



Senior Executive Service

Executive Skills Matrix

Questionnaire to be Completed by Supervisors of Career SES Members

Introduction

This questionnaire is a tool by which you will identify the most important managerial and technical knowledges/skills which are required in **your SES subordinate's position**. This information will be utilized to facilitate and manage the Department's executive staffing and development programs. A copy of the results will be provided to you for use in advising your subordinate on career planning/development matters.

How to Complete

You are requested to assess the skills required by the **position of record** occupied by each SES employee under your direct supervision. Remember, this questionnaire asks that you assess the knowledges/skills required by the position without regard to the knowledges/skills of the current incumbent.

- Step 1 Rate the Significance of Twelve General Management Functions in your Subordinate's Job
- Step 2 Identify the Skill Levels Required in your Subordinate's Job for a Variety of Managerial Tasks and Activities
- Step 3 Identify the Technical Knowledges/Skills Levels Required in your Subordinate's Job

Position Data

Organization Code of the Subordinate SES Position

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Position Number of the Subordinate SES Position

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Title of the Subordinate SES Position

Identifying Data

Your Last Name

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First Initial

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Completion Date of Survey

YY

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MM

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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 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 General Management Functions

The purpose of this step is to rate the significance of twelve management functions in your subordinate’s job. These functions cover the range of activities and responsibilities of Federal supervisors, managers, and executive. Read the definitions of the functions before rating them. The term “work unit” used here means *that part of the organization that your subordinate manages*, such as branch, division, bureau, field or regional office, etc.

1. **External Awareness:** Identifying and keeping up-to-date with key agency policies and keeping and/or external issues and trends (e.g., Economic, political, social, technological) likely to affect the work unit.
2. **Interpretation:** Keeping subordinates informed about key agency and work unit policies, priorities, issues, and trends and how these are to be incorporated in work unit activities and products.
3. **Representation:** Presenting, explaining, selling, and defending the work unit’s activities to supervisor, others in the agency, and/or persons and groups outside the agency.
4. **Coordination:** Performing liaison functions and integrating work unit activities with the activities of other organizations.
5. **Work Unit Planning:** Developing and deciding upon long-term goals, objective, and priorities; and developing and deciding among alternative courses of action.
6. **Work Unit Guidance:** Converting plans to actions by setting short-term objectives and priorities; scheduling/sequencing activities; and establishing effectiveness and efficiency standards/guideleines.
7. **Budgeting:** Preparing, justifying, and/or administering the work unit’s budget.
8. **Material Resources Administration:** Assuring the availability of adequate supplies, equipment, facilities; overseeing procurement/contracting activities; and/or overseeing logistical operations.
9. **Personnel Management:** Projecting the number and types of staff needed by the work unit, and using various personnel management system components (e.g., recruitment, selection, promotion, performance appraisal) in managing the work unit.
10. **Supervision:** Providing day-to-day guidance and oversight of subordinates (e.g., work assignments, consultation, etc.); and actively working to promote and recognize performance.
11. **Work Unit Monitoring:** Keeping up-to-date on the overall status of activities in the work unit, identifying problem areas, and taking corrective actions (e.g., rescheduling, reallocating resources, etc.).
12. **Program Evaluation:** Critically assessing the degree to which program/project goals are achieved and the overall effectiveness/efficiency of work unit operations, to identify means for improving work unit performance.

Using the 0 to 9 scale shown below, rate the *relative significance* of each of the twelve management functions by considering *what would happen if your subordinate carried out that function ineffectively?* Inadequate performance on his or her part would have *what effect* on successfully accomplishing work unit objectives? (Keep in mind that it is unlikely that all functions will be of equal significance.) Write the appropriate number from the scale in the box to the right of each function.

0

Not Relevant
Not applicable to job.

1	2	3
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Little Effect
Accomplishing work unit objectives would rarely if ever be hindered.

4	5	6
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Moderate Effect
Accomplishing work unit objectives would be hindered somewhat but still be possible.

7	8	9
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Major Effect
Accomplishing work unit objectives would be difficult if not impossible.

1. External Awareness
2. Interpretation
3. Representation
4. Coordination
5. Work Unit Planning
6. Work Unit Guidance

7. Budgeting
8. Material Resources Administration
9. Personnel Management
10. Supervision
11. Work Unit Monitoring
12. Program Evaluation

Step 2 Job Requirements (Managerial)

The purpose of this step is to rate the management skills your subordinate's job requires. Specific tasks that make up the broad management functions are listed below, as well as some more general activities associated with management effectiveness. For each of these, **assess the skill level needed for effective performance in your subordinate's current position.** Consider factors like the complexity or difficulty of your subordinate's job, the relevance of the task to the job, and the knowledge it requires. Think about what the job requires **without regard to your subordinate's own skill level.**

For each item below, first determine the skill level needed in your subordinate's job – is it *basic, intermediate, or advanced*? Then use the 0 to 9 scale shown here to rate the required 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		
1. Develop and adjust long-term work unit goals as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Project long-term financial resource requirements of work unit.	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish a balance among competing objectives to accomplish overall work unit goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Plan for the acquisition of needed equipment, facilities, supplies, or services.	<input type="checkbox"/>	<input type="checkbox"/>
3. Develop alternative strategies for accomplishing work unit goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Oversee or participate in managing logistical operations.	<input type="checkbox"/>	<input type="checkbox"/>
4. Assess the political feasibility of alternative courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Oversee or participate in managing work done by contractors.	<input type="checkbox"/>	<input type="checkbox"/>
5. Assess the financial feasibility of alternative courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Apply contract and procurement rules and regulations in managing work unit.	<input type="checkbox"/>	<input type="checkbox"/>
6. Assess the technical feasibility of alternative courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Oversee or participate in managing procurement of key resources (supplies, equipment, telecommunications and ADP systems, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish priorities among work unit activities and projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Plan for needed changes in the size or composition of work unit staff.	<input type="checkbox"/>	<input type="checkbox"/>
8. Schedule work so that available resources are used most efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Take an active role in recruiting and retaining staff of work unit.	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide specific guidance on how achieving work objectives will be measured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Develop appropriate performance elements and standards.	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify specific projects and actions needed to accomplish work unit goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Use performance elements and standards to assess employee performance and give feedback.	<input type="checkbox"/>	<input type="checkbox"/>
11. Explain or justify work unit budget requests orally or in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Use personnel management practices that support agency EEO objectives.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Apply personnel rules and regulations to selection and promotion actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>
13. Prepare or provide input into work unit's budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Use personnel management practices that promote good labor-management relations (such as resolving grievances at informal level).	<input type="checkbox"/>	<input type="checkbox"/>
14. Use financial management systems reports and mechanisms in managing work unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

0

1 2 3

4 5 6

7 8 9

No Skill

Basic Skill

Intermediate Skill

Advanced Skill

- | | |
|---|---|
| <p>28. Take corrective or disciplinary actions with employees as necessary. <input type="checkbox"/></p> <p>29. Formally recognize and reward employees for significant achievements. <input type="checkbox"/></p> <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, interest 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/clerify 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> |
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0

1 2 3

4 5 6

7 8 9

No Skill

Basic Skill

Intermediate Skill

Advanced Skill

- 66. Present ideas clearly and persuasively in oral presentations.
- 67. Present ideas and facts clearly and effectively in writing.
- 68. Listen to others and show understanding of what they are saying.
- 69. Persuade other parties to “buy into” a desired course of action.
- 70. Provide positive feedback in a manner that reinforces desirable behavior.
- 71. Make favorable first impressions in a variety of settings.
- 72. Work to resolve differences to mutual satisfaction.
- 73. Be consistent and fair in dealing with employees.
- 74. Provide negative feedback in a constructive manner.
- 75. Accurately assess own strengths and weaknesses of others.
- 76. Realistically assess own strengths, weaknesses, and impact on others.
- 77. Accept and make use of justified criticism.
- 78. Achieve objectives by discretely using power or authority.
- 79. Resolve conflict situations through informal discussions or counseling.
- 80. Assist employees in resolving technical problems.
- 81. Keep up-to-date with developments in technical area of expertise (e.g., engineering, law, budgeting, etc.)
- 82. Actively promote cooperation and teamwork within work unit.
- 83. Support higher management and policy decisions with employees.
- 84. Demonstrate a positive approach to employees – a “can do” attitude.
- 85. Make “tough” or unpopular decisions.

- 86. Accept responsibility for work unit and not “pass the buck”.
- 87. Show respect and support for employees.
- 88. Set a good example for employees.
- 89. Conduct briefings and other meetings in a way that achieves desired results.
- 90. Manage work unit within a context of ambiguous directives and objectives from higher management.
- 91. Handle job pressures and stress.
- 92. Encourage open communication and input from employees.
- 93. Admit to and learn from mistakes.
- 94. Revise positions when new information suggests a change is needed.
- 95. Adjust management style to fit different situations and people.
- 96. Shift attention to a variety of problems throughout the day.
- 97. Generate and/or recognize imaginative or creative solutions to work-related situations.
- 98. Take calculated risks in managing work unit.
- 99. Recognize and take advantage of opportunities to further goals and objectives.
- 100. Manage own time efficiently.
- 101. Take action rather than waiting to react to situations as they occur.
- 102. Act decisively on own authority when timely action is needed.
- 103. Develop and implement solutions to problems that affect work unit.
- 104. Take the initiative in gathering information needed to get work done.
- 105. Maintain a high level of mental activity for prolonged periods.
- 106. Work persistently toward a goal despite opposition, distractions, and setbacks.

0

No Skill

1	2	3
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Basic Skill

4	5	6
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Intermediate Skill

7	8	9
---	---	---

Advanced Skill

- | | | | |
|--|--------------------------|---|--------------------------|
| 107. Be concerned with achieving final results as well as conducting day-to-day activities. | <input type="checkbox"/> | 117. Be logical and systematic in analyzing problems and issues. | <input type="checkbox"/> |
| 108. Do what is necessary to get the job done. | <input type="checkbox"/> | 118. Identify patterns in events or information. | <input type="checkbox"/> |
| 109. Set challenging but realistic deadlines for completing work unit projects. | <input type="checkbox"/> | 119. Recognize the key parts of a problem or issue. | <input type="checkbox"/> |
| 110. Maintain a sense of mission in day-to-day activities. | <input type="checkbox"/> | 120. Gather and share information through informal inquiry and discussion. | <input type="checkbox"/> |
| 111. Take into account a wide variety of factors that affect work unit efficiency and effectiveness. | <input type="checkbox"/> | 121. Recognize when to take action and when to "bide time". | <input type="checkbox"/> |
| 112. Take longer term goals into account while preparing short-term plans and schedules. | <input type="checkbox"/> | 122. Maintain a balance between needs/goals of special interests and agency mission. | <input type="checkbox"/> |
| 113. Take a "big picture" view of issues and situations. | <input type="checkbox"/> | 123. Demonstrate awareness of sensitive agency policies and activities. | <input type="checkbox"/> |
| 114. Use results of quantitative data analysis in decision making. | <input type="checkbox"/> | 124. Consider the ethical implications of a given course of action. | <input type="checkbox"/> |
| 115. Anticipate obstacles to achieving work unit goals and identify means to overcome them. | <input type="checkbox"/> | 125. Take the importance of non-technical factors (e.g., funding, special interests) into account in decision making. | <input type="checkbox"/> |
| 116. Recognize discrepancies and deficiencies in various types of information. | <input type="checkbox"/> | | |

Step 3 Job Requirements (Technical)

The purpose of this step is to assess the degree of knowledge/skill required by your subordinate's position. Please be sure that you have assigned a value to each category, even if it is 0.

0	1	2	3	4	5	6	7	8	9
None	Basic Skill			Intermediate Skill			Advanced Skill		
1. Nuclear Energy				<input type="checkbox"/>					
a. Policy Development				<input type="checkbox"/>					
b. Nuclear Reactor Operations/ Technology/R&D				<input type="checkbox"/>					
c. (Non-Weapons related) Nuclear or Hazardous Waste Management/Disposal				<input type="checkbox"/>					
d. Uranium Enrichment				<input type="checkbox"/>					
e. Nuclear Safety				<input type="checkbox"/>					
2. Nuclear Weapons Management				<input type="checkbox"/>					
a. Nuclear Weapons Production				<input type="checkbox"/>					
b. Nuclear Weapons Disposal				<input type="checkbox"/>					
c. Nuclear Weapons Research				<input type="checkbox"/>					
d. Weapons Maintenance				<input type="checkbox"/>					
e. Nuclear Weapons Testing				<input type="checkbox"/>					
3. Fossil Energy R&D/Technology				<input type="checkbox"/>					
4. Oil Reserves Management				<input type="checkbox"/>					
5. Energy Conservation				<input type="checkbox"/>					
6. Renewable Energy				<input type="checkbox"/>					
7. Energy Sciences				<input type="checkbox"/>					
a. Biological Sciences				<input type="checkbox"/>					
b. Physical Sciences				<input type="checkbox"/>					
c. Energy Science R&D				<input type="checkbox"/>					
d. Nuclear Medicine				<input type="checkbox"/>					
8. Environmental Sciences				<input type="checkbox"/>					
a. Environmental Protection				<input type="checkbox"/>					
b. Environmental Restoration				<input type="checkbox"/>					
c. Safety & Health				<input type="checkbox"/>					
d. R&D				<input type="checkbox"/>					
e. Quality Assurance/Control				<input type="checkbox"/>					
9. Safeguards/Security									
a. Administration									<input type="checkbox"/>
b. Emergency Preparedness									<input type="checkbox"/>
c. Evaluation									<input type="checkbox"/>
d. Policy									<input type="checkbox"/>
10. Power Administration									
a. Power Marketing									<input type="checkbox"/>
b. Power Transmission									<input type="checkbox"/>
c. Construction/Facilities									<input type="checkbox"/>
d. Conservation/Environmental Impact									<input type="checkbox"/>
11. Energy Information Systems									
a. Data Collection									<input type="checkbox"/>
b. Statistical Analysis									<input type="checkbox"/>
c. Information Services									<input type="checkbox"/>
12. Information Resource Management									
a. Computer Science R&D									<input type="checkbox"/>
b. ADP Administration									<input type="checkbox"/>
c. Computer Sciences									<input type="checkbox"/>
d. Communications Management									<input type="checkbox"/>
13. Project Management									
a. Planning Design									<input type="checkbox"/>
b. Construction									<input type="checkbox"/>
c. Facilities Management									<input type="checkbox"/>
d. Contract Management									<input type="checkbox"/>
14. Regulatory Administration									
a. Compliance and Enforcement									<input type="checkbox"/>
b. Legal, Financial or Economic Analysis									<input type="checkbox"/>
c. Regulatory Fuels									<input type="checkbox"/>

0

1 2 3

4 5 6

7 8 9

None

Basic Skill

Intermediate Skill

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