

Creating Competency Based Behaviorally Anchored Rating Scales Using an Online Sample

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ABSTRACT

- The current project acts on Kell et al.'s (2017) call for research on non-traditional methods for developing behaviorally anchored rating scales (BARS). Typically, BARS are used when conducting structured interviews to ensure high predictive validity and reliability while minimizing biases. The traditional method of constructing BARS requires time and resources which may deter organizations from adopting such scales. To assuage these deterrents, we plan to develop BARS using the guidelines provided by Kell et al. (2017) in their suggestions for future research.

METHODOLOGY

Critical Incidents Collection

- The sample of critical incidents will be obtained from a sample of N=100 from Pro-Lific
- Each participant will be asked 15 questions, 3 per competency.

Behavioral Statement Extraction

- Subject matter experts (SMEs) will be tasked with identifying and extracting behavioral statements from the critical incidents.

Filtering Tasks

- SMEs will then be divided into two groups: one group will use a sorting task to assign behavioral statements to their corresponding competency and the other group will rate the relevance of each behavioral statement on a scale of 1-5 for each of the five competencies.
- After the sorting task, behaviors that had an SME agreement rating of 75% will be retained for further analysis.
- After the relevance ratings, behaviors that have a mean score of 3 or above on a competency will be retained for that competency. If one behavior has a mean score of 3 or above for multiple competencies it will be included for all appropriate competencies for further analysis.

Effectiveness Ratings

- The groups of SMEs will then switch the behavioral statements that were retained and rate them for effectiveness

BARS Comparison

- Two separate techniques will be used to construct BARS from the same group of behavioral statements.
- The resulting BARS will be compared for rigor and representativeness of the competency they were created to assess.

COMPETENCIES

Competency	Operational Definition	Example Item
Adaptability	The ability to deal with new information, changing working conditions, environments, competition, regulatory changes and be able to quickly adapt in a positive, proactive, and effective manner. Capable of dealing with ambiguity and uncertainty, can help others see opportunities and take appropriate action.	"Describe a time that you have adapted your strategy in response to new information."
Collaboration & Teamwork	Reinforces team cohesion and takes opportunities to identify team successes and accomplishments and share them within the team and with others. Gives credit to others and shows appreciation for others' work and efforts. Seeks to enhance participation and joint working.	"Tell me about a time when you had to work with a team to successfully complete a project or task."
Problem Solving & Critical Thinking	Continually seeks information that leads to insight and understanding of potential or real problems. Identifies and uses trustworthy data and logic to make informed choices on potential solutions. Generates multiple options to solve problems or issues that need to be addressed. Uses a disciplined and logical process for considering the relative importance of information and how to use it in developing alternative solutions.	"Tell me about a time when you had to develop a variety of options to solve a problem."
Stress Tolerance – Emotional Resilience	The ability to handle disappointment, set-backs, criticism, at work, and not allow themselves to be overly distraught or distracted from what they need to do. Ability to handle stress at work and not take it out on others, not become depressed, defensive, or brood over any negative feedback. Able to quickly regain their optimism or self confidence in the face of adversity.	"Describe a time when you received criticism at work."
Empathy	Is a good active listener. Is willing to take time to understand others concerns and complaints. Seeks to help others overcome their work problems and successfully resolve issues that negatively affect the work of others and the team.	"Tell me about a time when you were an active listener at work."

PROPOSED CONTRIBUTIONS

- Given the relevance of the current project and the rich qualitative data that will be collected, the dissemination of the data and project findings offers an exciting opportunity. The key audience for this project is other Industrial-Organizational researchers and professionals.
- We aim to present these findings in a way that will be more attractive to organizations and encourage the adoption of this resource-friendly and streamlined process.

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SCAN FOR REFERENCES

