



Senior Executive Service Executive Skills Matrix

Questionnaire to be Completed by Career SES Members

Introduction

This is a self-assessment questionnaire designed to collect information about your overall level of knowledges/skills in managerial and technical functions. This information will be used to facilitate and manage the Department's executive staffing and development programs. A copy of your self-assessment results will be provided to you for your use in career development planning.

How to Complete

This questionnaire requires you to make a candid self-assessment of your current level of knowledges/skills in a variety of managerial/technical functions. You are asked to make this self-assessment **without regard** to the requirements of your current position.

- Step 1 Fill in your Demographic and Job Information
- Step 2 Assess your present Skill Level in a variety of Managerial Tasks and Activities
- Step 3 Assess your present Technical Knowledges/Skills

Identifying Data

Your Organization Code

Your Position Number

Your Position Title

Last Name , First Initial

Social Security #

Completion Date of Survey YY MM

Privacy Act Statement

Section 6311 of Title 5 U.S.C. authorizes collection of this information. The primary use of this information is to establish an automated skills inventory system to facilitate employee staffing and development activities. Routine disclosure of the information collected may be made to those who complete the survey, their supervisors, and those management and personnel officials who make decisions on staffing and developmental activities. Furnishing the information on this form, including Social Security number, is voluntary. Failure to do so will result in decisions regarding staffing and development on the basis of other existing personnel records and data.

Step 1 Demographic and Job Information

The information requested here will be helpful for studying job requirements and development needs for different types of management positions. Write the number that corresponds to your response choice in the box to the right of the question.

- | | |
|---|---|
| <p>1. What is your current pay system? <input style="float: right;" type="checkbox"/></p> <p>(1) GS-General Schedule
(2) GM-Merit Pay
(3) ES-Senior Executive Service</p> | <p>7. What is the total number of employees in the work unit you manage? <input style="float: right;" type="checkbox"/></p> <p>(1) 1-10
(2) 11-30
(3) 31-50
(4) 51-75
(5) 76-100
(6) More than 100
(7) None; not applicable</p> |
| <p>2. What is your current pay grade or level? <input style="float: right;" type="checkbox"/></p> <p>(1) 1
(2) 2
(3) 3
(4) 4
(5) 5
(6) 6
(7) 15
(8) 16 or above
(9) Other</p> | <p>8. For how many employees do you actually write performance appraisals? <input style="float: right;" type="checkbox"/></p> <p>(1) 1-5
(2) 6-10
(3) 11-15
(4) 16-20
(5) More than 20
(6) None; not applicable</p> |
| <p>3. Where is your job located? <input style="float: right;" type="checkbox"/></p> <p>(1) Headquarters
(2) Field</p> | <p>9. What occupational group best describes your overall background? <input style="float: right; width: 40px;" type="checkbox"/></p> |
| <p>4. Which of the following <i>best</i> describes your current position? <input style="float: right;" type="checkbox"/></p> <p>(1) First-Line Supervisor
(2) Second-Level Supervisor
(3) Manager or Deputy to a Manager
(4) Program or Project Team Leader or Coordinator
(5) Special Assistant
(6) Technical Advisor
(7) Other Individual Performer</p> | <p>(90) 00-99 Miscellaneous Occupations
(01) 100 Social Science, Psychology, and Welfare
(02) 200 Personnel Management and Industrial Relations
(03) 300 General Administrative, Clerical, and Office Services
(04) 400 Biological Sciences
(05) 500 Accounting and Budget
(06) 600 Medical, Hospital, Dental, and Public Health
(07) 700 Veterinary Medical Science
(08) 800 Engineering and Architecture
(09) 900 Legal
(10) 1000 Information and Arts
(11) 1100 Business and Industry
(12) 1200 Copyright Patent Trademark
(13) 1300 Physical Sciences
(14) 1400 Library and Archives
(15) 1500 Mathematics and Statistics
(16) 1600 Equipment, Facilities, and Service
(17) 1700 Education
(18) 1800 Investigation
(19) 1900 Quality Assurance
(20) 2000 Supply
(21) 2100 Transportation
(22) Other _____</p> |
| <p>5. How long have you been a supervisor/manager? <input style="float: right;" type="checkbox"/></p> <p>(1) Six months or less
(2) Between 6 months and 1 year
(3) Between 1 and 2 years
(4) Between 2 and 5 years
(5) Between 5 and 10 years
(6) Between 10 and 20 years
(7) More than 20 years
(8) Not applicable; not a manager</p> | <p>10. What is the size of the operating budget for which you are directly responsible? <input style="float: right;" type="checkbox"/></p> <p>(1) Less than \$500,000
(2) Between \$500,000 and \$1 million
(3) Between \$1 and \$10 million
(4) Between \$10 and \$100 million
(5) More than \$100 million
(6) None; not applicable</p> |
| <p>6. How long have you been in your current position? <input style="float: right;" type="checkbox"/></p> <p>(1) Six months or less
(2) Between 6 months and 1 year
(3) Between 1 and 2 years
(4) Between 2 and 5 years
(5) More than 5 years</p> | |

Step 2 Your Present Skill Level (Managerial)

The purpose of this step is to rate tasks and activities in terms of *your own skill level at the present time*. Consider factors like the complexity you can deal with, any difficulty performing the task, and the degree to which your performance produces positive results. In judging your present skill level, think of the full range of your experience on and off the job, without reference to any particular position.

For each item below, determine your present level of skill – it is *basic, intermediate, or advanced?* Then use the 0 to 9 scale shown here to rate your present skill for that item. Write the number you select in the box to the right of the item.

0	1	2	3	4	5	6	7	8	9
No Skill	Basic Skill			Intermediate Skill			Advanced Skill		

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Develop and adjust long-term work unit goals as necessary. <input type="checkbox"/> 2. Establish a balance among competing objectives to accomplish overall work unit goals. <input type="checkbox"/> 3. Develop alternative strategies for accomplishing work unit goals. <input type="checkbox"/> 4. Assess the political feasibility of alternative courses of action. <input type="checkbox"/> 5. Assess the financial feasibility of alternative courses of action. <input type="checkbox"/> 6. Assess the technical feasibility of alternative courses of action. <input type="checkbox"/> 7. Establish priorities among work unit activities and projects. <input type="checkbox"/> 8. Schedule work so that available resources are used most efficiently. <input type="checkbox"/> 9. Provide specific guidance on how achieving work objectives will be measured. <input type="checkbox"/> 10. Identify specific projects and actions needed to accomplish work unit goals. <input type="checkbox"/> 11. Explain or justify work unit budget requests orally or in writing. <input type="checkbox"/> 12. Apply an understanding of the roles and powers of the agency, Office of Management and Budget and Congress in the budget process. <input type="checkbox"/> 13. Prepare or provide input into work unit's budget. <input type="checkbox"/> 14. Use financial management systems reports and mechanisms in managing work unit. <input type="checkbox"/> 15. Project long-term financial resource requirements of work unit. <input type="checkbox"/> | <ol style="list-style-type: none"> 16. Plan for the acquisition of needed equipment, facilities, supplies, or services. <input type="checkbox"/> 17. Oversee or participate in managing logistical operations. <input type="checkbox"/> 18. Oversee or participate in managing work done by contractors. <input type="checkbox"/> 19. Apply contract and procurement rules and regulations in managing work unit. <input type="checkbox"/> 20. Oversee or participate in managing procurement of key resources (supplies, equipment, telecommunications, and ADP systems, etc.) <input type="checkbox"/> 21. Plan for needed changes in size or composition of work unit staff. <input type="checkbox"/> 22. Take an active role in recruiting and retaining staff for work unit. <input type="checkbox"/> 23. Develop appropriate performance elements and standards. <input type="checkbox"/> 24. Use performance elements and standards to assess employee performance and give feedback. <input type="checkbox"/> 25. Use personnel management practices that support agency EEO objectives. <input type="checkbox"/> 26. Apply personnel rules and regulations to selection and promotion actions and decisions. <input type="checkbox"/> 27. Use personnel management practices that promote good labor-management relations (such as resolving grievances at informal level). <input type="checkbox"/> 28. Take corrective or disciplinary actions with employees as necessary. <input type="checkbox"/> 29. Formally recognize and reward employees for significant achievements. <input type="checkbox"/> |
|--|--|

0

1 2 3

4 5 6

7 8 9

No Skill

Basic Skill

Intermediate Skill

Advanced Skill

- | | |
|--|---|
| <p>30. Give employees authority commensurate with delegated responsibilities. <input type="checkbox"/></p> <p>31. Help employees identify their development needs and get appropriate training or experience. <input type="checkbox"/></p> <p>32. Give praise for good work. <input type="checkbox"/></p> <p>33. Recognize when employees are having difficulty performing work. <input type="checkbox"/></p> <p>34. Maintain a balance between concern for people and concern for productivity. <input type="checkbox"/></p> <p>35. Explain tasks expectations so that employees clearly understand their roles. <input type="checkbox"/></p> <p>36. Coach and counsel employees on a variety of matters. <input type="checkbox"/></p> <p>37. Keep up-to-date with organizational politics in agency. <input type="checkbox"/></p> <p>38. Keep up-to-date with political developments/trends that may affect work unit. <input type="checkbox"/></p> <p>39. Keep up-to-date with socio-economic developments/trends that may affect work unit. <input type="checkbox"/></p> <p>40. Keep up-to-date with Presidential/Administration priorities and initiatives. <input type="checkbox"/></p> <p>41. Keep up-to-date with technological changes that may affect work unit. <input type="checkbox"/></p> <p>42. Keep up-to-date with objectives and activities of organizations within agency. <input type="checkbox"/></p> <p>43. Keep employees informed about external issues (political, economic, interests groups, etc.) That impact their work. <input type="checkbox"/></p> <p>44. Identify and apply information from higher management that affects work unit. <input type="checkbox"/></p> <p>45. Explain/clarify broad agency politics and priorities to employees. <input type="checkbox"/></p> <p>46. Prepare letters, memos, or reports that require little modification by higher management. <input type="checkbox"/></p> <p>47. See that work activities/products reflect higher management directives/policies. <input type="checkbox"/></p> <p>48. Represent/promote work unit before groups and individuals outside agency. <input type="checkbox"/></p> | <p>49. Respond to inquiries and requests from outside the work unit. <input type="checkbox"/></p> <p>50. Explain work unit programs and functions to nonexperts in terms they can understand. <input type="checkbox"/></p> <p>51. Represent/promote work unit before groups and individuals within agency. <input type="checkbox"/></p> <p>52. Maintain productive working relationships with clientele groups or the general public. <input type="checkbox"/></p> <p>53. Maintain productive working relationships with other agencies or levels of government. <input type="checkbox"/></p> <p>54. Maintain productive working relationships with other work units in agency. <input type="checkbox"/></p> <p>55. Keep higher level management informed of work unit developments in a timely manner. <input type="checkbox"/></p> <p>56. Adjust to changes in workload, resources or priorities. <input type="checkbox"/></p> <p>57. Spot irregularities in work unit operations before major problems occur. <input type="checkbox"/></p> <p>58. Use direct observation or informal contacts to monitor work progress. <input type="checkbox"/></p> <p>59. Set up and use formal systems for monitoring work progress. <input type="checkbox"/></p> <p>60. Reallocate resources as necessary. <input type="checkbox"/></p> <p>61. Identify ways to improve the efficiency and effectiveness of work unit operations.. <input type="checkbox"/></p> <p>62. Critically and realistically assess the overall effectiveness of work unit. <input type="checkbox"/></p> <p>63. Use project or job reviews or other evaluation information to improve work unit operations. <input type="checkbox"/></p> <p>64. Assess progress toward achieving work unit goals. <input type="checkbox"/></p> <p>65. Identify ways to improve work unit procedures, processes, or structure. <input type="checkbox"/></p> <p>66. Present ideas clearly and persuasively in oral presentations. <input type="checkbox"/></p> <p>67. Present ideas and facts clearly and effectively in writing. <input type="checkbox"/></p> <p>68. Listen to others and show understanding of what they are saying. <input type="checkbox"/></p> |
|--|---|

0

No Skill

1	2	3
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Basic Skill

4	5	6
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Intermediate Skill

7	8	9
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Advanced Skill

111. Take into account a wide variety of factors that affect work unit efficiency and effectiveness.

112. Take longer term goals into account while preparing short-term plans and schedules.

113. Take a "big picture" view of issues and situations.

114. Use results of quantitative data analysis in decision making.

115. Anticipate obstacles to achieving work unit goals and identify means to overcome them.

116. Recognize discrepancies and deficiencies in various types of information.

117. Be logical and systematic in analyzing problems and issues.

118. Identify patterns in events or information.

119. Recognize the key parts of a problem or issue.

120. Gather and share information through informal inquiry and discussion.

121. Recognize when to take action and when to "bide time".

122. Maintain a balance between needs/goals or special interests and agency mission.

123. Demonstrate awareness of sensitive agency policies and activities.

124. Consider the ethical implications of a given course of action.

125. Take the importance of non-technical factors (e.g., funding, special interests) into account in decision making.

0

None

1 2 3

Basic Skill

4 5 6

Intermediate Skill

7 8 9

Advanced Skill

15. Legal

- a. Law Administration
- b. Legislative Analysis
- c. Litigation

16. Investigation

- a. Criminal
- b. Civil
- c. Internal Self-Assessment
- d. Auditing

17. Procurement

- a. Policy and Advisory Service
- b. Contract Negotiation
- c. Contract Administration
- d. Industrial Relations

18. Human Resources Management/Administration

- a. Personnel
- b. Organization & Management Systems
- c. Equal Employment Opportunity
- d. Property Management
- e. Administrative Support Services

19. Financial Management

- a. Budget
- b. Accounting
- c. Financial Analysis
- d. Financial Auditing
- e. Financial Policy

20. External Relations

- a. International Negotiations
- b. Public Affairs
- c. Congressional Liaison
- d. Intergovernmental Liaison
- e. Intelligence