*CHAPTER 8*

*Encouraging Employee Development in Reviewing Performance*

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# PL 1. What is your Interpersonal Style in a Performance Review?

In carrying out a performance review or in advising others about how to improve their performance, what type of person are you? Are your more highly directive than relationship oriented? Think about a recent incident where you tried to get another person to improve their performance. Describe this incident as ask yourself, what style did you illustrate?

Considering that there might be six different styles, which one describes you.

\_\_\_ I am more directive in making sure the task get accomplished

\_\_\_ I am more concerned about a person’s needs than anything else

\_\_\_ I generally delegate and leave people to their own abilities

\_\_\_ I am quite directive, but I am willing to listen

\_\_\_ I am generally concerned about collaborative and a problem solving relationship.

Go to the quiz section and complete the instrument which asks you to assess your style.

# PL 2: Developing Personal BARS to focus your personal performance

Behavioural Anchored Ratings Scales (BARS), also known as behaviour expectations scales have been used to develop valid criteria for performance reviews. The development of BARS involves three steps:

* Critical incident interviews are used to define performance dimensions and job related behaviours for each dimension.
* The job-related behaviours identified in the critical incidents are linked to performance dimensions. Those that reliably placed within the dimension area are used and others are discarded.
* The behavioural incidents that relate to each dimension are scaled to illustrate levels of performance. Numerical values are attached to behaviours at different performance levels.

When human resource people develop behavioural anchored rating scales, they first involve managers and employees in critical incident interviews to define to the performance areas and the behaviours that illustrated this. These incidents are classified into performance areas (work attitude, problem solving, productivity/quality, and so forth) which are then defined by a scale from excellent and acceptable to less acceptable behaviours.

In one consulting organization, staff developed a rough draft of a set of BARS they felt could be useful for jobs of managers and human resource staff.

* *Strategic Focus:* has an understanding of the organization's overall mission, principles, values and objectives, and commitment to quality customer service.
* *Professional Attitude:* demonstrates professionalism and integrity; takes initiative towards self-improvement by seizing learning opportunities.
* *Knowledge:* demonstrates knowledge and competency in financial and management controls; familiarity with legislation, regulation, and policy; and technical proficiency in systems analysis appropriate to the job.
* *Problem-solving***:** analyzes problems, develops options, and recommends solutions; designs policies and procedures in order to implement solutions.
* *Productivity/Quality***:** plans, prioritizes, and accomplishes assigned tasks in order to meet operational requirements.
* *Team Skills*: contributes to a team environment by using interpersonal skills to support co-workers and to negotiate quality output, and by acknowledging the contribution of other team members. Able to work in a group, either as a member or as a leader. Able to engender collaboration and co-operation among group members. Able to build a team and develop commitment among groups members to the task at hand. Willing to contribute ideas through the group process.
* Morale: exhibits high levels of motivation; is positive and energetic; is willing to take on projects and assignments. Demonstrates professionalism and integrity; manages stress and exhibits patience in difficult situations; takes initiative towards self-improvement by seizing learning opportunities.

As it is a good idea to develop BARS for a performance review of employees, BARS can also be used for focusing and improving your personal development. As these BARS would be useful in a performance review, they illustrate examples of effective competencies for success for your job or careers.

***Tasks***

1. Develop a detailed set of behavioural norms (or anchors) for the performance dimensions below. In order to develop the behaviourial norms that will “anchor” each number on your BARS template, define examples of effective and ineffective performance that you have observed. You might interview fellow students. Try to use words to describe your behavioural norms that “echo” what these people say to you. You should have a behavioural norm (anchor) for each number on the scale.

2. Rate your ability to perform on each scale

3. Develop a plan for improving your performance

BARS TEMPLATE for success:

Dimensions:

1. STRATEGIC FOCUS

***Behavioural Definition:* demonstrates an understanding of the organization's overall mission, principles, values and objectives, and commitment to quality customer service.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | promote adherence to the organization’s missions, values and principles. |
| Proficient | 8 | be committed to quality customer service. |
|  | 7 |  |
|  | 6 |  |
| Needs Improvement | 5 | display an incomplete understanding of the organization's mission, values, and principles. |
|  | 4 |  |
|  | 3 | not understand the mission and goals of the organization. |
|  | 2 | Provide solutions that are incongruent with the organization's mission. |
|  | 1 |  |

**2. PROFESSIONAL ATTITUDE**

***Behavioural Definition:* demonstrates professionalism and integrity; takes initiative towards self-improvement by seizing learning opportunities.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | show initiative and resourcefulness in responding to problems. |
| Proficient | 8 | handle any emergency with strength and calmness. |
|  | 7 | handle pressure that might interfere with performance. |
|  | 6 |  |
| Needs Improvement | 5 | avoid taking on opportunities and challenges. |
|  | 4 | be unable to handle the workload and change requirements. |
|  | 3 | fail to show initiative. |
|  | 2 | be disrespectful to customers and colleagues. |
|  | 1 |  |

**3. KNOWLEDGE**

***Behavioural Definition:* demonstrates knowledge and competency in financial and management controls; familiarity with legislation, regulation, and policy; and technical proficiency in systems analysis appropriate to his/her job.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | demonstrate excellent knowledge of all job requirements and consistently generate work of a superior quality. |
| Proficient | 8 | make decisions and recommendations that comply with legislation, policy, and other requirements as appropriate. |
|  | 7 |  |
|  | 6 | have a basic understanding of policies and procedures. |
| Needs Improvement | 5 |  |
|  | 4 |  |
|  | 3 | require guidance in order to be able to evaluate whether controls are in place. |
|  | 2 | use procedures that are incongruent with the organization’s mission. |
|  | 1 |  |

4. PROBLEM SOLVING

***Behavioural Definition:* analyzes problems, develops options, and recommends solutions; designs policies and procedures in order to implement solutions.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | identify relevant alternatives, perform a full practical analysis, and develop the best solution to address the root of the problem, even if the problem was not properly defined. |
| Proficient | 8 |  |
|  | 7 | identify problem areas within present practices and design policies and procedures to resolve the problems. |
|  | 6 |  |
| Needs Improvement | 5 | develop solutions to problems that have been pointed out to him/her. |
|  | 4 | fail to consider all relevant factors in a problem, and thereby miss some alternatives, resulting in a solution that may not resolve the real problem. |
|  | 3 | be unable to explain a problem and the solution in writing. |
|  | 2 | provide solutions that are incongruent with the organization’s mission. |
|  | 1 |  |

5. PRODUCTIVITY/QUALITY

***Behavioural Definition:* plans, prioritizes, and accomplishes assigned tasks in order to meet operational requirements.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | plan and prioritize work so that assignments are completed ahead of schedule. |
| Proficient | 8 | notify appropriate persons when problems affect deadlines, and seek alternative ways to complete assignments. |
|  | 7 | change plans when priorities change. |
|  | 6 |  |
| Needs Improvement | 5 | complete assignments one at a time without considering priorities. |
|  | 4 |  |
|  | 3 | regularly ask for extensions to complete assignments. |
|  | 2 | put off notifying anyone that he/she is having difficulty until an assignment is due. |
|  | 1 |  |

6. TEAM SKILLS

***Behavioural Definition:* contributes to a team environment by using interpersonal skills to support co-workers and to negotiate quality output, and by acknowledging the contribution of other team members.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | show a high regard for the contribution of other team members even when the final output needs improvement. |
| Proficient | 8 | voluntarily offer support to other team members. |
|  | 7 | support team decisions. |
|  | 6 |  |
| Needs Improvement | 5 | encourage input from team members only in situations that enhance his/her cause. |
|  | 4 |  |
|  | 3 | take all the credit for a project well done, when many people were involved in the success of the project. |
|  | 2 | work individually, and refuse to assist other team members even when asked. |
|  | 1 |  |

7. MORALE

***Behavioural Definition:* exhibits high levels of motivation; is positive and energetic; is willing to take on projects and assignments.**

|  |  |  |
| --- | --- | --- |
| *Performance Standard:* | *Rating Scale:* | *The individual could be expected to . . . (behavioural norm)* |
| Excellent | 10 |  |
|  | 9 | generate commitment and motivation in other teams in the organization. |
| Proficient | 8 |  |
|  | 7 | generate commitment and motivation within their team. |
|  | 6 | be generally satisfied and motivated at an individual level. |
| Needs Improvement | 5 | be somewhat satisfied and motivated but would never “go the extra mile” for others. |
|  | 4 |  |
|  | 3 | be generally negative and dissatisfied. |
|  | 2 | be negative and counterproductive; to reduce the morale of others. |
|  | 1 |  |