



## The Conceptual Model of In-Role Performance Predictor Factors

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### **Abstract**

Along with the expanding scope of behavior that is regarded as in-role performance and the increased climate of competition and expectations of organizations, there is a high demand for employees' in-role performance. This paper is a conceptual work that has aims to elaborate the factors that could improve the quality and quantity of in-role performance. This model refers to the performance predictor models of Blumberg and Pringle (1982) on in-role performance that consists of three components, namely willingness, opportunity, and capacity. Based on the proposed conceptual model, job involvement and work engagement have been selected to represent willingness, transformational and transactional leadership to represent opportunity, and emotional intelligence has been chosen to represent capacity components.

**Keywords:** *In-Role Performance; Job Involvement; Work Engagement; Transactional Leadership; Transformational Leadership; Emotional Intelligence*

### **Introduction**

In general, performance can be seen from two models or structures, namely in-role (task) performance and extra-role (contextual) performance (Jex & Britt, 2008). In-role performance is a performance related to the technical aspects of employee's job (Jex & Britt, 2008). According to Williams and Anderson (1991), in-role performance is a behavior recognized by the wage system and is a requirement as described in the job description. Extra-role performance is nontechnical ability such as able to communicate effectively, show motivation and enthusiasm in work, and become a member of a functional group (Jex & Britt, 2008). According to Zhu (2013), extra-role performance is not included in the job descriptions or is not related to the position or role of employees in the company which in its development is known as organizational citizenship behavior.

In the last few decades, research has been conducted to reveal the variables that affect performance. However, most studies tend to test only one or two variables and thus have a weakness in uncovering consistent and robust performance predictors (Blumberg & Pringle, 1982). The same thing also stated by Waldman (1994) that most research on performance only focus on the use of one variable alone, for example, motivation, while to understand the performance a researcher needs more integrative by using some variables.

Therefore, attempts to construct models of performance predictors continue to grow in line with efforts to identify dimensions and performance structures (Millward, 2005). The performance predictor model illustrates the interaction between the factors that affect performance. The predictor model that many researchers know in the field of HR is the predictor of performance models from Locke. Locke stated that performance is a function of ability and motivation (Fluegge-Woolf, 2014). According to Blumberg and Pringle (1982), Locke's performance predictor model is considered incapable of explaining job performance because even though motivation and ability are present, there are constraints or obstacles from the environment, there is the possibility of unfinished work or invisible behavior. This environmental factor by Blumberg and Pringle (1982) is called the opportunity component. Furthermore, Blumberg and Pringle (1982) proposed a new performance predictor model that divided the performance components into three, namely opportunity (represented by transformational and transactional leadership), capacity (represented by emotional intelligence), and willingness (represented by job involvement and work engagement).

This paper aims to propose the model of linkage between transformational leadership, transactional leadership, emotional intelligence, job involvement, and work engagement with in-role performance based on predictor model from Blumberg and Pringle (1982). This concept is built to get predictor model in in-role performance which is reliable and consistent.

### Literature Review

This section will explain the overview of theory regarding what components will become part of the establishment of the model that the author will propose and it refers to Blumberg and Pringle's model.

#### *Blumberg & Pringle's Model*

Capacity is a physiological and cognitive characteristic that supports individuals to perform tasks effectively. Capacity includes ability, knowledge, skills, intelligence, age, health condition, education level, work resilience, stamina, energy level, motor skills, and other similar variables (Blumberg & Pringle, 1982).

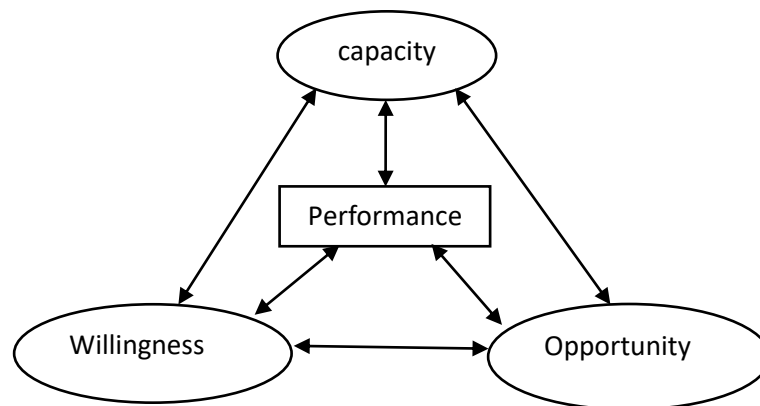


Fig. 1. Components interaction of Blumberg and Pringle Model

Willingness is the individual physiological and psychological characteristics that affect the desire to do a task. This volitional component also includes motivation, also includes job satisfaction, personality, attitudes, norms, values, status, anxiety, job characteristics, job involvement, role perception expectations, self-image, level of needs, and other similar concepts. Although individuals have the capacity and have a willingness to display a behavior, these behaviors can also be shown to depend on the

work environment of employees (Blumberg & Pringle, 1982).

Opportunity components are factors beyond the control of individuals who can support or hinder the completion of tasks (Blumberg & Pringle, 1982). For example, working conditions, job design, communication, group leadership, and leadership (Millward, 2005). Each component in this performance predictor model influences each other and must exist at a particular level for performance to be displayed (Blumberg & Pringle, 1982; Tuuli, 2012).

Another performance predictor model proposed by Campbell (1990). According to this model, performance is predicted from the interaction between declarative knowledge, procedural knowledge/skill, and motivation. Declarative knowledge is the employee's knowledge of facts and matters relating to his duties. Procedural knowledge is the ability to do things that should, is a combination of knowledge and expertise to implement. Motivation is a combination of a desire to spend a business, how much effort is spent, and how long it is maintained. Furthermore, Campbell (1990) discloses that differences in the components of declarative knowledge and procedural skills can be influenced by the ability, personality, interest, education, training, experience and interaction between employee talents and the training they have acquired.

### *In-role Performance*

Performance is defined as a behavior that has a particular value for organizations that drive the achievement of organizational goals (Campbell, 1991). Viswesvaran & Ones (2000) defines performance as action, behavior and measurable outcomes, performed by employees who are associated with and contribute to organizational goals. Performance is behavior in the context of work, position and is not an output of behavior (Millward, 2005). Performance is a behavior that employees do related to organizational goals.

According to Jex & Britt (2008), individual performance is divided into two categories namely in-role (task) performance and extra-role (contextual) performance. The definitions of each of these performances are:

- In-role performance is a performance related to the technical aspects of employment, recognized by the wage system and included in the employment description of employees (Jex & Britt, 2008; William & Anderson, 1991).
- Extra-role performance is the nontechnical ability such as able to communicate effectively, showing motivation and enthusiasm in work and become a member of a functional group (Jex & Britt, 2008).

Performance definition by Campbell has several implications. First, performance is a behavior that is formally evaluated by the organization as part of the responsibilities and duties of employees. Second, performance must be distinguished from the concepts of effectiveness, productivity, and utility. Effectiveness is an evaluation of employee performance results, it is determined not only by employee performance but can also be affected by errors in performance appraisal tools or like-dislike boss against employees.

The author will be focused on In-role performance only because extra-role performance is not included in the job descriptions or is not related to the position or role of employees in the company which in its development is known as organizational citizenship behavior (Zhu, 2013).

### *Job Involvement*

Kanungo (1982) describes job involvement as a cognitive condition or a person's beliefs about psychological identification with a particular job. This person's psychological identification depends on (a) the needs that are perceived as necessary by the individual, and (b) the perceptions they have about the

potential of employment in providing a sense of satisfaction. According to Lodahl & Kejner (1965), the characteristics of job involvement are having a knowledge of submission to work, willingness to sacrifice, and believing in the intrinsic value of the work.

### *Work Engagement*

Work engagement is defined as a positive, satisfied mental state of work with vigor, dedication, and absorption characteristics (Schaufeli, Bakker, & Salanova, 2006). Work attachment is a cognitive affective-cognitive affinity that persists and pervades within an individual. Operationally in the Utrecht Work Engagement Scale (UWES), job attachment is divided into three factors: vigor, dedication, and absorption.

### *Transformational and Transactional Leadership*

The type of transformational leadership is defined as a leader who can articulate a vision that is also a vision of his followers; there is a strong sense of respect and admiration for the leader, showing determination in achieving goals, intellectually stimulating his followers, and showing concern for his followers (Bass 1985). Transactional leadership is a type of leadership that refers to the exchange of relationships between superiors and subordinates to meet their interests by clarifying subordinate responsibilities, expectations of superiors, and benefits in meeting expectations (Bass, 1999).

There are four components of transformational leadership (Avolio & Bass, 2002; Bass and Riggio, 2006), idealized influences meaning that leaders become role models for subordinates, inspirational motivation implies that leaders display behaviors that can inspire subordinates, intellectual stimulation suggests that leaders stimulate questions to make subordinates more innovative and creative, and individualized consideration means that leaders pay attention to the personal needs of their subordinates.

Initial ideas about transformational and transactional leadership styles were developed by Burns in a political context. Transactional leadership is referred to as a relationship that exchanges positions or tasks to meet mutually agreed needs. This idea was further developed in the organizational context by Bass. According to Bass (1999), transactional leadership is a type of leadership that refers to the transactional relationship between superiors and subordinates to meet their personal interests by clarifying the responsibilities of subordinates, expectations of superiors, and benefits in meeting expectations.

Transactional leadership consists of two dimensions, contingent reward and active management-by-exception (Bass, 1999). Contingent reward is a reward for subordinate behavior that meets expectations and punishment against the unexpected behavior. Active management-by-exception refers to monitoring activities performed by the employer on the performance of subordinates actively and improves subordinate performance when not meeting the standard. This type of leadership helps the subordinate in knowing the work to be done.

### *Emotional Intelligence*

The concept of emotional intelligence is rooted in the intrapersonal and interpersonal model of intelligence proposed by Gardner (1983). Intrapersonal intelligence is the ability to understand the emotions of oneself, while the point of interpersonal intelligence is the ability to understand the feelings and desires of others is the basis for the concept of emotional intelligence (Carmeli & Josman, 2006). The term emotional intelligence was first raised by Salovey and Mayer (1990).

Salovey and Mayer (1990) define emotional intelligence as the ability to monitor feelings and emotions, to be able to differentiate emotions and use that distinction to guide one's thoughts and actions. Emotional intelligence based on that definition has three indicators of adaptive ability, namely emotional

appraisal and expression, emotional regulation, and emotional utilization in solving problems.

### ***Methodology***

The author used online searching to collect the literature for this paper. The process of collecting the literature was conducted about four weeks. We examined Google Scholar, Proquest, Elsevier, Web of Science and Science Direct to obtain the literature. In order to gain the relevant literature, the authors used some keywords, such as in-role performance, job involvement, work engagement, transactional leadership, transformational leadership, emotional intelligence.

### ***Results and Analysis***

Based on considerations of literature study, the frame of mind used in this paper is a performance prediction model from Blumberg and Pringle (1982). The reason for using this predictor model on In-role performance is to know how the most appropriate interaction in influencing performance is required in the job description. So far, the use of Blumberg and Pringle's predictive performance models is found in the context of total quality management (Waldman, 1994), knowledge sharing behavior (Kettinger WJ, Li, Davis, Kettinger, L., 2015), and information processing (MacInnis, Moorman, & Jaworski, 1991). This study attempts to apply the predictive model of Blumberg and Pringle (1982) performance on in-role performance, with job involvement and work engagement have been selected to represent willingness, transformational and transactional leadership to represent opportunity, and emotional intelligence has been chosen to represent capacity components.

#### *In-Role Performance*

In-role performance as a form of performance closely related to the achievement of corporate targets is now widespread to the expectation that employees will be able to complete tasks, existing initiatives, share information, and assist co-workers (Waldman, 1994). As a result, the organization will require employees to increase in-role performance to achieve much higher targets than in previous years (Biswas, 2012). Another reason, because in-role performance is directly related to organizational goals (William & Anderson, 1991) and is associated with reward (Waldman, 1994). Regarding compensation, employers will tend to assign tasks to employees who demonstrate good in-role performance so that it will support employee self-development (Hassan, Wright, & Park, 2016).

#### *Transformational and Transactional Leadership*

Transactional leadership concepts consist of contingent rewards and active management-by-exception. Contingent reward is a reward for subordinate behavior that meets expectations and punishment against the unexpected behavior. Active management-by-exception refers to the supervisor's actual monitoring of dynamic subordinate performance and improves their performance when not meeting the standards (Bass, 1999).

Vigoda-Gadot (2007) argues that transformational leadership encourages employees to contribute beyond the standard or job description requirements by motivating, challenging, or fostering the desire to imitate leaders and be regarded as students. Furthermore, Vigoda-Gadot stated that transactional leadership could improve employee performance, especially performance that can be measured and rewarded. Nevertheless, through leading research that transformational leadership and transactional leadership have a relationship with in-role performance respectively. It appears that transactional leadership has a negative correlation with in-role performance. Vigoda-Gadot argues for a negative relationship between transactional leadership and in-role performance due to the transactional leadership pattern that makes employees change their behavior according to direct rewards, in the organization of this data retrieval system is considered unjust so that the perceived leader transactional has a negative influence on the size of the business and performance shown subordinates. Therefore, Vigoda-Gadot

advises examining the relationship of transactional leadership and in-role performance in other contexts.

Instead, Shah and Bin. Hamid (2015) in a study conducted on bank managers in Pakistan found that transactional leadership explained 87% of the variance in performance. The positive relationship between transformational leadership and transactional leadership with in-role performance is also evidenced by research conducted by Liang, Chan, Lin, and Huang (2011). These differences indicate the need for research on transformational and transactional leadership in various contexts.

*Proposition 1a: transformational leadership has a positive relationship with in-role performance.*

*Proposition 2a: transactional leadership has a positive relationship with in-role performance.*

### *Emotional Intelligence*

Emotional intelligence is a variable that represents the capacity component of the predicted performance model Blumberg and Pringle (1982). The concept of emotional intelligence has been a concern for researchers these days (Maini et al., 2012). Highly emotional intelligence employees are expected to demonstrate high achievements in their work and personal lives and to make a significant contribution to organizational performance (Carmeli & Josman, 2006).

The organization is a social system in which members of the organization interact with each other internally and externally. This social interaction naturally involves and elicits the emotions underlying human behavior. Therefore, effective social communication requires the ability of individuals to understand and manage their own emotions as well as interaction opponents (Carmeli & Josman, 2006). This interaction is generally associated with the execution of work, such as serving customers, receiving instructions and reporting to superiors, including in co-operation and coordination with colleagues. Therefore, Cohen and Abedallah (2015) stated that emotional intelligence is related to in-role performance because emotional intelligence is used to serve, receive instruction, and work Salovey and Mayer (1990) define emotional intelligence as the ability to monitor feelings and emotions, to can differentiate emotions and use that distinction to guide one's thoughts and actions. In its development, Mayer, Salovey, and Caruso (2004) define emotional intelligence into four aspects: 1) the ability to understand and express emotions; 2) the ability to access emotions in facilitating thought; 3) the ability to understand feelings, and 4) the ability to manage emotions so as to support personal growth.

Empirical research that discusses the relationship between emotional intelligence and individual performance is felt to be very limited, requiring additional empirical evidence (Maini et al., 2012). So far, studies exploring the benefits of emotional intelligence in organizational settings have two drawbacks, namely the dominance of self-reporting of performance and not accommodating the "multidimensional nature" of performance (Carmeli & Josman, 2006). Furthermore, Carmeli and Josman conduct research involving two performance dimensions, namely task (in-role) performance and OCB (aspects of altruism and compliance). The result, there is a positive relationship between emotional intelligence with in-role performance.

Maini et al. studied the relationship between the dimensions of emotional intelligence with in-role performance, the dimension of rate and express emotion known to be unrelated to the significant, the aspects of emotional regulation, and the dimension of emotional utilization. This study was conducted on an electric company that most of the respondents are men and the type of work in power companies does not require employees to express it because in this study the dimension of assessing and expressing emotions does not affect in-role performance.

Other studies conducted by Cohen and Abedallah (2015) found that there are only two dimensions of emotional intelligence that predict in-role performance, i.e., the proportion of judging and expressing emotions and the dimensions of emotional regulation. Individuals with high emotional intelligence can "read" the social situation in the workplace and can identify opportunities to help others.

Emotional intelligence is used by employees to determine conditions that allow them to display behaviors that benefit their organization or coworkers.

The results discussed above show that emotional intelligence relates to in-role performance in unity or some dimensions. But more research is needed to ensure the dimensions of emotional intelligence associated with in-role performance.

*Proposition 3a: emotional intelligence has a positive relationship with in-role performance.*

#### *Job Involvement*

One of the variables that are related to in-role performance is job involvement. Job involvement variables were used in this study as variables representing the component of willingness. In general, individuals with high levels of job involvement will tend to provide more business to the job, thus tending to show higher in-role performance (Aryaningtyas & Suharti, 2013; Chughtai, 2008).

Job involvement is a level that shows how much an individual psychologically identifies with work (Morrow, 1983). The result of studies about the relationship between job involvement and in-role performance show inconsistent values. Some revealed a positive relationship with small correlation values such as research conducted by Diefendorff et al. (2002) published a positive association and study done by Rotenberry and Moberg (2007) showed a positive relationship.

Other studies have shown a more significant relationship, e.g., the results of a survey conducted by Chughtai (2008) suggest that job involvement affects in-role performance. Another study by Ahmed et al. (2013) on job involvement showed in predicting in-role performance. Meanwhile, the results of research conducted by Kautsar et al. (2015) showed no effect of job involvement on in-role performance. The difference of the results of this study indicates the existence of other variables that affect in-role performance. Therefore, why in this study job involvement is tested in a performance model to see the effects of different performance predictor components.

#### *Work Engagement*

Another variable that also represents the willingness component is work engagement. The concept of work engagement proposed by Schaufeli, Bakker, and Salanova (2006) refers to a positive and satisfied mental state of work related to the characteristics of vigor, dedication, and absorption. Work engagement and job involvement are a positive attachment to work (Hallberg & Schaufeli, 2006). Nevertheless, there is a difference, that is, work engagement focuses on behavior on the job while job involvement focuses on the importance of working for individual identity and satisfaction.

Chung and Angeline (2010) conducted a study of work engagement as a mediator of the relationship between job resources and employee performance, found that work engagement had a positive relationship with in-role performance. Other studies also support a positive correlation between work engagement and in-role performance, such as research by Shimazu, Schaufeli, Kamiyama, and Kawakami (2015) and Researchers using transformational leadership variables and transactional leadership to represent an opportunity component of the Blumberg & Pringle performance predictor model (1982). The past two decades, transformational and transactional leadership are factors that are widely used to understand the effectiveness of leaders (Piccolo & Colquitt, 2006).

#### *Job Involvement and Work Engagement as Mediator*

The differences in research results on the relationship of transformational leadership, transactional leadership and emotional intelligence with in- role performance assumed by researchers are mediated by the component of willingness. In this study, the variable of job involvement and work engagement is used

as a variable representing the element of will. The volition component plays an essential role to what extent the individual is willing to display in-role performance under the organization's expectations. The value of the relationship between job involvement and inconsistent in-role performance is predicted because of the influence of variables from other performance predictor components not taken into account in previous studies.

Brown (1996) revealed that job involvement is related to the behavior of feedback and supervisory superiors such as leader consideration, participative decision making, and quantity of communication. Several studies have also proved that bosses with high transformational leadership characteristics can positively influence the emotional state and performance of subordinates (Bass & Riggio, 2006; Piccolo & Colquitt, 2006; Sheikh, Newman, & AlAzzeh, 2012).

It is in line with the opinion of Sheikh and friends (2012) who explain that transformational leaders will display behaviors that increase work engagement through the understanding and assessment of employees on the characteristics of their work that will improve the identification of employees with their work.

According to Bass (1985), the awarding of subordinates creates a level of commitment, loyalty, and good job involvement. Research showing a positive relationship between transformational leadership and transactional leadership with job involvement among others is done by Rana, Malik, & Hussain (2016).

*Proposition 1b: in-role performance is influenced by transformational leadership, which mediated by job involvement.*

*Proposition 2b: in-role performance is influenced by transactional leadership, which mediated by job involvement.*

A transformational leader can increase subordinate's satisfaction over subordinate's needs that will subsequently affect the dedication of subordinates (Vincent-Hoper, Muser, & Janneck, 2012). Vincent-Hoper and colleagues examined this assumption in the study of the relationship between transformational leadership and work-mediated success, the result of transformational leadership correlated with work engagement.

Several other research results also show a positive relationship between transformational leadership with work engagement, for example, research conducted by Ghadi, Fernando, and Caputi (2013) and Tims, Bakker, and Xanthopoulou (2011). In another study of the engagement of work performed by Strom, Sears, and Kelly (2014) found that both transformational and transactional leadership both had a positive relationship with employee engagement.

*Proposition 1c: in-role performance is influenced by transformational leadership, which mediated by work engagement.*

*Proposition 2c: in-role performance is influenced by transactional leadership, which mediated by work engagement.*

Research conducted by Madani and Asgari (2014) found that there is a definite correlation between emotional intelligence and job involvement. Indicates that if the level of emotional intelligence increases then the level of job involvement will also increase. Madani and Asgari argue that individuals who have high emotional intelligence can manage emotions in solving work-related problems. Furthermore, the individual can control his cognitive to keep happy with his job. Individuals with high emotional intelligence are generally more favorable and hopefully towards their work to maintain a sense of job involvement they have. Similar research on the relationship between emotional intelligence and job involvement is done by Madani, Partovi, Moharrer, and Ghorbani (2014) and Sinha and Kumar (2016).



Research conducted by De Clercq, Bouckennooghe, King, and Matsyborska (2013), found a positive relationship between work engagement and emotional intelligence. De Clercq and colleagues found that when work engagement became a mediator in the relationship between emotional intelligence and organizational irregularities increased the variance explained by 5%. Ravichandran, Arasu, and Kumar (2011) suggested that emotional intelligence has a positive relationship with work engagement. AlMazrouei, Dahalan, and Faiz (2015) found that emotional intelligence accounted for 43% changes that occurred in work engagement.

*Proposition 3b: in-role performance is influenced by emotional intelligence, which mediated by job involvement.*

*Proposition 3c: in-role performance is influenced by emotional intelligence, which mediated by work engagement.*

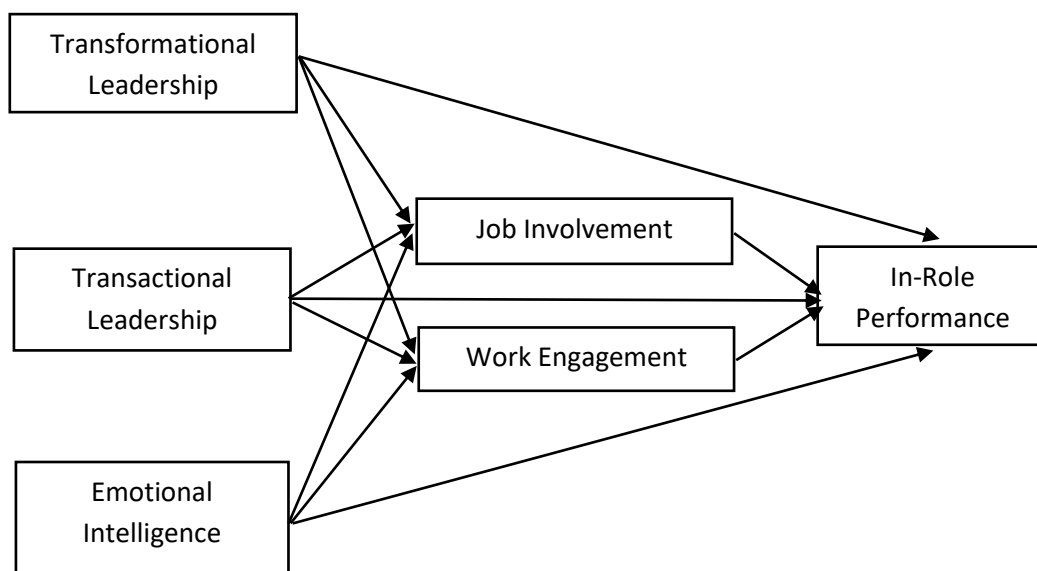


Fig. 2. Conceptual Model of In-role Performance Predictor Factors

## Conclusion

The conceptual model in this paper is adopted from Blumberg and Pringle (1982) model which proposed a new performance predictor model that divided the performance into three components, namely capacity, willingness, and opportunity. This paper implies that the model can provide reasonable predictions on factors that may affect the employee's in-role performance. Emotional intelligence represents the capacity component, leadership style represents opportunity component, and job involvement and work engagement represent willingness component, and it is also as a mediator variable. So, this conceptual paper then could be upgraded to empirical research by real data. Therefore, we encourage the future studies to conduct any qualitative and quantitative methods for having more comprehensive findings.

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