Organizational Citizenship Behavior (OCB)

[OCB] "Represents individual behavior that was discretionary not directly or explicitly recognized by the formal reward system, and that in the aggregate promote the effective functioning of the organization" (Organ, 1988, p. 4).

Job Performance

"The outcome of actions on the job and it was also the actions that produce that outcome" (Buzzotta, Lefton, Sherberg, & Karraker, 1977, p. 4).

Quick Service

Defined in this context as a specific type of restaurant operation, in which time was of the essence. In an average quick service restaurant, the meal was received with little or no waiting period (Editors, 1992).

Willingness

"Qualities or conditions that were commonly understood to refer to something different from effectiveness, ability, or value of personal contributions" but "was vaguely recognized as an essential condition of organization" (Organ, 1990, p. 44).

Task performance appraisals

The ability to perform task functions, such as operating a sales register, being able to sweep and mop effectively, and wash dishes in a quick and effective manner (Editors, 1992).

Conceptual service performance appraisals

The willingness of an employee to help other employees, such as switching days off, helping when others were busy, and being friendly to customers (Editors, 1992).

Entry level employees

"Employees who perform tasks that require a relatively low level of job specific knowledge, skills, and abilities" (Hunt, 1996, p. 52).

Assumptions and Delimitations

- 1. The time of study was limited to February 18, 1997 through April 20, 1997.**
- 2. This study was limited by the number of corporate stores in the Southern California region that were willing to cooperate with the study and surveys.**
- 3. The employees of this study were chosen from stores in the Southern California region.**
- 4. This study was limited by the willingness and the abilities of the supervisors to respond in a timely and/or accurate manner.**
- 5. This study was limited to selected cities in the Southern California region.**
- 6. An assumption was made that the supervisor would rate employees as objectively as possible.**

Significance of Study

Behavior can be categorized as extra-role or in-role. Extra-role behavior can be defined as "spontaneous" behavior that refers to countless informal acts

of cooperation, helpfulness, and goodwill (Organ & Batman, 1991). In-role behavior was defined as behavior requiring technical performance (Organ, 1990). Technical performance can be defined by the hospitality industry as task jobs that require technical skills to do the job. For example, beds must be made in a specific way, floors to be moped in a certain way, and food to be prepped in a certain way and time. The significance of this study was to show OCB predicts both task performance and conceptual performance in the quick service industry.

Once an organization can understand the relationships of OCB, its categories and performance evaluations, the quick service industry will have the potential of using OCB as a tool for evaluation, selection, and discipline. OCB has been utilized in other settings where it has been proven that some of the factors do in fact have a positive relationship with performance.

Conclusion

Chapter one delineated the purpose and the objectives of the study. It also presented research questions, definitions, assumptions, and delimitations of the study. A review of literature in support of the research question follows in Chapter 2.

CHAPTER II

LITERATURE REVIEW

Quick Service Industry

The nine largest quick service restaurant chains have achieved system wide sales growth of 14.6 percent annually since the mid-1970s to 1988 and accounted for about 32.57 billion dollars in sales (Emerson, 1990). In 1995, the top 25 quick service restaurants accounted for \$154,210,600 dollars (Editors, 1996b). With the increased sales and number of stores, growth in the number of employees was inevitable. Eating and drinking places accounted for 6.46 million employees in 1990 and 6.72 million employees in 1993(Editors, 1996c). Another significant statistic about the eating and drinking places was the wage rate. Eating and drinking places have the lowest compensation by 10 different industry standards, with a low of \$3.69/hr average in 1980 to \$4.42/hr in 1987 (Emerson, 1990).

Employees of quick service restaurants vary in age, gender, and status, but the common denominator was the behavior of these employees in doing the task they were trained to do and doing it in an efficient manner. On top of task performances, these employees were also asked to deal with customer service,

develop team work skills and function well under pressure. These characteristics and traits led researchers to believe that low wage employees can think and act on their own without a training manual.

David Premack (1959 & 1965) proposed a unique approach of reinforcement of task to increase quality performance. The model showed employees would increase performance on the less preferred of two job tasks to gain access to a more preferred job task. By letting the employees know that good performance would lead to being able to choose the task they like to do increased the performance of the job they dislike. When employees were rewarded by receiving the job they like, the performance of that job was also high because they wanted to be there. Evidence showed that the interventions had an impact on the quality of performance of employees in a fast food restaurant. To watch for errors and correct them was time consuming (Welsh, Bernstein, & Luthans, 1992).

The ultimate test of the usefulness of Premack-style contingencies lies in whether the managers were able to apply it in daily work situations. If successfully implemented, training employees in all areas that employees prefer can be beneficial to management.

The next section of literature review is organized as follows: the definition of OCB, in-role and extra-role, informal and formal organizations, predictors of performance by OCB, performance appraisals and employee rating, and how they relate to the quick service industry.

Organizational Citizenship Behavior

Katz and Kahn (1966) defined supra-role behavior as behavior that includes any gestures that lubricate the social machinery of the organization and does not directly adhere to the usual notion of task performance. Examples included helping co-workers with job related problems, accepting orders without a fuss, tolerating and minimizing the distraction created by interpersonal conflicts, and protecting and conserving organizational resources. Unable to find a suitable name, Katz and Kahn (1966) called it "citizenship" behavior. Supervisors value such behavior, in part because it makes their own jobs easier and frees their own time and energy for more substantive tasks. The Bernard study (as cited in Organ, 1988), defined citizenship behavior as : "Willingness to cooperate, positive or negative, was the expression of the net satisfaction or dissatisfaction experienced or anticipated through alternative opportunities". Taking OCB to the next level was to distinguish in-role behavior and "innovative and spontaneous behavior." It was theorized that spontaneous cooperation behaviors were not governed by the same motivational dynamics that sustain superior in-role technical performance of individuals (Organ, 1990).

In-role and extra-role

In-role behavior was said to be behavior that was required by technical performance (Organ, 1990). In this context in-role behavior is management's definition of acceptable behavior. Prosocial behavior also included in-role

behavior, such as role performance of counselors, and extra-role gestures that enhance the welfare of a co-worker or client even if such actions were detrimental to the organization's effectiveness (Organ, 1990). Extra-role behavior can be defined as "spontaneous" behavior that refers to countless informal acts of cooperation, helpfulness, and goodwill (Organ & Batman, 1983). Examples of extra-role behavior were being friendly to the customers, helping to orient new recruits, and not abusing the rights of others.

Roethlisberger and Dickson are regarded as the major chroniclers of the Hawthorne studies. Like Bernard, Roethlisberger and Dickson drew a distinction between the formal and informal organization. "The formal includes the systems, policies, rules, and regulations of the plants which express what the relations of one person to another were supposed to be in order to achieve effectively the task of technical production"(Organ, 1988). The informal social organization exists in every plant, and can be said to be a necessary prerequisite of effective collaboration (Organ, 1990). Formal organization flows from in-role behaviors of what was expected by management and necessary to keep the job. Informal, on the other hand, stems from the extra-role behaviors, like giving extra time to the new employees, always coming to work on time, and someone who was always ready to give a helping hand.

Multi-dimensional OCB

Organ (1988) provided a category system for extra-role forms of performance. OCB can be defined as contributions rendered by members that were not enforceable requirements of the job and which were not compensated by contractually guaranteed incentives. The following were the five dimensions of OCB:

- 1. Altruism. This category includes those contributions rendered by helping a specific individual with an immediate work-related problem, such as showing a new hire how to use a tool (Katz and Kahn, 1966). In 1995, Organ and Ryan presented the results of the meta-analysis for predictors of OCB in the form of altruism. As predicted, there was a modest overall correlation between satisfaction and altruism. Contrary to prediction, the meta-analysis did not show fairness to be a better predictor of altruism than was satisfaction (Organ & Ryan, 1995).**
- 2. Courtesy. This form of OCB includes all gestures that involve consideration of others and that prevents problems for occurring. Courtesy consists of judicious timing in consulting with those who will be affected by your actions, providing advance notice, and respecting others' claims for commonly shared resources (Organ, 1988). A fact of life in organizations was interdependence: "what**

you do and decisions you make affect others own the line," as such courtesy was directly related to performance.

3. **Sportsmanship**. An important part of OCB was forbearance, or something that one refrains from doing (Organ, 1988).
4. **Civic virtue**. Another form of OCB was represented by responsible, constructive involvement in the political process of the organization (Graham, 1991). Good contributors attend meetings, read in-house mail, keep abreast of developments in the organization and issues affecting it, and offer opinions and suggestions at the appropriate time and in the proper form.
5. **Conscientiousness**. Organizations have rules and policies that require acceptable levels of compliance with respect to attendance, punctuality, neatness, care for organizational property, and use of company time. Another form of OCB was measured by the extent to which a person goes beyond the minimum and complies with the spirit as well as the letter of the rules (Organ, 1988).

Unidimensional OCB

Good citizenship was shown by above-average levels of a variety of substantive types of citizenship behavior, rather than by the presence or absence of job behaviors that were theoretically distinctive, but difficult to classify (Graham, 1991). Unidimensional construct of OCB was using one of the

many different dimensions of OCB. Organ (1990) used fairness as a single construct to determine if it was related to job performance. OCB was an inclusive performance construct that offers a way to capture a variety of employee contributions, thereby minimizing the danger of neglecting important forms of service by defining performance too narrowly (Staw, 1984).

Job Performance

A traditional notion of job performance described “dependable activity” or behavior designed to perform the assigned role in ways that meet some minimal level of quantity and quality (Moorman, 1990). In this context there two types of performance, one was task related to in-role behaviors and the second, was conceptual which dealt with extra-role behaviors.

Task performance can be defined as jobs that were task related, for example, how fast can a person type, how well can an employee take orders, how clean can an employee mop the floor. These tasks can be evaluated by something that was tangible, something that can be measured quantitatively.

On the other hand conceptual job performance was qualitative and it was not as easy to measure, it does not have something that was tangible.

Conceptual job performance was closely related to extra-role behavior.

Conceptual job performance can be defined as the willingness of an employee who helps other employees such as, switching days off, assisting when others were busy, and being friendly to customers.

Dependable activity was measured by reducing the behavior required in the job to a limited number of predictable patterns and then comparing what the employee actually did to this standard. This was also described as in-role behavior. This was just one of the three patterns of behavior that Organ and Konovsky (1989) cited. The other two included joining and staying in the system and innovative and spontaneous behavior. The employers assumed that the employees would demonstrate a standard of behavior that would keep them from being terminated. This pattern of behavior could be considered the bare minimum of required behavior. This was frequently measured by traditional definitions of performance by including measures of employee absenteeism and turnover (Moorman, 1990).

Beyond the minimum of being present and performing the required specifics, it can be suggested that an employee should perform behaviors which were innovative and spontaneous. The employees ought to perform behaviors which were considered extra-role in that they were not specified by role requirements, such as helping other members of the organization. The general description of extra-role behavior has been reported by O'Reilly and Chatman (1986), Puffer (1987), Scholl, Cooper, and McKenna, (1987), and Gregersen (1989). These descriptions included behaviors which involved doing assigned tasks more completely than required, helping others when problems arose, or attending non-required functions (Moorman, 1990).

To bring task and conceptual performance together, service performance was introduced. Service performance was linked to extra-role behaviors which were behaviors that were not required by the company. Another definition of extra-role behavior was called prosocial organizational behavior which was defined earlier. Prosocial behavior attempted to narrow its domain to those behaviors which were more likely to directly affect job performance. POB as described earlier had been suggested as extra-role which was intended to promote "welfare of the individual, group, or organization toward which it was directed" (Moorman, 1990). In summary, it was implied in the definition of job performance that the behaviors which describe performance were beneficial to the organization. Therefore, it was important to define extra-role behaviors to include only those behaviors which were beneficial to the organization.

Performance appraisals

Performance appraisals were an important element of information and control in most complex organizations. Performance appraisals were designed to provide the individual and the organization with data about what was going on, and it was designed to be a medium through which the organization tried to influence the behavior of individuals (Lawler, Mohrman, & Resnick, 1989). The purpose of performance appraisals was to provide some basis of feedback about employees' performance, to plan goals for job performance, determine training

and development needs, identify employees with specific skills and abilities, and to identify promotional potential.

Performance ratings continue to be the most often used criterion to measure employee job performance. Job performance ratings can be used to improve training and development of employees, promotion selection, and incentive programs.

Task performance

Task performance in the context of this study was defined as what the company requires the employees to do to maintain proper operations of the company. In-role behavior can be characterized by task performance.

Conceptual performance

Conceptual performance can be described by several dimensions of OCB, such as altruism, courtesy and civic virtue. Similar to Organ's study, Borman, White, and Dorsey (1995) used several different dimensions of interpersonality. The dimensions were dependable/trustworthy, counted on for backup, trust and depend on, friendly/easy to get along with, and obnoxious/nasty. The results showed peer ratings to be an important contributor to performance ratings, however peers rated their obnoxious coworkers lower than they did their more pleasant peer counterparts (Borman, White, & Dorsey, 1995).

Regarding prosocial organizational behavior, Brief and Motowidlo argued that contextual performance in organizations was important because, "it shapes the organizational, social, and psychological context that serves as the critical catalyst for task activities and processes" (p.71). This kind of performance is an important contribution to organizational effectiveness. Borman, White, & Dorsey's results largely confirmed the findings of Mackenzie, Podsakoff, and Fetter (1991) and Motowidlo and Van Scotter (1994). Both of these studies showed that supervisor raters weight contextual performance approximately as highly as task performance when making overall performance ratings. Accordingly, there was evidence that contextual performance and task performance regarding the technical parts of these jobs have a substantial impact on performance ratings (Borman, White, & Dorsey, 1995).

OCB: A Predictor of Performance

Organizational citizenship behavior can often be used to predict performance. As discussed earlier, OCB defined by Organ (1988) has five different dimensions. The five dimensions are, altruism, courtesy, sportsmanship, civic virtue, and conscientiousness.

Karaboyas used four different dimensions of OCB defined as: personnel industry, independent initiative, enabling others, and loyal boosterism. Each dimension of OCB was found to have a different set of predictors (Karaboyas, 1989). Personnel industry, independent initiative and loyal boosterism were

found to be associated with work unit performance, and the first two had significant effects on individual performance as well (Karambayya, 1989). The study has explored a unique set of predictors. Using organizational samples drawn from one or a combination of organizations and jobs help researchers to understand predictors better. Although this may be true, the results also indicate that different dimensions of citizenship behavior may be significantly different from each other in terms of predictors and consequences (Karambayya, 1989). As for the study at hand, it was done to measure OCB as an unidimensional construct.

Because job performance was the most widely studied criterion variable in the organizational behavior and human resource management literature, the construct validity of performance measure was critical. Two types of measurements were used, one was objective and the other was subjective. Objective measures were defined as direct measure of countable behaviors or outcomes. Objective measures were associated with tasks required by the job description. Whereas subjective measures consist of supervisor ratings of employee performance and conceptual performance (Bommer, Johnson, Rich, Podsakoff, & Mackenzie, 1995). Conceptual performance can be treated as a subjective measure because these behaviors were not required by the company. Theorists who have examined objective and subjective performance measures have generally agreed that they should not be used interchangeably. These recommendations were empirically supported by Heneman (1986).

OCB was a class of job related behaviors which have been suggested as a fruitful addition to traditional conception of job performance (Moorman, 1990). OCB was a facet of performance which was more likely under the personal control of the employee. This study used OCB as an unidimensional construct to predict job performance

Conclusion

This chapter reviewed the quick service industry and how it has grown in the past ten years. With this growth an explosion in lower wage employees also occurred. To understand what motivated these employees, OCB was used to predict their performance. Behaviors were defined as in-role and extra-role, where in-role behaviors were behaviors the organization has enforced and extra-role behaviors, where behaviors were attributed to personal beliefs.

Job performance was divided into two parts, first was task performance and second was conceptual performance. By understanding what type of performance an employer was measuring, they were able to distinguish different behaviors, such as, required behaviors that were related to task or spontaneous behaviors which can be related to conceptual performance. If the quick service industry can determine the type of employees who can score high on conceptual performance measures, this may lead to more quick service employees succeeding at customer service.

CHAPTER III

METHODOLOGY

Problem Statement

The purpose of this study was to examine Organizational Citizenship Behaviors as a predictor of job performance in quick service restaurants. The study proposed to investigate the following questions:

- 1. Does organizational citizenship behavior have a positive relationship with company task performance?**
- 2. Does organizational citizenship behavior have a positive relationship with company service performance?**
- 3. Does organizational citizenship behavior have a positive relationship with service performance?**
- 4. Does organizational citizenship behavior predict overall job performance?**

Hypothesis

The following hypotheses were used to investigate the relationship between organizational citizenship behavior and job performance. The hypotheses were represented in theories developed by the researcher.

1. **H₀: Organizational citizenship behavior will not have a positive relationship with company task performance.**
H₁: Organizational citizenship behavior will have a positive relationship with company task performance.
2. **H₀: Organizational citizenship behavior will not have a positive relationship with company conceptual (service) performance.**
H₁: Organizational citizenship behavior will have a positive relationship with company conceptual (service) performance.
3. **H₀: Organizational citizenship behavior will not have a positive relationship with service performance.**
H₁: Organizational citizenship behavior will have a positive relationship with service performance.
4. **H₀: Organizational citizenship behavior will not be positively related to overall job performance.**
H₁: Organizational citizenship behavior will be positively related with overall job performance.

Sample Selection

Quick service units from the Southern California region were selected as the sample. The researcher chose these particular units based on the variety of sizes, and the diverse employee base, which was representative of the entire quick service population. The location of the properties, time and expenses were also considerations in the unit selection. Specific Taco Bell units were selected to represent the quick service industry in the area. Each of the units sampled had different sales volumes and different employee bases.

Survey Development

Prior to selecting the specific sites, the researcher met with the managers of the quick service units. The meeting was to propose the study, and solidify managers' concerns and questions along with company job performance measures. Some of the concerns expressed during these meetings included time constraints, employee cooperation, and anonymity of the participants. The supervisors rated both the OCB and the performance evaluation of each employee. On each survey there was a survey code number that was coded by the researcher. This code allowed the researcher to link one employees performance evaluation with the employee's OCB ratings.

The hypotheses were measured by OCB surveys which have been validated by previous research, although this study was not a replication of any

previous studies. The survey uses two different scales to tabulate the data. The company task performance (see Appendix B) survey used a 4-point scale provided by the company surveys. The company conceptual (service) performance or success profile (see Appendix C) used an 8-point scale, the service performance (see Appendix D) used a 7-point scale, and the Employee demographics information were also collected (see Appendix D). OCB survey (see Appendix E) used an 8-point scale.

Company task

The 4-point survey scale of the task performance survey was coded:

- N/A - not applicable 0
- Fails to meet standards, below acceptable level for the position. 1
- Meets standards, meets all standards consistently. 2
- Above standards, meets some standards and exceeds some performance standards. 3
- Far above standards, exceeds all standards of performance. 4

This task performance survey enables management to see how well the employees were performing physical chores, like cleaning parking lots and food prep (see Appendix B). If a rating was not given for any survey item, it was treated as missing data. This was done to ensure nonexistent ratings would not be processed during statistical analysis.

Company conceptual (service) or success profile

This survey was coded with an eight point scale (see Appendix C).

- **Never** 1
- **Not often** 2
- **Now and then** 3
- **Sometimes** 4
- **Rather frequently** 5
- **Very often** 6
- **Continually** 7
- **Always** 8

Service performance survey

The third survey was the service performance. This survey includes interaction with guests and interpersonal skills (see Appendix D). This survey was coded with the following seven point scale:

- **Never** 1
- **Once in a while** 2
- **Sometimes** 3
- **Fairly many times** 4
- **Often** 5
- **Constantly** 6
- **Always** 7

OCB survey

The final survey was the OCB survey (see Appendix E). This survey measured extra-role behaviors, such as how well the employees get along, do employees help new employees, and are they friendly to customers. The survey was coded as follows:

- Never 1
- Not often 2
- Now and then 3
- Sometimes 4
- Rather frequently 5
- Very often 6
- Continually 7
- Always 8

The 8-point scale tends to force supervisors to make a decision of the employee performance, either good or bad; there was no midpoint discrimination.

Demographics

The demographics of the employees consisted of age group, length of time with the company, education, and ethnicity. Each of these questions were categorized into groups for easy tabulation. Demographics were coded into

different categories (see Appendix D). For example, age was categorized into four different age groups. Education was also categorized in groups; whether the employee had no high school, high school, college, or graduate college education.

Data Collection and Coding

The surveys were mailed by the researcher to the particular units accompanied by an introduction letter (see Appendix A). In addition, a small gift was also sent with the surveys. The data were collected from February 20, 1997, a week after the surveys were sent, to April 10, 1997. The final date the surveys were returned was April 18, 1997. The managers were provided with prepaid, self-addressed postage envelopes to return the surveys to the researcher. A reminder call was made to the managers if the surveys were not returned in two weeks.

Each employee was assigned a three digit number. This number would signify what store he or she came from. The first digit is what store the employee came from, and the second two digits represents what number employee it was. The number that was given to the employee would also be linked the different type of surveys done. The survey was also coded to keep each store separate so each employee could be linked to a specific store number. Once all data from the OCB survey had been recorded, this coded information was entered into a single database.

Conclusion

Once the data had been collected, the researcher went through a series of data analysis. The data was evaluated with frequency analysis and descriptive analysis. Correlation and regression analysis was used to analyze hypotheses.

CHAPTER IV

DATA ANALYSIS AND RESULTS

Statistical Data Analysis

Frequency analysis and one sample t-test were conducted on the survey results. Descriptive analysis, correlation analysis, and regression were used to analyze employee data from the supervisors. Regression was used to analyze hypotheses.

Demographic Variables

Descriptive analysis was used to analyze the demographic variables in the study. Tables 4.1 to 4.4 were constructed to describe the demographics of the current study's sample.

Demographic Results

Table 4.1 shows the gender distribution for the employees and the supervisors who were included in the sample data. The females represented 59.3 percent of the total population that was sampled and collected by the researcher, the males represented 40.7 percent of the same population.

Table 4.1

Frequency and percentage distribution of the employee's gender

| Variable | Employee | | Supervisor | |
|----------|----------------|---------|----------------|---------|
| | n ^a | Percent | n ^b | Percent |
| Gender | | | | |
| Female | 48 | 59.3 | 3 | 100.0 |
| Male | 33 | 40.7 | 0 | 0.0 |
| Missing | 02 | Missing | 0 | 0.0 |

Note. ^an = 83.

^bn = 3.

The education levels showed that more than 30.5 percent had less than high school education, 50 percent of the employees sampled had completed high school, and only 14.6 percent had some college (See Table 4.2). In 1995, 31.4 percent of the employees in the food service industry had less than high school degrees, and 34.6 percent were high school graduates. Only 26.6 percent of the employees had some college, while 6.3 percent were college graduates (National Restaurant Association, 1997). The results of the study showed similarities in the pattern of education.

Table 4.2

Frequency and percentage distribution of the education attainment for the respondents.

| Level of Education | Employee | | Supervisors | |
|-----------------------|----------|---------|-------------|---------|
| | n^a | Percent | n^b | Percent |
| Less than high school | 25 | 30.5 | 0 | 0.0 |
| Completed high school | 45 | 54.9 | 1 | 33.3 |
| Some college | 12 | 14.6 | 1 | 33.3 |
| 2 year college degree | 00 | 0.0 | 0 | 0.0 |
| 4 year college degree | 00 | 0.0 | 1 | 33.3 |
| Graduate degree | 00 | 0.0 | 0 | 0.0 |
| Missing | 01 | Missing | 0 | 0.0 |

Note: $^a n = 83$.

$^b n = 3$.

The ethnic background is shown in Table 4.3. This table reports that 40.7 percent of the work force was Hispanic and 45.8 percent was white American. The population sample was in Southern California in the San Bernardino county area, where there are some of the small rural towns, such as Hemet and Banning. The 1990 census data showed that San Bernardino county had a population of 1.4 million people. In 1995, 10.8 million employees were of Hispanic decent in the total workforce, while about 1.08 million worked in the food industry, that was about 13.3

percent of the total workforce (National Restaurant Association, 1997). These ethnic background data confirms what the researcher had collected.

Table 4.3

Frequency and percentage distribution of ethnicity.

| Ethnic Background | Employee | | Supervisors | |
|-------------------|----------------|---------|----------------|---------|
| | n ^a | Percent | n ^b | Percent |
| Asian American | 2 | 2.5 | 0 | 0.0 |
| African American | 7 | 8.6 | 0 | 0.0 |
| Hispanic | 33 | 40.7 | 1 | 33.3 |
| Native American | 1 | 1.2 | 0 | 0.0 |
| White American | 38 | 45.8 | 2 | 67.7 |
| Other | 0 | 0.0 | 0 | 0.0 |
| Missing | 2 | Missing | 0 | 0.0 |

Note. ^an = 83.

^bn = 3.

The ages of the sample are described in Tables 4.4 and 4.5. In Table 4.4 the age was categorized into groups of ages. This shows 31.7 percent of the respondents were between 16 and 20, 35.4 percent were between 21 and 30, and 24.4 percent were between 31 and 40. These stores used the different age groups in different areas of the store. For example, most of the high school students worked as

order takers and dining room attendants, while the other age groups worked in the back of the house (i.e. preparation of food, and other task related jobs).

Table 4.4

Frequency percentage distribution of age.

| Age | Employee | | Supervisors | |
|----------|----------|---------|-------------|---------|
| | n^a | Percent | n^b | Percent |
| 16 to 20 | 26 | 31.7 | 0 | 0.0 |
| 21 to 30 | 29 | 35.4 | 1 | 33.3 |
| 31 to 40 | 20 | 24.4 | 2 | 66.7 |
| Over 40 | 7 | 8.5 | 0 | 0.0 |
| Missing | 1 | Missing | | |

Note. ^a $n = 83$.

^b $n = 3$.

Foodservice workers are much younger, on average, than those in the total workforce. In 1995, employees with the ages of 15 to 19 consist of 22.8 percent of the food service population, while employees between 20 and 34 held 43 percent of the food service population (National Restaurant Association, 1997). These age distributions were similar to the sampled collected for current study. The mean age of females was 27.8 years and the

mean age of males was 25.8 years. The mean age of the sample was 26.85 years. The distribution of ages in the categories is very equal as shown in table 4.5. Even though there was a significant difference in age between males and females (see Table 4.5), there was no significant difference between age and gender when analyzing the hypotheses. Age was also not significant to job performance, leading the researcher to concluded that neither the age of the employee nor the gender effects OCB in predicting job performance.

Table 4.5

T-test analysis of the age variables

| | Mean Ages | | |
|-----------|--------------------|-------------------|-------------------|
| | Total Sample | Female | Male |
| Employees | 26.85 ^a | 27.9 ^a | 25.8 ^a |

Note. ^a = $p < .001$

Reliability Assessment

Items of the questionnaire were subjected to reliability assessment. The coefficient alpha was derived because it was the most useful for assessing internal consistency (Cronbach, 1951). In other OCB studies, OCB and service performance had yielded .92 alpha (Sammons, 1994). Schnake, Dumler & Cochran (1993) estimated its OCB reliability estimates at .76 to .87 alpha. The reliability assessment for each questionnaire is listed in Table 4.6. Nunnally (1978) proposed that alpha should be .70 to .80. The company task orientation was .76 alpha, which was the lowest of all the instruments used and it still was over the .70 proposed by Nunnally. The company's success profile had an alpha of .94. The company's overall alpha was .84. The surveys reported .88 and .94 alphas for the OCB and service performance respectively. All the instruments used in this research were well above the recommended alphas set by Nunnally and other OCB studies.

Table 4.6

Reliability assessment of questionnaire items

| Questionnaire | α^* |
|--|------------------------------|
| Company Task Orientation | .76 |
| Company Success Profile | .94 |
| Company Overall | .84 |
| Organizational Citizenship Behavior | .88 |
| Service Performance | .94 |

Note. * Cronbach's alpha.

Mean Analysis

Mean analysis of the survey was conducted to represent the survey items and its means (see Appendix F). The analysis depicts the mean score for each survey item and its total mean score. The company task survey ranged from .3 to 3.3 with a mean score of 1.71, the company conceptual (service) performance survey ranged from 4.11 to 8.0 with a mean score of 6.38, the service performance survey ranged from 3.5 to 7.0 with a mean score of 5.62 and the OCB survey ranged from 3.10 to 7.0 with a mean score of 5.76.

Regression Analysis

The results showing the relationship between task performance, conceptual performance, service performance, and OCB are shown in Table 4.7.

Table 4.7
Results of Regression analysis

| Relationship | B | SE B | β |
|---|------|------|---------|
| OCB with Company Task Performance ^b | .216 | .081 | .286*** |
| OCB with Company Service Performance ^b | .967 | .051 | .904*** |
| OCB with Service Performance ^c | .813 | .053 | .862*** |
| OCB with Overall Job Performance ^d | .693 | .050 | .841*** |

Note. $n = 83$.

^a Hypothesis 1

^b Hypothesis 2

^c Hypothesis 3

^d Hypothesis 4

*** $p < .001$.

Analysis of Hypothesis 1

OCB had a positive relationship with company task performance (see Table 4.7). The null hypothesis was rejected. Based on the behaviors that an employee represents, OCB can predict task performance (see Appendix F). OCB has shown that certain behaviors enable employees to perform better on certain tasks. Hunter (1983) demonstrated that supervisory ratings appear to be distantly based on technical performance (i.e. task performance). Supervisors rating the employees may not always work with the employees and when it comes to evaluation, only the task performance which is measurable and quantitative are looked at to determine whether the employee performs to standards. Walz (1996) showed that there were correlations between all OCB dimensions and in-role performance.

Analysis of Hypothesis 2

Table 4.7 also described the results of OCB and company conceptual (service) performance. The assessment of OCB by supervisors was the independent variable and company conceptual (service) performance as the dependent variable showed that OCB had a positive relationship with company conceptual performance. The null hypothesis was rejected. OCB does indeed have a positive relationship with this company's conceptual performance. Boomer, Johnson, Podsakoff, & Mackenzie (1995) studied the effects of

objective and subjective performance. Boomer, Johnson, Podsakoff, & Mackenzie (1995) also showed that subjective performance which can be linked to service performance can be predicted by OCB. Employees with high OCB will also demonstrate high conceptual performance (see Appendix F).

Analysis of Hypothesis 3

OCB had a positive relationship with service performance and therefore, the null was rejected (see Table 4.7). In a study done by Sammons (1994), OCB was explored with relationships among service performance. Sammons (1994) results showed that OCB significantly predicted service performance. The results of this study depicted that a higher OCB score leads to higher service performance scores (see Appendix F).

Analysis of Hypothesis 4

This overall analysis of OCB on task and conceptual performance revealed OCB was positively related to the overall job performance (see Table 4.7). Studies have shown that OCB can predict performance. Boomer, Johnson, Podsakoff, & Mackenzie (1995) showed that objective and subjective performance should not be used interchangeably. Instead, objective performance such as task performance should be used in conjunction with subjective or service(conceptual) performance.

Conclusion to Results

Several conclusion can be made from the results. The first conclusion was that OCB proved to have a positive relationship with task and conceptual performance. Another conclusion was that OCB had a positive relationship with service performance and overall job performance. These relationships leads the researcher to believe that OCB can predict job performance in the quick service industry. These results also show that OCB can be used as a tool for many other exploratory studies on job performance.

CHAPTER V

DISCUSSIONS AND CONCLUSIONS

Discussion

The quick service industry has been on a steady climb for the past fifteen years. The number of quick service outlets has been increasing by thousands per year. With this increase comes increased number of quick service employees. As the number of employees continues to grow it becomes more difficult to find quality employees. OCB has shed some light on what the industry needs to do in order to provide the employees it needs. This study has shown that OCB was a predictor of job performance based on the data collected from this population sample. Using this knowledge, organizations have the potential to use OCB as a tool.

Organ (1988), who has studied organizational citizenship behavior, has shown that employees had two behavior patterns. One was in-role behavior, which was the behavior that was necessary to maintain their job status. In addition, in-role behavior was related to task performance. Second was extra-role behavior, in which these behaviors were not necessary to maintain their

job. These behaviors were exemplified by employees who help others and can lead to conceptual performance.

The current research was done to identify if OCB can be related to the quick service industry. Job performance and OCB were hypothesized to have a relationship with each other and with service performance. The analysis of this research explored the proposed relationships and the conclusions follow.

Conclusions

Several conclusions can be reached from this study. The first conclusion shows organizational citizenship behavior was related to service performance. Sammons (1994) also concluded similar results in the relationship of service performance and OCB. OCB as a unidimensional construct was a predictor of service performance in this study. OCB also proved to have a positive relationship with task and conceptual performance in this study.

Another conclusion lead the researcher to believe that OCB could provide employers with a tool that has the potential to be used as a training guide, and selection tool, as well as, to enhance performance evaluations.

As the quick service industry continues to grow, there will be a need to find employees who have the right behaviors to do the job. The results showed that task performance will be the same throughout the industry due to the fact that all parking lots need to be cleaned, food needs to be prepped, and orders need to be taken. What separates the different quick service restaurants will be

customer service, was the person taking the order smiling and friendly, was the person cleaning the dining courteous to the customer? Being able to predict these behaviors allows management to receive more accurate information about their future employees and current employees. Being able to understand this phenomenon, management should be able to improve their customer service by improving their employees.

Suggested Future Research

Based on the data collected in this study, OCB significantly predicted task, conceptual (service) and overall performance in the quick service industry. This study predicted that there was a relationship between a unidimensional OCB with job performance in the quick service industry. There is a need for further studies in the quick service industry with a look at unidimensional construct of OCB and similar studies of employee behavior.

What this study has shown was that conceptual (service) performance was more important than task performance. All task performance between one quick service unit to another are very similar, such as, food must be prepped, and facility must be cleaned. On the other hand conceptual (service) performance is not the same through out all the quick service units. Conceptual (service) performance depends on the type of employees each units possesses. OCB has been shown to predict these performance measures in a unidimensional construct.

Further studies should also include a multidimensional study on other OCB factors to see if they too can predict job performance. Organ and Ryan (1995) described job attitudes as predictors of OCB. This study also shows there were multi-dimensional variable factors that predicted performance and OCB, suggesting further research in OCB and the quick service industry with multiple factors should be investigated.

This study was narrow in its sample and data collected. Further studies should provide a larger sample population, larger supervisory base, and possibly more diverse in the different types of quick service units. Further studies should also include self-rated OCB and co-worker rating of the OCB; this way the supervisors are not the only ratings of performance. This would lend it self to less bias from the supervisors and possible seek more truth in employee behaviors.

Another research possibility should take a more in-depth look into age, ethnicity and communications. A future study could explore if the different age groups have any significance to OCB. What and why the different ethnicity behave the way they do and how do the different ethnicities deal with communication problems.

This research is a small extension of what has been done in the past. This study can lead other researchers to continue further research into the depths of OCB and determine whether behavior can be changed, developed, altered, or left alone. If behaviors can be changed, developed, or altered, who

will be intelligent enough to take advantage of what OCB can do for an organization. Using OCB measurements could set new trends in how the hospitality industry selects and evaluates their employees.

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Appendix A

SURVEY INTRODUCTION LETTER

UNLV

March 15, 1997

Dear Taco Bell Supervisor.

Thank you for supporting this research study designed to examine employee work behaviors. Your participation in this study is strictly voluntary. The questions focus on your perceptions of your employee's work behaviors. It should be emphasized that your individual answers are for research purposes only and they will be kept strictly confidential by the researcher. Under no circumstances will your individual response be reported to anyone in the organization. Your answers positive neutral or negative will in no way affect your employee.

Remember, that your responses will remain confidential at all times. Your individual answers are for research purposes only and they will be kept strictly confidential by the researcher.

The survey packet is divided into three parts. The time needed to complete a survey packet for each employee should be less than fifteen minutes. The first part is an organizational citizenship behavior measure. The second portion of the packet is an employee performance appraisal and additional job performance measures. The final segment of the packet includes demographic questions.

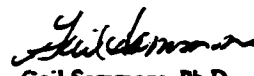
If you have any concerns about the confidentiality of the process or questions in general, please contact me. I would rather speak with you about these concerns than miss the opportunity for your cooperation. Your responses are important to me. If you have questions after I have left the property, please contact me at (702) 260-0933 or contact my advisor Dr. Gail Sammons at (702) 895-4462.

Thank you in advance for participating in this survey. Your accurate information will help make the study a success. Please begin the survey process by completing a few demographic questions about yourself. These questions are attached to this letter.

Sincerely,



Lu Tsai
Project Leader



Gail Sammons, Ph.D.
Assistant Professor

William F. Harrah College of Hotel Administration
Department of Hotel Management
Box 456021 • 4505 Maryland Parkway • Las Vegas, Nevada 89154-6021
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Appendix B

POSITION PERFORMANCE SURVEY

Performance Appraisal

POSITION PERFORMANCE

INSTRUCTIONS: Rate the employee on all positions in which they have been certified. Base ratings on personal observations, notes in the file, and skill and knowledge checklists completed over the last year or since the employee's hire date.

PERFORMANCE APPRAISAL RATING SCALE

- N/A** Not Applicable: Employee does not work in the position.
1 Fails to Meet Standards: Below the acceptable level for the position. Does not meet standards on a consistent basis.
2 Meets Standards: Meets all standards on a consistent basis.
3 Above Standards: Equal to some performance standards. Exceeds other performance standards.
4 Far Above Standards: Outstanding. Exceeds all standards.

| Using the performance appraisal rating scale, circle the response that best represents the employee's work performance in the areas listed below. | Standards | | | | |
|---|----------------|-------|-------|-------|-----------|
| | Not Applicable | Fails | Meets | Above | Far Above |
| DINING ROOM / PARKING LOT | N/A | 1 | 2 | 3 | 4 |
| FRONT LINE <i>Includes these positions:</i> | | | | | |
| Steam | N/A | 1 | 2 | 3 | 4 |
| Stuff | N/A | 1 | 2 | 3 | 4 |
| Wrap | N/A | 1 | 2 | 3 | 4 |
| Drinks | N/A | 1 | 2 | 3 | 4 |
| ORDER DELIVERY | N/A | 1 | 2 | 3 | 4 |
| ORDER ENTRY <i>Includes these positions:</i> | | | | | |
| Cashier | N/A | 1 | 2 | 3 | 4 |
| Drive-thru Cashier | N/A | 1 | 2 | 3 | 4 |
| Drive-thru Outside Order Taker | N/A | 1 | 2 | 3 | 4 |
| Drive-thru Inside Order Taker | N/A | 1 | 2 | 3 | 4 |

Please turn page over to complete the success profile for this employee.

Appendix C

CONCEPTUAL (SERVICE) PERFORMANCE (SUCCESS) PROFILE

SUCCESS PROFILE

Instructions: Rate the individuals on the *Success Profile* characteristics listed below. Base your ratings on how well the employee meets the standards. Using the success profile scale below, circle your response that best represents the employee profile.

| | | | | | | | |
|-------|-----------|-----------------|-----------|----------------------|---------------|-------------|--------|
| Never | Not Often | Now and Then | Sometimes | Rather Frequently | Very Often | Continually | Always |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| | |
|---|-----------------|
| Hospitality Friendly and courteous to customers. | 1 2 3 4 5 6 7 8 |
| Quality and Follow Through Performs each job according to standards, follows through to completion. | 1 2 3 4 5 6 7 8 |
| Service Uses Company guidelines to perform with efficiency and speed. | 1 2 3 4 5 6 7 8 |
| Cleanliness Takes responsibility for maintaining cleanliness in the restaurant and in the parking lot. | 1 2 3 4 5 6 7 8 |
| Personal Adaptability Accepts direction from supervisors; responds constructively to feedback; works well under pressure, mature. | 1 2 3 4 5 6 7 8 |
| Reliability Can be counted on to be at work when scheduled, to be on time, and to perform the job effectively. | 1 2 3 4 5 6 7 8 |
| Communication Skills Communicates effectively with peers and superiors; attentive when listening; does not interrupt others. | 1 2 3 4 5 6 7 8 |
| Appearance Standards Takes personal pride in appearance; uniform neat and clean. | 1 2 3 4 5 6 7 8 |
| Safety Has an appreciation for and an awareness of accident prevention procedures. | 1 2 3 4 5 6 7 8 |

Please continue on to the next page of additional job performance measures.

Appendix D

SERVICE PERFORMANCE SURVEY

Additional Job Performance Measures

| Please answer the following statements using the scale below. Circle the number that describes your evaluation of the actual effectiveness of the employee in each area. | | | | | | | |
|--|-------|-----------------------|-----------|---------------------------|-------|------------|--------|
| | Never | Once in a while | Sometimes | Fairly often- times | Often | Constantly | Always |
| INTERACTION WITH GUEST | | | | | | | |
| 1. Does the employee greet the guest by recognizing his/her presence in a timely fashion that meets service standards? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Does the employee adjust his/her service style depending upon the individual guest? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Does the employee make efforts that result in the guest feeling comfortable? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Does the employee recognize and deal effectively with the special needs of each guest? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Does the employee anticipate and fulfill the guests needs? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Does the employee handle guest problems and complaints in a tactful and calm manner? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Does the employee react personably and correctly when dealing with the guest? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Does the employee make an effort to recognize and welcome regular guests? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| INTERPERSONAL SKILLS | | | | | | | |
| 9. Does the employee get along well with other employees? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Does the employee control his/her emotions while at work? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Does the employee let personal problems interfere with work? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Does the employee have the ability to interact with a wide range of different people? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Is the employee positive and caring about guests? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Is the employee positive and caring about coworkers? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please turn this page over and complete the other side

DEMOGRAPHIC INFORMATION

Listed below are several questions designed to help the researcher better understand this employee. Remember, this information is anonymous and your responses will only be used by the researcher. Please complete the following questions by either checking (✓) the box that corresponds to the appropriate answer or filling in the blank.

- | | |
|--|--|
| <p>A. What is the employee's birth date? _____ (Month-Day-Year)</p> <p>Or list employee's age. _____</p> | <p>D. How long has the employee worked for this company?</p> <p><input type="checkbox"/> 1. under 90 days</p> <p><input type="checkbox"/> 2. 90 days to 1 year</p> <p><input type="checkbox"/> 3. 1 - 2 years</p> <p><input type="checkbox"/> 4. 2 - 3 years</p> <p><input type="checkbox"/> 5. 3 - 5 years</p> <p><input type="checkbox"/> 6. over 5 years</p> |
| <p>B. What is the highest level of education the employee has completed?</p> <p><input type="checkbox"/> 1. less than high school</p> <p><input type="checkbox"/> 2. completed high school or GED</p> <p><input type="checkbox"/> 3. some college</p> <p><input type="checkbox"/> 4. 2 year college degree</p> <p><input type="checkbox"/> 5. 4 year college degree</p> <p><input type="checkbox"/> 6. graduate degree</p> | <p>E. What is the employee's ethnic background?</p> <p><input type="checkbox"/> 1. Asian American</p> <p><input type="checkbox"/> 2. African American</p> <p><input type="checkbox"/> 3. Hispanic</p> <p><input type="checkbox"/> 4. Native American</p> <p><input type="checkbox"/> 5. White American</p> <p><input type="checkbox"/> 6. Other (please identify)</p> <p>_____</p> |
| <p>C. What is employee's gender?</p> <p><input type="checkbox"/> 1. female</p> <p><input type="checkbox"/> 2. male</p> | |

Thank you for taking time to complete this survey packet.

Please place all of the surveys in the envelope provided along with the supervisor's demographic information sheet and return it to the researcher as soon as you have rated all of your employees.

| Please circle the number that describes your evaluation of the overall effectiveness of the employee in each of the following areas | | | | | | | |
|---|-------------------|------|------------------|---------|------------------|-----------|-------------|
| | Not Acceptable | Poor | Below Average | Average | Above Average | Excellent | Exceptional |
| OVERALL EVALUATION OF EMPLOYEE | | | | | | | |
| Overall guest relation skills of the employee. | 1 | 2 | 3 | 4 | 5 | 6 | - |
| Overall employee relation skills of the employee. | 1 | 2 | 3 | 4 | 5 | 6 | - |
| Overall task skills of employee. (i.e., cashiering skills, tray handling skills.) | 1 | 2 | 3 | 4 | 5 | 6 | - |
| Please circle the number that describes your overall rating of the employee's job performance. | | | | | | | |
| | Not Acceptable | Poor | Below Average | Average | Above Average | Excellent | Exceptional |
| Overall rating of employee's job performance. | 1 | 2 | 3 | 4 | 5 | 6 | - |

For the following question, please check (✓) the box that corresponds to the appropriate answer.

How long have you been supervising this employee?

- under 90 days
- 90 days to 1 year
- 1 - 2 years
- 2 - 3 years
- 3 - 5 years
- over 5 years

Please continue on to the final page of this survey packet and complete the demographic information for this employee.

Appendix E

ORGANIZATIONAL CITIZENSHIP BEHAVIOR SURVEY

Store # _____

Survey Code # _____

Part I: Citizenship Behavior Survey

Your answers should reflect your true feelings and beliefs about the work behaviors that follow. There are no right or wrong answers. Remember, your responses will remain confidential at all times.

Citizenship Behavior Survey Instructions

Listed on the following page are 21 statements that are designed to help understand supervisor's perceptions of employees. As **NO ONE** from your organization will see your responses, it is **IMPOSSIBLE** to receive credit, praise, or punishment for your answers. The sole purpose is for research, and your honesty is critical for this project's success.

Please read each of the questions and respond as honestly as possible. I appreciate your time and candor in completing this survey.

Please think of the person you supervise as you answer the following 21 items _____, (insert in the person's name). Use the scale provided and circle the responses that best represent whether you agree or disagree with each of the following statements regarding this individual's behavior. Please remember your responses will remain confidential. Please erase the person's name once you have completed the survey packet.

For example: 1. *Offers to help other who are behind in their work.* If you believe the employee sometimes exhibits this behavior, you would circle 4.

| Never | Not Often | Now and Then | Sometimes | Rather Frequently | Very Often | Continually | Always |
|-------|-----------|--------------|-----------|-------------------|------------|-------------|--------|
| 1 | 2 | 3 | ④ | 5 | 6 | 7 | 8 |

Please remember, these evaluations of employees work behaviors will be used for research purposes only.

Employee names will be destroyed immediately when the researcher receives the surveys if supervisor does not erase names.

Please turn this page over to begin the Citizenship Behavior Survey.

Use the scale provided and circle the response that best represents your agreement with each of the following statements regarding the employee's behavior.

| | Never | Not Often | Now and Then | Sometimes | Rather Frequently | Very Often | Continually | Always |
|---|-------|-----------|--------------|-----------|-------------------|------------|-------------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. Adequately completes assigned duties. | | | | | | | | |
| 2. Fulfills responsibilities specified in his/her job description. | | | | | | | | |
| 3. Neglects aspects of the job his/she is obligated to perform. | | | | | | | | |
| 4. Fails to meet formal performance requirements of the job. | | | | | | | | |
| 5. Willingly gives of his/her time to help others. | | | | | | | | |
| 6. Obeys company rules, regulations and procedures even when no one is watching. | | | | | | | | |
| 7. Constantly talks about wanting to quit his/her job. | | | | | | | | |
| 8. Informs me before taking any important actions. | | | | | | | | |
| 9. Attends and participates in meetings regarding the store. | | | | | | | | |
| 10. Takes steps to prevent problems with other team members. | | | | | | | | |
| 11. Never takes long lunches or breaks. | | | | | | | | |
| 12. Consumes a lot of time complaining about trivial matters. | | | | | | | | |
| 13. Tends to make "mountains out of molehills" (makes problems bigger than they are). | | | | | | | | |
| 14. Helps orient new team members even though it is not required. | | | | | | | | |
| 15. Always focuses on what's wrong with his/her situation, rather than the positive side of it. | | | | | | | | |
| 16. Is always on time. | | | | | | | | |
| 17. Does not abuse the rights of others. | | | | | | | | |
| 18. Reads and keeps up with new product instructions, memos and messages. | | | | | | | | |
| 19. Is always ready to help or to lend a helping hand to those around him/her. | | | | | | | | |
| 20. "Keeps up" with developments in module training. | | | | | | | | |
| 21. Attends functions that are not required but help the store's image. | | | | | | | | |

Thank you for taking time to complete these questions about this employee.
Please complete the performance appraisal and job performance measures that follow.

Appendix F

MEAN SCORE OF ALL SURVEYS

TABLE A
Mean scores of total employees

| Employee Number | Task Performance | Conceptual Performance | Service Performance | OCB Performance |
|------------------------|-------------------------|-------------------------------|----------------------------|------------------------|
| 1 | 1.00 | 7.00 | 6.00 | 6.43 |
| 2 | 1.60 | 7.00 | 5.79 | 6.00 |
| 3 | 2.40 | 8.00 | 7.07 | 7.48 |
| 4 | 1.60 | 6.00 | 5.71 | 5.57 |
| 5 | 1.50 | 4.78 | 4.43 | 4.76 |
| 6 | 1.60 | 5.78 | 5.36 | 4.95 |
| 7 | 1.30 | 6.00 | 5.86 | 5.67 |
| 8 | 1.60 | 7.00 | 6.14 | 6.71 |
| 9 | 1.60 | 7.00 | 7.07 | 7.00 |
| 10 | 0.67 | 7.00 | 6.14 | 6.71 |
| 11 | 0.67 | 7.00 | 6.14 | 6.71 |
| 12 | 1.11 | 6.00 | 5.21 | 5.00 |
| 13 | 1.80 | 8.00 | 7.07 | 7.33 |
| 14 | 1.40 | 7.00 | 7.07 | 6.71 |
| 15 | 1.60 | 7.00 | 6.14 | 6.05 |
| 16 | 0.30 | 7.00 | 5.00 | 6.71 |
| 17 | 1.60 | 5.00 | 4.93 | 4.71 |
| 18 | 1.60 | 6.78 | 5.86 | 6.19 |
| 19 | 1.60 | 7.00 | 6.14 | 6.43 |
| 20 | 1.60 | 7.00 | 6.14 | 6.57 |
| 21 | 1.56 | 7.00 | 6.14 | 6.71 |
| 22 | 1.70 | 8.00 | 7.07 | 7.33 |
| 23 | 1.20 | 7.00 | 5.64 | 6.10 |
| 24 | 0.40 | 4.89 | 5.50 | 4.57 |
| 25 | 1.80 | 6.67 | 5.43 | 5.24 |
| 26 | 1.90 | 6.00 | 5.21 | 4.81 |
| 27 | 0.90 | 4.67 | 3.50 | 4.29 |
| 28 | 1.80 | 5.44 | 5.29 | 5.14 |
| 29 | 1.20 | 5.22 | 4.71 | 4.43 |
| 30 | 1.60 | 5.11 | 5.07 | 4.43 |
| 31 | 1.40 | 6.67 | 6.14 | 5.52 |
| 32 | 1.90 | 6.78 | 5.43 | 5.86 |
| 33 | 1.30 | 6.00 | 4.29 | 4.95 |
| 34 | 2.00 | 5.33 | 4.64 | 4.76 |
| 35 | 0.80 | 5.00 | 4.64 | 4.33 |

TABLE A CONTINUES
Mean scores of total employees

| Employee Number | Task Performance | Conceptual Performance | Service Performance | OCB Performance |
|------------------------|-------------------------|-------------------------------|----------------------------|------------------------|
| 36 | 2.10 | 5.56 | 4.57 | 5.38 |
| 37 | 1.60 | 4.78 | 4.14 | 4.29 |
| 38 | 2.00 | 5.44 | 4.93 | 5.10 |
| 39 | 1.60 | 5.22 | 5.29 | 5.48 |
| 40 | 2.40 | 7.00 | 6.14 | 5.76 |
| 41 | 1.20 | 4.11 | 3.57 | 3.71 |
| 42 | 1.30 | 4.67 | 4.21 | 3.24 |
| 43 | 2.20 | 7.11 | 5.79 | 6.24 |
| 44 | 1.20 | 4.67 | 4.64 | 5.05 |
| 45 | 1.10 | 6.11 | 6.43 | 6.33 |
| 46 | 2.70 | 8.00 | 6.07 | 6.57 |
| 47 | 1.00 | 4.67 | 4.64 | 4.71 |
| 48 | 1.90 | 7.67 | 6.07 | 7.00 |
| 49 | 1.40 | 7.00 | 5.36 | 6.05 |
| 50 | 1.90 | 5.33 | 4.14 | 5.29 |
| 51 | 0.60 | 3.44 | 2.14 | 3.10 |
| 52 | 0.60 | 6.44 | 5.36 | 5.90 |
| 53 | 2.44 | 5.67 | 5.64 | 5.33 |
| 54 | 2.80 | 6.89 | 5.93 | 6.00 |
| 55 | 2.50 | 6.44 | 5.57 | 5.38 |
| 56 | 2.80 | 6.89 | 5.57 | 5.57 |
| 57 | 0.40 | 7.22 | 5.86 | 6.10 |
| 58 | 1.20 | 7.22 | 5.64 | 6.00 |
| 59 | 2.75 | 7.22 | 6.43 | 6.95 |
| 60 | 2.50 | 6.78 | 5.77 | . |
| 61 | 1.20 | 6.22 | 5.79 | 5.86 |
| 62 | 3.30 | 7.11 | 6.00 | 6.81 |
| 63 | 1.70 | 7.00 | 6.21 | 6.52 |
| 64 | 2.30 | 6.56 | 6.14 | 6.24 |
| 65 | 2.50 | 6.89 | 6.14 | 6.10 |
| 66 | 2.40 | 6.78 | 6.21 | 6.29 |
| 67 | 1.80 | 7.22 | 5.86 | 6.33 |
| 68 | 0.60 | 5.44 | 5.29 | 4.67 |
| 69 | 1.80 | 7.22 | 6.14 | 5.43 |
| 70 | 3.20 | 6.67 | 6.21 | 5.76 |

TABLE A CONTINUES
Mean scores of total employees

| Employee Number | Task Performance | Conceptual Performance | Service Performance | OCB Performance |
|------------------------|-------------------------|-------------------------------|----------------------------|------------------------|
| 71 | 1.80 | 6.89 | 5.86 | 6.10 |
| 72 | 1.80 | 6.33 | 6.00 | 6.29 |
| 73 | 0.60 | 7.11 | 6.07 | 5.95 |
| 74 | 1.80 | 7.33 | 6.21 | 6.67 |
| 75 | 2.40 | 6.11 | 5.64 | 5.81 |
| 76 | 2.75 | 6.67 | 6.07 | 5.86 |
| 77 | 1.78 | 6.78 | 6.14 | 6.19 |
| 78 | 2.80 | 7.33 | 6.29 | 6.67 |
| 79 | 2.50 | 6.44 | 5.86 | 5.71 |
| 80 | 1.75 | 6.22 | 5.50 | 5.71 |
| 81 | 2.50 | 6.67 | 6.29 | 6.29 |
| 82 | 2.20 | 7.11 | 6.43 | 6.14 |
| 83 | 3.25 | 6.67 | 6.21 | 5.90 |
| Total scores | 142.33 | 529.44 | 466.43 | 139.30 |

Note: scale Task 1-4
 Conceptual 1-8
 Service 1-7
 OCB 1-8

TABLE A
Total mean score for survey

| Task | Conceptual | Service | OCB |
|--------------------|--------------------|--------------------|--------------------|
| Performance | Performance | Performance | Performance |
| 1.71 | 6.38 | 5.62 | 5.76 |