

Organizational Assessment Survey

Generic 2009

Public Burden Statement:

We estimate this form takes an average of 15 minutes to complete including the time for getting the needed data and reviewing both the instructions and completed form. Send comments regarding our estimate or any other aspect of this form, including suggestions for reducing completion time, to the Office of Personnel Management (OPM), Assessment Services, Alexis Adams-Shorter (3206-0236), 1900 E. Street N.W., Washington, DC 20415-7900. The OMB Number, 3206-0236, is currently valid. OPM may not collect this information, and you are not required to respond, unless this number is displayed.

Generic 2009 Organizational Assessment Survey

Instructions

This survey consists of five parts: **Part I** – Organizational Experiences, **Part II** – Personal Experiences, **Part III** – Agency Specific Items, **Part IV** – Background and Employment Information, and **Part V** – Comment Section.

Part I – Organizational Experiences

Describe the conditions in the organization where you work. The items ask for your **overall** impression of how things are in your organization. You should consider the experiences of others, as well as your own experiences. Respond to these items based on the level in your organization that is appropriate for the content of the item. Depending on how your organization is structured, this could either be your own work unit, or one or two levels above your own.

Part II – Personal Experiences

Describe only your own work experiences or your personal opinions/attitudes about various aspects of your job.

Part III – Agency Specific Items

Describe your experiences with respect to specific organizational issues/concerns.

Part IV – Background and Employment Information

Describe your background and employment status. Your answers to these items will help us look at survey results by subgroups.

Part V – Comment Section

Provide your comments on issues you think are relevant.

Definitions

Several items refer to managers, supervisors, team leaders, or customers. Use the following definitions when answering items referring to these terms.

- Managers:** All levels of management above first-line supervisor.
- Supervisors:** First-line supervisors; typically those who are responsible for employees' performance appraisals and approval of their leave.
- Team Leaders:** Not official supervisors; those who provide employees with day-to-day guidance in conducting work projects, but do not have supervisory responsibilities or conduct performance appraisals.
- Customers:** Anyone who uses or receives the products or services that your organization provides; may include individuals **within** your organization and individuals **outside** your organization.

When answering the items in the survey, please darken the circle corresponding to the response you choose. Please read each item carefully and answer in a frank and honest manner. It takes approximately 20 – 30 minutes to complete the entire survey. Your responses to this survey are anonymous. Your responses will be combined with others in your organization to create summary reports.

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PART I – ORGANIZATIONAL EXPERIENCES

The following items ask you to describe *your organizational experiences* in [Agency Name]. Using the scale below, indicate the extent to which you agree or disagree with each of the following statements.

Please use the “Do Not Know” response only if you feel you do not have enough information to answer the item accurately.

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Leadership and Quality						
1. Managers communicate the organization's mission, vision, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Managers let employees know how their work contributes to the organization’s mission and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Managers provide sufficient resources (for example, time, training, dollars) to promote improvement throughout the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Managers follow up on employee suggestions for improvements in products, services, and work processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Managers set challenging and attainable performance goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Employees have an understanding of the organization’s mission, vision, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Quality assurance systems focus on the prevention of problems rather than on the correction of problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training/Career Development						
8. Employees receive the training they need to perform their jobs (for example, on-the-job training, conferences, workshops)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Employees receive the everyday guidance and assistance they need to perform their jobs (for example, help from supervisors, team leaders, or co-workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Employees are provided with training that enhances their career advancement opportunities (for example, through cross-training, detail assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Education and training programs are developed based on an assessment of employees' training needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Supervisors/team leaders support employee efforts to learn outside the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Employees are provided with training when new technologies and tools are introduced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Innovation						
14. Risk-taking is encouraged without fear of punishment for mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Creativity and innovation are rewarded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Managers are receptive to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Employees are receptive to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. New practices and ways of doing business are encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customer Orientation						
19. There are service goals aimed at meeting customer expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Employees have a good understanding of who their customers are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Employees use suggestions from their customers to improve the quality of products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Products, services, and work processes are designed to meet customer needs and expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Employees receive training and guidance in providing high quality customer service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Employees are rewarded for providing high quality products and services to customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. There are well-defined systems for linking customer feedback and complaints to employees who can act on this information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness and Treatment of Others						
26. People treat each other with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Disciplinary actions are applied fairly to employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The distribution of work among employees is fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Training and career development opportunities for employees are allocated fairly (for example, job assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Disputes or conflicts (for example, between co-workers, management and employees) are resolved fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Communication						
31. Employees are kept informed on issues affecting their jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Managers communicate the goals and priorities of the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Managers promote communication among different work units (for example, about projects, goals, needed resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. There is communication among various levels of the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Involvement						
35. Employees have a feeling of personal empowerment and ownership of work processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Supervisors/team leaders provide employees with the opportunity to demonstrate their leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Managers provide an environment that supports employee involvement, contributions, and teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Resources						
38. The amount of work is reasonable, allowing employees to provide high quality products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. "Red tape" and unnecessary rules/regulations do not interfere with the completion of work in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Employees have the appropriate supplies, materials, and equipment to perform their jobs well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. An effort is made to minimize the number of management levels (i.e., organizational hierarchy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Rewards and Recognition						
43. High performing employees receive monetary rewards (for example, cash awards, bonuses, quality step increases)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. High performing employees receive non-monetary rewards (for example, plaques, letters of appreciation, public recognition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. High performing employees are promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Supervisors are fair in recognizing individual accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Employees are rewarded for working together in teams (for example, performance ratings, cash awards, certificates, public recognition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Pay raises depend on how well employees perform their jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Cash awards depend on how well employees perform their jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Environment						
50. Physical conditions (for example, noise, temperature, lighting, cleanliness) allow employees to perform their jobs well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Programs that encourage good health practices are supported (for example, fitness centers, health education programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Employees are protected from health and safety hazards on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work and Family/Personal Life						
53. Family-related benefits are available to employees (for example, parental leave policies, child care, elder care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Employees are given the opportunity to work at home or on flexible work schedules, when the job permits (for example, Flexitime, Alternate Work Schedule, telecommuting, part-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Employees who take advantage of family/personal life policies and benefits do not hurt their career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Supervisors/team leaders understand and support employees' family/personal life responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Teamwork						
57. A spirit of cooperation and teamwork exists in my immediate work unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Different work units cooperate to get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Employees in different work units participate in cross-functional teams to accomplish work objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readiness to Reshape Workforce						
60. There are strategies to protect job security (for example, early retirements and buyouts, workforce planning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. There is adequate advance notice of changes that affect employment (for example, downsizing, transfers, reorganizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Employees receive training and guidance to develop the knowledge and skills necessary to perform other jobs or to pursue new careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Planning						
63. There is an established, formal process for developing goals and updating plans periodically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Employees participate in the development of strategic/operational plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Performance improvement goals are established and integrated into the organization's overall strategic planning and budgeting processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Managers review and evaluate the organization's progress toward meeting its goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Performance Measures						
67. Outcome/result measures are used to assess the overall performance of the organization (for example, rates, trends, and current quality levels; meeting program objectives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Employees are held accountable for achieving positive results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Assessments of the quality of systems, work processes, and products/services are performed at regular intervals across the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Information collected from customers is integrated with other key data and used to improve the quality of products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity						
71. Differences among individuals (for example, gender, race, national origin, religion, age, cultural background, disability) are respected and valued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Advancement opportunities are available for qualified individuals, regardless of gender, race, national origin, religion, age, cultural background, or disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Reasonable accommodations are made for persons with disabilities (for example, availability of sign language interpreters, ramps, Braille)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Managers/supervisors deal effectively with reports of sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Managers/supervisors deal effectively with reports of prejudice and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Managers/supervisors/team leaders work well with employees of different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree	Do Not Know
Supervision						
78. Supervisors provide fair and accurate ratings of employee performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Supervisors/team leaders provide employees with constructive suggestions to improve their job performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Supervisors/team leaders communicate clearly what is expected of employees in terms of job performance (for example, task responsibilities, performance standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. There is trust between employees and their supervisors/team leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Supervisors/team leaders take steps to minimize work-related stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART II – PERSONAL EXPERIENCES

The following items ask you to describe *your personal experiences* in [Agency Name].

Personal Experiences

	Strongly Disagree	Disagree	Neither Disagree	Agree	Strongly Agree
83. The people I work with cooperate to get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. I am given a real opportunity to improve my skills in my organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. I have enough information to do my job well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. I feel encouraged to come up with new and better ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Conditions in my job allow me to be about as productive as I could be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. My job makes good use of my skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. My work gives me a feeling of personal accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. I like the kind of work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Sufficient effort is made to get the opinions and thinking of people who work here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. This organization is making the changes necessary to compete effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Poor	Poor	Fair	Good	Very Good
93. How do you rate your total benefits program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Overall, how good a job do you feel is being done by your immediate supervisor/team leader?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. How do you rate your organization in providing job security for people like yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. How would you rate the overall quality of work done in your work group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Much Lower	Slightly Lower	About the Same	Slightly Higher	Much Higher
97. In comparison with people in similar jobs in other organizations, I feel my pay is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Far Too Little	Too Little	About Right	Too Much	Far Too Much
98. The amount of work I am expected to do on my job is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	One of the Worst	Below Average	About Average	Above Average	One of the Best
99. How would you rate your agency (or Department, or Bureau) as a place to work compared to other organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No
100. Are you considering leaving your organization?	<input type="radio"/>	<input type="radio"/>

Job Satisfaction

For items 101-107 please indicate how satisfied you are with:

	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
101. Your involvement in decisions that affect your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. The information you receive from management on what's going on in your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. The recognition you receive for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Your pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Your opportunity to get a better job in your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. The training you received for your present job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Your physical working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Dissatisfied	Dissatisfied	Neither Dissatisfied	Satisfied	Very Satisfied
108. Considering everything, how satisfied are you with your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Considering everything, how would you rate your overall satisfaction in your organization at the present time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. How satisfied do you think your organization's customers are with the products and services it provides?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III – AGENCY SPECIFIC ITEMS

The following items ask you to describe your experiences with respect to *specific organizational issues/concerns*.

Agency Specific Items

PART IV – BACKGROUND AND EMPLOYMENT INFORMATION

The following items ask about *your background and employment status*. Your answers to these items will help us look at survey results by **subgroups** – for example, supervisors and non-supervisors, males and females. Responses will **NOT** be used to identify individual respondents.

111. How long have you been a Federal government employee (excluding military service)?

- Less than six months
- Six months to less than one year
- One to three years
- Four to five years
- Six to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- 31 years or more

112. How long have you been with [Agency Name]?

- Less than six months
- Six months to less than one year
- One to three years
- Four to five years
- Six to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- 31 years or more

113. Where do you work at [Agency Name]?

- Organization A
 - Organization B
 - Organization C
 - Organization D
 - Organization E
- Organization F
 - Organization G
 - Organization H
 - Organization I
- Organization J
- Organization K

114. What is your job category?
- Professional (for example, scientist, engineer, psychologist, attorney, etc.)
 - Administrative (for example, personnel mgmt, budget, contracting, procurement specialist, etc.)
 - Technician
 - Clerical (for example, support staff, executive secretary, etc.)
 - Blue Collar
 - Other
115. What is your pay category?
- General Schedule and similar (GS, GG, GW, GN,GM, GH)
 - Demonstration/Alternative Pay Systems
 - Senior Executive Service (SES)
 - Federal Wage System (WG, WL, WS)
 - Senior Level (SL, ST)
 - Administrative Law Judge (SES)
 - Title 38 (VA, Veterans Health Administration)
116. What is your pay grade? (if under pay band, proceed to the next item.)
- 1-4
 - 5-8
 - 9-12
 - 13-15
 - SES
117. What is your pay band level?
- N/A
 - I
 - II
 - III
 - IV
 - V
 - VI
118. What is your level of supervisory responsibility?
- None
 - Team leader
 - First-line supervisor
 - Manager
 - Executive
119. What is your age?
- Less than 20
 - 20-29
 - 30-39
 - 40-49
 - 50-59
 - 60 or over

120. Are you male or female?

- Male
- Female

121. Are you of Hispanic or Latino origin?

- Yes
- No

122. What is your race?

- White
- Black/African American
- American Indian/Alaska Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Other

PART V – COMMENT SECTION

123. Please use the following space to describe what your organization is doing well. Responses to this item will be aggregated and reported to your agency leadership. Please do not include any information that could identify a particular individual, including yourself.

124. Please use the following space to describe what you would like to see your organization change. Responses to this item will be aggregated and reported to your agency leadership. Please do not include any information that could identify a particular individual, including yourself.