

*An Introduction to the*



**B**ehaviorally **A**nchored **R**ating **S**cales

Performance Appraisal System

©2008 by ROLYAT CORP. LTD.

All rights reserved

# A Few General Notes on Performance Evaluation

by Jim Taylor, President & Principal Consultant



Almost all companies and other organizations acknowledge that effective performance evaluation plays an important role in improving the performance of employees who show promise, and is a necessary mechanism to justify dismissal of employees whose job performance remains unacceptable over time. Unfortunately, in companies and organizations that are not large enough to have their own Human Resources departments, performance evaluation is often haphazardly or poorly done. (Actually, it is often poorly done even in large organizations!) One reason for this is that both supervisors and employees often anticipate the annual "performance review" with the same kind of enthusiasm they have for a trip to the dentist.

Many companies use *rating scales* of one kind or another to evaluate performance. They may be single word scales such as "Unacceptable, Marginal, Adequate, Good, Superior", or numerical scales that have ranges of 1-4 or even 1-10. The main disadvantage of single word or numerical scales is how dependent they are on the subjective judgement of the evaluator. Because of this flaw, they give rise to three kinds of performance appraisal errors that are so common they have been given their own names.

- The *recency effect error* can cause an employee to receive a much more positive or negative evaluation than is justified simply because of one high profile recent event.
- The *central tendency error* (a tendency to give everyone almost the same score, usually "average") fails to give poor performers the kind of feedback they need to significantly improve their performance, and demoralizes top performers by giving them a rating which is lower than they deserve.
- The *halo effect/horn effect error* causes a supervisor, to misperceive the performance of the person under review because of a personal liking (or disliking) for the individual involved.

*Behaviorally Anchored Rating Scales* (BARS) are also rating scales, but their unique feature and great strength is that each rating is "anchored" to descriptions of specific behaviors that are typical for each level of performance. Because of this design, they offer an effective evaluation tool that overcomes the common errors. At the same time, they help to reduce supervisor avoidance of the performance evaluation task. BARS in performance evaluation are also:

- perceived to be more accurate and valid by users of the tools,
- useful in providing feedback to the employee in the performance evaluation interview, and
- shown to improve the attitudes of supervisors toward performance appraisal in general.

The best BARS tools are ones with "randomized" rating scales that prevent evaluators from making the *central tendency error*. The chief disadvantage of BARS is that they are quite time consuming to construct.

With the *ROLYAT CORP. LTD. BARS Performance Evaluation System* you can access a databank of 45 items which cover virtually every kind of employee "general" conduct that is not related to a specific job description. They cover such areas as Trust/Integrity, Communication Skills, Client Service, Decision Making, Problem Solving, Leadership Skills, Adaptability, Dealing With Conflict, Time Management etc.

The individual behavior descriptions are part of a comprehensive evaluation system which is easy to use and has consistently generated positive feedback by users. Another advantage of the system is that it gives employees "aspirational goals" as they seek to achieve "exceed expectations" ratings on their work. The process can also strengthen the relationships between supervisors and their staffs.



# BARS Performance Appraisal System

by Jim Taylor

I developed this system for a chartered accountant firm in Red Deer, in the first instance, to help them improve their own performance evaluation practices. I began by developing the “general” BARS employee behavior descriptions. After considerable research, thought and experimentation, I determined that the BARS scale would consist of four ratings:

0 = unacceptable, 1 = needs improvement, 2 = meets expectations, 3 = exceeds expectations

An employee functioning at the #2 “meets expectations” level is doing everything expected of someone in that position; if everyone in the firm performs at this level, the firm will grow and prosper. Someone whose work “exceeds” expectations is understood to be exhibiting both #3 and #2 behaviors.

The 0-3 scale makes for a quick and easy snapshot of *overall* employee performance; an employee who is performing “on average” at the “meets expectations” level will have a total score on the form equal to 2x the number of items in the form.

In all, I wrote 45 sets of “general” employee behavior descriptions which can be used for employees in almost any organization or company. Later, I guided the CA project team through the process of identifying the accounting-industry-specific key performance indicators they wanted to evaluate and created templates to guide the writing of the behavior descriptions for the four different levels of performance.

When it came time to create the actual forms for use by staff and supervisors, I “randomized” the descriptions to eliminate the often-committed *central tendency error*. Two examples are shown below.

Trust/Integrity 1: The ability to inspire others' trust and confidence through personal interactions that convince others of one's positive intentions and those of the organization.			Item # GI	Score _____ Comments <input type="checkbox"/>
A ___	B ___	C ___	D ___	
Consistently conducts self according to the highest professional standards. Models ethical conduct and personal integrity in a way that positively influences the behavior of others.	Often speaks negatively of people in their absence. Gossips, reveals to others personal information given in confidence. Will deliberately deceive others when it is convenient to do so – provides false or misleading information.	Sometimes speaks negatively of people in their absence. Actions not always consistent with words. Sometimes creates “false impressions” through the selective use of information or withholding of unflattering truths.	Consistently behaves in an honest and truthful manner. Never knowingly gives false or misleading information. Maintains confidences. “Walks the talk” - actions are always consistent with words. Never speaks negatively of others in their absence. Always treats others with respect and fairness.	

Adaptability 3: The ability to handle stress, high work loads, and multiple demands on time.			Item # GIO	Score _____ Comments <input type="checkbox"/>
A ___	B ___	C ___	D ___	
Struggles when work load becomes heavy. Loses focus when under stress. Volume and quality of work diminish as stress increases. Relationships with peers and customers become strained under stress.	Maintains high productivity and quality of work when under stress. Is effective in adjusting schedules and tasks to reduce stress. Maintains positive relationships with peers and customers when under stress.	While maintaining high standards of work quality & quantity, is very effective in “stress prevention” through skillfull planning/scheduling. Remains positive during stress, strengthens relationships and assists others to cope.	Collapses under pressure. Takes many “sick days” when work load is highest. Is snarly and unpleasant when work is demanding.	

## Feedback from Users of the System

The BARS system was used for three years by the CA firm who were very pleased with the results it produced. (In the interest of full disclosure, the firm switched to a different system when they joined national CA organization which included a performance evaluation component as part of their membership.)

After the first use, we did an evaluation of the system, seeking feedback from all the stakeholders involved. As part of this we asked staff who had been through the process “How positive was your BARS Performance Appraisal Experience?” and gave them a scale ranging from -5 (very negative) to +5 (very positive). Of the 16 employees who replied, here is the distribution of their responses:

	Very Negative		Neutral					Very Positive		
	-5	-4	-3	-1	0	1	2	3	4	5
Employee Responses				2			2	6	6	

Given how stressful performance evaluation can be for those being evaluated, it is significant that the very worst experience people had (and only 2 respondents rated it this low), was “neutral”. That six people rated the process at a +3 and six more at +4 is a strong endorsement as to how “positive” the experience was for the people who returned their questionnaires.

Staff and supervisors indicated that the BARS process provided many benefits in addition to being a positive experience. Staff commented that the system was “More objective, therefore more credible.” It also gave them greater clarity about where they needed to improve, and encouraged them to build upon their strengths. It helped them to identify training they wanted and clarify their own career goals. It gave them a clearer understanding about what the expectations were for their position, and led them to understand where they stood in the firm in relation to those expectations. One person said the process “Pushes me to do better.”

Supervisors commented that they had learned valuable insights from comparing their assessments of employees to the employee’s own self-assessments. This enabled them to identify where more training was needed for individuals, to identify aspects of the firm’s “systems” that produced job satisfaction or dissatisfaction, and helped them to “Find ways to challenge them and keep them interested and focussed.” One supervisor commented that as a result of the learning: “I will spend more time with the staff I am supervising.”

In her written comments on how well the system worked, one of the partners who lead the firm’s performance evaluation team wrote:

We were very pleased with how well the process went overall. The BARS system had a definite impact on junior staff, and even with our longer term employees, we found that it produced lots more feedback and discussion in the interviews. The value to both the firm and the staff is that we are all much clearer about our wants and expectations. We have significantly clarified our thinking about the kinds of technical proficiency we want from staff, and feel that the BARS process did a much better job of addressing the “soft skills” areas than our previous evaluation methods.

We are encouraged by this first use of a BARS performance evaluation system; we believe that the clarity we have achieved about our performance expectations will help staff to better perform as we want. We now plan to give new hires the BARS form for their position in the initial orientation. We believe that being clear about our expectations will produce the best results if it is done right from the start of employment.

•••••

## Accessing the System

You can access our BARS Performance Appraisal System by subscribing to it in one of two ways:

- You can access just the “general” items you want to use and evaluate only those behaviors which are independent of job descriptions and specific work tasks
- You can access the “general” items you wish to use, *and* write your own behavior descriptions for those job-specific behaviors you wish to evaluate.

The second option involves a considerable investment of time on the part of your organization; however, by making this commitment you will likely find, as did my CA firm client, that going through the exercise brings into sharp focus just exactly what it is you want your staff to be able to do, and at what level of proficiency. The firm also found that this performance appraisal process did, in fact, produce the benefits described in the literature on BARS, including fostering a more positive attitude towards performance appraisal on the part of both employees and supervisors.

If you choose to develop your own specific performance behavior descriptions, I will work with you to help you move the task forward as efficiently as possible. I will guide you through the process, create templates for you and your staff to use in writing the descriptions, and then help edit the descriptions until they are in a form that satisfies you. (If you like, once they are finished, we can add the items you create to our *Behavior Descriptions Items Bank* and market these to other firms in your industry along with the rest of our system. If you choose to do this, you will receive 50% of the revenue generated by other employers' use of your items.)

In either case, when you subscribe to the system, we create and produce the performance evaluation forms and answer keys in the quantity you require. (The back cover of this booklet is the front cover of the form used by the CA firm to evaluate Intermediate Accounting Technicians. The cover of your forms will be customized to contain the information you want there, and will have your corporate identification.)

Even without subscribing, we are pleased to make available to you free of charge, all of the supplementary materials for employees and supervisors included in this booklet. You can download the booklet free of charge from our web site [www.rolyatcorp.com](http://www.rolyatcorp.com). (Click on the BARS button and then on the link at the bottom of the page.)

### Pricing (2008) (plus g.s.t.)

System Access: \$500.00 for first year, \$250/year in subsequent years

Consulting/Description Modifications: \$150/hr.

Forms Creation: \$75/hr.

Use of existing BARS descriptions: \$10/employee evaluated

Printing & Binding in Booklet Form: \$.20/page (or print and staple it yourself from a pdf file)

*The next four pages are part of the package for supervisors, to prepare them to do the evaluation.*

## Supervisor's Performance Appraisal Guide

### 1.0 Getting Ready for To Do A Performance Appraisal

Prepare the person to be evaluated: meet briefly with the employee to establish timelines for the appraisal and to set a positive "tone" for the process. Give him/her a "performance appraisal package" consisting of:

- the *Employee's Performance Appraisal Guide* - (with the "date" line filled in)
- a copy of the *BARS Performance Review Protocol*
- a *BARS Results Form*.

Set a time and date for the performance appraisal interview. Send the "narrative" *Word* document template *Thoughts About My Job* to the employee by email, first replacing the "Name" on the template with the employee's name.

### 2.0 Beginning the Appraisal

Complete the *BARS Performance Review Protocol* on the employee. For each item where you want to make comments, check off the "Comments" box. When you have finished going through the form, go back and look at all the items where you have checked off "Comments", and then write your thoughts for each of those items in a separate file. Based upon the scores you have assigned and your written comments, identify the employee's strengths, areas where improvement is needed, and areas for training/development. Identify the topics you want to cover in the performance appraisal interview.

When the employee submits his/her narrative answers and the *BARS Results Form*, transfer your own BARS scores to the "Supervisor" column of that form. Schedule an interview with the employee preferably within 24 hours of the employee submitting his or her self-evaluation.

### 3.0 Preparing for the Performance Appraisal Interview

Prepare by doing a thorough review of the relevant documents:

- the *BARS Results Form* with both yours and the employee's ratings: (Note, in particular, those items in which there is a difference between the employee's self-evaluation score and the score which you assigned. These items will be important to discuss in the interview.)
- the comments you wrote when completing *BARS Performance Review Protocol*
- the employee's "narrative" report
- the notes you made in planning for the interview (Compare these notes with the employee's narrative report to identify additional priorities for discussion in the interview.)

In planning the interview, read through the "Notes on Performance Appraisal Interviews" on the next two pages; adopt those ideas which will be most helpful to you.

... 2

Make a photocopy for the employee of the *BARS Results Form* with both sets of scores, and of your written comments. Give these to the employee at the beginning of the interview. Begin the interview on a positive note and conduct it sharing "air time" approximately evenly with the employee.

Go through the *BARS Results Form* with the employee, focussing on those items where there is a difference between your score and the employee's self score and items for which you have written comments. Explore with the employee his or her "narrative" report. End the interview on a positive, constructive note.

### **Notes on Performance Appraisal Interviews**

*(adapted from various sources)*

#### **I. Purposes**

There are multiple purposes served by the Performance Appraisal Interview:

- To inform the employee of his/her overall performance rating, and of the criteria used in determining the rating,
- To clarify misunderstandings about the job and about what is expected of the employee,
- To improve employee performance by providing a framework for discussing employee strengths and how they may be built upon, and weaknesses and how they may be corrected, (focus mostly on strengths)
- To build a stronger relationship between the employee and supervisor,
- To provide one source of information for compensation decision-making.

#### **II. Preparation**

If poorly conducted, the appraisal interview may result in more harm than good. Prior to conducting the appraisal interview, consider the following elements of a successful performance appraisal interview:

- Select a time and a private place where you will have sufficient time for thorough discussion, and minimal opportunity for interruption.
- Review pertinent background information, which may include personnel records, job description, pre-agreed objectives, status reports, etc.
- Review the performance criteria, and reasons for each of the ratings. Prepare to discuss the reasons, and suggestions for improvements.
- Anticipate the employee's likely reaction, and consider yours.
- Be sure that you are in a good frame of mind. If you are angry, upset, or otherwise unable to commit yourself fully and positively to the discussion, reschedule the appointment.

#### **III. Conducting the Interview**

There is no one ideal way to handle an appraisal interview. Techniques vary according to supervisors' assessment of the situation and personal style; however, the following are useful, common sense guidelines.

... 3

- Your opening remarks will set the tone for the entire interview: construct your opening comments to create a friendly, constructive atmosphere. Put the employee at ease and establish rapport.
- Ask the employee about his or her experience in completing the self assessment and narrative report. Listen well and probe for more detail. This is a good time to let the employee talk.
- Address the positive areas of your performance assessment, and express your appreciation for positive performance. (NOTE: Research shows that supervisors who focus on employees' strengths and who delegate work so as to best match tasks with employees' strengths have the happiest *and* most productive departments.)
- Address the performance criteria where improvement is needed. Cite examples that illustrate your reasons for your assessment. Ask the employee for suggestions as to how his or her performance may be improved and what role you can play in helping to bring that about.
- Accept responsibility for those areas in need of improvement where you may not have clearly established expectations, or provided sufficient support.
- Ask questions, and listen closely. Allow the employee to express reactions to the evaluation. Listening carefully may uncover underlying reasons for the performance deficiency.
- Don't interrupt, but do not allow irrelevant topics to dominate discussion.
- Keep the interview focused on job behaviors. Avoid discussing personality shortcomings unless they are directly related to performance deficiency.
- Maintain objectivity. Do not allow yourself to display anger or hostility, despite what the employee may say. If the employee is angry, don't become defensive but listen actively. This can go a long way towards diffusing the anger.
- Distinguish between the person and the performance behaviors that may be deficient. You can assist the employee to maintain a sense of self-respect and self-worth by assuring that criticisms are phrased as positively as may be realistic, and assuring the employee that it is not she/he that is deficient, but his/her performance.
- If the employee convinces you that a rating was made without full consideration of the context of his/her performance, make the necessary changes. It is important that this be done where it is equitable to do so, in order that the process maintains credibility.
- Summarize discussion and plans for improvement. If appropriate, develop a set of goals and objectives;
- Schedule a brief follow-up interview. (See section 4.0 on the next page.)
- Conclude the interview of a friendly and constructive note.

#### **IV. Reflection After the Interview**

After concluding the appraisal interview, review the items below to determine how successful the interview was, and ways that you may improve your next one.

- Does the employee have a clear view of his/her performance assessment?
- Does the employee understand the reasons for areas cited as in need of improvement?
- Did you fairly communicate both positive and less than positive performance areas?
- Does the employee understand what he/she needs to do to improve performance?
- Did you spend more than 50% of the time talking? If so, you may want to consider developing a better technique to involve the employee.
- Do both you and the employee have an understanding of what follow-up will occur?
- Did both you and the employee have a productive and positive interchange?
- Note the things that you could have done differently to make the interview more successful.

Recall, as well, that performance appraisal is far easier and more effective when feedback is given on a day-to-day basis; commit to more frequently praising, and giving and soliciting feedback for the next review period.

## 4.0 Post Interview Follow-up

Within 24 hours, write a brief report on the interview and give a copy to the employee. The report should summarize the employee's strengths, areas where improvement is needed, goals and objectives for the next period, and any training and/or supervisor support that is recommended.

If the employee is not performing well, be sure to spell out clearly and specifically your expectations for improvements that must be made before the next performance appraisal period. If the poor performance is serious enough, specify the consequences for failing to improve. Sign your report, and have a signature line for the employee that states:

"I have received a copy of this report and discussed it with my supervisor."\*

Schedule another brief meeting with the employee within 24 hours to discuss your report. At this meeting, be sure to have the employee sign your copy of your report.

Put a copy of the report (with both signatures) into the employee's personnel file along with:

- the *BARS Results Form* with both yours and the employee's ratings
- your copy of the *BARS Performance Review Protocol* and the comments you made
- the employee's narrative report
- the notes you made in planning for the interview.

If the employee does not agree with parts of your appraisal, then s/he must be given an opportunity to add a dissenting letter to his/her personnel file.

If necessary, adjust your supervisory style based upon what you have learned from doing the performance appraisal. If you have established milestones and timelines for specific changes/improvements, be sure to follow up according to the schedule you have established.

\*Note: Although in most instances, performance appraisals will be used to motivate and improve employee performance, in some cases they will be used to justify a termination of employment. Therefore, in order to avoid charges of "wrongful dismissal", it is important to document poor performance accurately, and to be able to prove that the employee received adequate notification that his/her performance was unacceptable.

•••••

*The next page would be given to employees about to be evaluated to help them prepare for the process. They would do a self-assessment using the same BARS Performance Review Protocol used by the supervisor.*

## Employee's Performance Appraisal Guide

### Getting Ready for Your Performance Appraisal Interview

Please do a self-evaluation by completing the *Behaviorally Anchored Rating Scales Performance Review Protocol*, then transfer your results to the *BARS Results Form*: both are attached.

Your supervisor will also complete the *Performance Review Protocol* on your work. In the interview, you and s/he will be able to identify similarities and differences in your perceptions of the various aspects of performance. You will also have the opportunity to plan for the future in a way that will (it is to be hoped!) both strengthen your work performance and increase your job satisfaction.

### Thinking About Your Past Year

Please think about the questions below. Then offer concise narrative answers using the *Word* document template called *Thoughts About My Job* which has been sent to you by email. Print off that document when it is completed and submit it to your supervisor along with your *BARS Results Form* by \_\_\_\_\_.

#### Part 1: Job Satisfaction

1. What gave you the most job satisfaction in the last year? What parts of your job do you think you are especially good at?
2. Which of your strengths were best used in the last year?
3. Which of your skills, if any, could have been used more fully?
4. What, at work, caused you the most dissatisfaction in the last year? What do you think could be done to reduce this dissatisfaction?

#### Part 2: Making Improvements

1. How might your supervisor help you to be more effective in your work?
2. What changes in your working environment might help you to be more effective in your work?
3. What suggestions do you have for improving the way we work here?

#### Part 3: Training Completed and Needed

1. How effective was your training & development last year? What impact did it have on your performance?
2. What are your training & development priorities for the next year?
3. What are your long term career objectives, and how do you plan to get there?

#### Part 4: Goals for the Next Year

1. What are your main goals for the coming year?
2. What help, if any, do you need from the company to achieve your goals?

#### Part 5: Other

Please raise any other issues you wish to discuss.

*The document below would be sent as a Word (or other word processor) document template for completion by the employee in response to the questions posed on the previous page under the heading "Thinking About Your Past Year."*

## Thoughts About My Job - Name

**Instructions:** Double click on the XXs and type brief narrative answers to the questions posed in the *Performance Appraisal Guide*. Then print off the finished document and submit it to your supervisor along with your *BARS Results Form*.

### Part 1: Job Satisfaction

1. Most Satisfaction, Greatest Competence

XX

2. Best Used Strengths

XX

3. Underutilized Skills

XX

4. Dissatisfaction

XX

### Part 2: Making Improvements

1. Supervisor Help

XX

2. Working Environment Changes

XX

3. Suggestions for Improvement

XX

### Part 3: Training Completed and Needed

1. Training Effectiveness and Impact

XX

2. Training and Development Priorities

XX

3. Career Plans

XX

### Part 4: Goals for the Next Year

1. Main Goals for Next Year

XX

2. Company Help Needed

XX

**Part 5: Please raise any other issues you would like to discuss in the interview.**

XX

# Catalogue of “General” BARS Employee Behavior Descriptions

**Trust/Integrity 1:** The ability to inspire others' trust and confidence through personal interactions that convince others of one's positive intentions and those of the organization. (Item #G1)

**Trust/Integrity 2:** Acceptance of personal responsibility/accountability. (Item #G2)

**Trust/Integrity 3:** Handling of confidential client information. (Item #G3)

**Trust/Integrity 4:** Evenhandedness in the treatment of supervised staff. (Item #G4)

**Reliability:** The ability to inspire confidence in others that promises will be kept, commitments will be followed through upon. (Item #G5)

**Initiative:** Having proactive attitude towards work; taking responsibility to ensure organizational goals and objectives are met beyond what is required by job description. (Item #G6)

**Resilience/Persistence:** The ability to quickly recover from setbacks and errors, ability to maintain focus and continue working towards goal in spite of obstacles/barriers. (Item #G7)

**Adaptability 1:** The ability to maintain a positive attitude when changes are required, and to support peers or supervised staff to adapt to change. (Item #G8)

**Adaptability 2:** Multi-tasking; the ability to work effectively at several different tasks concurrently. (Item #G9)

**Adaptability 3:** The ability to handle stress, high work loads, and multiple demands on time. (Item #G10)

**Interpersonal Relationships 1:** The ability to establish rapport and work well with individuals and groups. (Item #G11)

**Interpersonal Relationships 2:** The ability to work well as part of a team. (Item #G12)

**Interpersonal Relationships 3:** The ability to relate effectively with supervisors and partners. (Item #G13)

**Interpersonal Relationships 4:** The ability to establish rapport and positive working relationships with clients. (Item #G14)

**Interpersonal Relationships 5\*:** The quality of relationship ,my supervisor has established with me. (Item #G40)

**Time Management 1:** The ability to plan a systematic work strategy to achieve maximum work productivity. (Item #G15)

**Time Management 2:** The ability to complete work in a timely manner. (Item #G16)

**Dealing With Conflict 1:** The ability to communicate effectively in antagonistic situations. (Item #G17)

**Dealing With Conflict 2:** The ability to deal with conflict constructively and create "win-win" outcomes. (Item #G18)

**Communication 1:** Verbal communication. (Item #G19)

**Communication 2:** Written communication. (Item #G20)

**Communication 3:** Presentation skills. (Item #G21)

**Communication 4:** Listening skills. (Item #G22)

**Communication 5\*:** The effectiveness of my supervisor in giving me feedback about my work. (Item #G41)

\* This item is used by employees to evaluate their supervisors.

**Self-Improvement/Career Development 1:** The commitment to continuous self-improvement through seeking of feedback on performance, and participation in professional development activities. (Item #G23)

**Self-Improvement/Career Development 2:** Having a clear professional “vision” and strategy, including short term, medium term, and long range goals to create a significant career in the industry. (Item #G24)

**Supervision Skills 1:** The effectiveness of staff time management. (Item #G25)

**Supervision Skills 2:** The effective use of routine supervision/oversight for developing staff. (Item #G26)

**Supervision Skills 3:** The ability to delegate tasks effectively. (Item #G27)

**Supervision Skills 4:** The ability to teach/train subordinates quickly and effectively. (Item #G28)

**Supervision Skills 5:** The ability to serve as an effective mentor/coach of supervised staff. (Item #G29)

**Supervision Skills 6:** The ability to effectively evaluate employee performance in a manner that helps staff to correct deficiencies, build on strengths and develop greater confidence. (Item #G30)

**Supervision Skills 7:** The ability to model and set high standards of performance & accountability for self and supervised staff. (Item #G31)

**Supervision Skills 8\*:** The effectiveness of my supervisor in assigning work to me. (Item #G42)

**Supervision Skills 9\*:** The effectiveness of my supervisor as a mentor/coach. (Item #G43)

**Supervision Skills 10\*:** The effectiveness of my supervisor in teaching/training me. (Item #G44)

**Supervision Skills 11\*:** The effectiveness of my supervisor as a positive role model. (Item #G45)

**Leadership Skills 1:** The ability to assume leadership roles among peers. (Item #G32)

**Leadership Skills 2:** The ability to create and develop a high performing team. (Item #G33)

**Client Service 1:** The ability to focus on client needs, inspiring client confidence and loyalty. (Item #G34)

**Client Service 2:** The ability to counsel clients effectively. (Item #G35)

**Client Service 3:** The ability to develop “value added” opportunities with clients. (Item #G36)

**Analytical, Problem Solving Skills:** The ability to break problems into manageable pieces and then work towards problem resolution in a timely manner. (Item #G37)

**Decision Making 1:** The ability to make timely decisions, both routine and “difficult” and accept the consequences of those decisions. (Item #G38)

**Decision Making 2:** The ability to deliver thoughtful, mature decisions based on adequate consultation with others and a comprehensive understanding of the decisions’ contexts. (Item #G39)

\* This item is used by employees to evaluate their supervisors.

*We are pleased to give you on the next two pages, a BARS Performance Review Protocol designed for use by employees in evaluating the effectiveness of their supervisors.*

Supervisor Name: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Instructions

*Please read all of the instructions before beginning.*

- For each item in the form, *first read all the behavior descriptions for the item* and then circle the letter of the description that best describes your supervisor's behaviour. E.g. ©
- Using the Scoring Key, (printed upside down on the back of this page), write the numerical equivalent on the blank beside the letter score for each item.  
E.g.      A 0    B 2    © 1    D 3
- Write the score you are assigning for each item on the "Score" blank in the upper right hand corner of each item. Except as noted below, if you feel it will result in a fairer or more accurate score, you may add or subtract .5 from the number that corresponds to the letter you circled for any item. E.g. for "C" in number 2 above, you could assign a score of 0.5 , 1, or 1.5. (However, you can't give a score higher than 3 or lower than 0.)
- Please write any comments you have in an attachment to this form.

<b>1</b>	Interpersonal Relationships 5: The quality of relationship my supervisor has established with me.			Item # G40	Score _____
	A    ___	B    ___	C    ___	D    ___	
	I feel good about my relationship with my supervisor: I am learning lots, we communicate clearly and comfortably, and I have no hesitation in approaching him/her if I don't understand something or need help with it.	Conversations with my supervisor are usually constructive, though often not very "comfortable". I am learning from my supervisor; I just wish that I felt better during our interactions. I am not eager to approach him/her for advice.	My supervisor makes me feel helped and supported even when I make mistakes. Our relationship is both very "professional" and constructive, and warm and friendly. I feel extremely fortunate to have this supervisor.	My supervisor never misses an opportunity to "let me know who is the boss". Our interactions often leave me feeling criticized, demoralized and anxious. I wish I had a different supervisor.	

<b>2</b>	Communication 5: The effectiveness of my supervisor in giving me feedback on my work.			Item # G41	Score _____
	A    ___	B    ___	C    ___	D    ___	
	My supervisor is great in giving me feedback on my work. S/he is quick to give me credit for work well done, and is specific and constructive where I need to improve. S/he helps me aspire to continuous improvement, both in terms of work quality and volume.	Do I never do anything right?! My supervisor certainly doesn't seem to think so. The only feedback I receive is negative, and it is given in such a brutal way that it makes me want to crawl in a hole and die.	My supervisor gives me feedback in a way that is easy to take. S/he give me useful guidance that helps me to improve my work, without making me feel stupid or incompetent.	What feedback? I rarely get any feedback other than at performance review time, and it is usually very strained. We both feel awkward and uncomfortable in discussing my work performance.	

<b>3</b>	Supervision Skills 8: The effectiveness of my supervisor in assigning work to me.			Item # G42	Score _____
	A ___	B ___	C ___	D ___	
	When my supervisor gives me a job to do, I wish s/he would be clearer about what is expected. I often find the directions s/he gives are ambiguous. <i>(or)</i> -When my supervisor gives me a job to do, s/he tries to spell out every detail of what to do and how to do it. I wish s/he would just be clear about what is wanted and let me get on with doing the job.	- My supervisor gives me almost no support or help when s/he delegates work to me. I often don't know what is expected, and don't have the knowledge and/or skills to do what is wanted. <i>(or)</i> -My supervisor gives me a job to do, then ends up taking back much of it himself/herself. S/he doesn't seem to think I can do the job right unless the task is completely menial and "idiotproof".	My supervisor is terrific in the way s/he delegates work to me. Not only does s/he give me just the right amount of direction and support, I think s/he looks for assignments that help me to develop my knowledge and skills to the maximum. My supervisor is very skilled delegating work to me in a way that builds my confidence and assists with my professional development.	My supervisor is clear and direct about what is wanted when s/he delegates work to me. S/he describes the required outcomes and gives me the latitude to achieve those. If I need to ask for help or clarification, I know I will be given the support/resources and encouragement I need to do a good job of the task.	

<b>4</b>	Supervision Skills 9: The effectiveness of my supervisor as a mentor/coach.			Item # G43	Score _____
	A ___	B ___	C ___	D ___	
	My supervisor is a good mentor/coach. S/he seems to have a genuine interest in helping me grow professionally. S/he is approachable and very supportive in helping me to develop my skills.	My supervisor is a wonderful mentor/coach. S/he makes me feel that my professional growth is a high priority. S/he constantly stretches me with new, challenging tasks, and always provides the support I need to be successful.	My supervisor is an awful mentor/coach. S/he is unapproachable, does not provide support, and makes me feel stupid and incompetent when I run into difficulties. I wish I had a different supervisor.	My supervisor sometimes is a good mentor and coach, but it seems that I have to initiate most of our discussions. I don't think that helping me grow professionally is a very high priority for him/her.	

<b>5</b>	Supervision Skills 10: The effectiveness of my supervisor in teaching/training me.			Item # G44	Score _____
	A ___	B ___	C ___	D ___	
	My supervisor is a mediocre teacher. It would help if s/he were more organized and systematic in presenting information. Eventually I can learn what s/he is trying to teach me, but it takes a lot more struggle on my part than it should.	My supervisor is a good teacher. S/he presents material in a logical easy-to-understand sequence. S/he checks to make sure I understand one thing before moving on to the next. When I ask questions, s/he is always able to give me clear, comprehensive answers.	My supervisor is a superb teacher. His/her clear, logical explanations and directions make it easy to learn and master complex material. S/he seems to know the best way of presenting material to me so that learning is always stimulating, rewarding and fast.	I find it very hard to learn from my supervisor. S/he often doesn't seem to know the material very well himself/herself. His/her explanations are rambling and confusing, and when I ask questions, s/he is often unable to answer them without needing to get back to me at a later time.	

<b>6</b>	Supervision Skills 11: The effectiveness of my supervisor as a positive role model.			Item # G45	Score _____
	A ___	B ___	C ___	D ___	
	My supervisor is a mediocre role model. S/he does lots of things quite well, but overall is uninspiring.	My supervisor is a model of what I DON'T want to become. S/he has sloppy work habits, a careless attitude about quality and customer service and/or less than a full commitment to ethical behaviour.	My supervisor is a wonderful role model for me. S/he has superb technical, interpersonal, and supervisory skills. I hope that someday I will have developed my skills to such a high level.	My supervisor is a good role model of a competent and caring professional. S/he has very good skills in all important areas, and treats everyone with courtesy and respect.	

*Please add any comments you would like to make on a separate page.  
Thank you.*

Scoring Key  
 1.A=2,B=1,C=3,D=0  
 2.A=3,B=0,C=2,D=1  
 3.A=1,B=0,C=3,D=2  
 4.A=2,B=3,C=0,D=1  
 5.A=1,B=2,C=3,D=0  
 6.A=1,B=0,C=3,D=2

CA Firm Logo  
Originally Here

*Behaviourally Anchored Rating Scales*  
*Performance Review Protocol*  
Intermediate Accounting Technician

Employee Name: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Date Hired: \_\_\_\_\_ Date of Last Performance Review: \_\_\_\_\_ SIN: \_\_\_\_\_

Education Completed:

Keyboarding Speed: \_\_\_\_\_ words/minute

Computer Software Usage:

Microsoft Word     Microsoft Excel     Caseware     WinTod

Date of Performance Review: \_\_\_\_\_

Supervisor/Evaluator Name: \_\_\_\_\_

\_\_\_\_\_  
*Signature*

### Instructions

*Please read all of the instructions before beginning.*

1. For each item in the form, *first read all the behaviour descriptions* for the item and then circle the letter of the description that best describes the behaviour of the person being evaluated. E.g.  Note: the descriptions have been "randomized"; therefore you must read all the descriptions before circling your choice.

2. Using the Scoring Key, write in the numerical equivalent on the blank beside the letter score for each item. E.g.      A 0      B 2       1      D 3

The behaviours exhibited by someone who "Exceeds Expectations", includes the descriptions for both #2 and #3.

3. Write the score you are assigning for each item on the "Score" blank in the upper right hand corner of each item. Except as noted below, if you feel it will result in a fairer or more accurate score, you may add or subtract .5 from the number that corresponds to the letter you circled for any item. E.g. for "C" in number 2 above, you could assign a score of 0.5 , 1 , or 1.5. (However, you can't give a score higher than 3 or lower than 0.)

4. If you wish to write comments for any item, check off the "Comments" box and write your comments in a separate file that contains all the comments you are writing for the performance review.