EFFECT OF ORGANIZATIONAL SKILLS AND COMPETENCIES ON PERCEIVED JOB PERFORMANCE WITH MEDIATION OF MULTITASKING

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ABSTRACT

In today's modern and complex organizations, multitasking has become an increasingly occurred phenomenon and is considered as one of the key determinants in performance appraisals. With the advent of the technological advances, changing organizational structures and shrinking timelines, multitasking is being viewed as an important requirement. In modern work environments, to do more than one task at a time and have deliverables overlapping on one another requires an employee to multi task and juggle between two tasks at one time. The argument leads to the question that does attainment of several tasks overlapping has an impact on the effectiveness of the task and whether multitasking is something and employee will comfortable with to achieve better perceived performance or not. Perceived job performance and successful completion of work has been viewed as an employee's ability to multitask whereas there have been research studies which have argued the negative social implication of employees multitasking. Technology, timelines, characteristics and attributes required for certain positions and designations keep multitasking as one of the key element while also giving the core competencies and skills required for multitasking.

Keywords: Organizational Skills and Competency, Multitasking, Job Performance

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1.   INTRODUCTION

Competence can be defined as an ability or willingness of an individual to perform a task; it can further seen as area of work whereas a competency can be looked at as the behavior of the employees supporting the area of work and finally as the attributes underpinning a behavior .Organizational skills have been defined in previous researches as the behavioral skills or Non-Cognitive Skills that an employee must possess; competencies are the Cognitive Skills or explicit knowledge required for the task that relates to the attainment of the task successfully . Successful and effective work performance is generally seen by many authors is to require a mix of both hard/cognitive skills and soft/behavioral skills .

Multitasking is the switching back and forth between ongoing tasks, known to psychologists as task switching; multitasking is often thought as performance of multiple tasks at one time although psychologically it actually takes attention from one to another and then back to the first with a fresh eye to an old task.An employee puts tasks in a sequential manner, switching to another task after completion of the one he/she is working on currently, while another employee constantly switches between tasks, and even works more tasks simultaneously; both these prototypical strategies can lie on a band, which can be the extent of multitasking behavior (Buser & Peter, 2012; Mark, Gonzáles, & Harris, 2005).Job performance has been defined, and widely accepted by scholars in organizational research, as behaviors within an individual's control that make a direct contribution to outcomes relevant to the organization(McCloy, Campbell& Cudeck, 1994).

This research aims at finding the effect of organizational skills/Non Cognitive Skills and competencies/Cognitive Skills job performance while mediating the ability to multitask. which would help answer the questions that what are the components of Organizational Skills and Multitasking?, what is the impact of organizational skills and competencies towards multitasking? What is the relationship between Multitasking and Perceived Job Performance?, and, what is the mediation of Multitasking towards Job Performance?The purpose of this study is to identify whether multitasking is being affected by employee's organizational skills and competencies and further what impact multitasking creates on the employee's performance, which may help the decision makers identify workplace task assignment, determine goals and deadlines to achieve maximum performance, and, keep employees motivated and encouraged. The construct of organizational skills and competencies is operationalized through cognitive skills and behavioral attributes of the employees.

2.   LITERATURE REVIEW

The nature of work at every level of organization has changed over the last decade or so and the environment has been constantly changing and evolving (Otto, Wahl, Lefort & Frei, 2012), therefore doing a number of tasks at simultaneously is an widespread phenomena; the effect of this is yet to be determined and analyzed definitively with few researches pointing to the advantages and few otherwise (Buser & Peter,

2012).

Today we live in a world where we look at humans as Human Capital rather than machines. The production of work product is a commodity that needs constant and continuous production . The different between performs is how well he or she can do something and how well can they do many things during the same time and this is dependent on what are the characteristics of attributes of the persons what of working or his personality . It has also been studies that employees have difficulty in performing task simultaneously, as there are generally negative social implications associated with multitasking .

According to Paridon and Kaufmann (2010), multitasking is not dependent on the age range of the subject but rather the individual capacity that person has to accomplish a certain set of tasks.Although multitasking is a general term but the effects and impact may depend on different factors ranging from the difference in the gender, experience and the fact that is the work load imposed or chosen, are the tasks of one job or different tasks of different jobs of a particular designation and the duration or time required for all (Buser& Peter, 2012). There are four important predictor of multitasking in the work environment. Fists is arithmetic, that is about working with numbers, the second is memory search that is identifying and sequencing the letter in setting, third is auditory monitoring that is responding to high pitch and ignoring low pitch tones and last is visual monitoring that is identifying things being done correctly and nr reaching the red region .

Multitasking performance takes leads from two different conditions: whether multitasking is to be achieved within the same job or work or multitasking between different jobs; the task features look at characteristics of the task which incorporate physical, psychological, complexity or novelty attributes of the task . A few other task features are Structure of the task, timing, control and outcome of the task, the results may vary for different employees depending on their role, experience and hierarchal positions, therefore it is safe to infer that same multitasking situation may lead to different performance outcomes . In order to meet future needs of an organization, the employee competencies are developed and managed accordingly. For this purpose, individual competencies are defined for effective performance and then they are compared with the existing competencies . As perParidon & Kaufmann (2010)**,** multitasking has an impact on performance and the underlying mental mechanisms were in relation to performance values, psychological parameters and subjective strain. The steps highlighted by for identifying competencies are in seven different stages:examining competency modeling purpose, identifying job position and employees, defining the performance outcomes, identifying performance competencies, knowingperformance structures linked with individual competencies, knowing performance structures linked with organizational competencies, and identifying competencies is results validation.

The Core Skills and Competencies for multitasking include non-cognitive skills such as communicational skills, interpersonal skills and customer service as well as

cognitive skills such as technological competence and analytical skills. The communication skills cover the written and oral forms of communication whereas the interpersonal skills cover the ability to have relationships at workplace and sharing of ideas as well as working cooperatively. Customer service at workplace points to the very fact the goals and objectives are kept in front and focus on service is kept foremost. A few other competencies and skills also include organizational understanding, workplace ethics, resource management and knowledge management (Chan, 2005). Researchers have also identified a few other competencies which are personal attributes of an employee, ability to self-motivate, skills for problem solving are a few top competencies and skills to be able to effectively multitask. .(See Figure 1 in Appendix)

The major competencies which are widely recognized are effective performance is categorized into communication skills, interpersonal skills, customer service and analytical skills (Chan, 2006).Furthermore, Chan (2010) identified two approaches to defining organizational competencies: personal or management competencies which are their knowledge skills and attitudes, and,organizational competencies which are those functions or practices which help any organization in converting the personal competency into organizational competency for instance extensive training methods or effective appraisal systems will result in better development of knowledge silks and abilities of any employee.

There are quite a few behavioral characteristics that differentiate one employee from another, known as employee competency or organizational skill . The employees would want to develop and add to the value they have by building on the competencies and the organization needs to utilize them in the best way possible. Competencies together define a manager's capacity to perform in different conditions and perform different tasks. For a superior performance, both these cognitive skills and behavioral attributes are required . Multitasking behavior may differ with Individual difference characteristics and cognitive and environmental factors. The individual difference characteristics are polychronicity which hypothesizes that value are related to actual behavior that means that prefers to multitask will multitask, impulsivity, which refers to tendency of switching from one task to another on impulse, cognitive interference, which explain how people think and engage in off-task cognitions, and, work and family demand that impact who will and who won't multitask (König & Oberacher, 2010).

One may use different approaches for job performance design:in a blank slate approach, an organization may monitor the best performers to see what makes them the best in comparison to the average and below average workers, so the organization may define categories of there on. We can also look at another approach , where the organization looks for Role, a real Position, and additionally a person's strengths the position he/she currently plays and what are the weaknesses and develop competencies.

Conceptual Framework and Variables
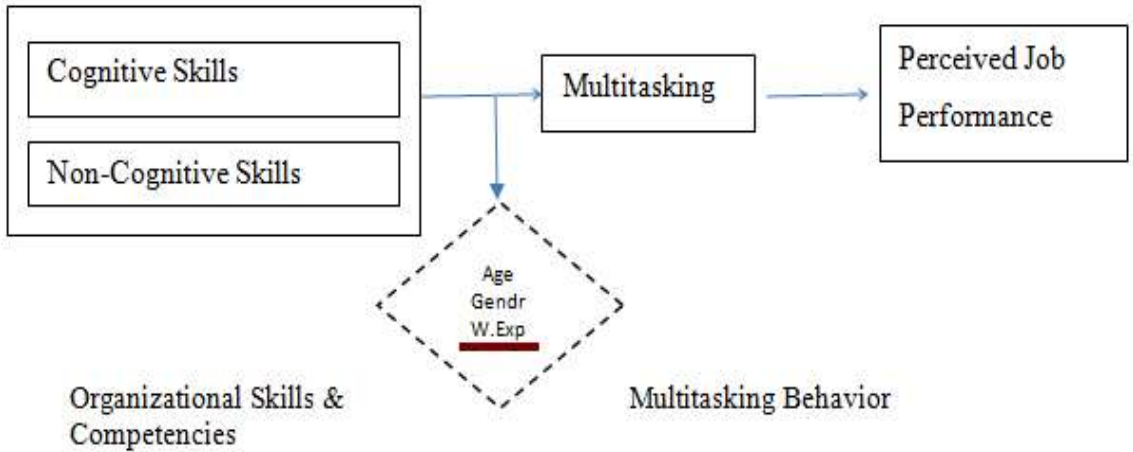
3. RESEARCH METHODOLOGY

The research follows post positivist philosophy and is deductive in nature as the model is developed through literature understanding and this study is hypothesizing the theory for the relative context. Mono method (survey) is used by the researcher by gathering quantitative, from large purposive sample through structured questionnaire using Likert scale. The research is generalized by applying statistical inferences and the results are explained by determining causal relationship between the constructs of this study .The target population for this research consists of the managers who are at the level of middle management with at least three years of working experience with minimum tertiary education level and has minimum five subordinates. Due to constraints of time and budget the managers are selected from banking sectors registered in Karachi.

H1: Cognitive skills has significant effect towards multitaskingÊ

H2: Behavioral attributes has significant impact towards multitasking

H3: Multitasking has significant affect towards Job Performance

H4: Work experience and management position has an effect on multitasking.

H5: There is a significant difference between male and female multitasking abilities

4. ANALYSIS, FINDINGS AND DISCUSSION

The research on organizational skills and competencies, which are further clarified as Cognitive and Non Cognitive skills and their effect on Multitasking capabilities for Job Performance tries to investigate the gaps of what triggers multitasking and if multitasking affects the overall Job Performance. The survey questionnaire was developed through adopted scales, responses of which were coded and analyzed using SPSS 21.0. The statistical tests such as: Cronbach Alpha was applied to assess the reliability, descriptive were calculated for assessing the contribution of each variable in survey,

correlation was applied for relationships among variables, regression was applied to test the overall model fit and impacts.

Since the questionnaire was adopted from various studies, therefore validity of the tool was ensured through Face validity and Content Validity. For content validity the questionnaire was verified from two domain experts, whereby face validity was ensured by sending the questionnaires to the experienced people in Human Resource field.

The survey questionnaire was given to almost 136 participants, the returned usable questionnaires were 90 therefore the response rate is 66%. The data was coded into nominal and scale variables to analyze the reliability that must be between 0-1. For internal consistency the minimum Cronbach alpha must be >=0.6. Table 4.1 is signifying that the overall Cronbach alpha as well as for each construct is greater than 0.6 therefore the data is reliable enough for further statistical analysis.(See Table 1 in Appendix)

4.1 Profiles of Participants

Respondents profile was developed based on gender, marital status, age, work experience, and management position. Table 4.2 summarizes the profile of the respondents (See Table 2 in Appendix).

4.2 Descriptive Analysis of Variables

The constructs of this study is developed on 5 point likert scale with 1=strongly disagree and 5 = strong agree. Since the constructs of this study had many elements in the questionnaire therefore overall mean was computed through arithmetic mean or average of all the scales within the construct. Table 4.3 represents mean and standard deviation of all the constructs. (See Table 3 in Appendix)

The mean value of each variable indicates the contribution of construct towards the study. Since all the variables mean> 3 therefore the constructs are approximately contributing positively towards the model. Moreover, standard deviation is <=0.5 indicating that there is less variation is the opinion of the respondents.

All the variables agreeing with the framework with mean above 3 and low standard deviations that's shows not too much of a difference in results of participants of the research in terms of demographic variables.

4.3 Association

(See Table 4 in Appendix) The significant correlations among variables allow performing the regression analysis between independent variables towards intervening leading to the dependent variable of job performance.The association matric indicates significant positive correlations among the variables of the model. The independent variables such as cognitive skills and non-cognitive skills have positive significant relationship with the intervening variable of multitasking abilities.

4.4 Dependence Analysis

For the purpose of regression analysis the framework of this research is divided into two models:

Model 1: Regression between Cognitive and Non-cognitive Skills toward Multitasking abilities

Model 2: Regression between Multitasking and Job Performance
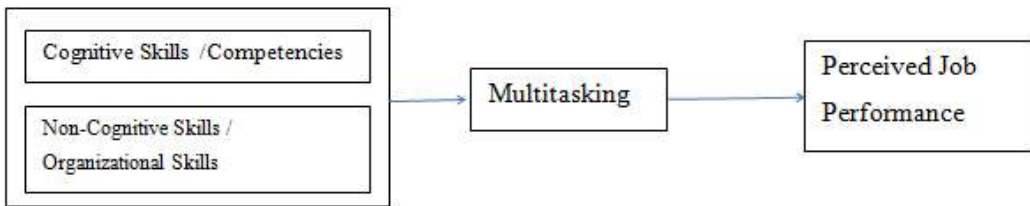
The Framework has been analyzed in two models. The first model describes the organizational skills and competencies towards multitasking and the second model looks at the effect of multitasking towards perceived job performance with multitasking as the intervening variable.

Model 1:

Table 4.5 depicts the regression analysis between independent variables cognitive and non-cognitive skills towards multitasking. (See Table 4 in Appendix)

4.5 Dependent Variable: Multitasking

Model 1 regression analysis shows the adjusted R-square = 0.409 at F= 31.804 and sig=.000, therefore since p-value<0.05 therefore we can conclude that 40.9% variance in multitasking is significantly explained by cognitive and non-cognitive skills of the employees. The unstandardized Beta coefficients of independent variables are also significant at 0.000 level, furthermore it indicate that cognitive skills is a better predictor of multitasking then non-cognitive skills. T-statistics>2 indicate that both the parameters have negligible chance of being zero. The results have led to the acceptance of the following hypothesis:

With reference to the literature review, the results provide confirmation to the researches which have a diverse opinion on the effects on Multitasking on Perceived Performance , which few researches showing positive effect of multitasking to Perceived Performance and few showing vice versa and . This Research in the particular area and environment also validates researches of similar idea to other populations that the Organizational Skills/Non Cognitive and Competencies/Cognitive Skills significantly effects and explains multitasking and multitasking behaviors with adjusted R square

over 40.9 percent and collective sum Beta over 86 percent. The beta explains further that Non Cognitive Skills or organizational skills are better predictor for multitasking; however Hypothesis 1 and 2 are both accepted meaning Organizational Skills and Competencies both have significant effect towards multitasking.

H1: Cognitive skills has significant effect towards multitasking
Since p-value<0.05 therefore we can accept the alternate hypothesis and conclude that cognitive skills has significant positive impact towards multitasking. Therefore if cognitive skills increase by 1; multitasking will increase by 38.1%.

H2: Behavioral attributes has significant impact towards multitasking
Since p-value<0.05 therefore we can accept the alternate hypothesis and conclude that non-cognitive skills or behavioral attributes have significant positive impact towards multitasking. Therefore if non-cognitive skills increase by 1; multitasking will increase by 48.4%

Model 2:
(See Model 2 in Appendix)

4.6 Dependent Variable: Job Performance

Model 2 regression analysis shows that multitasking has positive impact towards the job performance. The overall model is fit with adjusted R-square indicating 14.6% variation in job performance explained by multitasking at 0.000 significance with F-value = 16.20.

Furthermore, it leads to the acceptance of the following hypothesis:
H3: Multitasking has significant affect towards Job Performance
The coefficient of multitasking in model has p-value< 0.05 therefore we can accept the alternate hypothesis and conclude that multitasking has positive significant effect towards job performance such that is multitasking increase by 1 job performance will increase by 39.4%. Although both models show acceptability however the Model 1 shows strong relationship whereas Model 2 shows moderate.

Model 2 however has adjusted R square of only 14.6 % showing that model only has moderate effect on Perceived Job Performance and Multitasking has only just over 39% percent effect in the overall model. This also shows that there are several more variables that have an effect on perceived Job Performance other than Multitasking as well, however we also can accept the Hypothesis 3 stating multitasking has a significant effect on Job Performance although it has to be understood also that it is not the only variables that contributes to Performance.

4.7 Moderation of Demographic Variables

The moderation of socio-demographic variables is assessed through Two Stage Least Square Method. This method considers categorical variables as predictors of the

moderation on the relationship of independent and dependent variable. The researcher aims to assess if socio-demographic variable mediates the impact of organizational skills and competencies operationalized through cognitive and non-cognitive skills towards multitasking abilities. Table 4.6 summarizes the effect of each moderating variable on the regression analysis. (See Table 6 in Appendix)

Therefore, the aforementioned table verifies the following hypothesis:
H4: Work experience and management position moderates the regression between cognitive, non-cognitive and multitasking skills.

The demographic moderators when analyzed showed interesting results. Age and Gender had no significant effect on multitasking abilities however Work Experience and Management Position had significant ones . Work Experience showed positive effect showing more the experience, more the effect and chances of multitasking however Management Position showed negative effect in terms of the higher the management position, lower the multitasking behavior in participant. The literature also points to the higher level employees having long term and departmental outlook are not too involved in Multitasking however middle level managers are better Multitaskers as they keep on gathering more experience of the positions they work in therefore we can safely accept the hypothesis that managerial positions and work experience affects Multitasking abilities as also pointed out in the literature. (König & Oberacher, 2010)

Categorical Variable Mean Comparison - Independent Sample t-test
Independent sample t-test is performed to verify the following hypothesis:
H5: There is a significant difference between male and female multitasking abilities
(See Table 7 in Appendix)
4.8 ANOVA

One way ANOVA is applied to analyze the difference of multitasking among age groups, work experience categories and management positions held by the employees.
H6: Significant difference exist between age groups and multitasking abilities
H7: Significant difference exists between work experience and multitasking abilities
H8: Significant difference exists between Management position held by employees and multitasking abilities (See Table 7 b in Appendix)

4.9 Mediation Testing

To check the mediation of Multitasking between Organizational Skills and Competencies towards Job Performance.Sobel's Test has been used. In this test if Mediation is not there and $p > 0.05$ than H0 is accepted otherwise Ha is accepted if mediation is there. Since P Values are less than 0.05, we conclude that multitaskinghas a mediating effect between organizational skills and competencies towards and job

performance.

5. CONCLUSIONS AND RECOMMENDATION

The study conducted validates all hypotheses and sheds light on the effect of cognitive and non-cognitive skills on an employee's ability to multitask.The study conducted validates all hypotheses and sheds light on the effect of cognitive and non-cognitive skills on an employee's ability to multitask.The Non Cognitive Skills however have a stronger effect on the multitasking behavior as it covers characteristics of person's relationships, relations, motivation, background as well as management positon and experience of the task and in the organization. The Cognitive skills or competencies and Behavioral attributes that is organizational skills almost cover the entire effect on the multitasking behavior however multitasking on the other hand doesn't cover the entire effect on the perceived performance of the employee.

The recommendations after this study are:

1. Organizations must develop the System and incentive by Focusing on Behavior and culture to multi task rather than focusing on cognitive skills which are already inherent in the process of Hiring.
2. Multitasking is not the only determinant to Job Performance, actually it is only a portion and there are other variables too.
3. Higher management position employees multitask less and this can be a demotivation for the junior employees who can and do multitasking bets therefore Management needs to be an example in order to promote multitasking

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Questionnaire Items

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree Questions

Organizational Competencies
Cognitive
1.I would prefer complex to simple problems.
2.I like to have the responsibility of handling a situation that requires a lot of thinking.
3.Thinking is not my idea of fun
4.I would rather do something that requires little thought than something that is sure to challenge my thinking abilities
5.I try to anticipate and avoid situations where there is likely a chance I will have to think in depth about something
6.I find satisfaction in deliberating hard and for long hours
7.I only think as hard as I have to
8.I prefer to think about small, daily projects to long-term ones
9.I like tasks that require little thought once I've learned them
10.The idea of relying on thought to make my way to the top appeals to me
11.I really enjoy a task that involves coming up with new solutions to problems
12.Learning new ways to think doesn't excite me very much
13.I prefer my life to be filled with puzzles that I must solve
14.The notion of thinking abstractly is appealing to me
15.I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought
16.   I feel relief rather than satisfaction after completing a task that required a lot of mental effort
17.   It's enough for me that something gets the job done; I don't care how or why it works
18.   I usually end up deliberating about issues even when they do not affect me personally

Non Cognitive Skills

Extraversion
19.   I am a talkative person
20.   I like to my opinions to myself and prefer to keep quiet
21.   I am outgoing sociable and make friends easily

Workplace Attitude and Behaviors
22.   I come up with new ideas that others have not thought
23.   I keep working hard and rarely take break
24.   I enjoy working in things that take a very long time to complete
25.   People take advantage of me
26.   People are mean and not nice to me

Decision Making
27.   I think about how the things I do will affect my future
28.   I think carefully before I make an important decision
29.   I ask for help when I don't understand something
30.   I think about how the things I do will affect others

Achievement Striving
31.   I do more than is expected
32.   I strive to do everything in the best way
33.   I try to outdo others, to be best

Fixed Vs Growth
34.   I cannot change much as a person.
35.   I can behave in various ways but my character cannot really be changed.
36.   As much as I hate to admit it, I cannot teach old dog new tricks. I cannot change their most basic properties.
37.   I have a certain personality, and not much can be done to change that.

Multitasking
38.   I prefer to work on several projects in a day, rather than completing one project and then switching to another.
39.   I would like to work in a job where I was constantly shifting from one task to another, like a receptionist or an air traffic controller
40.   I lose interest in what I am doing if I have to focus on the same task for long periods of time, without thinking about or doing something else
41.   When doing a number of assignments, I like to switch back and forth between them rather than do one at a time.
42.   I like to finish one task completely before focusing on anything else.
43.   It makes me uncomfortable when I am not able to finish one task completely before focusing on another task.
44.   I am much more engaged in what I am doing if I am able to switch between several different tasks.
45.   I do not like having to shift my attention between multiple tasks.

46.   I would rather switch back and forth between several projects than concentrate my efforts on just one.
47.   I would prefer to work in an environment where I can finish one task before starting the next.
48.   I don't like when I have to stop in the middle of a task to work on something else.
49.   When I have a task to complete, I like to break it up by switching to other tasks intermittently.
50.   I have a "one-track" mind.
51.   I prefer not to be interrupted when working on a task.

Job Performance
52.   I adequately complete assigned duties
53.   I fulfill all responsibilities specified in job description
54.   I perform tasks that are expected from me
55.   I meet formal requirements of the job
56.   I engage in activities that will directly affect my performance evaluation
57.   I neglect aspects of job I am obliged to perform
58.   I help others who have heavy work load
59.   I give advance notice whenever unable to work
60.   I pass along timely information to co-workers.
61.   I always try to mentor and help new employees

Acknowledgement

Appendix

Table.1: Reliability of Constructs

Construct	Reliability	Items
Cognitive Skills	.622	18
Non-Cognitive Skills	.693	19
Multitasking	.837	14
Job Performance	.715	10
Overall	.803	61

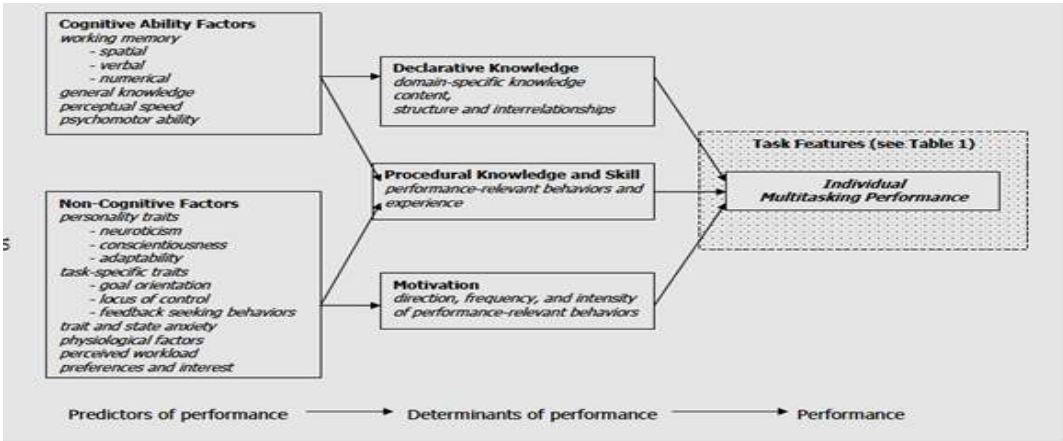Figure.1: Oswald, Hambrick, Jones, & Ghumman (2007)

Table.2: Profile of Respondents

Profile	Groups	Frequency	%ages
Gender	Male	64	71%
	Female	26	29%
Age	18-25	17	18.9%
	25-35	41	45.6%
	35-45	20	22.2%
	45+	12	13.3%
Marital Status	Single	35	39%
	Married	55	61%
Work Experience	1-3 years	32	35.6%
	3-5 years	21	23.3%
	5-7 years	37	41.1%
Management Position	Junior	33	36.7%
	Middle	41	45.6%
	Senior	16	17.8%

Table.3: Descriptive Analysis

	N	Minimum	Maximum	Mean	SDeviation
Cognitive	90	1.61	4.17	3.0519	.44993
Non-cognitive	90	2.37	4.11	3.4509	.33963
Multitasking	90	1.14	4.36	3.1079	.59965
Job Performance	90	3.30	4.70	3.7900	.27439

Table.4: Correlation among variables

Variable	Multitasking	Significance
Cognitive Skills	.438**	.000
Non-Cognitive Skills	.518**	.000
Job Performance	.394**	.000
**. Correlation is significant at the 0.01 level (2-tailed).		

Table.5: Regression Analysis of independent variables towards Multitasking

R-Square	**.422**			
Adjusted R-Square	.409			
F-Value	31.804			
Significance	.000			
Coefficient				
	Un SD Beta	Beta	t-statistic	Sig
Cognitive Skills	.508	.381	4.641	.000
Non-Cognitive Skills	.279	.484	5.896	.000

Model 2

Regression Analysis of Multitasking towards Job Performance				
R-Square	.155			
Adjusted R-Square	.146			
F-Value	16.2			
Significance	.000			
Coefficient				
	Un SD Beta	Beta	t-statistic	Sig
Multitasking	.257	.394	4.025	.000

Table.6: Moderating variables on regression of model 1

Categorical Variable	Adjusted R-square	Beta	t-statistic	p-value	Analysis
Age	.020	2.488	1.671	.098	Since p-value> 0.05 therefore Age has no moderation effect
Gender	-.011	56.368	.133	.895	Since p-value> 0.05 therefore Gender has no moderation effect
Work Experience	.034	1.113	2.042	.044	Since p-value< 0.05 therefore more work experience will positively moderate the regression by 3.4%.
Management Position	.036	-2.388	-2.069	.041	Since p-value< 0.05 therefore management position negatively moderates the regression by 3.6%. i.e. lower position has more impact towards the relationship

Table.7

	F-Value	Sig	Description
Multitasking	6.219	.015	Since p-value<0.05 therefore there is a significant difference in male and female multitasking abilities

Table.7 (b): The ANOVA results for the three mentioned hypothesis

Category	F-value	Sig	Description
Multitasking and age groups	1.679	.149	Since all p-values>0.05 therefore none of the categories have significant difference among groups and the multitasking abilities
Multitasking and work experience	.568	.569	
Multitasking and Management Position	.1244	.293	