

EPMS - Performance Characteristics

Functional	Self-Management: Works with minimal supervision, manages own time effectively, maintains control over all current projects/responsibilities. Follows up on all relevant issues.
Functional	Technical Competence: Possesses necessary knowledge to effectively perform job and able to apply what he/she has learned about his/her job. Acquires new knowledge/skills/abilities as required by the job.
Functional	Quantity of Work: The extent to which the employee produces an acceptable amount of work in order to meet schedules and deadlines.
Functional	Quality of Work: The extent to which the employee neatly, thoroughly, and accurately completes job assignments according to established standards of quality. Continuously improves quality of work.
Functional	Problem Analysis: Able to identify problems and relevant issues and breaks problem into components. Sees relationships and alternative solutions and arrives at sound conclusions through a logical process.
Functional	Accuracy of Work: The degree to which the employee makes mistakes or errors that require corrections.
Functional	Time Management: Employee is prompt in reporting for work and effectively and efficiently uses his/her time to accomplish his/her job tasks.
Functional	Safety: Follows established safety practices and corrects unsafe work practices on the job.
Functional	Concentration: Able to put aside distractions and stays with a job until complete. Able to stick to assignments and get results in spite of difficulties.
Functional	Responsibility: Asks for work after completing assignments and does not make excuses but addresses problems squarely. Offers action plans to resolve problems and suppresses self-forgiving tendencies regarding so-called uncontrollable elements.
Personal	Judgment: Able to reason, compare, understand, and think rationally on the job. Makes quality work-related decisions based on sound conclusions/data. Able to separate facts from opinions.
Personal	Leadership: Employee can be relied upon to guide others to the accomplishment of objectives/responsibilities, to promote teamwork, and to resolve problems.
Personal	Initiative: Starts assignments without prompting and independently contributes ideas and projects. Sees and acts upon new opportunities. Thinks and acts independently and promptly addresses problems.
Personal	Dependability/Reliability: Employee can be relied upon to meet work schedules and fulfill job responsibilities and commitments. Meets deadlines and follows instructions.
Interpersonal	Customer Service: To effectively and efficiently meet the needs of those served by continually assessing performance based on customer feedback.
Interpersonal	Listening Skills: Asks meaningful questions and listens closely and respectfully before offering comments.
Interpersonal	Acceptance: Gains confidence of others and earns respect of subordinates, peers and superiors. Values diversity and respects opposing opinions.
Interpersonal	Teamwork: Degree to which one works effectively and cooperatively with others and other departments in achieving organizational goals. Degree of responsiveness to organizational needs.
Interpersonal	Adaptability: Employee can adapt to job or organizational changes. Readily accepts new responsibilities and assignments.
Interpersonal	Communication Ability: Ability of employee to present accurate information to other employees, peers, and superiors.

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Supervisory	Goal Accomplishment: Quality and quantity of accomplishment toward set goals; also consider responsiveness to organizational goals.
Supervisory	Conceptualization and Flexibility in Problem Resolution: ability to conceive potential problem situations and take positive action. Consider situations not normally part of routine duties.
Supervisory	Supervision/Leadership : quality of leadership in obtaining employee cooperation and influencing leadership behavior.
Supervisory	Planning and Delegation: ability to plan and coordinate activities, manage personal and employee time effectively, distribute workloads, and delegate responsibility and authority without loss of supervisory control.
Supervisory	Employee Development – provide guidance, counseling, and meaningful training and instruction in development of employee skills and potential.
Supervisory	Evaluation – timely completion of valid consistent evaluations of subordinates. Also consider attitude, preparedness, and approach to employee evaluation.
Supervisory	Commitment to Affirmative Action/Equal Employment Opportunity – consider sensitivity to special problems of minority employees or students, willingness to assist career advancement of minority employees, receptiveness to hiring qualified minority applicants, and attention to the outlined hiring procedures.