



## The Multifaceted Nature of Individual Job Performance: A Focus on Individual Behaviors

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ARTICLE INFO	ABSTRACT
Received: Aug 22, 2024 Accepted: Oct 19, 2024	This article offers a comprehensive literature review on individual job performance, focusing on its four key dimensions: task performance, contextual performance, adaptive performance, and counterproductive work behaviors. Drawing from theoretical advancements since the 1990s, the review underscores the multifaceted nature of performance, which extends beyond mere productivity metrics. Task performance addresses the efficiency in achieving operational goals, while contextual performance highlights behaviors fostering a cooperative and positive work environment. Adaptive performance, crucial in rapidly evolving contexts, emphasizes employees' flexibility and ability to manage change. Conversely, counterproductive behaviors like absenteeism or procrastination pose challenges to organizational well-being. By synthesizing these dimensions, the article provides a nuanced understanding of the behaviors influencing work performance and their interconnectedness. The findings have practical implications for developing human resource management (HRM) strategies that enhance employee engagement, productivity, and overall organizational success while opening pathways for future research on performance evaluation models.
<b>Keywords</b>	
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### INTRODUCTION

Individual performance at work is a central concept in organizational studies, drawing significant attention across several disciplines, such as management, human resource management (HRM), and organizational psychology. It plays a crucial role in determining both individual and organizational success. However, despite its importance, this concept often remains ambiguous and poorly defined, thus limiting its theoretical development and practical application in modern organizational contexts (Esslimani, 2019),(Charbonnier-Voirin & Roussel, 2012). Traditionally, studies on work performance have primarily focused on productivity assessment tools, overlooking a more nuanced conceptual understanding (Chraibi, 2020). However, since the 1990s, researchers such as Campbell & al. (1990) have proposed multifactorial models that better capture the complexity of individual performance. These models expand the scope of performance by including both task performance and contextual performance, adaptive performance, and counterproductive work behaviors (Borman & Motowidlo, 1993), (Pulakos et al., 2006).

It is essential to break down individual performance into these four dimensions to grasp its scope and implications fully. Task performance focuses on how efficiently employees complete specific tasks, thus contributing to the organization's operational outcomes. Contextual performance

encompasses behaviors that promote a positive work environment, such as cooperation and engagement within the team. Adaptive performance is particularly crucial in an ever-changing environment, emphasizing employees' flexibility and ability to manage unforeseen changes and acquire new skills. Finally, counterproductive behaviors, such as absenteeism or procrastination, must be carefully managed to avoid negative impacts on the organization. The importance of the behavioral aspect of individual performance lies in its direct influence on team dynamics, efficiency, and organizational culture. Employee behaviors not only affect job satisfaction but also influence talent retention and the overall performance of the organization. Therefore, an integrated approach to these dimensions is essential for developing HRM strategies that not only enhance productivity but also foster employee well-being.

The main objective of this article is to offer a comprehensive literature review on the key dimensions of individual work performance, including task performance, contextual performance, adaptive performance, and counterproductive work behaviors. By analyzing each dimension through its underlying determinants, the article highlights factors that directly or indirectly influence employees' ability to meet the demands of their work environment. This review seeks to clarify the concept of individual performance by examining the theoretical advancements that have shaped our understanding of its evolution, frameworks, and various dimensions. Through this synthesis, we aim to provide a nuanced perspective on the behaviors that drive work performance, while offering insights into how these dimensions are interconnected and how they contribute to organizational success. Ultimately, this literature review is a foundation for future research and offers practical implications for improving employee performance and organizational effectiveness.

**The evolution of individual work performance: From productivity metrics to a multi-dimensional behavioral approach**

The evolution of the concept of individual work performance reflects a significant shift from a productivity-centered view to a multidimensional approach that incorporates various behaviors and contexts. Initially measured through quantitative outcome indicators (Charbonnier-Voirin & Roussel, 2012), performance was redefined by Campbell's (1990) work, which introduced a multifactorial approach. This redefinition was further enriched by Borman and Motowidlo (1993), who distinguished between task performance and contextual performance, and (Pulakos et al., 2002), who emphasized the importance of adaptive performance in dynamic environments. Thus, individual performance is no longer perceived solely as an outcome but as a set of observable behaviors aligned with organizational goals (Borman et al., 2003). Recent research, notably by Koopmans & al. (2014), reinforces this holistic perspective by integrating dimensions such as adaptability and proactivity, highlighting the complex interaction between personal and contextual factors (El Kiassi & Jahidi, 2022). This evolution calls for modern and comprehensive evaluation methods, essential for understanding the complexity of performance in an ever-changing professional environment (Ramawickrama et al., 2017).

**Table 1. The evolution of dimensions of individual performance over time**

Authors	Dimensions of individual performance
<i>Brief &amp; Motowidlo (1986)</i>	<ul style="list-style-type: none"> <li>• Assisting colleagues with work-related tasks</li> <li>• Showing leniency</li> <li>• Providing a service/product to consumers in alignment with the organization</li> <li>• Providing a service/product to consumers in a manner inconsistent with the organization</li> <li>• Helping consumers with personal issues unrelated to the organization's services/products</li> <li>• Adhering to organizational values, policies, and regulations</li> <li>• Suggesting procedural, administrative, or organizational improvements</li> <li>• Opposing inappropriate directives, procedures, or policies</li> </ul>

	<ul style="list-style-type: none"> <li>• Putting in extra effort at work</li> <li>• Volunteering for additional tasks</li> <li>• Staying with the organization despite temporary difficulties</li> <li>• Representing the organization favorably</li> <li>• Assisting colleagues with personal problems</li> </ul>
<i>Murphy (1989)</i>	<ul style="list-style-type: none"> <li>• Task-oriented behavior</li> <li>• Interpersonal behavior</li> <li>• Downtime behavior</li> <li>• Destructive or dangerous behavior</li> </ul>
<i>Campbell (1990)</i>	<ul style="list-style-type: none"> <li>• Job-specific behaviors</li> <li>• Non-job-specific behaviors</li> <li>• Written and oral communication behaviors</li> <li>• Demonstration of effort</li> <li>• Maintaining personal discipline</li> <li>• Facilitating peer and team performance</li> <li>• Supervision or leadership</li> <li>• Management or administration</li> </ul>
<i>Borman &amp; Brush (1993)</i>	<ul style="list-style-type: none"> <li>• In-role performance</li> <li>• Extra-role performance</li> </ul>
<i>Hunt (1996)</i>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Meticulousness</li> <li>• Schedule flexibility</li> <li>• Presence</li> <li>• Off-task behavior</li> <li>• Indiscipline</li> <li>• Theft</li> <li>• Drug use</li> </ul>
<i>Viswesvaran &amp; al. (1996)</i>	<ul style="list-style-type: none"> <li>• Productivity</li> <li>• Effort</li> <li>• Job knowledge</li> <li>• Interpersonal skills</li> <li>• Administrative skills</li> <li>• Quality</li> <li>• Communication skills</li> <li>• Leadership</li> <li>• Compliance with authority</li> <li>• Overall job performance</li> </ul>
<i>Organ (1988)</i>	<ul style="list-style-type: none"> <li>• Altruism</li> <li>• Conscientiousness</li> <li>• Civic virtue</li> <li>• Courtesy</li> <li>• Sportsmanship</li> </ul>
<i>Pulakos &amp; al. (2000)</i> <i>(Performance adaptative)</i>	<ul style="list-style-type: none"> <li>• Emergency management</li> <li>• Workplace stress management</li> <li>• Creative problem-solving</li> <li>• Management of uncertain and unpredictable work situations</li> <li>• Learning tasks, technologies, and work procedures</li> <li>• Interpersonal adaptability</li> <li>• Cultural adaptability</li> <li>• Physical adaptability</li> </ul>
<i>Rotundo (2002)</i>	<ul style="list-style-type: none"> <li>• Task performance</li> <li>• Citizenship performance</li> <li>• Counterproductive performance</li> </ul>

<i>Koopmans &amp; al. (2011)</i> <i>Koopmans &amp; al. (2012)</i> <i>Koopmans &amp; al. (2014)</i>	<ul style="list-style-type: none"> <li>• Task performance</li> <li>• Contextual performance</li> <li>• Adaptive performance</li> <li>• Counterproductive work behaviors</li> </ul>
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Source: Developed by us

### Theoretical frameworks and models of individual performance

Individual job performance is a key determinant of organizational success, directly influencing productivity, service quality, and employee satisfaction. To understand this complexity, several theoretical models have been developed, each providing a distinct perspective on the dimensions that shape this performance.

The bidimensional model proposed by Borman and Motowidlo (1993) significantly contributes to understanding work performance. This model divides performance into two components: task performance, which encompasses activities directly related to the formal job requirements, and contextual performance, which includes beneficial behaviors not explicitly recognized in the job description. Contextual performance encompasses elements such as cooperation, initiative, and engagement, all contributing to a positive work environment. This model is particularly relevant as it acknowledges that an employee's success depends not solely on technical skills but also on their ability to interact effectively with colleagues and adapt to organizational dynamics.

The model by Koopmans et al. (2011) enriches this perspective by introducing a conceptual framework that identifies four key dimensions of performance: task performance, contextual performance, adaptive performance, and counterproductive behaviors. This multidimensional approach allows for a comprehensive evaluation of employee contributions, emphasizing the importance of adaptability in ever-changing work environments. For instance, adaptive performance includes the ability to adjust to organizational changes and learn new skills, while counterproductive behaviors, such as presenteeism or absenteeism, can severely undermine overall performance. The use of this rigorous methodological framework in our study is justified by its ability to capture the complexity of individual performance across various professional contexts, thereby enabling the identification of relevant improvement levers.

**Table 2. The dimensions and their subdimensions of individual performance according to the works of Koopmans & al. (2011, 2014)**

Dimensions of individual job performance	Sub-dimensions
<i>Task Performance</i>	<ul style="list-style-type: none"> <li>• Planning ability</li> <li>• Quality of planning</li> <li>• Goal orientation</li> <li>• Ability to prioritize work</li> <li>• Efficiency and effectiveness in task completion</li> </ul>
<i>Contextual Performance</i>	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Proactivity</li> <li>• Acceptance of challenges</li> <li>• Seeking challenges and engaging in stimulating projects</li> <li>• Commitment and active participation in meetings</li> </ul>
<i>Adaptive Performance</i>	<ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Managing difficult situations</li> <li>• Sense of resilience</li> <li>• Creativity in problem-solving</li> <li>• Managing uncertainty</li> <li>• Adaptation to change</li> </ul>

<i>Counterproductive Behavior</i>	<ul style="list-style-type: none"> <li>• Minor complaints</li> <li>• Amplification of problems</li> <li>• Focus on negative aspects</li> <li>• Negative discussions with colleagues about aspects</li> <li>• Negative discussions with external parties about internal aspects</li> </ul>
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Source: Developed by us

The Campbell model (1990, revised in 2012)(Campbell, 2012) offers a comprehensive perspective on individual performance by identifying eight key dimensions. These dimensions encompass fundamental elements such as technical performance, communication, initiative, and counterproductive work behaviors. This model stands out due to its holistic approach, which recognizes the interaction among these dimensions. For example, an employee may excel in technical performance while struggling with communication or initiative, which could undermine collective effectiveness. The depth and rigor of this model, supported by over 30 years of research, make it a valuable tool for analyzing the interrelationships between individual behaviors and their impacts on overall organizational performance. Its ability to provide an overview of the various aspects of individual performance justifies its inclusion in our study, allowing for the development of more tailored and effective talent management strategies.

In summary, the Campbell model (2012) differs in three key aspects: 1. Performance encompasses what individuals do at work to contribute to the achievement of organizational goals; 2. The proposal of eight dimensions for individual performance at work is backed by over 30 years of applied research and experience; 3. Variations in individual performance at work are influenced by determinants such as the ability to perform the required tasks or the resources provided. Thus, according to Campbell (2012), as cited by Ferreira & Nascimento( 2016) and (Gordon et al., 2018).

The dimensions that constitute individual performance at work are: technical performance; communication; initiative; persistence and effort; counterproductive work behaviors; subordinate leadership; management of subordinates; peer leadership; and peer management:

- **The technical dimension** encompasses fundamental work behaviors directly related to the employee's core function. This dimension generates the most characteristic outcomes of each job and is the most frequently addressed in performance evaluations.
- **The communication dimension** includes the direct or indirect transmission of information through verbal or written means.
- **The dimension of initiative, persistence and effort** includes behaviors that demonstrate extra commitment, sometimes referred to as extra-role performance or contextual performance. Certain elements of this dimension pertain to voluntary overtime work, assuming tasks beyond the job description, and the willingness to work in extreme or adverse conditions. Behaviors related to innovation, creativity, work adaptation, and emotional labor would also fall within this dimension.
- **The dimension of counterproductive work behaviors** encompasses intentional behaviors that reduce the chances of achieving organizational goals. Counterproductive behaviors are also referred to as deviant or antisocial behaviors, and their most commonly encountered forms include sabotage, retaliation, and avoidance.
- **The subordinate leadership and peer leadership dimensions** encompass behaviors that positively influence others' actions toward organizational goals, including encouragement, direct guidance, and recognition.

In summary, these theoretical models provide robust and complementary frameworks for assessing individual performance at work. Each contributes essential elements for a comprehensive understanding of the determinants of performance, thereby enabling organizations to better manage

and develop their human resources in an ever-evolving work context.

### **Antecedents of individual job performance: An integrative framework for understanding behavioral dimensions**

The theory of antecedents of individual job performance provides an integrative framework for analyzing the multiple factors influencing performance within organizations. It is based on foundational works by Hunter & Schmidt (1983), Schmidt et al., (1986) and Campbell et al., (1990), which emphasized the importance of elements such as personal traits, skills, motivation, and the work environment. These elements interact in complex ways to shape individual performance. Individual traits, including cognitive ability, personality (such as conscientiousness, emotional stability, and extraversion), and motivation, have a direct or indirect impact on performance, as extensively documented by Barrick & Mount (1991) and Salgado (1997). Concurrently, acquired skills, work experience, and the ability to adapt to a constantly evolving environment play a crucial role (Sony & Mekoth, 2016).

Moreover, the organizational context, encompassing factors like organizational culture, managerial support, and workplace recognition, significantly influences performance. Idris & Dollard (2015) highlighted the importance of a psychologically safe climate and organizational support in enhancing individual performance. Additionally, research by Viswanath (2013) demonstrates that effective communication and the availability of organizational resources also contribute to optimal performance.

This theoretical framework paves the way for a more nuanced understanding of the behavioral dimensions of performance, as described by Koopmans et al. (2011). Indeed, performance is not limited to the completion of assigned tasks (task performance) but also includes behaviors that support the work environment (contextual performance), the ability to cope with changes and uncertainties (adaptive performance), and the avoidance of counterproductive behaviors. This multidimensional approach recognizes that individual performance is a constantly evolving phenomenon, influenced by a wide range of personal and contextual factors, thereby underscoring the importance for organizations to adopt assessment methods that capture the full complexity of performance (El Kiassi & Jahidi, 2022).

### **Deciphering individual job performance: Four key dimensions to consider**

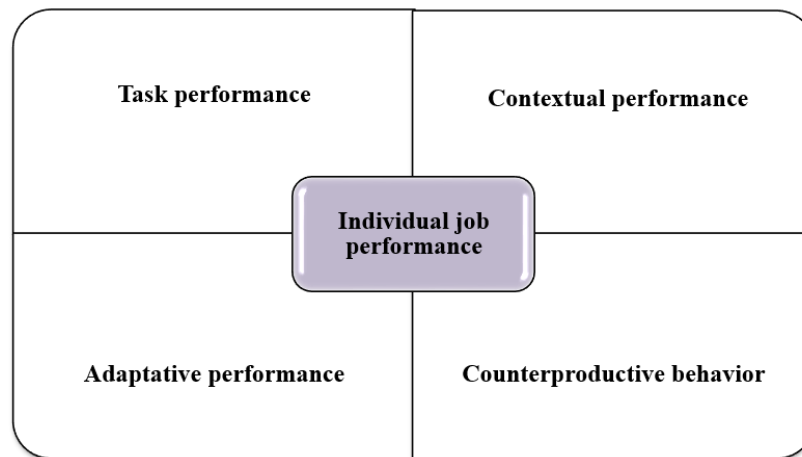
Individual job performance, as a central concept in human resource management, is characterized by its complexity and multidimensional nature. To fully grasp its essence, it is essential to explore the four main dimensions that comprise it, as articulated in the works of Koopmans et al. (2011). The first dimension, task performance, focuses on the effectiveness with which an individual fulfills their specific responsibilities, thus playing a crucial role in achieving organizational objectives. The second dimension, contextual performance, encompasses the behaviors and attitudes that foster a positive work environment, such as cooperation and engagement, essential elements for maintaining harmony within teams. The third dimension, adaptive performance, highlights an individual's ability to adjust to changes and new demands in their professional environment, a particularly valuable skill in constantly evolving contexts. Finally, counterproductive behavior, which constitutes the fourth dimension, refers to harmful actions such as absenteeism or procrastination that can compromise overall effectiveness and damage workplace morale.

By integrating these dimensions, we not only highlight the behavioral and psychological aspects of individual performance but also underscore the importance of the research conducted by Koopmans et al. in developing an analytical framework to understand this complexity. This integrative approach provides a comprehensive view of individual performance, which is essential for formulating management strategies that are tailored to the diverse challenges of modern work environments. Before delving deeply into each of these dimensions, it is pertinent to clarify the similar concepts (Table 3) present in the literature to ensure an accurate and coherent interpretation of the notions addressed.

**Table 3. Terminological equivalents for dimensions of individual performance**

Dimensions of job performance	Similar concepts	Authors and references
<i>Task performance</i>	In-role behavior, intra-role behavior	Borman & Motowidlo (1993), (Katz & Kahn, 2015), (Viswesvaran & Ones, 2000b)
<i>Contextual performance</i>	Extra-role behavior, organizational citizenship behavior (OCB), prosocial organizational behavior, skills in non-job-specific tasks, off-role performance	Organ (1988), (Van Dyne & LePine, 1998), (Borman et & Motowidlo, 1997), (Brief & Motowidlo, 1986), Koopmans& al. (2011)
<i>Adaptative performance</i>	Role flexibility, adaptive behavior	(Murphy & Jackson, 1999),(Pulakos & al., 2000), (Griffin et al., 2007), (Chan, 2000)
<i>Counterproductive Behavior</i>	Antisocial behavior, deviant behavior	(Robinson & Bennett, 1995), (Sackett, 2002), (Marcus & Schuler, 2004)

Source: Developed by us



**Figure 1. The Four Dimensions of Individual Performance**

The figure above presents the four behavioral dimensions of individual work performance that are the subject of our literature review.

**Task performance: Determinants and impact**

Task performance is a central dimension in work psychology, defined as the effectiveness with which an individual fulfills their professional responsibilities. According to Koopmans et al. (2011), this performance is not limited to the quantity of work produced but also encompasses the quality of the outcomes, as well as the knowledge and skills required to achieve those results. For instance, in the production sector, an employee is evaluated not only by the volume of items produced but also by their compliance with established quality standards. This dimension relies on mastery of operational procedures, technical skills, and effectively solving problems (Griffin et al., 2007). Borman et & Motowidlo (1997) emphasize that task performance is essential for assessing employees' technical competence and their ability to execute the critical activities of their roles. Furthermore, task performance directly influences organizational productivity, thereby determining the contribution of employees to achieving the overall goals of the organization (Viswesvaran & Ones, 2000b). Previous studies, such as those by Murphy, 1989), establish a link between task-related behaviors and performance, while Campbell & al. (1990) distinguish between job-specific competencies and competencies in non-specific tasks. Ones et al. (2007) also identify productivity and work quality as fundamental dimensions of task performance. These considerations underscore that task performance is not only a key indicator of individual

effectiveness but also an essential driver of organizational success.

The determinants of task performance include various factors, such as cognitive abilities, motivation, leadership styles, and interpersonal communication. These elements play a crucial role in both individual and collective effectiveness within organizations, influencing not only employees' ability to accomplish their tasks but also their engagement and adaptability to changing environments. Focusing on these determinants allows for optimizing organizational performance by identifying essential levers to enhance productivity, innovation, and responsiveness to professional challenges. Indeed, a thorough understanding of these factors helps managers create a work environment conducive to performance and employee well-being, thereby contributing to the achievement of strategic objectives.

The table below provides an overview of the determinants of task performance, distinguishing between internal factors, including cognitive abilities and motivation, and organizational factors, which encompass leadership styles and interpersonal communication.

**Table 4. Determinants of task performance**

<b>Factors</b>	<b>Description</b>	<b>References</b>
<b><i>Cognitive abilities</i></b>	Includes general cognitive ability, which reflects intellect and information processing efficiency, as well as specific skills such as perception and reasoning, which are essential for solving complex problems at work.	(Salgado, 1997)
<b><i>Motivation</i></b>	Motivation directly influences employees' engagement and persistence, affecting their ability to mobilize their skills and achieve goals. High motivation is associated with better job performance.	(Ryan & Deci, 2000)
<b><i>Leadership styles</i></b>	Leadership styles, such as directive leadership, which sets clear objectives, and transformational leadership, which inspires and motivates, significantly influence employee performance by enhancing engagement and effectiveness.	(Cheng & Osman, 2021); (Piccolo & Colquitt, 2006)
<b><i>Communication interpersonnelle</i></b>	Effective communication fosters trust and cohesion within teams, which is crucial for enhancing collaboration and task outcomes. Leaders who encourage an open communication climate facilitate the achievement of goals.	(Akhtar & al., 2019)

Source : Developed by us

### **Contextual performance: Foundations and determinants**

Contextual performance is a key concept in work psychology, encompassing behaviors that are not directly related to the formal tasks of a job but significantly contribute to organizational effectiveness. The origins of this concept can be traced back to the pioneering work of Barnard (1938), who emphasized the importance of cooperation among members of an organization to ensure its proper functioning (Tagliabue et al., 2020). Katz (1964) reinforced this idea by demonstrating that helping behaviors and cooperation among colleagues are essential for supporting organizational operations (cited in Podsakoff et al., (2000)). A major development in this field was the introduction of the concept of organizational citizenship behavior (OCB) by Organ and Near (1997) (cited in Organ (2014)), which describes voluntary behaviors, such as assisting colleagues and supporting the organization. Although these behaviors are often discretionary, they enhance the organizational climate and overall performance.

For instance, an employee who, while not formally required to do so, regularly helps colleagues solve technical problems or proposes improvements in processes exemplifies contextual performance. Although not directly rewarded, this behavior supports team effectiveness and enhances organizational efficiency (Coleman & Walter C. Borman, 2000). Moreover, contextual performance



is manifested through actions such as adhering to organizational rules and supporting decisions made by management (Viswesvaran & Ones, 2000b). Organ (1988) defines these behaviors by including sub-dimensions such as altruism, courtesy, and conscientiousness, essential for maintaining a positive and productive work environment (Organ, 2014). Related concepts, such as organizational spontaneity (George & Brief, 1992), and extra-role behavior (Vandynne et al., 1995), also underscore the importance of voluntary behaviors for the overall success of the organization (Chiaburu et al., 2013).

Research indicates that high levels of contextual performance are associated with certain organizational characteristics. Podsakoff et al. (2000a) show that contextual performance is promoted in organizations that establish group goals, demonstrate a high degree of procedural justice, design intrinsically satisfying jobs, and have leaders who create a supportive environment and exhibit citizenship behavior. For example, perceived procedural justice enhances employees' citizenship behaviors (Podsakoff et al., 2000a). Additionally, job design that offers opportunities for intrinsic satisfaction is a key motivational factor and correlates with contextual performance, as highlighted by Hackman and Oldham (1976) (cited in Bacha (2014)). Transformational leadership, which fosters a supportive and encouraging environment, is also strongly correlated with high levels of contextual performance (Bass, 1985; Bass & Avolio, 1994) (cited in Bacha, (2014)). Finally, an organizational culture that values mutual assistance, cooperation, and commitment to common goals plays a fundamental role in promoting citizenship behaviors. This integration emphasizes the importance of organizational characteristics such as procedural justice, job design, leadership, and organizational culture as major determinants of contextual performance.

### **Counterproductive Work Behavior (CWB)**

Counterproductive work behaviors (CWB) constitute an essential component of individual performance due to their potential to disrupt organizational harmony and harm overall outcomes. These deliberate actions, defined by Lee et al. (2005) as detrimental to the organization, its members, or its objectives, encompass behaviors such as excessive absenteeism, sabotage, spreading rumors, and verbal or physical aggression. Robinson and Bennett (1995) (cited in Carpenter et al. (2021)) established a typology of CWB divided into four categories: deviance against organizational property, deviance against production, personal aggression, and political deviance.

Theoretically, Spector et al. (2006) argue that these behaviors are intentional, stemming from a desire to harm, while Sackett (2002) proposes a more encompassing approach by integrating unintentional but non-accidental behaviors into this category. Ones & Dilchert (2013) further expand this definition by asserting that any behavior harming organizational objectives, regardless of its intention, should be considered counterproductive. The link between CWB and individual performance is central in various conceptual frameworks. Viswesvaran & Ones, (2000a) as well as Rotundo (2002) emphasize that CWB represents a complementary dimension to job performance and contextual performance. For instance, Murphy (1989) identifies destructive behaviors and periods of inactivity as characteristic traits of CWB, while Hunt (1996) also mentions indiscipline and theft. Modern measures of CWB, developed by researchers such as Koopmans et al. (2014), include indicators like excessive negativity, harmful actions, and deliberate mistakes, allowing for a more precise and multidimensional assessment of detrimental behaviors within organizations.

The determinants of CWB can be divided into two main categories: individual factors and situational factors. The former includes demographic characteristics, personality traits, as well as employees' beliefs and attitudes. The latter encompasses organizational characteristics, supervision and leadership practices, as well as factors related to work teams. These elements, whether personal or contextual, play a crucial role in the emergence and management of counterproductive behaviors within organizations.

**Table 5. Determinants of counterproductive behaviors**

<b>Factors</b>	<b>Description</b>	<b>References</b>
<i>Demographic characteristics</i>	Counterproductive behaviors, such as absenteeism or aggression, can be influenced by demographic variables like age, work experience, tenure, or education level. For example, certain behaviors may be more common among employees with less tenure or experience. However, these relationships should be interpreted with caution, as they may also be affected by contextual factors such as job satisfaction.	Berry & al.,(2007), Hershcovis & al. (2007), Murphy et & al. (2003)
<i>Personality traits</i>	Personality traits play a crucial role in the predisposition to adopt counterproductive behaviors. Individuals with traits such as negative affectivity (a tendency to experience negative emotions), low self-control, or a high propensity for anger are more likely to exhibit harmful behaviors at work. In contrast, traits like conscientiousness (being reliable and diligent), agreeableness (a tendency to be kind and cooperative), and emotional stability (the ability to manage stress) are associated with a reduction in these behaviors.	Marcus & Schuler (2004), Mount & al. (2006)
<i>Beliefs and attitudes</i>	Certain individual beliefs and attitudes also influence counterproductive behaviors. For example, the acceptance of deviant behaviors such as theft or tolerance for workplace violence promotes the emergence of these behaviors. Furthermore, job dissatisfaction is strongly correlated with harmful behaviors, such as interpersonal aggression (aggression toward colleagues) or production deviance (voluntary decrease in performance).	Hershcovis & al. (2007)
<i>Organizational characteristics</i>	Organizational characteristics, such as size, industry, or internal policies, significantly influence counterproductive behaviors. For instance, companies with less stringent controls may encourage behaviors like theft, while work environments perceived as unfair can lead to harmful behaviors. Therefore, the perception of organizational justice (interactional, procedural, or distributive) is a key factor in limiting these behaviors.	Berry & al. (2007), Cohen-Charash & Spector (2001), Colquitt & al. (2001)
<i>Supervision and leadership practices</i>	The way employees are supervised and the leadership style adopted have an impact on counterproductive behaviors. For example, abusive supervision or an autocratic leadership style can create an environment conducive to harmful behaviors, such as theft or aggression. In contrast, positive supervision practices, such as employee support, fair regulation, and empowerment, can help prevent these behaviors.	(Lau & al., 2003)
<i>Team-related factors</i>	Counterproductive behaviors can also emerge based on the dynamics of work teams. For example, in larger teams where individual contributions are less visible, behaviors such as social loafing (letting others do the work) or interpersonal aggression are more likely to occur. Additionally, ineffective management practices, such as favoritism or overly authoritarian management (autocratic leadership), can exacerbate these harmful behaviors within teams.	Badea & al. (2010), Pearce & Giacalone (2003)

Source : Developed by us

**Adaptive performance: Concept and determinants**

Adaptive performance is a key dimension of individual performance, particularly relevant in

constantly evolving work environments. Introduced by Hesketh and Neal (1999) (cited in Park & Park (2019)), this concept refers to employees' ability to adjust effectively to unpredictable changes in their professional surroundings. It emerged in response to modern organizational transformations, characterized by the rise of autonomous teams and the growing importance of quality interactions with clients (Charbonnier-Voirin & Roussel, 2012). Pulakos et al. (2000) developed a model of adaptive performance by identifying eight essential dimensions, such as uncertainty management, learning new skills, and interpersonal and cultural adaptability, based on the analysis of critical incidents in military contexts.

Over time, this concept has been enriched. Neal & Hesketh (1999) highlighted behavioral adjustment in response to evolving environments, while Murphy & Jackson (1999) discussed "role flexibility", Charbonnier-Voirin and Roussel (2012) expanded the framework by incorporating dimensions like creativity and responsiveness to emergencies. In 2014, Huang et al., (cited in Tabiu et al. (2020)), emphasized the importance of adapting to dynamic environments in response to technological and organizational transformations. Finally, Park and Park (2019) refined the theoretical framework by emphasizing flexible behaviors that facilitate adaptation to change, particularly in crisis management and learning new tasks.

Adaptive performance is now recognized as an essential competency in a complex professional world, encompassing both proactive responses, such as anticipating new demands, and reactive responses, like adjustment to the unexpected. It thus represents a determining factor for efficiency and productivity in modern organizations.

The determinants of adaptive performance are primarily divided into two categories: individual and organizational factors. Individual factors, including personality, knowledge, experience, and motivation, directly influence an employee's ability to adapt to new situations and manage change. In parallel, organizational factors, such as a clear vision, organizational support, an innovation climate, and organizational learning, foster an environment conducive to adaptability and innovation. Understanding these determinants is essential for businesses seeking to maximize the flexibility and resilience of their employees in a constantly changing environment, enabling the development of effective management strategies aimed at improving both individual and overall organizational performance.

The table below summarizes the determining factors of adaptive performance, distinguishing between individual, work-related, group, and organizational elements, as well as the main references associated with each.

**Table 6. Determinants of adaptive performance**

<b>Factors</b>	<b>Description</b>	<b>References</b>
<i>Personality traits such as openness to experience, emotional stability, conscientiousness, and extraversion</i>	Individuals who are open and emotionally stable are better equipped to handle unexpected situations, while conscientiousness and extraversion promote effective work management and interpersonal interactions.	Park & Park (2019)
<i>Knowledge, skills, job-specific abilities</i>	Strong cognitive skills and abilities enable better adaptation to new technologies and procedures, facilitating the resolution of complex problems.	Pulakos & al. (2000)
<i>Previous experience in adapting to changing environments</i>	Individuals who have faced similar situations are better prepared to adjust to new challenges by drawing on their past experiences to navigate unpredictable environments.	Charbonnier-Voirin & Roussel, (2012)
<i>Motivation, self-efficacy, self-regulation, and engagement</i>	High self-efficacy enhances individuals' confidence in their ability to succeed in new tasks, increasing their adaptive performance.	Bandura (1997)
<i>Decision-making</i>	Autonomy in career choices allows individuals to be	Parker & al.

<i>autonomy and freedom in workplace decision-making</i>	more responsive and innovative in adapting to changes.	(2006)
<i>Physical, mental, or emotional demands of the job</i>	High demands can hinder adaptability, as they create cognitive or emotional overload that reduces the ability to adjust to new situations.	Karasek (1979)
<i>Job uncertainty and a work environment characterized by high unpredictability</i>	A high level of uncertainty can increase stress and complicate decision-making, negatively impacting employees' adaptation.	Ashford & al.(1989)
<i>Support from colleagues and supervisors</i>	Support from colleagues and supervisors encourages risk-taking, exploration of new approaches, and enhances adaptation in changing situations.	Kahn (1990)
<i>Climat d'apprentissage en équipe</i>	A climate that encourages collective learning fosters the application of new skills and methods, enhancing the team's adaptability to new requirements.	Edmondson (1999)
<i>Transformational leadership that encourages innovation and the pursuit of creative solutions</i>	Transformational leaders inspire employees to exceed expectations by seeking innovative solutions, which enhances their adaptability to changing environments.	Bass (1999)
<i>Environnement organisationnel qui encourage la flexibilité et l'innovation</i>	Un climat qui valorise l'innovation incite les collaborateurs à adopter des idées nouvelles et à s'adapter rapidement aux changements organisationnels et technologiques.	Tushman & O'Reilly (1996)
<i>Organizational support and provision of resources, as well as recognition of employee efforts</i>	Strong organizational support, along with adequate resources and recognition of efforts, enhances employees' confidence in their ability to adapt to uncertain and constantly changing environments.	Eisenberger & al. (1986)
<i>Organization focused on continuous development and learning</i>	Learning organizations enhance their employees' ability to adapt to changes through continuous learning, encouraging adaptive behaviors and the acquisition of skills necessary to navigate dynamic environments.	Senge (2006)

Source : Developed by us

## CONCLUSION

In this article, we examined the key dimensions of individual performance at work, including task performance, contextual performance, adaptive performance, and counterproductive behaviors. These dimensions, while distinct, are interconnected and form a complex framework that shapes not only individual effectiveness but also organizational success. Task performance is crucial for achieving operational goals, while contextual performance fosters a climate of cooperation and engagement, essential for a positive work dynamic. Concurrently, adaptive performance is indispensable in rapidly changing environments, necessitating flexibility and continuous learning. Conversely, managing counterproductive behaviors, such as absenteeism or procrastination, is critical for minimizing their negative impact on the organization.

In light of the findings from this literature review, it is clear that individual performance at work should be understood as a multidimensional concept, integrating both quantitative and qualitative

aspects. Despite the theoretical advancements of recent decades, the definition of performance at work remains subject to debate, complicating its operationalization and measurement in varied organizational contexts. This complexity underscores the importance of developing more nuanced assessment models that consider the different dimensions of performance.

The implications of this conceptual clarity are significant for human resource management (HRM) practices and organizational outcomes. By providing an enriched analytical framework, our study offers practitioners tools to better understand and evaluate individual performance, thus facilitating the development of tailored strategies to promote engagement, productivity, and well-being at work. Furthermore, this research opens avenues for future studies, particularly regarding the integration of these dimensions into effective performance evaluation models, enabling a better understanding of organizational dynamics. In summary, this review contributes to illuminating the debate on individual performance at work, emphasizing the need to adopt a holistic approach to optimize outcomes within contemporary organizations.

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