

## Understanding our Ratings Descriptors

- There are five ratings and descriptors for What and How
- When reviewing each of your objectives you need to complete an individual objective rating first, reflect on both what you did specifically to achieve the objective and also how you went about doing this, taking values and behaviours into consideration
- An **overall end of year What rating** will be reflecting on the overall (what) achievement of your objectives
- An **overall end of year How rating** reflects how your behaviour throughout the year has reflected the university values: Professional, Ambitious, Innovative and Inclusive.

### Outstanding

**What:** Considerably and consistently surpasses performance expectations and goals in all areas. Makes a significant contribution to the department/school/University success through unique and exceptional accomplishments. Demonstrates performance that excels beyond their peer group. This rating is reserved for an extraordinary year and is seldom earned year after year. We expect this category to apply to a very small percentage of staff, and those who achieve this rating should be recognized as an exceptional contributor in their approach to their role.

**How:** Consistently demonstrates outstanding examples of the University values. Demonstrates an outstanding behavioural approach that informs relationships with key stakeholders in a positive, proactive way. Provides an outstanding response and resolution to unanticipated issues. Leads, collaborates and shares learning.

### Exceeding Expectations

**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 exceed expectations in demonstrating the University values. Contribution demonstrates positive behaviours that considerably exceed expectations in ways that will 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.