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REVISTING INDIVIDUAL PERFORMANCE DIMENSIONS IN THE ERA OF AI: A CONCEPTUAL AND INTEGRATIVE APPROACH

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Abstract: Individual performance remains a central topic for both scholars and organizations. Although commonly regarded as a multidimensional construct, its precise dimensions continue to be debated. COVID-19, intensified competition, and advances in Artificial Intelligence (AI) have broadened the focus beyond task and contextual performance, highlighting the growing relevance of adaptive and creative/innovative performance (CIP). This study presents an integrative review of the dimensions of individual performance and proposes a conceptual framework that reflects today's complex organizational landscape, introducing augmentative performance as a novel dimension.

Key words: task performance, contextual performance, counterproductive behaviour, adaptive performance, creative and innovative performance, artificial intelligence, augmentative performance.

1. INTRODUCTION

Individual performance is a key concept across industrial and organizational psychology [1, 2], human resource management [3], production management [4], information technology [5], and quality engineering [6]. Despite its prominence as a research metric, clarification of its conceptual foundations remains limited [7]. Performance, a latent construct, is inferred from organizational behaviours and outcomes [7, 8]. The literature commonly frames performance in terms of results, behaviours, and traits [9]. Some define it as achieved outcomes, while others emphasize underlying behaviours and competencies [10]; however, most describe it as behaviour producing results [11]. Broader perspectives combine individual competence with organizational outcomes, aligned with strategy, values, culture, and business needs [10].

A key concept is the conceptual criterion, an abstract representation of a job's essence, including the necessary KSAOs (knowledge, skills, abilities, and other characteristics) and job-specific behaviours [12]. It cannot be fully observed or measured, even via detailed job analysis, and reflects the "ultimate" value for the

organization [13]. In contrast, the actual criterion refers to measurable indicators, such as supervisor ratings, which might contain errors from bias or variability [12]. Beyond this distinction, performance research debates topics such as changes of performance over time [2, 7], typical versus maximum performance [14], composite versus multiple criteria [13], objective versus subjective measurement [15], and multidimensionality of performance [16].

2. PERFORMANCE DIMENSIONS

Motowidlo et al. [17] describe performance as behaviour-focused, episodic, evaluative, and multidimensional. Behavior-focused highlights observable actions over outcomes affected by external factors. Its episodic nature refers to the analysis of specific behavioural events contributing to organizational goals. The evaluative dimension involves assessing behaviours as positive, neutral, or negative. Multidimensionality recognizes that different behaviours can support or hinder goals, forming the basis for distinctions such as task versus contextual performance. Beyond these two dimensions, Harari and Viswesvaran [8] reviewed post-2000 literature and identified

three independent dimensions recognized across workplaces: CIP, adaptive performance and counterproductive work behaviours (CWB).

Viswesvaran and Ones [1] distinguish stand-alone dimensions: general (e.g., task performance, OCB, CWB) or occupation-specific constructs, and set-based ones, which may be job-specific (e.g., managerial) or broad (e.g., Campbell's [2] eight-factor model).

Researchers have used methods such as performance measure reviews, job analysis, and factor analysis to identify common job performance dimensions, though each has limitations, including bias or incomplete coverage [18]. This study presents an integrative review to synthesize research on individual performance dimensions applicable across jobs. While clarifying the conceptual foundation of performance remains important [7], the topic is mature enough to build on existing literature. We analyse established dimensions, address overlaps, and review key frameworks. As an integrative review, the paper seeks to advance theoretical understanding [19] and introduces a new framework of cross-job performance dimensions, reflecting today's dynamic, complex organizations and the rising role of AI.

2.1 Task performance

Task performance covers core technical duties specified in job descriptions. In knowledge-intensive roles, it is often difficult to link outcomes to a single clear metric, as many factors lie beyond employees' control [2, 7, 20]. Dubnick [21] identifies four types of task performance based on the quality of actions and their outcomes: (P1) performance as production; (P2) performance as competence; (P3) performance as good results; (P4) performance as sustainable results. Koopmans et al. [16] suggest task performance indicators such as completing job tasks, work quality and quantity, job skills and knowledge or working accurately.

2.2 Contextual performance

Borman and Motowidlo [22] define contextual performance as behaviours that support the organizational, social, and psychological environment rather than directly fulfilling core job tasks. These are voluntary actions beyond formal role requirements, such

as helping colleagues or indirectly benefiting the organization [20]. At its core, contextual performance enhances the workplace atmosphere, social interactions, and overall psychological well-being [23]. Contextual performance overlaps with OCB and Extra-Role Behaviour (ERB) but differs in scope. It includes actions such as volunteering, persistence, helping others, following rules, and supporting goals. Unlike OCB, these behaviours do not need to be extra-role or unrewarded; their key feature is enhancing the work context, whether formally required or recognized [24]. OCB, by contrast, is specifically discretionary, not task-related, and not formally rewarded, though it supports organizational functioning [25]. Within contextual performance, Sonnentag and Frese [7] identify two main categories in the literature: one focused on maintaining the optimal functioning of the organization in its current form (including OCB), and the other involving proactive actions aimed at improving organisational procedures and processes.

Contextual performance is generally considered multidimensional. For example, Coleman and Borman [26] identify three dimensions: (1) interpersonal support; (2) organizational support and (3) job conscientiousness. Reviewing theoretical and empirical literature on OCB, Podsakoff et al. [27], proposed a seven-dimension construct: (1) helping behaviours, (2) sportsmanship, (3) organizational loyalty, (4) organizational compliance, (5) individual initiative, (6) civic virtue, and (7) self-development. OCB has also been categorized into prosocial and proactive forms [28]. Prosocial OCB includes behaviours directed toward individuals (OCB-I) or the organization (OCB-O) and maintaining the social context that supports task performance. In contrast, proactive OCB (OCB-CH) is change-oriented, aiming to enhance the organization through positive modifications. Recent reviews indicate that no new or significant additional dimensions have been proposed for contextual performance [29]. According to Koopmans et al. [16], contextual performance can be reflected in behaviours such as extra tasks, effort, initiative, enthusiasm, attention to duty, resourcefulness, persistence, motivation, proactivity, politeness, and organizational commitment. Behaviours

like helping others, showing persistence, and supporting goals are crucial in modern settings: virtual teams and project-based work [30].

2.3 Adaptive performance

Adaptive performance refers to employees' ability to manage change and respond effectively to unforeseen workplace demands [23]. Griffin et al. [31] discuss proactive performance, while Frese [32] introduces a similar concept, active performance, noting that traditional performance models may be inadequate in a rapidly changing, technology-driven, and collaborative work environment.

Griffin et al. [31] name three sub-dimensions of role performance: (1) competence, (2) adaptability, and (3) proactivity. The latter two are critical in uncertain contexts, and the model also considers team- and organizational-level behaviours, highlighting similarities and differences across performance constructs [33].

Jundt et al. [34] identify key themes in studies on adaptive performance: it is triggered by external changes, involves behavioural adjustments to maintain or restore performance, includes both anticipatory and reactive responses, and occurs at cognitive, social, and organizational levels. They define adaptive performance as "behaviours individuals enact in response to or anticipation of changes relevant to job-related tasks," emphasizing actions rather than traits.

Campbell and Wiernik [2] view adaptability as both a component and a determinant of overall performance, noting that adaptation does not always improve outcomes. Adaptive performance can be seen as a multi-step process: detecting change, diagnosing it, strategizing a response, learning necessary skills, and applying them, with each stage potentially leading to success, failure, or regression.

Progression is influenced by dynamic self-regulatory factors (emotional, cognitive, motivational, contextual) as well as stable factors such as personality, training, and environment [35]. Pulakos et al. [36] treat adaptive performance itself as multi-dimensional, proposing eight dimensions: handling crisis situations, managing work-related stress, solving problems creatively,

dealing with uncertain work situations, learning work tasks, technologies, and procedures, demonstrating interpersonal, cultural, and physically oriented adaptability.

The antecedents of adaptive performance are summarized by Park and Park [37] across four dimensions: individual characteristics (personality, skills, motivation, self-leadership); job characteristics (autonomy, uncertainty); group characteristics (supportive coworkers, team learning, transformational leadership); and organizational characteristics (clear vision, learning culture). These factors collectively shape employees' adaptive performance.

For adaptive performance, Koopmans et al. [16] suggest indicators including adjusting plans, learning new tasks and technologies, being flexible, showing resilience, staying calm and analysing quickly. Adaptive performance is increasingly critical in evolving work environments, and assessing it with reliable, multidimensional tools is becoming essential for both research and organizational practice [38].

2.4 Creative and Innovative Performance

The 2025 World Economic Forum report [39] projects that technological skills - particularly AI, big data, networking, cybersecurity, and tech literacy - will grow most rapidly over the next five years. Alongside these, creative thinking and socio-emotional skills such as resilience, flexibility, agility, curiosity, and lifelong learning are increasingly essential. Earlier reports highlighted similar trends: the 2018 report [40] emphasized analytical thinking, active learning, and creativity, while the 2020 report [41] listed the top five skills for 2025 as analytical thinking and innovation, active learning, complex problem-solving, critical thinking, and creativity.

Over the past seven years, innovation and creativity have stood out as key labor market competencies.

Truxillo et al. [12] define CIP as involving problem identification, flexibility, originality, and idea evaluation, reflecting the behavioural expression of creativity through the generation of novel and useful ideas, procedures, and product [16]. Anderson et al. [42] distinguish creativity - the generation of ideas - from

innovation - the implementation of these ideas to improve practices or products. The literature emphasizes this conceptual distinction [43], with Tang [44] comparing their meanings from multiple perspectives. Both creativity and innovation can occur at individual, team, or organizational levels, impacting one or more of these levels [42].

Brem et al. [45] identify three key research perspectives on managing creative performance in organizations: (1) environmental factors that enhance creativity, (2) leadership competencies for managing creativity, and (3) tools and methods to stimulate collective creative thinking. Individual innovative orientation is linked to higher performance and patent output in R&D, highlighting the value of selecting individuals with strong innovation potential [46]. CIP is increasingly important in today's evolving workplace and remains a key area for further research [47].

2.5 Counterproductive work behaviour

The fifth performance dimension, CWB, refers to voluntary actions that harm the organization's well-being [47]. It is defined as deliberate behaviours by organizational members that oppose the organization's legitimate interests [48].

Unlike other performance dimensions, CWB undermines organizational goals, with intentionality being a key aspect [49]. Robinson and Bennett [47] identify four types of workplace deviance based on severity and target: (1) property deviance - serious organizational harm (theft, sabotage); (2) production deviance - minor organizational harm (leaving early, working slowly); (3) political deviance - minor interpersonal harm (favouritism, gossiping); (4) personal aggression - serious interpersonal harm (verbal abuse). CWB is widely regarded as multidimensional, with models, such as Sackett and DeVore's [50] hierarchical model, placing general counterproductivity at the top, group-level factors in the middle, and specific behaviours (e.g., theft, absence) at the bottom. Indicators of CWB include off-task behaviour, excessive breaks, absenteeism, presenteeism, complaints, mistakes, aggression, and substance misuse [16].

3. AUGMENTATIVE PERFORMANCE – A NEW DIMENSION?

AI's impact on organizations is well established, with studies analysing effects at different levels. Korzynski et al. [51] identify applications of generative AI (GenAI) at the administrative level (automating routine tasks, generating documents, data entry), the functional level (customer service automation, HR processes such as resume screening and feedback), and the strategic level (decision support, knowledge management).

Discussions of GenAI focus less on the technology itself and more on its use. Acemoglu et al. [52] outlined two paths: (1) an automation-driven model that replaces skilled labour and increases surveillance, and (2) a human-complementary approach that augments skills, boosts productivity, and reduces inequality. This reflects the broader automation vs. augmentation debate, where automation replaces human tasks, while augmentation enhances human capabilities to improve productivity and organizational performance [53].

AI boosts productivity and expands access to services, but raises concerns over privacy, skills, and emotional impacts [54]. It excels at structured tasks, while humans lead in adaptability, creativity, and uncertainty handling [55]. Humans remain key in training, explaining, and sustaining AI, which in turn augments cognitive and physical capabilities [56].

AI literacy, the ability to critically assess, collaborate with, and apply AI tools, is essential [57]. Wilson and Daugherty [56] emphasize not only using AI for new tasks but also doing existing tasks differently. Risks from system updates disrupting trust are highlighted by Bansal et al. [58], who propose retraining strategies.

The Human-Centered AI (HCAI) framework prioritizes explainability, human-AI teaming, ethics, and effective interaction [59].

Within this evolving AI integrated context, we propose a novel performance dimension: augmentative performance, defined as a behavioural dimension reflecting the capacity to effectively and critically engage with AI to achieve organizational goals.

The augmentative performance can enhance human decision-making, cognition, and have a positive impact on outcomes. This performance dimension goes beyond AI engagement [60], willingness to use AI, or AI literacy [57]. It emphasizes using AI responsibly and effectively within organizational and team contexts, considering impact and ethics. Critical thinking remains essential to separate real knowledge from illusion. Moreover, AI should enhance learning rather than replace it. Unlike traditional performance dimensions, augmentative performance includes collaborating with, evaluating, and regulating AI. It may also represent a distinct and valuable area for further conceptual and empirical research.

4. INDIVIDUAL PERFORMANCE FRAMEWORKS

Early distinctions in job performance were made by Borman and Motowidlo [17] and Johnson [61], separating task and contextual performance, with adaptive performance sometimes integrated within contextual performance (e.g., handling work stress). Rotundo and Sackett [62] reviewed literature and proposed three main dimensions: task performance, OCB and CWB, noting that these dimensions appear under varying names across studies. Wallace et al. [63] used analogous terms - within-role, extra-role, and anti-role behaviour - while Murphy [64] included four dimensions: task, interpersonal, downtime, and destructive behaviours. Park and Park [37], Niessen and Lang [65] and Pradhan and Jena [66] support separating adaptive performance as a distinct behavioural set. Johnson [67] proposed a hierarchical model integrating task, citizenship, and adaptive performance with concrete behavioral examples.

Koopmans et al. [16] proposed four dimensions: task, contextual, adaptive, and CWB, noting that CIP is sometimes considered but not formally included. Motowidlo and Kell [68] discuss adaptive performance as emerging but not yet fully distinct. Krijgsheld et al. [69] found task and contextual performance well-studied, whereas adaptive performance and CWB are underexplored.

Colquitt et al. [49] proposed task performance with sub-categories of routine, adaptive, and creative task performance, alongside OCB and CWB. Cleveland et al. [70] integrated all five dimensions (task, contextual, adaptive, CIP, and CWB) in relation to ability and motivation. Van Lill and Taylor [71] proposed five broad dimensions: in-role, extra-role, adaptive, leadership, and CWB - each with four narrow sub-dimensions.

5. INTEGRATED PERFORMANCE DIMENSIONS MODEL IN THE ERA OF AI

Over time, various models have conceptualized job performance, with increasing consensus on a multidimensional perspective including core tasks and broader behaviours that support organizational effectiveness. Based on our integrative review, we propose the Integrated Performance Dimensions Model (IPDM), a revised framework for individual performance in the AI era. IPDM contains six dimensions: task performance, contextual performance, CWB, adaptive performance, CIP, and augmentative performance. Early frameworks distinguished task and contextual performance [22, 61], later expanded into a three-dimensional model including task performance, contextual performance/OCB, and CWB [49, 63]. Our model integrates these as core performance components, covering behaviours tied to job duties, extra-role behaviours, and harmful behaviours that undermine goals. These dimensions are generally present-oriented, stable, and often included in overall performance ratings, as reflected in most studies on performance evaluation. Initially part of contextual performance, adaptive performance has been recognized as a distinct dimension, especially in dynamic work environments [37, 65]. Measuring adaptability is crucial during crises, as it enables employees to learn and adjust rapidly, as highlighted by Aguinis and Burgi-Tian [72] and evidenced during the COVID-19 pandemic.

The growing importance of technological skills (AI), creativity, resilience, and lifelong learning [39, 40, 41], highlights the rising

relevance of CIP and the need of further research [73].

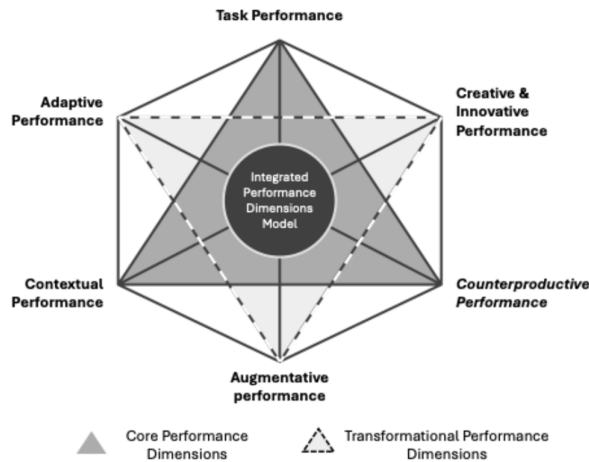


Fig. 1. Integrated Performance Dimensions Model.

Moreover, the concept of augmentative performance is proposed having in focus the capacity to creatively and effectively integrate AI to enhance human judgment and outcomes, while maintaining critical thinking and ethical use. This involves using AI not to replace but to strengthen human capability, learning, and decision-making. While the first three dimensions focus on behaviours tied to established job expectations, adaptive performance, CIP, and augmentative performance emphasize proactive, forward-looking, and change-enabling behaviours. These are grouped as transformational performance dimensions, reflecting how employees respond to change and contribute beyond traditional roles. Frameworks describing today's dynamic environment - VUCA, BANI, RUPT, and TUNA - highlight common themes of adaptability, innovation, continuous learning, proactive behaviour, teamwork, and sustainable, responsive practices [74].

6. CONCLUSION

This integrative review synthesizes critical dimensions of individual performance applying across jobs. By clarifying overlaps and distinctions among existing frameworks, the review proposes the IPDM, organizing performance into core (task, contextual, CWB) and transformational (creative/innovative, adaptive, augmentative) dimensions. This

structure reflects the necessity of both maintaining operational stability and enabling strategic evolution within organizations. IPDM offers a holistic and future-ready framework that reflects the evolving nature of work and performance. It facilitates nuanced performance measurements and development of new strategies as AI and constant change reshape the boundaries of employee contributions.

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Reevaluarea dimensiunilor performanței individuale în era inteligenței artificiale: o abordare conceptuală și integrativă

Abstract: Performanța individuală rămâne un subiect esențial pentru cercetători și organizații. Deși este considerată un construct multidimensional, dimensiunile sale precise continuă să fie dezbătute. COVID-19, competiția intensificată și progresele în domeniul inteligenței artificiale (IA) au extins atenția dincolo de performanța legată de sarcini și cea contextuală, evidențiind relevanța tot mai mare a performanței adaptative și creativ/inovative (CIP). Acest studiu prezintă o analiză integrativă a dimensiunilor performanței individuale și propune un model conceptual adaptat peisajului organizațional complex de astăzi, introducând performanța augmentativă ca o dimensiune nouă.

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