

UNITED STATES OFFICE OF PERSONNEL MANAGEMENT

2017 SES Onboarding Report



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Executive Summary

In December 2016, the U.S. Office of Personnel Management (OPM) administered the Senior Executive Service (SES) Onboarding Survey to a Governmentwide sample of newly-appointed SES members. The survey is designed to obtain information on: (1) each senior executive's onboarding experience through the first year of their appointment, and (2) the background of each senior executive, including their prior experience, origination (e.g., Federal or private sector), and development preparing them for appointment to the SES. Agencies are encouraged to use the results from this Governmentwide report to inform and continuously improve SES recruitment and hiring, leadership talent management and succession planning, executive development, and strategic implementation of SES onboarding programs.

Key Findings

Public service motivation is the unparalleled driver for interest in becoming an SES. Seventy-one percent of respondents listed "commitment to public service" as one of their top three reasons for wanting to become a member of the SES.

Agencies are taking a strategic approach in recruiting and hiring new SES. Over two-thirds of respondents (68 percent) were actively recruited for their positions, and 60 percent said they received help navigating the hiring process. Implementing an annual leadership talent management and succession planning (TM&SP) process and actively anticipating and recruiting for key executive vacancies is critical to filling positions quickly and strategically. The TM&SP process begins with the development of a comprehensive workforce plan as part of mission strategy that outlines agency priorities based on future succession needs, anticipated organizational challenges, and projected turnover. The plan will help identify agency leadership development and recruitment needs, determine potential sources of talent for meeting succession targets (e.g., SES Candidate Development Program (SESCDP) graduates or current SES members), and inform talent acquisition decisions. Strategic talent acquisition decisions will attract the right talent and increase the percent of executive supervisors reporting satisfaction with new hires.

New executives engaged in a variety of developmental experiences to prepare for the SES. The most commonly used developmental experiences to prepare respondents for the SES were in-person training courses, on-the-job training, general assessments, mentoring, and academic degree programs/professional certifications. The developmental experiences rated most effective at preparing members for SES were residential executive development programs, prior experience in Federal Government, working in multiple agencies, and on-the-job training (over 90 percent of respondents indicated the experiences were effective or very effective). Those experiences were followed closely by developmental assignments within the current agency, prior experience in other sectors, in-person training courses, and mentoring (rated at between 82 percent and 85 percent effective or very effective). Agencies are advised to align offerings of executive developmental experiences with activities that are most effective at preparing members for the SES.

Agencies are inconsistent in relaying pertinent information to new executives. In OPM's [Executive Onboarding Guidance](#), OPM recommends agencies provide onboarding executives with critical information, prior to their actual onboarding, to ensure an efficient and effective assimilation into the organization. Based on the survey results, over a third of new executives (37 percent) said they did not receive: (1) any information about their new position; (2) required training; (3) pre-boarding forms; and/or (4) other information highlighted in OPM's guidance prior to the first day in their new role. On the other hand, almost half of executives reported they did receive required training information (47 percent) and required applications and forms (46 percent).

Additionally, only about a third of respondents indicated they received information on 15 additional topics recommended by OPM. OPM recommends – during the first week of a new executive's employment – agencies deliberately introduce and help the executive acclimate to their organization. Agencies and senior leaders should help the executive understand pitfalls and critical issues by sharing information and conducting briefings. Respondents indicated they received information on pay and leave (65 percent), duties and responsibilities (61 percent), standards of ethics (52

percent) and organizational priorities (41 percent) during onboarding.

Supervisors are key facilitators of the onboarding process. A majority of respondents indicated their supervisors were regularly available to answer questions (72 percent), collaborated with them to develop a senior executive performance plan (74 percent), and provided helpful feedback on performance (64 percent).

Executive coaching eases the transition process for new executives. Only 27 percent of respondents said they were offered an executive coach during onboarding. Of those who were offered a coach, 18 percent utilized their executive coach, and the majority found their coach to be effective in helping them transition to their new role (86 percent).

Introduction

Executive onboarding is the acquiring, accommodating, assimilating, and accelerating of executives into the culture and business of an organization and into their role as an executive in that organization. Effective onboarding involves more than a short “orientation” event; it requires a strategic and sustained approach throughout the executives’ first year of service, and is tailored specifically to the needs of the organization and its new executives. Research and experience demonstrate the value of effective executive onboarding – organizations with strong onboarding programs achieve far greater results in helping newly-placed executives quickly assimilate into new organizations, accelerate learning curves, and achieve sustained success. The best onboarding strategies provide a fast track to meaningful, productive work and strong employee relationships. The value proposition for the strategic onboarding of executives is particularly powerful due to the high level of senior leadership responsibilities and expected performance, as well as the broad impact they have on the overall performance of the organization and the Federal Government.

OPM’s [Executive Onboarding Guidance](#) gives instruction for agencies to “establish a formal Executive Onboarding Program informed by OPM’s Enhanced Executive Onboarding Model and Governmentwide Executive Onboarding Framework.” The guidance also outlines the critical requirements and a flexible framework for agencies to provide support to new executives through their first year of service in their newly-appointed positions. It is intended to allow agencies the latitude to customize the program that is most appropriate for their mission and the individual executive’s developmental needs.

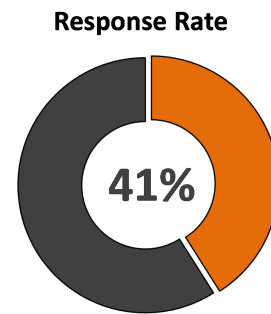
OPM collaborated with agency stakeholders for the SES Onboarding survey design to establish a baseline of executive onboarding program components and experiences across Government. The survey provided an opportunity for new executives to share candid feedback about their onboarding experiences and their perspectives of agency assimilation efforts (see Appendix 2 for the survey instrument). Federal agencies should use these results, and regularly administer the onboarding survey for all future onboarding executives, to help evaluate and improve their executive onboarding programs including goals, activities, outputs, and outcomes. Most importantly, agencies should use these survey results to inform their policies and programs for executive resources management and as part of their overall talent management and succession planning (see OPM’s [Guidance on Establishing an Annual Leadership Talent Management and Succession Planning Process](#)).

FIGURE 1.

Administration and Responses

Collection Period
December 6, 2016 - January 3, 2017

Number of Participants
821



Following initial item development, OPM distributed the draft survey instrument to agency stakeholders, who were asked to respond to the questions and make suggestions for possible changes, additions, or deletions. The final survey instrument was programmed using an online survey collection program and distributed for testing.

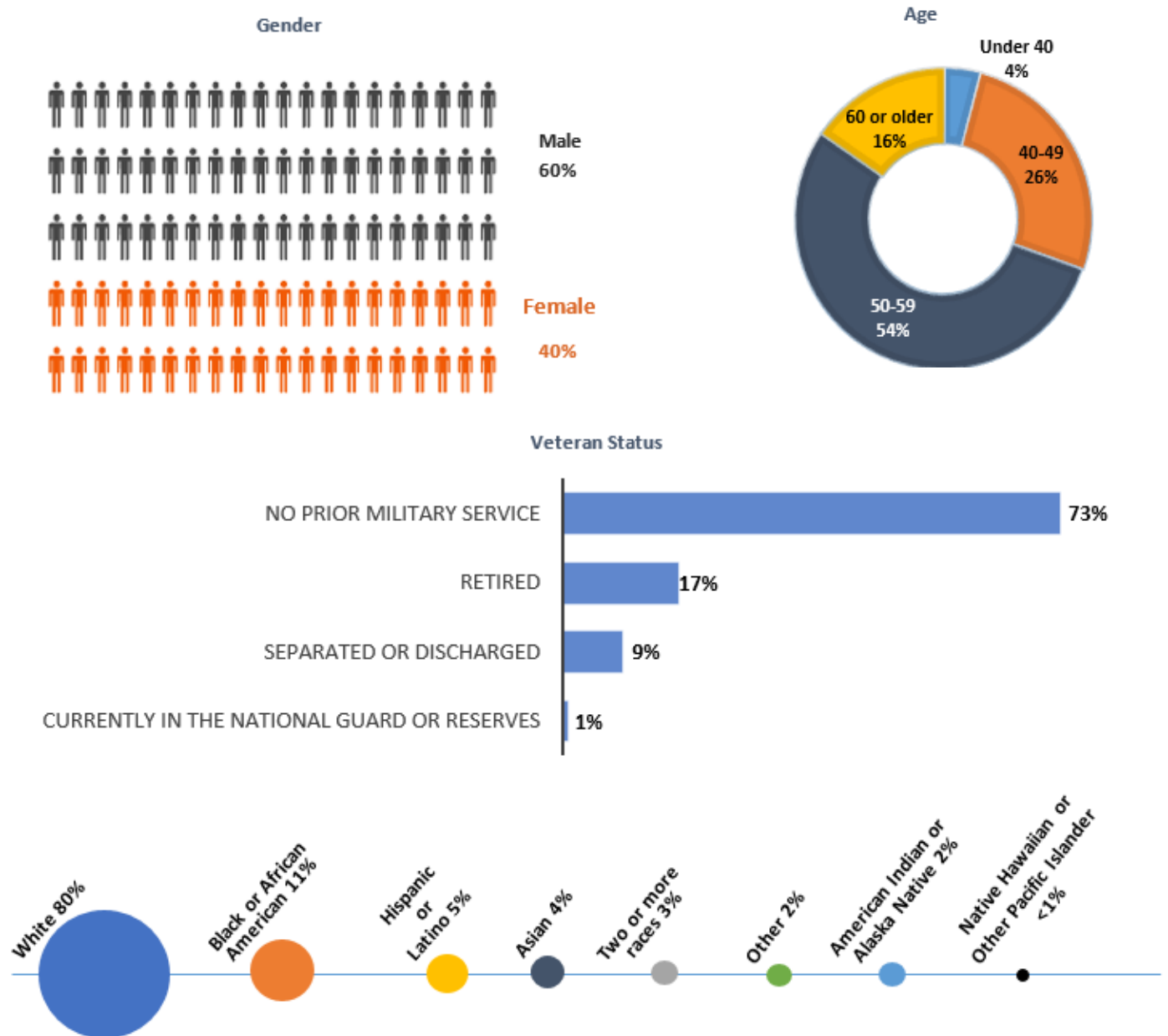
The survey was sent to 1,996 newly-appointed SES members as identified in OPM’s Enterprise Human Resource Integration (EHRI) data warehouse. For the purposes of this survey, “newly-appointed” SES members are defined as those who entered the Senior Executive Service within, approximately, the past two years, including individuals appointed to SES positions from other agencies. Only agencies with 20 or more SES were included in the study. To help facilitate survey administration, OPM worked with points-of-contact (POCs) at each participating agency. Survey analysts relied on agency POCs to provide missing email addresses and distribute communication materials announcing the survey.

The survey was administered electronically from December 6, 2016 to January 3, 2017. Participants were sent the survey via email and provided a unique link to access the survey. Respondents were able to save and reenter the survey at any point during administration. A total of 821 new executives participated in the survey, for a response rate of 41 percent (see [Figure 1](#)).

Demographics

This section summarizes background characteristics of SES survey respondents. Demographic information includes previous position prior to current appointment, length of time in the Federal Government, length of time at current agency prior to entry into the SES, age, race, gender and veteran status. More than half of respondents were male, between the ages of 50-60, had no prior military experience, and white (see [Figure 2](#)).

FIGURE 2. Survey Respondents by Gender, Age, Race, and Veteran Status



A large percentage (87 percent) of executives held a Federal Government position prior to entering the SES. Thirteen percent entered the Federal Government from external sources -- the private sector (6 percent), military (4 percent), academia (1 percent), reinstatement appointments (1 percent), and through state or local government (1 percent) (see Table 1). Information on the executive pipeline is valuable for successful hiring and recruiting. Research reveals that external executive hires that are not provided active help transitioning into their new position are more likely to fail than insiders promoted to executive positions, highlighting a need for agencies to ensure their support.

TABLE 1. Previous Position Prior to Current Executive Appointment

Position/Sector	Percent
<i>Federal Government</i>	87%
<i>Private sector</i>	6%
<i>Military service</i>	4%
<i>Academia</i>	1%
<i>Reinstatement</i>	1%
<i>State or local government</i>	1%

A majority (54 percent) of executives reported more than 20 years of Federal service before entering the SES, and 35 percent of executives worked in their current agency for more than 20 years before becoming an SES (see Tables 2 and 3).

TABLE 2. Length of Time in Federal Government Prior to Entry into the SES

Number of years	Percent
<i>More than 20 years</i>	54%
<i>11-20 years</i>	28%
<i>6-10 years</i>	10%
<i>4-5 years</i>	3%
<i>1-3 years</i>	3%
<i>Less than one year</i>	< 1%
<i>No prior Federal experience</i>	< 1%

TABLE 3. Length of Time in Current Agency Prior to Becoming a Member of the SES

Number of years	Percent
<i>More than 20 years</i>	35%
<i>11-20 years</i>	22%
<i>I did not work in my agency prior to becoming a member of the SES</i>	18%
<i>6-10 years</i>	12%
<i>1-3 years</i>	6%
<i>4-5 years</i>	5%
<i>Less than one year</i>	1%

Preparation for the SES

Organizations continue to adopt a blended approach to leadership development by shifting learning from formal, classroom-based training programs to less formal on-the-job learning experiences. Executives were asked to rate the effectiveness of a variety of developmental experiences that prepared them for the SES. On-the-job training, prior experience in the Federal Government, working in multiple organizations, and residential executive development programs were cited as most effective. Assessments and mentoring were often-used learning experiences, rated effective by respondents. Online training courses were cited as the least effective. Full results can be found in Table 4, shown below.

TABLE 4. Developmental Experiences to Prepare for the Senior Executive Service

Type of Experience	Respondents	Percent response for Very Effective/Effective
In-person training courses	718	84%
On-the-job training	714	91% *
Other types of assessments (e.g., DISC, Myers-Briggs)	687	71%
Mentoring	668	82%
Academic degree programs/professional certifications	659	81%
360° feedback type assessment	649	76%
Online training courses	645	38%
Coaching	613	80%
Prior experience in the Federal Government	609	94% *
Working in multiple organizations/agencies	575	92% *
Short-term leadership development course	574	80%
Volunteer-based experiences	565	72%
Developmental assignments within my current agency (e.g., details)	517	85%
Prior experience in other sectors (e.g., private, not-for-profit)	454	84%
Action learning project	305	63%
Non-residential executive development program	256	72%
Developmental assignments to another agency	212	78%
Senior Executive Service Candidate Development Program	195	77%
Other	89	72%
Residential executive development program	74	100% *

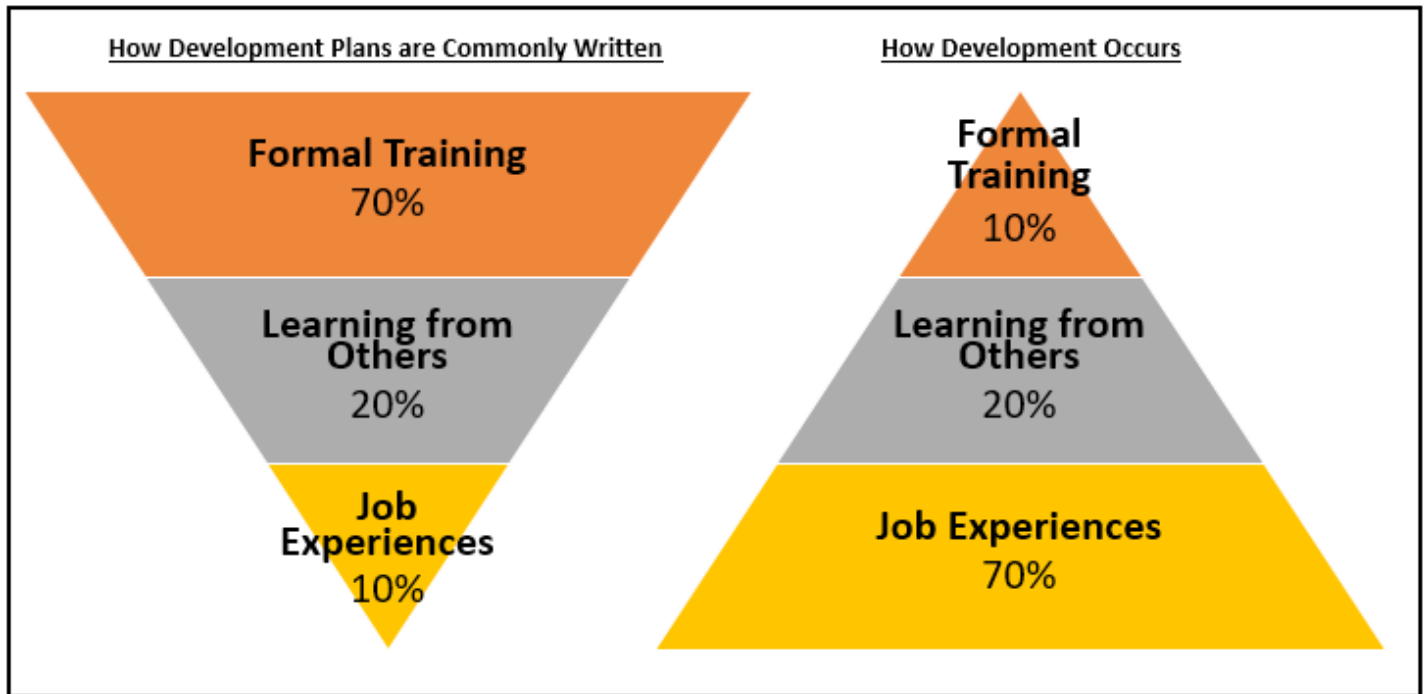
Note: Responses with values over 90% are denoted by asterisk ()

The 70-20-10 model of learning and development has been widely accepted by organizations and learning institutions and these results are consistent with the model.¹ Research indicates that 70 percent of learning takes place on-the-job, 20 percent of learning results from meaningful relationships and coaching, and 10 percent of learning occurs through formal training (see [Figure 3](#)). The model illustrates that effective leadership development emerges from a combination of multiple developmental experiences and enhances management capacity and organizational performance. To assist agencies and executives make strategic and effective decisions to develop specific Executive Core Qualifications (ECQs), please refer to OPM's [Effective Learning Interventions for Developing ECQs Study & Matrix](#) guidance.

1 The United States Office of Personnel Management. 2012. Executive Development Best Practices Guide. <https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/OPM%20Executive%20Development%20Best%20Practices%20Guide.pdf>

FIGURE 3.

70-20-10 Model for Development



SES Candidate Development Programs

The survey results indicate Senior Executive Service Candidate Development Programs (SESCDP) continue to be a strategic succession management tool for agencies that help identify, develop and prepare future senior leaders. Twenty-two percent of survey respondents reported participation in an SESCO before their executive appointment, and the majority (77 percent) rated their experience as effective in preparing them for the SES. SESCOs are competitive programs designed to create candidate pools for SES positions. SESCOs include a variety of developmental activities to enhance the candidates' ECQs and increase their understanding of a wide range of government programs and issues. By design, SESCOs are built around the 70-20-10 model for development. Agencies have broad flexibility for designing SESCOs but are required to meet certain minimum requirements: an executive development plan (EDP) for each candidate based on an individual's needs and competencies; a formal training experience of at least 80 hours that addresses the ECQs and includes individuals from outside the candidate's own department or agency; at least 4 months of developmental assignments outside the candidate's position of record; and a mentor for the candidate.

Executive Recruitment and Hiring

Executive resources staff and hiring officials are effectively recruiting executives and providing support throughout the hiring process. The majority of executives (68 percent) were actively recruited to apply for SES.

When asked about assistance with navigating the hiring process, 60 percent of SES indicated that they received help. Full results can be found in [Figure 4](#) and [Figure 5](#).

SES Perspective: HR Onboarding Support

“The experience, knowledge, and guidance of the HR specialist assigned to the agency Senior Executives were most helpful in providing valuable information and quick responses to questions.”

FIGURE 4. Were Actively Recruited and Encouraged to Apply for SES

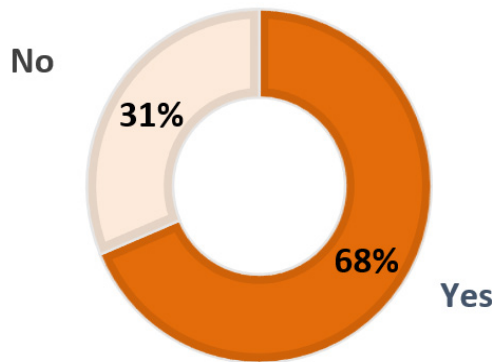
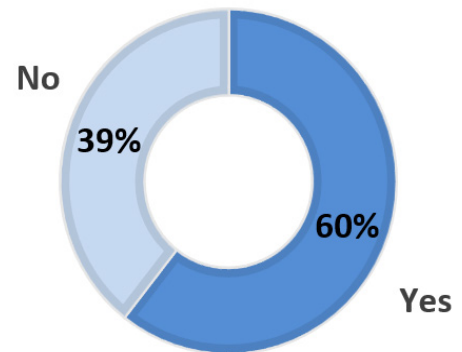


FIGURE 5. Received Help Navigating the Hiring Process



These results highlight the importance of implementing an annual leadership talent management and succession planning (TM&SP) process to actively anticipate and recruit for executive vacancies. The TM&SP process begins with the development of a comprehensive workforce plan as part of mission strategy that outlines agency priorities based on future succession needs, anticipated organizational challenges, and projected turnover. The plan will help identify agency leadership development and recruitment needs, determine potential sources of talent for meeting succession targets (e.g., SESCDP graduates or current SES members), and inform talent acquisition decisions. Strategic talent acquisition decisions will attract the right talent and increase the percent of executive supervisors reporting satisfaction with new hires.

Establishing strategic alignment of the TM&SP process with organizational strategy also reinforces a business case to obtain stakeholder buy-in and support of dedicated resources for succession management. Furthermore, TM&SP maximizes the success of the agency’s recruitment and hiring, pipeline development and preparation, current and future skills gap and training needs, employee engagement and retention, and knowledge management and transfer.

The Onboarding Experience

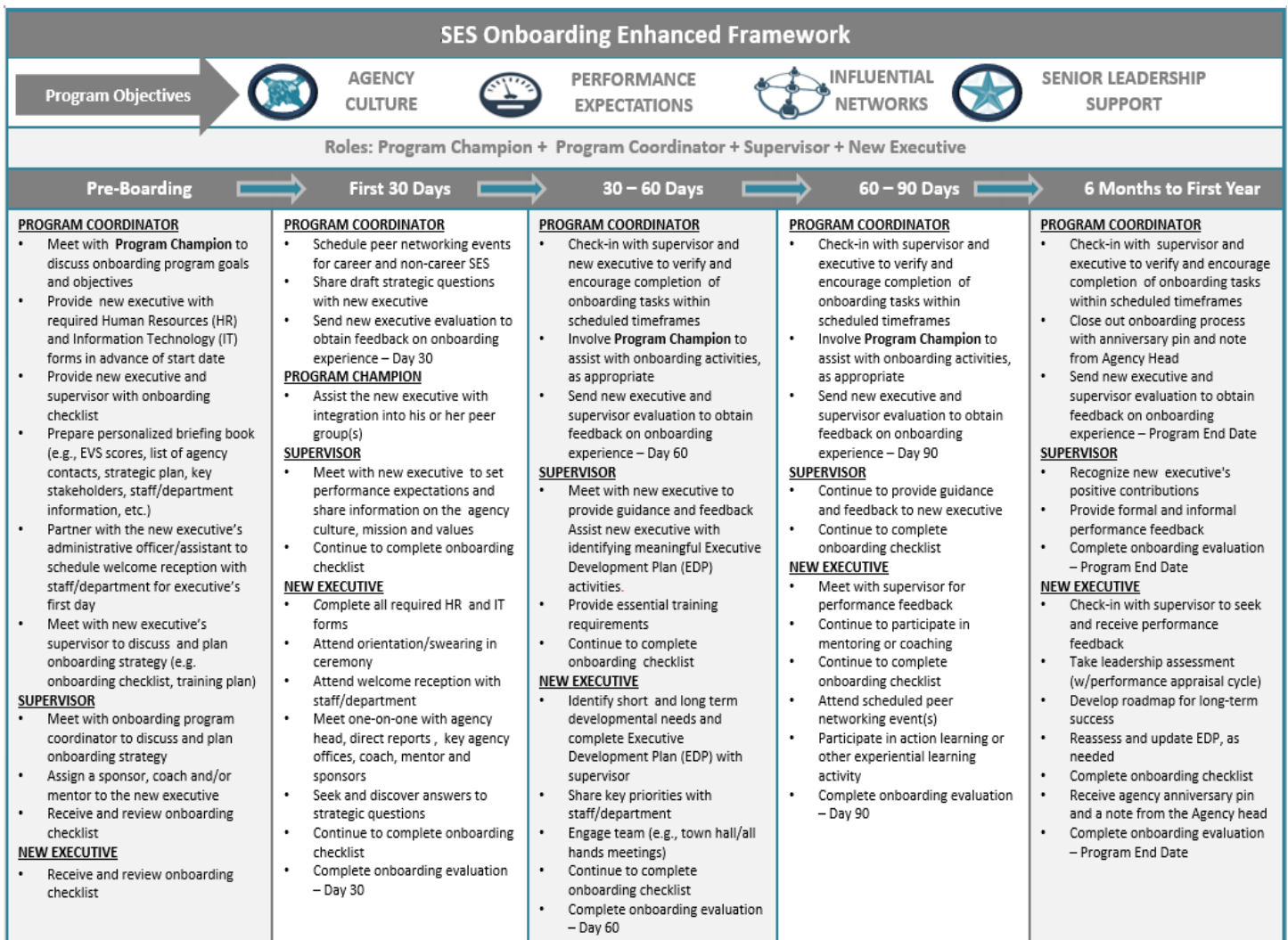
Information Received During Pre-Boarding

Shown in Table 5, many executives indicated they received some information even prior to official onboarding. This included information on required training (47 percent), required applications and forms (46 percent), and benefits and transit subsidy information (33 percent). Over a third did not receive any of this information prior to their first day (37 percent). The goal of the pre-boarding phase is to prepare for the executive’s arrival and ensure successful entrance into the organization. OPM developed an [SES Onboarding Enhanced Framework](#) to help agencies plan the timing of their onboarding practices, and identify critical communication touch points between the new executive and program coordinators, supervisors, and other onboarding champions (see [Figure 6](#)).

TABLE 5.

I received information on the following during pre-boarding:	Percent
Required training information (e.g., IT security, ethics, No Fear Act, performance management, employee and labor relations, Hatch Act, EEO, diversity awareness)	47%
Required applications and forms (e.g., ethics information, travel card application)	46%
Benefits and transit subsidy information	33%
List of recurring meetings	20%
Work-Life programs	18%
Maps and building information	17%
Biographies and/or resumes of direct reports	16%
Payroll calendar	16%
Information of personal interest (e.g., local packet on schools and realtors)	6%
None of the above	37%

FIGURE 6.



Perceptions of the Onboarding Experience

Executives' feedback about the onboarding experience was varied. Nearly half (45 percent) of the respondents indicated that their onboarding experience allowed them to quickly learn key elements about agency culture, performance expectations, and influential networks instrumental to successful performance within the organization. In addition, respondents indicated onboarding was tailored to their needs (36 percent) ([Figure 7](#)). Only 45 percent of respondents indicated that onboarding got them up to speed quickly (see [Figure 8](#)). Onboarding is expected to assist the executive assimilate quickly, accelerate learning curves, and achieve sustained success and the results indicate agencies can improve the assistance provided to executives during the critical initial onboarding period.

FIGURE 7.

Onboarding was tailored to my needs

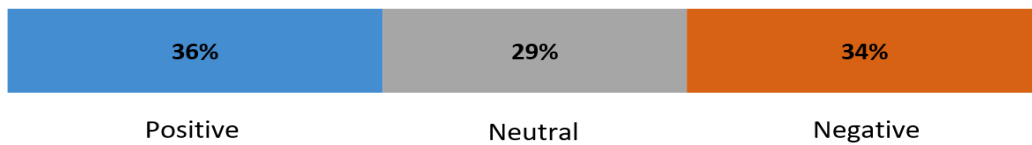
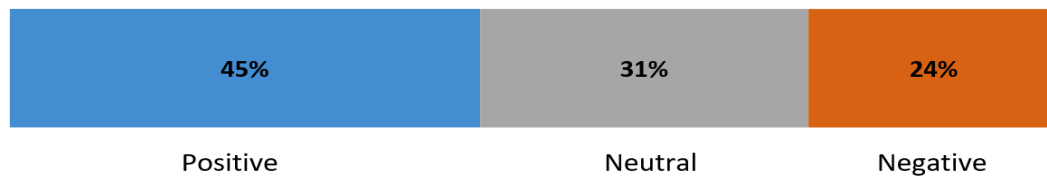


FIGURE 8.

Onboarding quickly got executives up to speed



Newly onboarded executives were asked to assess whether their senior leaders demonstrated the importance of supporting executive onboarding. Shown in [Figure 9](#), less than half of new executives (45 percent) felt their senior leaders had shown support during their onboarding experience. Almost half (48 percent) of new executives indicated the onboarding experience was positive in building organizational relationships both internal and external to their core area ([Figure 10](#)), while slightly less than a quarter (24 percent) of respondents reported the experience did not afford an opportunity to build relationships. In addition, overall, half of the respondents were satisfied with their onboarding experience, while the remaining 50 percent were either neutral or dissatisfied (see [Figure 11](#)).

FIGURE 9.

Senior leadership showed importance of executive onboarding



SES Perspective: Senior Leadership Onboarding Support

“A senior leader in my organization spent time with me explaining my office’s challenges and opportunities. She provided key insights and assisted with my prioritization and transition efforts.”

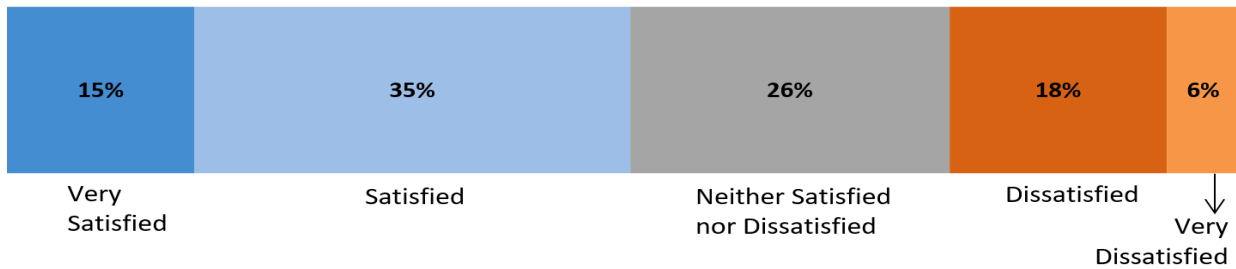
FIGURE 10.

Onboarding was an opportunity to build organizational relationships



FIGURE 11.

Satisfaction with SES onboarding experience

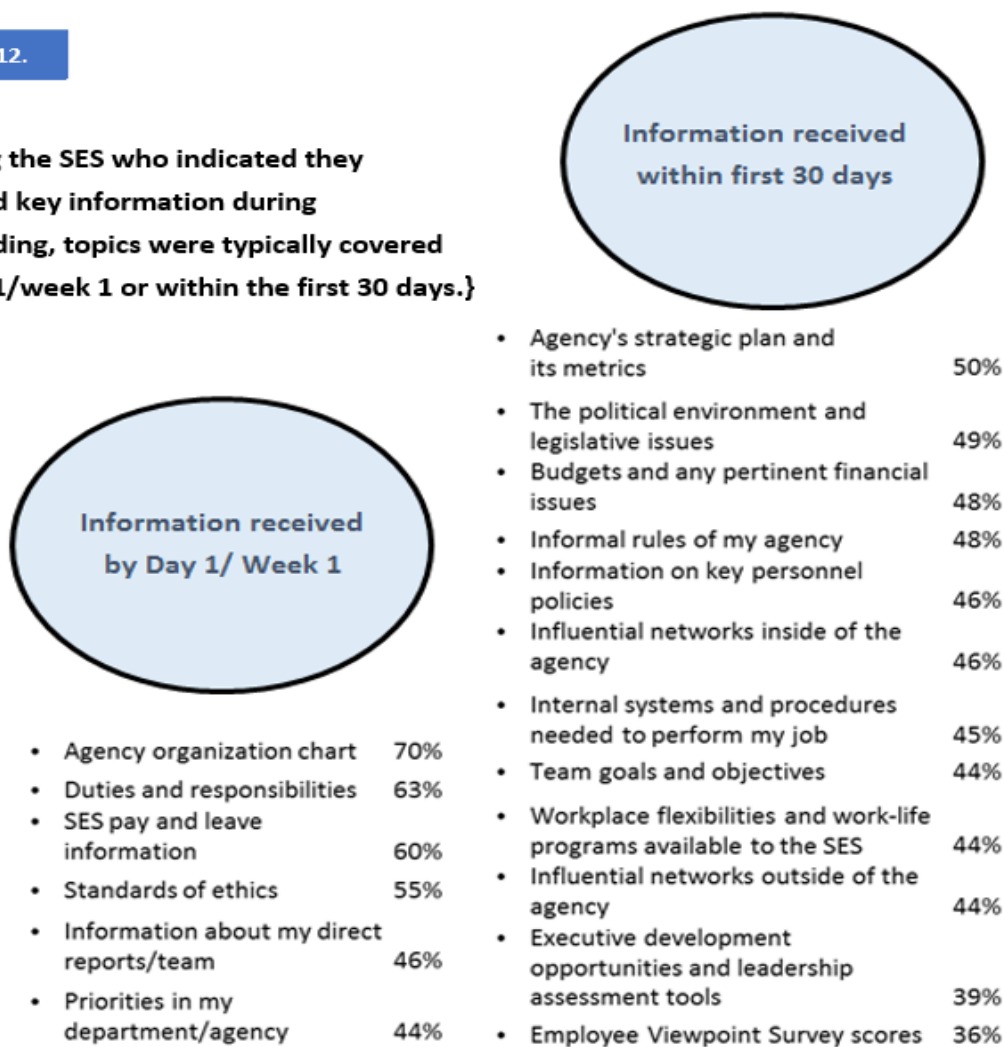


Information received during onboarding

In the Executive Onboarding Framework, OPM recommends agencies share additional information with the executive after the first week, and within the first 30 days. A majority of new executives indicated that, within the first week, they had received some of the most essential information about their new positions, such as: organization chart (70 percent); duties and responsibilities (63 percent); SES pay and leave information (60 percent); and standards and ethics (55 percent). In some cases, executives indicated they did not receive the information because they had already worked in the agency before becoming an SES member. These results are presented in [Figure 12](#).

FIGURE 12.

{Among the SES who indicated they received key information during onboarding, topics were typically covered by day 1/week 1 or within the first 30 days.}



Despite this variability, agencies appear to share information with new executives in a timely manner. Full results are shown in Table 6. Among SES who indicated they received key information during onboarding, the topics had most typically been covered by day 1/week 1 or within the first 30 days, including on SES pay and leave information, duties and responsibilities, standards of ethics, and organizational priorities. Some executives indicated they never received some of this information. Agencies are encouraged to use OPM's executive onboarding guidance to identify information and other support needed by their executives to succeed, and to customize or modify the onboarding practices referenced in the guidance to ensure effective onboarding for SES success.

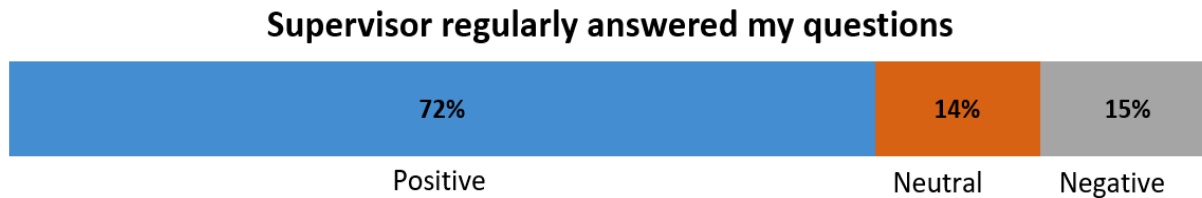
TABLE 6.

During onboarding, I received information on the following:	Yes, I received the information	No, I did not receive it at all	No, I already worked in the agency so I was familiar with this
SES pay and leave information	65%	23%	10%
Duties and responsibilities	61%	10%	28%
Standards of ethics	52%	10%	38%
Priorities in my department/agency	41%	12%	46%
Team goals and objectives	38%	22%	39%
Agency organization chart	38%	11%	50%
Executive development opportunities and leadership assessment tools	38%	40%	18%
Information about my direct reports/team	37%	24%	37%
Budgets and any pertinent financial issues	35%	26%	38%
Information on key personnel policies	34%	18%	46%
Internal systems and procedures needed to perform my job	33%	26%	40%
Agency’s strategic plan and its metrics	32%	18%	49%
Important statutes, regulations, and policies	31%	20%	47%
Workplace flexibilities and work-life programs available to the SES	31%	48%	16%
The political environment and legislative issues	25%	30%	43%
Employee Viewpoint Survey scores	24%	33%	40%
Influential networks inside of the agency	20%	35%	43%
Informal rules of my agency	19%	32%	46%
Influential networks outside of the agency	15%	47%	34%

Supervisory support during onboarding

Supervisors play a critical role in ensuring a successful transition for new executives, and accessibility is especially important during the onboarding period. As shown in [Figure 13](#), the majority of new executives (72 percent) indicated that their supervisors were available on a regular basis to answer any questions during the onboarding experience.

FIGURE 13.



Executive Development

Results indicate not all executives are focusing on their continued growth. Development does not stop once an employee reaches the SES; continued development is critical to the success of the leadership cadre that oversees the continuity and success of the Federal Government. To be effective and to prepare SES for higher level executive positions, SES members must continually strengthen and reinforce their leadership capabilities and technical skills, as well as continue to broaden their perspectives. Each senior executive is required to prepare, implement, and regularly update an Executive Development Plan (EDP) as specified in 5 CFR 412.401. Despite this regulatory requirement, only 48 percent of new executives reported they completed a written EDP with their supervisor.

SES Perspective—“What was most helpful about your executive onboarding experience?”

“Close positive working relationship with my SES supervisor, and a healthy professional network among other SES’ers in my agency.”

When developing an EDP, the executive and his/her supervisor are encouraged to use the 70-20-10 approach to development (Figure 3) to determine specific opportunities that address both individual and organizational needs. Assessments can provide valuable insight into individual development needs, and can provide a starting point for a comprehensive development plan that integrates a range of experiences. As specified in the December 15, 2015 [Executive Order “Strengthening the Senior Executive Service,”](#) executives are required to have “at least one leadership assessment involving employee feedback (for example, 360 degree-type reviews) every 3 years to inform each executive’s developmental needs, and non-career SES and equivalent appointees should also have one leadership assessment during their first 2 years, and additional assessments every 3 years thereafter.” Developmental assessments are vital to building a strategic and effective EDP for each executive.

Executive Coaching and Mentoring

Coaching and mentoring are two of the most effective developmental activities (80 percent and 82 percent respectively) and are instrumental for effective executive integration. Coaching is one of the most effective executive development activities, and is particularly useful during transitional periods.²

2 The United States Office of Personnel Management. 2012. Executive Development Best Practices Guide. <https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/OPM%20Executive%20Development%20Best%20Practices%20Guide.pdf>

Despite the proven success of coaching, only 27 percent of new executives were offered a coach to assist them during their first year. Moreover, nine percent of those declined the opportunity to work with a coach. Eighteen percent (Figure 14) of respondents utilized an executive coach and found the experience to be valuable. Overall, 86 percent of those who used a coach found the experience effective (38 percent) or very effective (48 percent) in easing the transition into their new role (Figure 15). Coaching can accelerate the transition process by helping new executives reach peak performance quickly and support organizational change. Coaching is also a skill that Federal executives can use to enhance employee performance and morale.

FIGURE 14.

I was offered an executive coach.

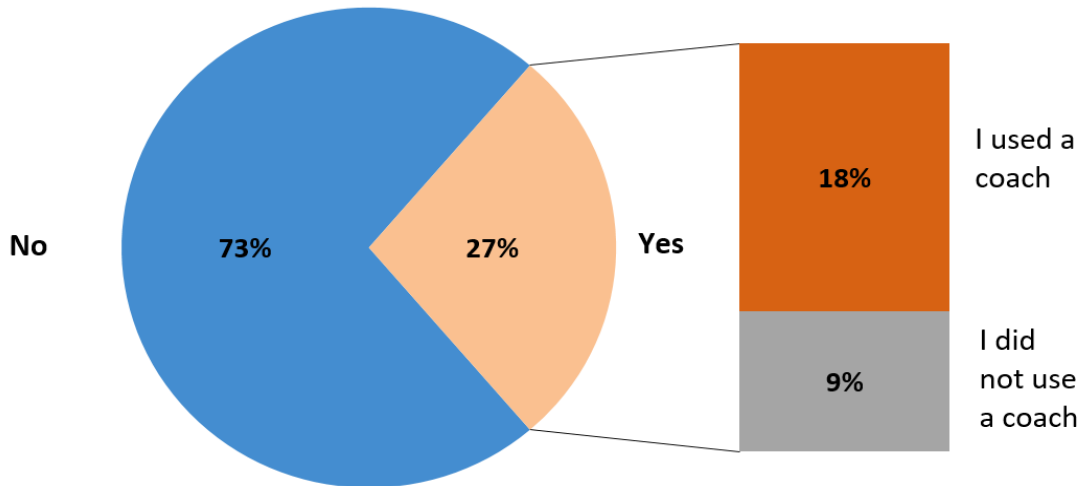
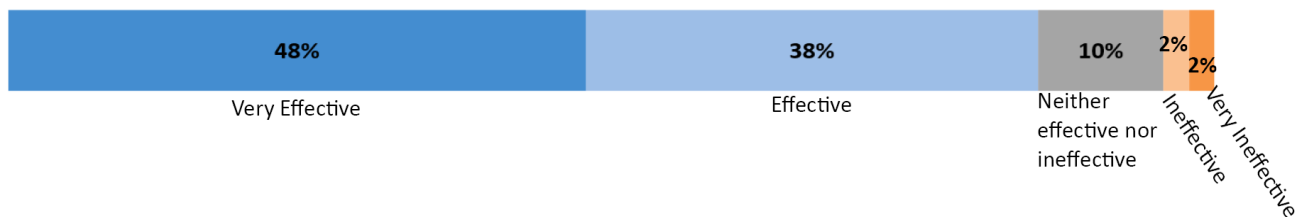


FIGURE 15.

Coach helped transition to new role



New executives benefit from meaningful relationships, and are encouraged to obtain an executive coach, as well as a mentor, during their onboarding phase.³ Agencies may integrate a coaching component in their executive development programs, and are encouraged to take advantage of the Federal Coaching Network available to agencies through OPM at no cost. The Federal Coaching Network includes a database of Federal internal coaches that are available Governmentwide to help individuals maximize their potential.

SES Perspective: Coaching and Mentoring Opportunities

“The uses of an SES mentor and coach process helped me with the nuances of becoming and performing as an SES. My mentor helped me from afar, but also helped establish an SES mentor within the organization which helped my onboarding greatly.”

3 J. G. Evers, Will & Brouwers, André & Tomic, Welko. (2006). A quasi-experimental study on management coaching effectiveness. Consulting Psychology Journal: Practice and Research. 58. 174-182. 10.1037/1065-9293.58.3.174.

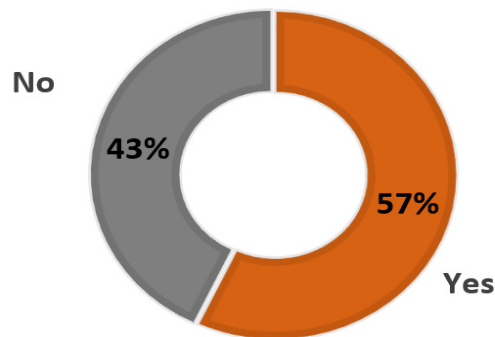
Mentoring relationships can be formal or informal, and span the arc of one’s career. OPM offers a resource that helps executives through unexpected challenges during onboarding and transition. OPM’s SES Situational Mentoring Program is available to all executives and can be used to supplement the benefits received from coaching. The SES Situational Mentoring Program is a Governmentwide program that provides Federal executives, particularly those who are new to the SES or transitioning to different roles, with timely advice and support from experienced executive mentors. Situational mentoring is a short term discussion between executives, on a high impact issue, problem, challenge or opportunity. The purpose of this program is to enhance individual and organizational performance, as well as increase SES proficiency in leadership competencies.

Performance Management

One of the goals of the SES, as stated in 5 U.S.C. 3131, is “to ensure accountability for honest, economical, and efficient Government.” A primary way to achieve this goal is to hold senior executives accountable for their individual and organizational performance through an effective performance management program. Only 57 percent of executives reported the performance management system was explained to them during their onboarding experience (see [Figure 16](#)) despite the importance of performance management.

FIGURE 16.

Executive Performance Management System Was Explained



Almost three-fourths of executives (74 percent) reported collaboration with supervisors to develop their Senior Executive Performance Plan during onboarding. 5 CFR 412.401 requires a performance plan within the first 30 days. The majority of executives (64 percent) received helpful feedback on their performance. See [Figures 17](#) and [18](#) below. As outlined in 5 CFR 430 subpart C, performance plans must be developed in consultation with the executive. Supervisors must monitor each executive’s performance during the appraisal period and provide feedback to the executive on progress in meeting the performance elements and requirements described in the plan.

FIGURE 17.

Collaborated with Supervisor to Develop Senior Executive Performance Plan

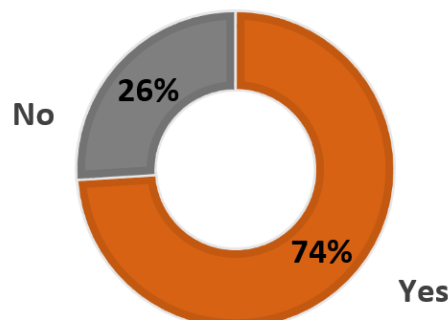


FIGURE 18. Feedback on Performance

64% of SES responded positively that they received helpful feedback on their performance

Conclusion - Improving the Executive Onboarding Experience

Research shows that the effective onboarding of executives minimizes the need for terminations and costly replacements, by helping newly placed executives navigate the areas most critical to their success. In light of the current hiring challenges, high-performing organizations use strategic onboarding programs to assimilate their leaders; they do not apply a “sink or swim” mentality to new executives. Instead, these organizations understand they must provide support systems for new executives. The most successful organizations choose to invest valuable time and money positioning their executives to succeed.

New Federal executives provided open feedback on specific aspects of the onboarding experience that they found most valuable. The most helpful onboarding program components included comprehensive explanation of SES systems, agency facilitated networking opportunities, clear expectations and responsibilities, and increased supervisor communication and support.

Executives were also asked to list recommendations for improvements to their onboarding experience. The top five responses are listed in Table 7. Note that four of the five suggestions relate to the most helpful components noted above.

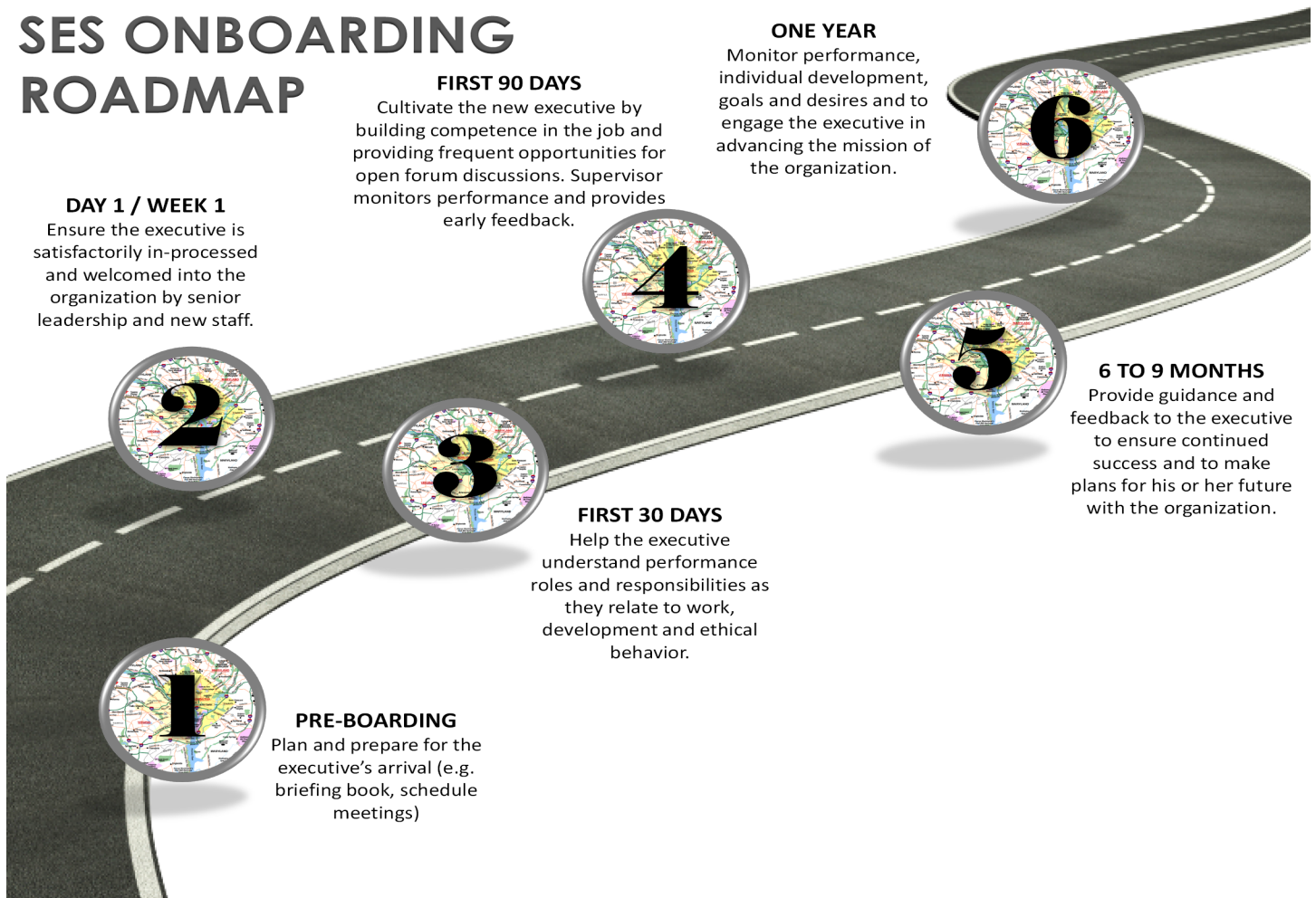
TABLE 7. Top 5 Helpful Ways to Improve the Executive Onboarding Experience

Ranking	Helpful Improvements
1	Access to executive development opportunities (Mentor, executive coach, training, etc.)
2	Comprehensive explanation of SES systems (i.e., pay and leave, benefits, performance management) using multiple delivery methods (e.g., briefing book, checklists, in-person orientation, access to HR/ER staff)
3	Agency facilitated networking opportunities
4	Clear expectations and responsibilities (e.g., agency priorities, strategic plan, etc.)
5	Increased supervisor communication and support

The results from this survey highlight the need for agencies to expand their onboarding programs and support the success of senior executives throughout the executives' first year of service in new SES positions. Agencies should develop programs in a manner most appropriate for each agency's mission, resources, and determination of individual executive developmental needs. Agencies should support new executives through multiple and diverse mechanisms. To help new executives reach their full performance as quickly as possible, agencies should provide various learning options to reinforce messages (e.g., a handbook of organizational information, online tutorials, peer mentoring and executive coaching, a dedicated website for executives). Agencies should deliver important information through a variety of ways and at several different points throughout the onboarding period.⁴ OPM designed the SES Onboarding Roadmap to illustrate a new executive's needs from pre-boarding through the first year. Shown in [Figure 19](#), each mile marker represents key tasks on an executive's road to development.

FIGURE 19.

SES ONBOARDING ROADMAP



⁴ The United States Office of Personnel Management. 2011. *Hit the Ground Running: Establishing A Model Executive Onboarding Program*. https://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Hit_the_Ground_Running_Establishing_a_Model_Executive_Onboarding_Framework_2011.pdf

Appendix 1: Figure Descriptions and Data

Figure 1: Administration and Responses

- Collection Period: December , 2016 - January 3, 2017
- Number of Participants: 821
- Response Rate: 41%

Figure 2: Survey Respondents by Gender, Age, Race, and Veteran Status

Gender	Percentage
Male	60%
Female	40%

Age	Percentage
Under 40	4%
40-49	26%
50-59	54%
60 or older	16%

Race	Percentage
American Indian or Alaska Native	2%
Asian	4%
Black or African American	11%
Native Hawaiian or Other Pacific Islander	0%
White	80%
Two or more races	3%
Other	2%
Hispanic or Latino	5%

** Note: participants were able to select more than one option*

Veteran Status	Percentage
No prior military service	73%
Currently in the National Guard or Reserves	1%
Retired	17%
Separated or Discharged	9%

Figure 3: 70-20-10 Model for Development

How Development Plans are Commonly Written

- Formal training - 70%
- Learning from others - 20%
- Job experiences- 10%

How Development Occurs

- Formal training - 10%
- Learning from others - 20%
- Job experiences- 70%

Figure 4: Were Actively Recruited and Encouraged to Apply for SES

Response	Percent
Yes	68%
No	31%

**Note: Do not equal 100% due to rounding*

Figure 5: Received Help Navigating the Hiring Process

Response	Percent
Yes	60%
No	39%

**Note: Do not equal 100% due to rounding*

Figure 6: SES Onboarding Enhanced Framework

Role	Pre-Boarding	First 30 Days	30 – 60 Days	60 – 90 Days	6 Months to First Year
Program Coordinator	<ul style="list-style-type: none"> • Meet with Program Champion to discuss onboarding program goals and objectives • Provide new executive with required Human Resources (HR) and Information Technology (IT) forms in advance of start date • Provide new executive and supervisor with onboarding checklist • Prepare personalized briefing book (e.g., EVS scores, list of agency contacts, strategic plan, key stakeholders, staff/department information, etc.) • Partner with the new executive’s administrative officer/assistant to schedule welcome reception with staff/department for executive’s first day • Meet with new executive’s supervisor to discuss and plan onboarding strategy (e.g. onboarding checklist, training plan) 	<ul style="list-style-type: none"> • Schedule peer networking events for career and non-career SES • Share draft strategic questions with new executive • Send new executive evaluation to obtain feedback on onboarding experience – Day 30 	<ul style="list-style-type: none"> • Check-in with supervisor and new executive to verify and encourage completion of onboarding tasks within scheduled timeframes • Involve Program Champion to assist with onboarding activities, as appropriate • Send new executive and supervisor evaluation to obtain feedback on onboarding experience – Day 60 	<ul style="list-style-type: none"> • Check-in with supervisor and executive to verify and encourage completion of onboarding tasks within scheduled timeframes • Involve Program Champion to assist with onboarding activities, as appropriate • Send new executive and supervisor evaluation to obtain feedback on onboarding experience – Day 90 	<ul style="list-style-type: none"> • Check-in with supervisor and executive to verify and encourage completion of onboarding tasks within scheduled timeframes • Close out onboarding process with anniversary pin and note from Agency Head • Send new executive and supervisor evaluation to obtain feedback on onboarding experience – Program End Date

Role	Pre-Boarding	First 30 Days	30 – 60 Days	60 – 90 Days	6 Months to First Year
Program Champion	–	<ul style="list-style-type: none"> Assist the new executive with integration into his or her peer group(s) 	–	–	–
Supervisor	<ul style="list-style-type: none"> Meet with onboarding program coordinator to discuss and plan onboarding strategy Assign a sponsor, coach and/or mentor to the new executive Receive and review onboarding checklist 	<ul style="list-style-type: none"> Meet with new executive to set performance expectations and share information on the agency culture, mission and values Continue to complete onboarding checklist 	<ul style="list-style-type: none"> Meet with new executive to provide guidance and feedback Assist new executive with identifying meaningful Executive Development Plan (EDP) activities. Provide essential training requirements Continue to complete onboarding checklist 	<ul style="list-style-type: none"> Continue to provide guidance and feedback to new executive Continue to complete onboarding checklist 	<ul style="list-style-type: none"> Recognize new executive’s positive contributions Provide formal and informal performance feedback Complete onboarding evaluation – Program End Date

Role	Pre-Boarding	First 30 Days	30 – 60 Days	60 – 90 Days	6 Months to First Year
New Executive	<ul style="list-style-type: none"> Receive and review onboarding checklist 	<ul style="list-style-type: none"> Complete all required HR and IT forms Attend orientation/swearing in ceremony Attend welcome reception with staff/department Meet one-on-one with agency head, direct reports, key agency offices, coach, mentor and sponsors Seek and discover answers to strategic questions Continue to complete onboarding checklist Complete onboarding evaluation – Day 30 	<ul style="list-style-type: none"> Identify short and long term developmental needs and complete Executive Development Plan (EDP) with supervisor Share key priorities with staff/department Engage team (e.g., town hall/all hands meetings) Continue to complete onboarding checklist Complete onboarding evaluation – Day 60 	<ul style="list-style-type: none"> Meet with supervisor for performance feedback Continue to participate in mentoring or coaching Continue to complete onboarding checklist Attend scheduled peer networking event(s) Participate in action learning or other experiential learning activity Complete onboarding evaluation – Day 90 	<ul style="list-style-type: none"> Check-in with supervisor to seek and receive performance feedback Take leadership assessment (w/performance appraisal cycle) Develop roadmap for long-term success Reassess and update EDP, as needed Complete onboarding checklist Receive agency anniversary pin and a note from the Agency head Complete onboarding evaluation – Program End Date

Figure 7: “Onboarding was tailored to my needs”

Response	Percent
Positive	36%
Neutral	29%
Negative	34%

Figure 8: “Onboarding quickly got executives up to speed”

Response	Percent
Positive	45%
Neutral	31%
Negative	24%

Figure 9: “Senior leadership showed importance of executive onboarding”

Response	Percent
Positive	45%
Neutral	28%
Negative	27%

Figure 10: “Onboarding was an opportunity to build organizational relationships”

Response	Percent
Positive	48%
Neutral	28%
Negative	24%

Figure 11: Satisfaction with SES Onboarding Experience

Response	Percent
Very satisfied	15%
Satisfied	35%
Neither satisfied nor dissatisfied	26%
Dissatisfied	18%
Very dissatisfied	6%

Figure 12: Information received by First Week and within First 30 Days

Information Received by Day 1/Week 1	Percent
Agency organization chart	70%
Duties and responsibilities	63%
Standards of ethics	55%
Information about my direct reports/team	46%
Priorities in my department/ agency	44%
Important statutes, regulations, and policies	41%

Information Received within First 30 days	Percent
Agency’s strategic plan and its metrics	50%
Political environment and legislative issues	49%
Budgets and any pertinent financial issues	48%
Informal rules of my agency	48%

Information Received within First 30 days	Percent
Influential networks inside of the agency	46%
Information on key personnel policies	46%
Internal systems and procedures needed to perform my job	45%
Influential networks outside of the agency	44%
Team goals and objectives	44%
Important statutes, regulations, and policies	41%
Executive development opportunities and leadership assessment tools	39%
Employee Viewpoint Survey scores (i.e., team and agency scores)	36%

**Note: participants were able to choose any response that was applicable*

Figure 13: Supervisor regularly answered my questions

Response	Percent
Positive	72%
Neutral	14%
Negative	15%

Figure 14: I was offered an executive coach

Response	Percent
Yes	27%
I used a coach	18%
I did not use a coach	9%
No	73%

Figure 15: Coach helped transition to new role

Response	Percent
Very effective	48%
Effective	38%
Neither effective nor ineffective	10%
Ineffective	2%
Very ineffective	2%

Figure 16: Executive Performance Management System Was Explained

Response	Percent
Yes	57%
No	43%

Figure 17: Collaborated with Supervisor to Develop Senior Executive Performance Plan

Response	Percent
Yes	74%
No	26%

Figure 18: Feedback on Performance. 64% of SES responded positively that they received helpful feedback on their performance

Figure 19: SES Onboarding Roadmap

Onboarding Milestone	Description
1	PRE-BOARDING Plan and prepare for the executive’s arrival (e.g. briefing book, schedule meetings)
2	DAY 1 / WEEK 1 Ensure the executive is satisfactorily in-processed and welcomed into the organization by senior leadership and new staff.
3	FIRST 30 DAYS Help the executive understand performance roles and responsibilities as they relate to work, development and ethical behavior.
4	FIRST 90 DAYS Cultivate the new executive by building competence in the job and providing frequent opportunities for open forum discussions. Supervisor monitors performance and provides early feedback.
5	6 TO 9 MONTHS Provide guidance and feedback to the executive to ensure continued success and to make plans for his or her future with the organization.
6	ONE YEAR Monitor performance, individual development, goals and desires and to engage the executive in advancing the mission of the organization.

Appendix 2: List of Responding Agencies and SES Participation

Agency	SES Participation	Percent
Department of Agriculture	36	5%
Department of Commerce	58	8%
Department of Defense	128	17%
Department of Education	10	1%
Department of Energy	48	6%
Department of Health and Human Services	44	6%
Department of Homeland Security	66	9%
Department of Housing and Urban Development	8	1%
Department of Justice	33	4%
Department of Labor	25	3%
Department of State	15	2%
Department of the Interior	28	4%
Department of the Treasury	35	5%
Department of Transportation	18	2%
Department of Veterans Affairs	35	4%
Environmental Protection Agency	23	3%
Equal Employment Opportunity Commission	7	1%
Federal Communications Commission	6	1%
Federal Trade Commission	9	1%
General Services Administration	19	3%
National Aeronautics & Space Administration	52	7%
National Archives & Records Administration	1	< 1%
National Labor Relations Board	5	< 1%
National Science Foundation	22	3%
Nuclear Regulatory Commission	15	2%
Office of Management & Budget	4	< 1%
Office of Personnel Management	3	< 1%
Office of the U.S. Trade Representative	1	< 1%
Small Business Administration	3	< 1%
Social Security Administration	12	2%
U.S. Agency for International Development	5	<1%
Total	774	100%

Office of Inspector General

(Do you work in an Office of the Inspector General?)

	Responses	Percent
<i>Yes</i>	28	4%
<i>No</i>	757	96%
Total	785	100%

Appointment Type

	Responses	Percent
<i>Career</i>	747	96%
<i>Non-Career</i>	18	2%
<i>Limited Term</i>	16	2%
Total	781	100%

Appendix 3: Survey Instrument

U.S. OFFICE OF PERSONNEL MANAGEMENT

SES ONBOARDING SURVEY

Please answer the survey questions specifically regarding the department/agency that most recently onboarded you into the SES. Your responses will contribute to the continued enhancement of SES onboarding across the Federal government.

Instructions: The survey will take approximately 10-15 minutes to complete. Your participation is voluntary and your responses will be confidential; only aggregated information will be reported. Your progress will be indicated by a bar and a percentage that appears at the bottom of each page. You may re-enter the survey at any point during the open period using your personal survey link and password.

Important: When navigating through the survey, do not use your browser's Back and Forward buttons. Instead, use the buttons at the bottom of the survey pages. It is recommended that you save frequently as you enter data.

(End of Page 1)

U.S. OFFICE OF PERSONNEL MANAGEMENT

SES ONBOARDING SURVEY

Preparation for the Senior Executive Service

In this section, please provide information on your developmental experiences and recruiting and hiring associated with your preparation for the Senior Executive Service.

1. Over the course of your career, how effective were the following developmental experiences in your preparation for the Senior Executive Service?

	Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective	N/A
Developmental assignments within my current agency (e.g., details)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental assignments to another agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-the-job training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Executive Service Candidate Development Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior experience in other sectors (e.g., private, not-for-profit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior experience in the Federal Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-residential executive development program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential executive development program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-term leadership development course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in multiple organizations/agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Action learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
360° feedback type assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other types of assessments (e.g., DISC, Myers-Briggs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer-based experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person training courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic degree programs/ professional certifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you selected "Other," please specify the developmental experience:

(End of Page 2)

U.S. OFFICE OF PERSONNEL MANAGEMENT SES ONBOARDING SURVEY

2. Please select the **top three reasons** why you wanted to become a member of the Senior Executive Service. *(Program survey to only allow three responses)*

- Compensation
- Benefits
- Prestige
- Commitment to public service
- Greater scope of responsibility
- Greater opportunity for creativity and innovation
- Increased autonomy in decision making
- Increased authority
- Professional development
- Career mobility
- Other, please specify: _____

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SES ONBOARDING SURVEY**

3. Were you actively recruited and encouraged to apply for your Senior Executive Service position?

Yes

No

4. Did anyone at the agency (e.g., HR Specialist) provide information or support to help you navigate the hiring process?

Yes

No

(End of Page 4)

U.S. OFFICE OF PERSONNEL MANAGEMENT SES ONBOARDING SURVEY

SES Onboarding Experiences

In this section, please provide information about your onboarding experiences, from your pre-boarding experiences to your first 90-day on the job.

5. I received information on the following during pre-boarding:
(Please select all that apply)

- Biographies and/or resumes of direct reports
- Required applications and forms (e.g., ethics information, travel card application)
- Work-Life programs
- Benefits and transit subsidy information
- Required training information (e.g., IT security, ethics, No Fear Act, performance management, employee and labor relations, Hatch Act, EEO, diversity awareness)
- List of recurring meetings
- Maps and building information
- Payroll calendar
- Information of personal interest (e.g., information packet on local schools and realtors)
- None of the above

(End of Page 5)

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6. During onboarding, I received information on the following: *[Selected “Yes, I received the information” responses from Q6 will pipe into matrix in Q6a with “Day 1/Week 1,” “First 30 days,” “First 90 days,” “6-9 months,” “1 year,” “Not sure,” as response options]*

	Yes, I received the information	No, I didn't receive it at all	No, I already worked in the agency and was familiar with this	Not sure, if the information was received
Employee Viewpoint Survey scores (i.e., team and agency scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgets and any pertinent financial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influential networks outside of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influential networks inside of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standards of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Important statutes, regulations, and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency organization chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive development opportunities and leadership assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duties and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal systems and procedures needed to perform my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SES pay and leave information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace flexibilities and work-life programs available to the SES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal rules of my agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priorities in my department/agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The political environment and legislative issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency's strategic plan and its metrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about my direct reports/team (e.g., position descriptions, performance plans, work hours, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Information on key personnel policies (e.g., pay and leave, telework, labor management practices)



(End of Page 6)

U.S. OFFICE OF PERSONNEL MANAGEMENT SES ONBOARDING SURVEY

6a. At what point did you receive information on the following? *[If selected “Yes, I received the information” from Q6, option choices will appear in this question.]*

	Day 1/ Week 1	First 30 days	First 90 days	6-9 months	1 year	Not sure
Employee Viewpoint Survey scores (i.e., team and agency scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgets and any pertinent financial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influential networks outside of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influential networks inside of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standards of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Important statutes, regulations, and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency organization chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive development opportunities and leadership assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duties and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal systems and procedures needed to perform my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SES pay and leave information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace flexibilities and work-life programs available to the SES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal rules of my agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priorities in my department/agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The political environment and legislative issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency’s strategic plan and its metrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about my direct reports/team (e.g., position descriptions, performance plans, work hours, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on key personnel policies (e.g., pay and leave, telework, labor management practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 7)

**U.S. OFFICE OF PERSONNEL MANAGEMENT
SES ONBOARDING SURVEY**

7. The executive performance management system was explained to me.

Yes

No

8. I collaborated with my supervisor to develop my **Senior Executive Performance Plan**.

Yes

No

9. I collaborated with my supervisor to create a written **Executive Development Plan (EDP)**.

Yes

No

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U.S. OFFICE OF PERSONNEL MANAGEMENT SES ONBOARDING SURVEY

Considering your first 90 days on the job, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
10. My supervisor checked with me regularly to answer my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I received helpful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My onboarding experience was tailored to meet my individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My onboarding experience was effective at getting me up to speed as quickly as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Senior leadership demonstrated the importance of supporting executive onboarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My onboarding experience provided me with opportunities to build relationships (i.e., internally and externally).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 9)

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16. I was offered an executive coach as part of onboarding.

- Yes
- No (skip to #17)

Destination: **Page 13** (Set in 16 (No))

(End of Page 10)

U.S. OFFICE OF PERSONNEL MANAGEMENT SES ONBOARDING SURVEY

16a. Did you use your executive coach during your onboarding experience?

- Yes
- No (skip to #17)

(End of Page 11)

**U.S. OFFICE OF PERSONNEL MANAGEMENT
SES ONBOARDING SURVEY**

16b. How effective was your executive coach in helping you transition into your new role?

- Very Effective
- Effective
- Neither Effective nor Ineffective
- Ineffective
- Very Ineffective

(End of Page 12)

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17. Overall, how satisfied were you with your onboarding experience into the Senior Executive Service?

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

(End of Page 13)

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Preparation for the Senior Executive Service

In this section, please provide your qualitative input regarding your executive onboarding experience.

18. As a new executive, what was most helpful about your executive onboarding experience?

1. (please use the space below)

19. What would be most helpful to improve the executive onboarding experience?

1. (please use the space below)

(End of Page 14)

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Background/Demographics

In this section please provide information about your background and demographics. Your submission is optional and will only be reported in an aggregated confidential format.

20. Please select your current agency.

- Department of Agriculture
- Department of Commerce
- Department of Defense
- Department of Education
- Department of Energy
- Department of Health and Human Services
- Department of Homeland Security
- Department of Housing and Urban Development
- Department of Justice
- Department of Labor
- Department of State
- Department of the Interior
- Department of the Treasury
- Department of Transportation
- Department of Veterans Affairs
- Broadcasting Board of Governors
- Environmental Protection Agency
- Equal Employment Opportunity Commission
- Federal Communications Commission
- Federal Energy Regulatory Commission

- Federal Trade Commission
- General Services Administration
- National Aeronautics & Space Administration
- National Archives & Records Administration
- National Labor Relations Board
- National Science Foundation
- Nuclear Regulatory Commission
- Office of Management & Budget
- Office of Personnel Management
- Office of the U.S. Trade Representative
- Small Business Association
- Social Security Administration
- U.S. Agency for International Development

20a. If you do not see your agency in the previous list, please provide the full name of your agency below (no acronyms):

20b. Do you work in an Office of the Inspector General?

- Yes
- No

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21. What type of appointment do you hold?

- Career
- Non-Career
- Limited Term
- Limited Emergency

22. Prior to your current executive appointment, where did you hold your previous position?

- Federal Government
- State or local government
- Private sector
- Military service (non-civilian)
- Academia
- Other. Please specify: _____

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23. How long did you work for the Federal Government prior to entry into the Senior Executive Service? *(Will only be seen if "Federal Government" is selected for Q22)*

- No prior Federal experience
- Less than one year
- 1-3 years
- 4-5 years
- 6-10 years
- 11-20 years
- More than 20 years

24. How long have you worked in your current agency prior to becoming a member of the Senior Executive Service? *(Will only be seen if "Federal Government" is selected for Q22)*

- I did not work in my current agency prior to becoming a member of the Senior Executive Service
- Less than one year
- 1-3 years
- 4-5 years
- 6-10 years
- 11-20 years
- More than 20 years

(End of Page 17)

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25. What is your veteran status?

- No prior military service
- Currently in the National Guard or Reserves
- Retired
- Separated or Discharged

26. What is your age group?

- Under 40
- 40-49
- 50-59
- 60 or older

27. What is your gender?

- Male
- Female

28. Are you Hispanic or Latino?

- Yes
- No

29. Please select the racial category or categories with which you most closely identify (select all that apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- Other

(End of Page 18)

**U.S. OFFICE OF PERSONNEL MANAGEMENT
SES ONBOARDING SURVEY**

Thank you for your participation! Your input is tremendously important and appreciated.

If you have any questions, please contact OPM's Work-Life & Leadership and Executive Development office at SESDevelopment@opm.gov.

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U.S. Office of Personnel Management

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