

SRPE TEST

<i>SENIOR RATER POTENTIAL RATING FACTORS FORM</i>			
<i>Date:</i> October 24, 1997		<i>Ratee:</i> Greta D. Chapman	
		<i>SSN:</i> 123-45-6789	
Privacy Act Statement: Section 6311 of Title 5 to the U.S. Code authorizes collection of this information. Information collected on this form will be used for statistical and impact analysis of this form as an evaluation instrument. . Application criteria for some Army Acquisition Corps training and programs may require the completion and submission of this form.			
<i>Scoring: 1 = Maximum 2 = Higher 3 = Average 4 = Marginal 5 = Minimum</i>			
LEADERSHIP EFFECTIVENESS COMPETENCIES		LEADERSHIP EFFECTIVENESS COMPETENCY DEFINITIONS	SCORE
1	<i>Oral Communication</i>	Listens to others. Makes clear and effective oral presentations to individuals and groups. (Note: Use of a sign language interpreter may be appropriate for people who are deaf or hard-of-hearing.)	2
2	<i>Written Communication</i>	Communicates effectively in writing. Reviews and critiques others' writings.	1
3	<i>Problem Solving</i>	Recognizes and defines problems, analyzes relevant information , and encourages alternative solutions and plans to solve problems.	2
4	<i>Leadership</i>	Demonstrates and encourages high standards of behavior. Adapts leadership style to situations and people. Empowers, motivates, and guides others.	2
5	<i>Interpersonal Skills</i>	Considers and appropriately responds to the needs, feelings, capabilities, and interests of others. Provides feedback and treats others equitably.	2
6	<i>Self-Direction</i>	Realistically assesses own strengths, weaknesses, and impact on others. Seeks feedback from others. Works persistently toward a goal. Demonstrates self-confidence, invests in self-development, and manages own time efficiently.	2
7	<i>Flexibility</i>	Adapts to changes in the work environment. Effectively copes with stress.	1
8	<i>Decisiveness</i>	Takes action and risks when needed. Makes difficult decisions when necessary.	2
9	<i>Technical Competence</i>	Demonstrates technical proficiency and understanding of its impact in areas of responsibility	1
<i>TOTAL POINTS =</i>			15
<i>TOTAL POINTS DIVIDED BY NUMBER OF COMPENTENCIES RATED =</i>			1.7

AAC FORM 1A

Step 3 Once the senior rater has calculated the ratee's "average" score and entered it on the Senior Rater Potential Rating Factors Form (15 divided by 9 = 1.7 from the above example rounding up to one decimal place), the senior rater then finds the range within which the employee's score falls from the chart below. Next, the senior rater obtains the value in the "Overall Potential Rating" column from the chart below which corresponds

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to the scoring range within which the ratee’s “average” score falls (average score of 15 = 1.7, for an Overall Potential Rating of 2).

<i>Overall Potential Rating</i>	<i>Ratee’s score is at least</i>	<i>but not more than</i>
1	1	1.5
2	1.6	2.5
3	2.6	3.5
4	3.6	4.5
5	4.6	5.0

SENIOR RATER POTENTIAL EVALUATION FORM (AAC FORM 1)

Step 4 On the Senior Rater Potential Evaluation Form (AAC Form 1), the senior rater marks an “X” in the “Overall Potential Rating” box in Block R of the AAC Form 1 which corresponds to the value previously selected from the “Overall Potential Rating” column in the chart above.

Step 5 The senior rater then completes the Senior Rater Potential Evaluation Form (AAC Form 1) for the employee applicant. All blocks should be filled in.

NOTE: BLOCK F, Period Covered, should coincide with the last TAPES rating period, or 120 days, whichever is longer.

NOTE: Block J and Block P (Signatures) If you are not co-located with your ratee, a faxed copy of the employee’s signature in Block P is acceptable and may speed up submission. A faxed copy of your signature in Block J is also acceptable.

NOTE: Block R -- Senior raters must account for all GS-13, GS-14, or GS-15 acquisition workforce members in the “Senior Rater Profile” column of Block R. See the example below.

NOTE: Block S may be used to provide comments on the strengths or weaknesses of the ratee. Senior raters **are encouraged** to comment on long-term potential. These comments will amplify the numeric score and have been shown to be **very useful** to selection boards.

EXAMPLE:

The senior rater would now complete the SRPE for the employee who applied for the program/board/training. The senior rater had previously placed an “X” in the second

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block of the “Overall Potential Rating” column on the Senior Rater Potential Evaluation Form (Step 4).

This senior rater is the senior rater for thirty-seven acquisition workforce employees at the GS-14 grade level. As a result of the senior rater’s Rating Factors evaluations, the senior rater determines that three of his/her GS-14 acquisition workforce employees have maximum potential and places the number “3” in the first block of the “Senior Rater Profile” column in Block R. The senior rater determines that twelve of his/her GS-14 acquisition workforce employees have demonstrated higher potential, and the senior rater places the number “12” in the second block. The senior rater further determines that 19 of his/her GS-14 acquisition workforce employees have shown average potential, and the senior rater places the number “19” in the third block. Next, the senior rater determines that two of his/her GS-14 acquisition workforce rates are marginal and require additional development for advancement, and the number “2” is placed in the fourth block. Finally, one GS-14 acquisition workforce employee has minimum potential and needs additional training to improve performance, therefore the senior rater puts the number “1” into the fifth block. This Senior Rater Profile would be 3, 12, 19, 2, and 1 respectively for the thirty-seven GS-14 acquisition workforce employees. The senior rater would enter the profile in Block R of the Senior Rater Potential Evaluation form. This example is shown in the figure below.

The employee applicant is one of 12 employees in the second block. The senior rater will make his/her comments on the applicant’s potential in Block S.

SENIOR RATER POTENTIAL EVALUATION												
<p>R. OVERALL POTENTIAL RATING</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5	<p>SENIOR RATER PROFILE</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>3</td></tr> <tr><td>12</td></tr> <tr><td>19</td></tr> <tr><td>2</td></tr> <tr><td>1</td></tr> </table>	3	12	19	2	1	<p>S. BULLET COMMENTS <i>(Potential)</i></p> <div style="border: 1px solid black; padding: 5px; background-color: #f0f0f0; margin-top: 10px;"> <p>If the applicant is a GS-14, the senior rater must account for all GS-14 acquisition workforce employees he/she senior rates in the Senior Rater Profile column. See example above.</p> </div>
1												
2												
3												
4												
5												
3												
12												
19												
2												
1												

AAC Form 1

Example of completed Block R of a Senior Rater Potential Evaluation.

Step 6 Please return both AAC Form 1A and AAC Form 1 to the address or fax number stated in the announcement.

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Should you wish to comment on the system, forms or procedures, send an email to CDG98@SARDA.ARMY.MIL or phone (703) 695-6533/7643 or DSN 225-6533/7643.