Rating Scale Assessment Guide for Out-of-Scope Employees

- Performance reviews are to be individualized. Each performance review is completed by assessing the individual’s experience in the role and context rather than against a set standard for any job.

- The “What”, i.e. the short- and long-term objectives as identified in last year’s performance review, and the “How”, i.e. demonstrated behaviours to achieve the objectives, are to be equally weighted for assessment purposes; they contribute equally to the overall assessment.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Definition</th>
<th>Examples</th>
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</table>
| U       | Unsatisfactory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ➢ Did not achieve most of the work objectives identified in the performance review  
➢ Has not developed a positive and respectful relationship with key partners  
➢ There is a significant gap between what occurs and what is required, and between agreed upon deadlines; work does not meet quality standards on a consistent basis (e.g. late, errors)  
➢ Interpersonal skills and behaviours often do not support a healthy work environment inside or outside the academic/administrative or research unit  
➢ Lack of adequate managerial skills  
➢ Managerial skills are not applied to perform required duties  
➢ Unwilling to engage in, or acknowledge need for personal growth or development  
➢ Not willing to be a corporate player |
| U       | Unmet goals and/or individual doesn’t meet minimal expectations; performance in the majority of academic, administrative and research unit objectives is consistently deficient; and behaviours do not meet position requirements.                                                                                                           | ➢ Did not achieve most of the work objectives identified in the performance review  
➢ Has not developed a positive and respectful relationship with key partners  
➢ There is a significant gap between what occurs and what is required, and between agreed upon deadlines; work does not meet quality standards on a consistent basis (e.g. late, errors)  
➢ Interpersonal skills and behaviours often do not support a healthy work environment inside or outside the academic/administrative or research unit  
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| NI Needs Improvement  | Some goals have not been met; does not meet minimal expectations in several academic, administrative and research unit objectives; performance is consistently deficient; and some behaviours do not meet position requirements. | ➢ Achieved some of the work objectives and behaviours identified in the performance review  
➢ Parts of work are done well; can identify parts of work that were not done well  
➢ Have seen improvement in specific named areas; can identify where additional improvement is required  
➢ Acknowledges need for growth or development and is willingly engaged as needed  
➢ Requires regular reminders about work to be done; requires manager to keep on course  
➢ Deadlines are met on occasion; demonstrates inability to prioritize (important vs. urgent)  
➢ Manager or others must sometimes do unfinished work on too many occasions  
➢ Behaviours and interpersonal skills on occasion detract from a healthy work environment inside or outside the academic, administrative and research unit |
| CP Consistent Performer | Stated goals have been met; expected performance in academic, administrative and research unit objectives has been demonstrated; and behaviours meet and sometimes position exceeds requirements | ➢ Achieves established goals and objectives  
➢ Sometimes exceeds requirements and may have areas for development, but overall meets expectations  
➢ Exercises initiative, resourcefulness and good judgement in the accomplishment of goals  
➢ Makes a solid, reliable and meaningful contribution to the organization  
➢ Maintains positive relationships internal and external to the academic, administrative and research unit  
➢ Adjusts to changing situations and additional work assignments  
➢ Produces results dependably, accurately and on time  
➢ Development required, learning the job or needs to respond to developmental feedback |
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| EE Exceeds Expectations       | Stated goals/objectives have been met and surpassed; consistently exceeds academic, administrative and research unit objectives; exhibits continuous development and improvement; and behaviours often/significantly exceed normal requirements. | ➢ Performs job requirements significantly above expectations  
➢ Anticipates and proactively responds to changing situations and encourages a supportive response to change in others  
➢ Completes work in a way that expands the scope and impact of the assignment  
➢ Viewed as making notable contributions to the university  
➢ Self starter – continually seeks to improve and learn  
➢ Exceeds behavioural expectations for the job, is seen by others as having a positive effect on both the academic, administrative and research unit and partners/stakeholders  
➢ Contributes innovative and workable solutions to projects and problems  
➢ Increases the value of the role to the academic, administrative and research unit and/or university |
| N/A Unable to rate at this time | Unable to assess this employee as he/she has not been in position long enough OR on an authorized leave such that performance could not be properly evaluated.                                                |                                                                                                                                                                                                          |