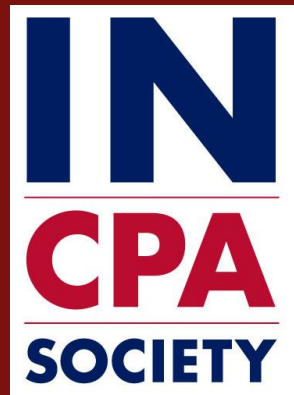


ELEVATING PERFORMANCE WITH AI-SUPPORTED EVALUATION



Program Overview

*Traditional performance reviews often fail to capture the full scope of a contributor's impact. This innovative, **triangulated evaluation model** solves that by combining three high-impact data points:*

AI-Assisted Self-Reflection: *Encouraging deeper, more critical self-assessment.*

Peer Feedback: *Calibrating performance through team-based insights.*

Evidence-Based Documentation: *Proving progress through real-world work artifacts.*

*This approach creates a fairer, more transparent development experience that mirrors the review processes used in leading professional services firms. By aligning coaching directly with deliverables, organizations can achieve measurable gains in decision-making and quality. Leaders benefit from **scalable, evidence-rich insights**, allowing for more targeted mentorship and a clear lift in overall team performance.*



Course Background



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Field Consulting Program

Each fall, students in Kelley's Graduate Accounting Programs take a semester-long course during which they consult with a local client organization to formulate solutions to real business problems.

*A569 is designed to mirror client projects & work experience **except that student teams are now responsible for managing all aspects of the project** including:*

- *Clearly define the key project objectives and client expectations*
- *Identify major deliverables and key performance indicators*
- *Develop specific course of action (COAs) to meet the stated objectives and deliverables*
- *Deliver on all agreed upon project goals to the client's satisfaction*

AACSB stated learning outcomes

- *Make business decisions based on appropriate analytical frameworks*
- *Work successfully within a team of peers to accomplish a project*
- *Evaluate peer performance providing oral and written specific performance feedback*



Sample Municipality Utilities Project

Client Background

A local municipal utilities team oversees the operations, performance, and asset management for the city's electric, gas, water, and wastewater utilities.

Project Context

Problem: The team is seeking clearer insight into the performance and cost-structure of its four core utilities to better support long-term strategic and financial goals.

Objective: The objective is to develop a comprehensive benchmarking assessment for the four utilities that identifies performance and influences rate-planning for the next year and beyond.

Key Outcomes

Benchmarked financial performance by comparing average residential rates with competitors, breaking down revenue by customer class to identify key performers and growth areas, and recommending cash reserve targets for the next year.

Identified shared risks across utilities and developed targeted mitigation strategies, as well as a reusable Excel KPI template.



Evaluating Performance



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Explaining “Real World” Performance Evaluations

How does a company evaluate which interns get full-time offers and which do not?

For example, the breakdown of students at PwC is as follows:

Boston - MA	CMAAS Intern
Boston - MA	Audit Intern
Chicago - IL	Business Process Consulting
Chicago - IL	Capital Markets/Advisory
Chicago - IL	Deals Advisory Intern
Chicago - IL	Audit Intern
Dallas - TX	Audit Intern
Indianapolis	Tax Consulting
Nashville, TN	Audit Intern
New York - NY	Audit Intern
New York - NY	Audit Intern
New York - NY	Audit Intern
Pittsburgh - PA	Audit Intern

The evaluation process cannot be identical for each person as they all have different assignments, clients, and managers. Performance evaluations become more customized by employee as you move up an organization.



A569 Professional Development Plan (PDP)

The GAP program emphasizes being proactive in your career development and for A569 you will set individual goals.

You will be evaluated based on the following:

- *Individual Performance, Team Performance & the Final Deliverable*
- *A goal setting form has been made available to you on Canvas*

Review the competencies and identify the specific skills you wish to develop. This does not mean additional skill development will be ignored.

- ***Discuss your goals*** with you team and project partner
- ***Determine how you plan to develop and measure these skills over the course of the semester***
- ***It is your responsibility to clearly demonstrate skills:***
 - *Learned a new analytical tool and developed the dashboard matrix for the client (e.g., Tableau or Power BI)*
 - *Conducted extensive value-added third-party research that directly supported our recommendation and risk/mitigation strategy*



Artificial Intelligence

Artificial Intelligence (AI) is shaping business processes in real-time and therefore we're going to take a hands-on approach to using AI in a meaningful and responsible way. This is not about letting AI do the work for you. It's about learning how to use it as a tool, just like a spreadsheet or a calculator—one that is only as powerful as the person using it. Based on our conversations, we have learned that:

- *PwC uses AI to record team/client meetings, generate meeting notes and develop action items for participants*
- *KPMG and Eli Lilly are leveraging AI to consolidate information for staff performance evaluation and to redesign responsibilities*
- *Deloitte and EY are incorporating AI to streamline operational processes and improve efficiency for clients as well as internally.*
- *Even Indiana University teaching evaluations and graphs are provided with personalized teaching insights to the faculty*



Leveraging Artificial Intelligence

We leverage AI in A569 in a similar manner to professional services firms and provide guidelines for the students to follow:

- *All client and faculty/partner meetings should be conducted in MS Teams and recorded using Microsoft Copilot*
 - *Teams will leverage Copilot to summarize all the meeting notes and assign action items to all participants.*
 - *Each team member will need to sign-in to meetings separately using their full name.*
 - *Confirm with the client that meetings will be recorded but saved in IU's secure database as part of IU's license with Microsoft*
 - *All recordings and summaries will be saved into designated file folders that will be accessed by AI.*
- *Class rubrics, student PD plans, competency measures, client deliverables and other documents should all be saved.*
- *During the semester, interim performance reports will be run to determine any inaccuracies or inconsistencies in the AI results so that adjustments can be made throughout the semester.*



AI-Assisted Self-Reflection

1. *Run the following prompt in Google NotebookLM.*

Act as a senior project manager and CPA for a large professional services firm who needs to evaluate the performance of (YOUR NAME) as compared to their coworkers on their current project team. This evaluation should be in terms of both their active engagement and the quality of the work/ideas they have provided to the team. Create two deliverables. The first is an overall evaluation. Clearly state that the person is: a) overperforming, b) underperforming or c) performing on par with their other three teammates. The second deliverable is two specific examples of where they have performed well and two areas in which they can perform better over the next six weeks. Be critical but fair in the evaluation.

2. *Copy the output to a Microsoft Word file titled A569 AI Midpoint Feedback [YOUR NAME]*
3. *Review the results and answer the following questions in the quiz/survey*



Student Impressions of the AI Feedback

74.5% of the students felt that the feedback provided to them was mostly accurate and only 1.0% of the students felt it was mostly inaccurate.

Most of the issues identified by students who felt that the AI feedback was lacking is due to the inherent limitations of the sample

“I agree that I should be more active in our client meetings. However, AI doesn’t account for after the meeting and the transcription ends.”

Despite these limitations, students acted on the feedback

“The first change I made was based on the Notebook LM feedback. I was told that one of my weaknesses was speaking over my teammates and dominating the conversation. After hearing this, I made a better effort to make sure my teammates were included in conversations...which can be seen by her having increased time in meeting transcripts after the midway point.”



Peer Feedback

One of the end-of-course requirements is to complete a team peer-to-peer evaluation survey in which students are asked to rate teammates' performance on a variety of dimensions and to provide qualitative comments.

Oral Communication	Interpersonal/ Attitude	Quality of Work	Oral Communication	Interpersonal / Attitude	Quality of Work
Rolled Off	As Expected	Rolled Off	I thinkhas rolled off of his oral communication for two main reasons. One, he doesn't do much talking during the client and faculty meetings. Second, when he does talk it doesn't always make sense or is something that doesn't need to be asked. I think he can improve by preparing for meetings better.	is as expected for his attitude as he is always willing to meeting and is happy to do work. I think as the work load ramps up a bit, I will get to see what their attitude really is like.	rarely completed any work. In addition, the work he has completed is sub-par or completed chatted. For example, he was tasked with prepping question for a meeting with AWS and then sending an agenda. He completed this task 15 minutes before the meeting and the questions were entirely chatted that were not relevant to our project.
As Expected	Promoted	As Expected	good communication skills both with the client and with the teammates.	Always comes to meeting with a positive and can-do attitude	Has completed metrics that meets clients expectations.
Promoted	Promoted	Promoted	has done a great job of communicating ideas and asking questions in a meeting setting. She always brings forth good ideas and contributes to our understanding of the client and the project at hand.	She brings a great attitude toward being positive within our project. She has a good attitude toward being productive and also discusses personal things so that the meetings aren't always about work.	Her quality of work is great. This is a strong suit she has shown when writing or other areas. She always does great work and has a good knowledge of what is going on within our project.
Promoted	Promoted	Promoted	Great communicator, especially when asking great questions to our client and their team.	Great attitude, it's clear she wants us to succeed.	Quality of work has been great so far, both with external meetings with the client as well as quality note taking during interviews.



Evidence-Based Documentation

Finally, students are asked to refer to their initial professional development plan and complete a final professional development summary. This includes:

- *Identifying the primary and secondary skills to be developed and providing at least two specific tasks/actions taken to improve this capability and the measures used to assess progress*
- *Based on the feedback from the self-evaluation and the peer review what steps, if any, were taken in response to that feedback? Be specific and provide details about the course of action in response to the feedback.*
- *Example:
At the time of the midpoint evaluation, I was not happy with my team's performance or quality of work. I had prior experience and knew what was expected of us but some of my other teammates lacked that knowledge. To push my teammates to produce the quality of work that met client expectations, I took the initiative to do "my portion" of the slide deck or start an assignment so my teammates could see my own quality of work as a baseline which led to better results from the team as a whole.*



Summary

In the Fall 2025 cohort, the share of “promoted” ratings rose in 8 of 10 dimensions from midpoint to final. The largest gains appeared in

- *Quality of Work (+6.4 percentage points),*
- *Contribution to Completion (+6.0 pp)*
- *Decision-Making (+6.0 pp)*

Final narratives include explicit references to improvement in roughly one-third of evaluations (e.g., “improved his communication since the midpoint,” “stepped up,” “stronger in the second half”)

In addition, students learn to reconcile self-perception with peer expectations using evidence, improving both performance and team dynamics

The triangulated, AI-supported evaluation system improves overall student performance. It provides students with a more equitable method for recognition, teaches them to use and challenge AI responsibly, and gives faculty scalable, evidence-based coaching



About Us



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Graduate Accounting Programs

#1

AMONG PUBLIC UNIVERSITIES IN
PRODUCING THE MOST SITTING
CFOS
CRIST/KOLDER VOLATILITY
REPORT 2020

The Kelley School of Business Graduate Accounting Program offers two master's degree options for students interested in accounting: an MBA in Accounting or Finance (3/2 MBA), and a Master of Science in Accounting with Data and Analytics (MSADA).

The 3/2 MBA is a transformative experience designed for high-achieving Kelley accounting and finance students. The intensive two-year curriculum prepares students for a variety of careers in assurance and risk management, corporate accounting, management consulting, banking and financial services, governmental and nonprofit organizations, and taxation practices.

The Master of Science in Accounting with Data and Analytics (MSADA) degree prepares students with undergraduate degrees to pursue certification as certified public accountants. The intensive one-year curriculum opens a variety of accounting career paths, including taxation, auditing and risk management, corporate accounting, management consulting, banking and financial services, and governmental and nonprofit organizations.

Kelley's hands-on approach to learning prepares students to immediately add value to clients after graduation.



Christopher Cook CPA, CGMA

Chris is a Teaching Professor in the Graduate Accounting Program with a focus on experiential learning and has led international courses in Australia, South Africa, the Middle East and most recently Romania.

Previously he spent twenty years of consulting experience specializing in financial and operational process redesign and due diligence; product and customer profitability analysis; planning, budgeting and forecasting; and transaction support. He has served clients across the globe and in a variety of industries including airlines (United Airlines), automotive (Toyota), energy (Duke Energy), financial services (Aon), high tech (Dell Computer), industrial products (Visteon), and telecommunications (Sprint).

Chris has a BA in Accounting from Michigan State University and an MBA from the Kelley School of Business. He is a Certified Public Accountant (CPA), Certified Global Managerial Accountant (CGMA) and serves on multiple boards of directors for both for profit and not-for-profit organizations.

Chris and his family live in Bloomington, IN and are planning ever more ambitious activities and adventures.



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Tom Lunsford, CPA, JD



Tom is an Accounting Lecturer split between the Graduate Accounting Programs (teaching experiential learning and strategic tax planning) and the undergraduate program (teaching careers in accounting and management accounting).

Tom returned to the Kelley School after 23 years in financial leadership roles across five companies. Tom's last two roles were as the CFO of multinational private equity portfolio companies. Prior to his roles in private equity, Tom was the CFO of a family-owned company. Prior to becoming a CFO, Tom spent 10 years in roles of increasing responsibility in corporate finance at Caterpillar Inc. Tom's career began in public accounting, working for KSM in Tax Services in Indianapolis.

Tom has specialized knowledge and experience in accounting, tax, corporate finance, law, private equity portfolio companies, and global operations.

Tom is CPA (active) in Indiana. He received his JD, MBA, and BS in Business from Indiana University-Bloomington.

Tom and his wife split their time between Indianapolis and Bloomington.

