

COMPLETING THE SELF-EVALUATION IN 5 STEPS

Guide for Employees



GEORGETOWN UNIVERSITY
Department of Human Resources
Office of Faculty & Staff Benefits

COMPETENCIES



FUNCTIONAL KNOWLEDGE

Employee demonstrates and applies the knowledge, skills, and abilities required to complete core job functions as outlined in the position description; works to enhance and develop relevant knowledge and skills, and requires an appropriate level of oversight.



WORK QUALITY

Employee demonstrates the ability to prioritize and complete work with accuracy, attention to detail, and thoughtfulness in work output; executes consistent and timely delivery of work product; maintains accountability for work responsibilities and seeks appropriate support or guidance as needed, with a commitment to producing polished and professional outcomes; identifies ways to improve and promote the quality of work.



PROFESSIONALISM AND INCLUSION

Employee demonstrates a commitment to carrying out responsibilities in a professional manner and adheres to Departmental and University policies and procedures. Employee also demonstrates integrity and respect for others by treating community members and clients with fair and equitable understanding and appreciation. Maintains and promotes a climate of inclusiveness and sensitivity to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.



SERVICE ORIENTATION

Employee actively works to support our collective community and advance the University mission within the scope of their role. Employee listens carefully to client or stakeholder needs, identifies and addresses issues that conflict with University values, builds a positive reputation with campus partners, and supports the needs of others by being attentive to their unique circumstances, gifts, and limitations, to encourage each person's flourishing.



INITIATIVE

Employee demonstrates resourcefulness, independent action and professional judgment that are position appropriate. Readily takes appropriate independent action consistent with responsibilities and objectives as defined in the position description; seeks out and/or accepts new tasks and expands abilities professionally; suggests methods to improve processes; looks for opportunities to take action beyond core job functions and responsibilities.



COMMUNICATION AND COLLABORATION

Employee communicates clearly and accurately in a timely manner with individuals at all levels, both internally and externally; builds professional, respectful, and productive working relationships to solve problems and achieve shared goals. Engages colleagues in collaborative work efforts to enhance the outcomes of the departmental and interdepartmental work and projects; takes appropriate and effective steps to manage conflict.



MANAGING OTHERS

Understands, communicates, and models University and Departmental policies and objectives; collaboratively works with colleagues at all levels to set clear and appropriate individual and Departmental goals and expectations; continuously provides appropriate information, resources, and guidance to supervisees to support performance achievements and encourage professional development; fairly and equally monitors and evaluates supervisee performance and; provides consistent, timely, and appropriate feedback on work-related performance (positive and for improvement); seeks and values input from supervisees and other colleagues and contributes to building a culture of care and a safe, healthy working environment.



RATINGS

(Used for Competencies and Overall Assessment)



UNSATISFACTORY

Performance is consistently below expectations in essential areas of responsibility outlined in their position description. Does not demonstrate the basic skills, knowledge and abilities required to perform the majority of assigned duties. Employee requires close guidance and direction. Performance may impede the work of others and the unit.



NEEDS IMPROVEMENT

Performance does not consistently meet all the expectations as outlined in their position description. Employee requires extra guidance and monitoring. Coaching, additional support resources, or training are required in some areas for performance to be successful and meet expectations.



MEETS EXPECTATIONS

Performance consistently meets the expectations and requirements as outlined in their position description. Consistently demonstrates the skills and abilities required to successfully perform all the core position duties and functions. Employee requires an appropriate amount of supervision/guidance for the position. Contributes to the overall objectives of the Department, school, and/or the University.



EXCEEDS EXPECTATIONS

Performance regularly exceeds the expectations outlined in their position description and demonstrates an understanding of work beyond job requirements. Employee requires minimal supervision, guidance, or follow up and significantly contributes to the overall objectives of the Department, school, and/or the University. An excellent resource for providing training, guidance, and support to others.



FAR EXCEEDS EXPECTATIONS

Performance consistently far exceeds the expectations outlined in their position description. Regularly produces superior quality work and has made exceptional or unique contributions towards Department, school, and/or University goals and objectives. Contributions have tremendous and consistently positive value to the Department and/or the University. A key player in supporting and/or mentoring others to improve their work.

STAR + Q FEEDBACK MODEL

SITUATION

Use precise and accurate terms to define the who, what, when, and where of the performance situation.

TASK

Explain the expected or desired task/behavior.

ACTION

State the employee's action or behavior that actually occurred.

RESULT

Define the result or impact (positive or negative) that the action had on the department or organization and clarify your expectations.

QUESTION

Use a question to invite the employee into the conversation, clarify information, offer support, or collaborate on solutions.

EXAMPLES

- ▶ "Thank you again for your hard work on managing the communications and registration for the Bulldog Studies Information Sessions this year. Registration was initially too low, and you made improvements to our communications, registration form, and website to increase awareness. This resulted in a 20% increase in attendees. I really appreciate your fantastic work and look forward to more successful events next semester. How was this process for you?"
- ▶ "This morning, you arrived late to the Bulldog Studies Meeting and forgot to bring the materials I requested you to print and organize for the participants. This required us to take extra time out of the meeting to print and organize the materials, which made our team look unprepared. Next time, I expect that you are prepared and on time for the meeting so we can ensure our partnership remains strong. What do you need from me to achieve this?"



PROFESSIONAL DEVELOPMENT

Professional Development describes the means by which you can build on or develop your professional knowledge, skills, and/or attributes in the upcoming year. This is an optional but strongly encouraged section of the Performance Management evaluation process. Employees are encouraged to include comments to specify further.

EXAMPLE

- ▶ Virtual conferences, talks, and workshops, certification courses, professional memberships, free courses on LinkedIn Learning, collaborate or lead a new project or initiative, shadow a colleague or establish a mentor, etc.

ADDITIONAL RESOURCES

The Department of Human Resources is here to support you throughout the process. Training sessions will be available for Managers and Employees throughout the self-evaluation period.



hr.georgetown.edu/client-services
Connect with your designated
HR Business Partner (HRBP)



hr.georgetown.edu/performance-management
For additional on-demand tools and resources

