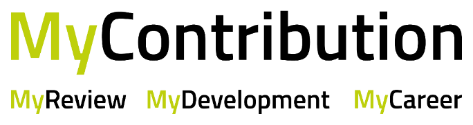
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**Understanding our Ratings Descriptors for Senior Managers**

* There are four ratings and descriptors for *What* and *How*
* *What* ratings are applicable to each objective
* The overall end of year *What* rating will be based on an overall combination of the individual *What* ratings
* *How* ratings are not allocated for each objective
* An overall *How* rating reflects how your behaviour throughout the year has reflected the university values: Professional, Ambitious, Innovative and Inclusive and [our Leadership Behaviours](https://staff.napier.ac.uk/services/hr/workingattheUniversity/Documents/Leadership%20Behavioural%20Competencies%20-%20Web%20low%20res.pdf)

**Exceptional**

**What**: Surpasses performance expectations and goals. Through completion of their objectives they show a unique understanding of work well beyond job requirements. Work is consistently completed independently and efficiently and on schedule with accuracy.

**How**: Significant examples of positive behaviours that are exceptional in how they demonstrate the University values. Contribution demonstrates positive behaviours that considerably impact in ways that support the achievement of the team, the department and the University. This person can identify and respond to the need to change collaboratively with others.

**Achieving Expectations**

**What**: Objectives are being achieved well through demonstrating a capable, reliable and efficient approach. Anyone performing at this level should be congratulated as a highly valued team member, making a good contribution to the University. Good, knowledgeable contribution which fully meets expectations.

**How**: Good, consistent behaviour confidently illustrating the University values. Works effectively as part of a team providing support and assistance when required. May require some assistance when responding to unexpected issues. Can articulate strengths and development areas. They will seek feedback and continuous development and align themselves to the University values. Reliable and transparent style.

**Developing**

**What**: This category describes those developing to meet objectives towards a satisfactory level but have not successfully achieved this yet. Performance does not meet expectations consistently and reliably although progress is being made and can be identified. Results are inconsistent. This category can also be applied for staff who are new or developing into their role and need time to learn the role fully. For example, if an individual has been in a role for less than 6 months it may be appropriate to rate them as “Developing”.

**How**: Efforts to demonstrate the university values can be developed further through continued collaboration. Working to progress performance to meet objectives through tasks and behaviours. May have an inconsistent style that impacts performance and does not display University values. Requires to demonstrate better consistency and reliability.

**Below Expectations**

**What**: Performance does not meet expected standards or objectives set for the position. There is a need for immediate and significant improvement. This level of contribution is not acceptable so there will need to be an action plan to turn things around in line with the Performance Improvement Policy.

**How**: Development is needed to see how value driven behaviour can be demonstrated and built into performance in the long term. Struggles to respond to change. Does not seek feedback. Does not support and collaborate and requires significant support with unanticipated issues from others.

**Not Completed**

Where the MyContribution conversation has not occurred or been logged in the system within the agreed timeframes, and there are no known extenuating circumstances, a Not Completed rating will be applied. Colleagues with this rating will be excluded from the pay award process. This excludes colleagues on long term absence and maternity.

**Overall Rating Matrix**

|  |
| --- |
| Objectives measured by **My Strategic Goal** **(What)** rating |

Objectives measured by **My Values** **(How)** rating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Below Expectations | Developing | Achieving Expectations | Exceptional |
| Exceptional |  |  |  |  |
| Achieving Expectations |  |  |  |  |
| Developing |  |  |  |  |
| Below Expectations |  |  |  |  |
|  |  |  |  |  |
| Key | Below Expectations | Developing | Achieving Expectations | Exceptional |

This matrix is to support the allocation of an overall rating, using a combination of *What* ratings together with a *How* rating to provide a single overall rating.

You will discuss your indicative rating at your end of year review meeting which will reflect a combination of *What* and *How*.