

# GEORGETOWN UNIVERSITY PERFORMANCE MANAGEMENT: TERMS YOU SHOULD KNOW

## COMPETENCIES

### FUNCTIONAL KNOWLEDGE

Possesses and applies requisite knowledge, skills, and abilities required to complete core job functions; makes few functional errors and requires no unusual oversight.

### WORK QUALITY

Focuses on details to ensure accuracy of work produced; presents organized, well-reasoned, and professional quality work product.

### PROFESSIONALISM AND INCLUSION

Works within University and Departmental policies and procedures; demonstrates appropriate professionalism and workplace etiquette; treats individuals within and outside the University community with respect; demonstrates integrity and maintains a climate of inclusiveness and tolerance.

### SERVICE AND DEPENDABILITY

Completes tasks and assignments in a timely manner; responsive to requests for information, inquiries, and other communications from individuals within or outside the University community; seeks to understand customer and stakeholder needs, and meet customer and stakeholder expectations.

### INITIATIVE

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 with individuals at all levels both internally and externally; builds professional, respectful, and productive working relationships; seeks to engage colleagues in collaborative work efforts.

## RATINGS

### 5 - EXCEPTIONAL

Performance far exceeds expectations. Regularly produces superior quality work and has made an exceptional or unique contribution toward the department, school or University goals and objectives.

Although available to all employees, this rating should be difficult to achieve.

### 4 - EXCEEDS EXPECTATION

Consistently meets and frequently exceeds performance expectations. Produces high quality work, and consistently demonstrates the desire and ability to successfully assume additional tasks, assignments, or duties. Possesses a superior knowledge and understanding of core position duties and functions.

This rating should be reserved for employees with consistent evidence of performance well beyond the primary expectations of the position.

### 3 - MEETS EXPECTATION

Consistently meets performance expectations and requirements. Consistently demonstrates the skills and abilities required to successfully perform all core position duties and functions.

This rating represents a **fully functional** performance by an employee who is successfully fulfilling the requirements of the position. This will be the most common rating.

### 2 - NEEDS IMPROVEMENT

Performance does not consistently meet expectations and improvement is required.

### 1 - UNSATISFACTORY

Poor performance. Frequently requires redirection and correction. Not effectively fulfilling core position functions and responsibilities.

# GEORGETOWN UNIVERSITY PERFORMANCE MANAGEMENT: TOOLS YOU CAN USE

## 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 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.

## STAR FEEDBACK MODEL

**SITUATION:** Use precise terms to describe what occurred. When? Who was involved?

**TASK:** What was expected of the employee?

**ACTION TAKEN:** Did the behavior meet expectations? Why? Or why not?

**RESULT:** What impact did the performance have on others and the organization as a whole? What is expected going forward?

### EXAMPLES

- The registration for our upcoming student symposium was low. Jane spent extra time updating our communication materials and reaching out to potential registrants resulting in higher attendance. Great work, Jane!
- After securing interest with potential new grant funders, Jane did not adequately prepare for their first meeting, and now the funding is in jeopardy. We need Jane to do a run through of the presentation with Helen in advance of our next meeting to be sure she is prepared.

## RESOURCES

### HUMAN RESOURCES CLIENT SERVICES PARTNERS

<b>LAW CENTER</b>	<b>Ife Tafari, 202-687-9618</b>
<b>MAIN CAMPUS</b>	<b>Tania Draghi, 202-687-4829</b>
<b>MEDICAL CENTER</b>	<b>Marlesa Adams, 202-687-2166</b>
<b>UNIVERSITY SERVICES</b>	<b>Katina Porter, 202-687-2421</b>
<b>MAIN CAMPUS:</b> <ul style="list-style-type: none"> <li>• Georgetown College, Lauinger Library, School of Foreign Service</li> </ul> <b>UNIVERSITY SERVICES:</b> <ul style="list-style-type: none"> <li>• Athletics, Financial Affairs, Office of Advancement, Office of Mission and Ministry</li> </ul>	<b>Sonya Sims, 202-687-6766</b>