

# Application of Ratings: Professional and Executive

Professional and Executive staff will receive a rating for:



Delivery goal category

Citizenship and Leadership goal category



Overall performance rating for the year

As a Manager you are required to determine these performance ratings.

To prepare for selecting a performance rating consider:

## 1. Performance against goals

- Review the goals your staff set in the previous year for the goal categories 'Delivery' and 'Citizenship and Leadership'. Consider the measures and other expectations that were agreed and what your staff member was able to achieve.
- Consider what actions your staff member took to reach their goals, ask yourself:
  - How did they overcome roadblocks and challenges?
  - How have they grown their skills throughout the year?
  - How has their approach changed from the beginning of the year to now?

## 2. Commentary and context provided in self-evaluation and during APD conversation

- Review the self-evaluation ahead of the APD conversation and discuss in further detail during the conversation.

## 3. Any other relevant observations

- Reflect on any data points around your staff member's performance throughout the year. This can include things like performance metrics, feedback from stakeholders, and observations of their work.

## 4. Relative to opportunity considerations

- A staff member's performance will be assessed with regard to circumstances that impact on performance relative to opportunity. In terms of expectations for activity and output, consideration will be given to the fraction at which they are employed, periods of absence and/or personal circumstances. Where information about a staff member's personal circumstances is provided, that information will remain confidential.

**Then, use the four point rating scale to determine a rating.**

- Outlined in the [5.70.01 Executive and Professional Staff Annual Performance and Development - Policies and Procedures](#)
- Provide a justification - Ratings without explanation can be demotivating, which can then negatively impact future performance. Offer and discuss actionable feedback on how the rating can be improved (if relevant) to provide a clear path forward (example provided on following page).
- Please be aware that a rating of *Unsatisfactory Performance* must only be given if performance guidance and counselling has been conducted. Please see *Section 3.3.1* of the above procedure for further information.

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## Example - Overall Rating – 3 – Performing Well:

*“Sam is a self-motivated team member who has embodied the UQ values this year. Sam has consistently met their goals in 2022 and has produced work of high quality. Sam demonstrates creativity and excellence by improving ways of working (e.g. reducing error rates by 5% in ABC process) and often reaches out to team members in different teams for advice and guidance. Sam actively seeks feedback and uses it to enhance their work.*

*Over the next six months, I would encourage Sam to focus on developing their leadership capabilities by leading delivery of the XYZ project. I would also suggest completing further project leadership courses through LinkedIn Learning and identifying a mentor who can provide further support and guidance.”*

## In providing performance ratings remember to be:

### Consistent

Maintain consistency in your evaluations by using the four-point rating scale. Evaluate the performance of all team members in the same way.

### Objective

Be objective while determining ratings, avoid [biases](#), personal feelings or prejudices.

### Respectful

Be respectful when assigning ratings, show empathy and avoid ambiguous language.

## Top tips

- **No surprises** - Meeting regularly and providing honest feedback throughout the year will reduce the anxiety for both parties, compared to one annual performance conversation. It will also help to build a feedback culture. Regular check-ins allows both the staff member and supervisor to go in to the formal process having a general sense of what to expect, reducing the likelihood of surprises and allowing more focus on development.
- **Collaborate** - In these conversations be prepared to share your perspective, be ready to listen, ask questions and know that you may not understand all the issues.
- **Connect** - Feedback and recognition given in person is more impactful as it is easier to read body language, tone and engagement. It also enables a conversation around what a staff member can do to address, or leverage, the feedback.

## Resources

There are many useful resources both within UQ and outside of UQ to help you prepare to discuss performance ratings:

- [Preparing for an APD conversation](#)
- [Conducting an APD Conversation](#)
- [How to give feedback](#)
- [Difficult Conversations](#)
- [Podcast: Performance Reviews \(hbr.org\)](#)
- [Book: HBR guide to performance management](#)
- [Podcast: Seven Ways To Survive Performance Reviews \(Coaching for Leaders\)](#)