FUNCTIONAL KNOWLEDGE
Demonstrates and applies knowledge, skills, and abilities required to complete core job functions; works to develop additional relevant knowledge and skills, makes few functional errors, and requires no unusual oversight.

WORK QUALITY
Demonstrates the ability to prioritize and complete work with accuracy, attention to detail, and thoroughness in work output; consistent delivery of quality work product; maintains accountability for work responsibilities, with a commitment to producing timely, polished, and professional outcomes; identifies ways to improve and promote the quality of work.

PROFESSIONALISM AND INCLUSION
Demonstrates compassion, integrity, and respect for others; demonstrates a commitment to carrying out professional responsibilities and an adherence to ethical principles; treats individuals within and outside the University community with respect; maintains a climate of inclusiveness and sensitivity to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

SERVICE ORIENTATION
Demonstrates a commitment to serving the Georgetown community both inside and outside the office. Employee provides excellent customer service to clients or guests, collaborates effectively with colleagues, and contributes to advancing the University mission. Employee exhibits these qualities by listening carefully to customer or stakeholder needs, actively works to resolve issues that conflict with University values, builds a positive reputation with campus partners, and supports internal growth.

INITIATIVE
Demonstrates resourcefulness, independent action and professional judgment that are position appropriate. Readily takes appropriate independent action consistent with responsibilities and objectives; searches out and/or accepts new tasks and expands abilities professionally; suggests methods to improve departmental operations; looks for opportunities to take action beyond core job functions and responsibilities.

COMMUNICATION AND COLLABORATION
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; seeks to engage colleagues in collaborative work efforts to enhance the outcomes of the departmental and interdepartmental work and projects; takes appropriate and effective steps to manage conflicts.

MANAGING OTHERS
Understands and communicates University and departmental policies, resources, and objectives; collaboratively works to set clear and appropriate goals and expectations; provides appropriate information, resources, and assistance for effective achievement; tracks and evaluates performance; provides regular and effective feedback (positive and for improvement); obtains and values input from supervisors and other colleagues; contributes to building a culture of wellbeing and actively seeks opportunities for employee growth and development.
EXCEPTIONAL
Performance exceeds expectations. Regularly produces accurate and timely work of superior quality and has made exceptional or unique contributions towards department, school, and/or University goals and objectives. Contributions have tremendous and consistently positive value for the department and/or the University. An excellent resource for providing training, guidance, and support to others.

SUCCESSFUL
Performance consistently meets expectations and requirements. 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.

IMPROVEMENT NEEDED
Performance does not consistently meet expectations and requirements. Employee requires guidance and monitoring. Coaching, additional support resources, or training may be required in some areas for performance to meet expectations.

NOT MEETING EXPECTATIONS
Performance is consistently below expectations in essential areas of responsibility. Reasonable progress toward critical goals has not been achieved. Employee requires close guidance and direction in order to perform routine job duties. Performance may impede the work of others and the unit.

SMART GOALS

SPECIFIC
What will be done? How? Why? And by whom?

MEASURABLE
Quantify the goal. How often? How many?

ATTAINABLE
Can it be done? Why or why not? Are there potential obstacles?

RELEVANT
How does this goal fit into the organization’s larger goals and the employee’s responsibilities?

TIME-BOUND
When should the goal be accomplished?

EXAMPLE

GOAL
Communicate announcements regularly with members of the community.

VS.

SMART GOAL
Produce and issue weekly newsletters to all students, staff and faculty every Monday via email, and update the News section of the website every Friday.
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/clientservices
Connect with your designated HR Business Partner (HRBP)

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For additional on-demand tools and resources

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

“Jacqueline, thank you again for your hard work on managing the communications and registration for the Information Session last week. 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 did you feel this went?”

“Jack, this morning, you arrived late to the Client Meeting and forgot to bring the materials I asked you to print for our clients. This required us to take extra time out of the meeting to print and organize the materials, which made Georgetown look unprepared and disinterested. Next time, I expect that you are prepared and on time for the meeting so we can ensure our partnership remains strong. What can I do to help you 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

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