

OPM LEADERSHIP POTENTIAL ASSESSMENT (LPA)

[Welcome letter]

General Survey Instructions

Caution: If you click the browser's Refresh or Reload buttons you will clear your latest responses from the page you are on. To ensure your survey responses are not lost, please **Save** survey if you cannot complete the entire survey in one sitting. On the **Last** page of the survey there is a **Send/Submit** button. **Send/Submit** send/submits a copy of the survey to be included in the agency results. Once you click on **Send/Submit**, you will not be able to access your survey again for any reason.

Buttons that are available on the bottom of each survey page are:

- Previous takes you to the previous page in the survey,
- Next takes you to the next page in the survey,
- Save saves the survey on the system so you can continue at a later time,
- 1 | 2 | 3...Last takes you to that page of the survey,
- Quit allows you to quit the survey and gives you the option to Return and continue with the survey, Quit the system, or Save your current survey (after which you may continue with the survey or exit the system).

Privacy Act Statement

Collection of this information is authorized by Section 4702 of Title 5, U.S. Code.

- Your responses to this survey are voluntary and there is no penalty if you choose not to respond. However, maximum participation is encouraged so that the data will be complete and representative.
- The principal purpose in collecting this information is to gather input about the participant's leadership competencies. Routine uses are identifying leadership strengths and challenges and identifying strategies that will help the participant improve his or her leadership.
- In any public release of survey results, no data will be disclosed that could be used to match your responses with your identity because there will be no individual identifiers associated with the data. All email addresses will be stripped and discarded automatically when the completed survey is submitted.

Public Burden Statement

We think providing this information takes an average of 15 minutes per respondent to complete, including the time for reviewing instructions, getting the needed data, and reviewing the completed survey. Send comments regarding our estimate or any other aspect of this survey, including suggestions for reducing completion time, to the Office of Personnel Management (OPM), Reports and Forms Officer, Paperwork Reduction Project (3206-0253), Washington, D.C. 20415. The OMB number 3206-0253 is currently valid. OPM may not collect this information, and you are not required to respond, unless this number is displayed.

1. How long have you worked with the person you are rating?
 - 0 - 3 months
 - 4 - 6 months
 - 7 - 12 months
 - 1 - 3 years
 - More than 3 years
 - Not applicable: I am rating myself.

2. Are you the participant's formal supervisor (i.e., the person responsible for conducting his or her yearly performance appraisal)?
 - Yes
 - No
 - Not applicable: I am rating myself.

LEADERSHIP COMPETENCIES

This section of the LPA assesses the participant's level of proficiency on the 10 competencies contained in the OPM Executive Core Qualifications (ECQ) Leadership Model that are most important to the leadership level immediately above the participant's current position. For this survey, the leadership level immediately above the participant is the Supervisor level (i.e., a first-line supervisor who does not supervise other supervisors; typically someone who is responsible for employees' performance appraisals and approval of their leave).

Please respond as accurately as possible. Your honest reflection and assessment are important to the accuracy and usefulness of the feedback the participant receives. Simply click on the appropriate response next to each item. If you are unable to rate this person on the competency, select "No Basis to Judge".

[Not at All, To a Little Extent, To a Moderate Extent, To a Great Extent, To a Very Great Extent, No Basis to Judge]

Accountability

3. Ensures that important records are maintained and preserved
4. Protects the privacy of employees, customers, and members of the public
5. Safeguards assets and maintains inventories of property and equipment
6. Reviews employees' progress toward goals on a regular basis
7. Sets challenging but realistic deadlines for completing work
8. Achieves results within set time frames
9. Manages time effectively

Customer Service

10. Anticipates customer needs
11. Continuously improves products and services

12. Promotes the use of good customer service techniques

Decisiveness

- 13. Makes sound and timely decisions
- 14. Makes effective decisions, even when data are limited
- 15. Makes decisions that keep projects moving toward completion

Flexibility

- 16. Adapts to organizational change
- 17. Is open to new ideas and opinions from others
- 18. Changes priorities, when necessary, as situations change

Integrity/Honesty

- 19. Acts in a fair and ethical manner
- 20. Follows through on commitments and promises
- 21. Encourages ethical behavior
- 22. Inspires trust and confidence

Interpersonal Skills

- 23. Treats others with courtesy and respect
- 24. Handles interpersonal problems tactfully
- 25. Builds rapport with others
- 26. Develops and maintains cooperative working relationships

Oral Communication

- 27. Makes convincing oral presentations
- 28. Listens to others and seeks clarification when needed
- 29. Explains complex information clearly
- 30. Ensures that everyone's viewpoint is fully heard
- 31. Encourages open communication among employees
- 32. Informs employees of events that might affect their work

Problem Solving

- 33. Takes the initiative to solve problems affecting the work of the organization
- 34. Gathers information from relevant sources before generating solutions to problems
- 35. Considers and evaluates alternative courses of action when solving problems

Resilience

- 36. Works well under pressure
- 37. Recovers quickly from setbacks
- 38. Overcomes obstacles to obtain needed resources

Written Communication

39. Writes convincingly for different audiences
40. Writes in a clear and organized manner
41. Effectively edits complex or sensitive reports and materials

MOTIVATIONAL AND PERSONAL FACTORS

This section of the LPA assesses the motivational and personal factors essential to leadership performance. Statements will be presented and you will be asked to indicate how accurately each statement describes the person you are rating. Please respond to each statement using the scale provided.

*Note that selecting "**Neither Disagree nor Agree**" means the statement is around 50% accurate. If you are unable to rate this person on the statement, select "**No Basis to Judge**".
[Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree, No Basis to Judge]

42. Volunteers for work when opportunities arise.
43. Gets excited thinking or talking about what he or she can accomplish at work.
44. Puts in a great deal of effort to make sure the work is done.
45. Is passionate about his or her work.
46. Speaks highly of his or her organization.
47. Is proud to work for his or her agency.
48. Is willing to put in a great deal of effort beyond what is expected to help his or her agency be successful.
49. Is inclined to take charge of many of the groups or teams he or she works in.
50. Would rather not lead people.
51. Enjoys being a leader.
52. Enjoys being in charge.
53. When new groups or teams form, he or she usually takes a leadership role.
54. Consistently strives to improve the way things are done.
55. Enjoys convincing others that his or her ideas have merit, even when others oppose them.
56. Will not give up once he or she has started to pursue a course of action.
57. Is always on the lookout for opportunities to make improvements.
58. Is often excited to get started on new projects.
59. If confronted with a problem, he or she will not give up until it is solved.
60. When he or she sees something going on around them that they don't like, they work to change it.
61. Fights for what he or she believes in.
62. Seeks out issues or problems that need to be addressed.
63. Feels it is necessary for him or her to initiate changes in their environment.
64. Stands up for what he or she believes in.
65. Enjoys convincing others when their views are different.

This sub-set of questions is only presented to LPA participants - ratings from other rater groups (i.e., the participant's supervisor, peers, subordinates, or others) will not be collected on these questions. Statements will be presented and you will be asked to indicate how accurately each statement describes you.

*Note that selecting "**Neither Disagree nor Agree**" means the statement is around 50% accurate. [Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree, No Basis to Judge]

66. I am excited about going to work each day.
67. I believe I have what it takes to be a leader.
68. I want people to view me as a leader.
69. It is important for me to have more responsibility for achieving my agency's mission.
70. It is important for me to be promoted.
71. It is important for me to obtain a higher-level management position at my agency.
72. It is important for me to obtain a higher-level management position outside of my agency.

Use the scale below to indicate how confident you are in the participant's ability to perform the following tasks if he or she were a **Supervisor** (i.e., a first-line supervisor who does not supervise other supervisors; typically someone who is responsible for employees' performance appraisals and approval of their leave) in the Federal Government. Note that in the items below, the term "work unit" refers to a small to medium sized group of employees located within a program area or division of a federal agency.

*Note: If you are unable to rate this person on the statement, select "**No Basis to Judge**". [No Confidence, Low Confidence, Moderate Confidence, High Confidence, Absolute Confidence, No Basis to Judge]

73. Evaluate work unit performance to determine overall effectiveness and efficiency.
74. Identify potential problems in subordinate behavior and take appropriate action.
75. Review work unit activities, services, or products to ensure they reflect higher management policies.
76. Resolve conflicts to reach workable solutions among parties.
77. Act as a liaison between subordinates and senior leadership.
78. Review work unit products to ensure they comply with stakeholder requirements.
79. Give subordinates appropriate authority and discretion to carry out work activities and make decisions.
80. Provide constructive feedback, guidance, and reinforcement to subordinates regarding their job performance.
81. Provide subordinates with coaching, training, regular guidance, and other career development opportunities.
82. Identify and implement strategies to develop new programs, products, or services.
83. Stay up to date on key external trends and events (e.g., political or economic policies) and their impact on the organization.
84. Adjust own priorities to assist subordinates with work-related problems.

85. Conduct formal performance appraisals.
86. Conduct selection interviews to make hiring decisions.
87. Make decisions on significant personnel actions.
88. Match subordinate interests and abilities to work assignments.
89. Provide recognition and rewards for effective performance.
90. Schedule work assignments, set priorities, and direct activities of the work unit.
91. Inform higher level management of developments within the work unit.
92. Gain support of key individuals to ensure goal accomplishment.
93. Establish networks with key individuals or groups.
94. Coordinate activities with other work units within the agency to accomplish goals or objectives.
95. Review work unit policies and procedures to ensure they are consistent with public needs.
96. Explain significant goals, activities, policies, and procedures to subordinates.
97. Motivate subordinates and peers to accomplish future goals.
98. Communicate the organization's mission and vision to subordinates.
99. Evaluate and provide written feedback on policy issues to senior leadership.

LEADERSHIP EMERGENCE

Please respond to the items below using the scales provided. If you are unable to rate the participant on the question, select "**No Basis to Judge**". [Never, Rarely, Sometimes, Somewhat Often, Often, No Basis to Judge]

100. When this person is in a position to take a leadership role, how often does he or she seek to be the group/team leader?
101. How often has this person assumed a leadership position in a group that was responsible for completing some project or task?

OVERALL EFFECTIVENESS

Please respond to the items below using the scales provided. If you are unable to rate the participant on the question, select "**No Basis to Judge**". [Very Ineffective, Ineffective, Neither Ineffective nor Effective, Effective, Very Effective, No Basis to Judge]

102. Overall, how effective would this person be leading a different functional or technical area?
103. Overall, how effective would this person be leading a different functional or technical area?
104. Overall, how effective would this person be in the next higher position in the organization?

COMMENTS

105. What are this individual's greatest strengths? (No editing of comments will take place. Comments will be passed along directly as written.)

106. What are this individual's greatest developmental needs? (No editing of comments will take place. Comments will be passed along directly as written.)

107. Has this individual previously been given work-assignments to help him or her prepare for advancement? If so, please list any specific experiences you are aware of, how this person performed, and how they relate to his or her potential for success at the next level of leadership in the Federal Government. (No editing of comments will take place. Comments will be passed along directly as written.)

108. Were there any resources, work assignments, or other experiences you found particularly useful for preparing you to serve in your current leadership position that you would recommend to this individual? If so, please specify. (No editing of comments will take place. Comments will be passed along directly as written.)

109. Are there any developmental opportunities or resources (e.g., formal classroom trainings, mentoring programs, rotational assignments, leadership literature) this individual should consider to enhance their professional development and help them better understand their potential to succeed at the next level of leadership in the Federal Government? If so, please specify. (No editing of comments will take place. Comments will be passed along directly as written.)

BACKGROUND INFORMATION

Items for everyone, on 360 System and Assessor

The following items ask for background information that will be used to help assess and improve leadership quality throughout the Federal government. The items **WILL NOT** be used to identify you as an individual. Your responses **WILL NOT** be included in any of the feedback reports generated for this assessment, not even in aggregate form.

1. What is your supervisory status?

Non-Supervisor - You do not supervise other employees.

Team Leader - You direct or coordinate the work of non-supervisors, but do not have formal supervisory authority.

Supervisor - You sign performance appraisals for non-supervisors or team leaders, but you do not supervise other supervisors.

Manager - You are in a management position and supervise one or more supervisors.

Executive - You are a member of the Senior Executive Service, SL/ST, or equivalent.

2. How long have you held this status?

Less than one year

1 - 3 years

4 - 5 years

Over 5 years

3. What is your highest level of education?

Less than high school graduate

High school diploma or GED

Technical, vocational, or business school

2-year associate degree

Bachelor's degree (B.A., B.S., etc.)

Master's degree

Doctoral or professional degree (Ph.D., M.D., Ed.D., J.D., etc.)

4. What is your GS grade or equivalent?

GS 1-4

GS 5-8

GS 9-12

GS 13

GS 14

GS 15

SES/SL/ST

Do not know

5. What is your age?

Less than 20

20-29

30-39
40-49
50-59
60 or over

6. Are you:
Male
Female

7. Are you Hispanic or Latino?
No
Yes

8. What is your race? (Select one or more)
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White