FS/SFS Skills Framework

This document includes the titles and definitions for the FS/SFS core skills and subskills along with proficiency indicators that define how each subskill should be demonstrated across the grade levels. The first table presents the core skills, their definitions, the subskills that map to each core skill, and the foundational USAID values. The subskill definitions and proficiency indicators for each subskill are presented in a series of tables starting on page 2.

Core Skill	Definition	Subskills
Leadership	Assesses the environment, including the local and international context, and draws upon headquarters, staff, and local stakeholder input to establish direction and vision for the Operating Unit. Builds consensus and partnerships to implement the vision. Motivates and empowers staff by establishing clear goals, demonstrating enthusiasm and commitment, appropriately delegating decision making, and encouraging innovation and adaptation, when appropriate, to achieve the mission.	• Building Consensus & Partnerships • Contextual Awareness & Political Astuteness • Motivation & Empowerment • Vision
Results and Impact Focused	Maximizes performance and production of results and contributes to long-term impacts with assigned resources. Understands and applies Agency policies and regulations in managing resources and displays acumen in using USAID business systems, adapting programs and processes when appropriate. Combines substantive knowledge of backstop, local and international context, and understanding of Agency vision/objectives/norms/business processes to manage and implement the Agency's portfolio and operations, solve problems, take smart risks, meet customer needs and achieve sustained results. Stays abreast of U.S. foreign policy interests and developments in the discipline and applies that new knowledge in USAID operations and programming as appropriate.	• Accountability for Results • Problem Solving • Taking & Managing Risks • Technical & Substantive Expertise
Professionalism	Conducts self and accomplishes work in a manner that is consistent with the highest ethical standards and USAID values, including respect for different points of view and cultures. Readily contributes to team efforts, clearly communicates ideas, actively listens and supports others, accepts feedback, and facilitates a productive working environment with colleagues where conflicts are addressed quickly. Maintains openness to new information and effectively adjusts to challenges or shifts in priorities.	• Adaptability & Flexibility • Communication • Cross-Cultural Competence • Interpersonal Skills • Teamwork
Talent Management	Mentors, coaches, engages, and guides staff to perform at their highest level and to assume increasing responsibility in the organization. Seeks and provides constructive feedback. Takes responsibility for professional development of self and others. Ensures that staff is appropriately utilized, appraised, and rewarded. Creates a productive and supportive environment where conflicts are addressed quickly and personnel problems are resolved in a fair and transparent manner. Ensures that staffing is in line with program/Mission size and complexity and deployed to support most critical work. Fosters equal employment opportunity and a respectful work environment free of discrimination and promotes a diverse and inclusive workplace in which the contributions of all employees are valued.	• Supports EEO, Diversity, and Inclusion • Professional Development • Supervision and Human Resource Management*

USAID Core Values

- Passion for Mission
- Excellence
- Integrity
- Respect
- Empowerment
- Inclusion
- Commitment to Learning

* Only FSOs in supervisory positions must demonstrate and be evaluated on the *Supervision and HR Management* subskill.

Subskill Proficiency Indicators

Use of Terms – The term "Operating Unit" describes the unit that SFS officers influence (in addition to the Agency and external partners), and corresponds to a USAID mission, Bureau or Independent Office. "Work unit" is used to describe a smaller unit within the Operating Unit, usually corresponding to an office. "Immediate work unit" is used to describe the unit that the Apprentice level influences, most commonly a team, committee or working group. "Partners" include the range of actors with which USAID collaborates, including other USG agencies in Washington and overseas, host government entities and leaders, other donor countries and organizations, Public International Organizations, private sector organizations, non-governmental and civil society organizations, universities and research institutes, and other development funding organizations.

Core Skill: Leadership				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Building Consensus and Partnerships – Builds consensus to achieve common goals; collaborates and builds strategic relationships with partners and stakeholders to address organizational and development challenges.	● Develops a foundational understanding of how to formulate agency partnerships. ● Identifies individuals or groups whose input would improve or facilitate one's own task accomplishment. ● Builds a network within the Agency. ● Coordinates with internal and external partners on specific activities. ● Acknowledges and seeks to understand differences in positions among key stakeholder groups. ● Supports team consensus and acts to implement it.	● Develops and manages relationships within the Operating Unit and with local, international and interagency partners to achieve common goals. ● Builds consensus within and across work units, partners, customers, and other stakeholders to advance common objectives. ● Demonstrates a sound understanding of the range of USAID's partners and how best to utilize them to address organizational or development challenges.	● Identifies stakeholders, their competing interests, overlapping objectives, and comparative advantages in order to cultivate productive partnerships. ● Seeks, and builds relationships with and consensus among internal and external partners, including local actors, to leverage resources and achieve common goals. ● Coaches staff in cultivating and maintaining external relationships to advance objectives of work unit.	● Builds and maintains strategic partnerships, networks, and alliances with traditional and non-traditional local, American, national and international partners, as well as the interagency. ● Influences, persuades, and negotiates to build consensus among strategic partners and stakeholders to address challenges in support of USG interests, and to achieve Agency goals and Operating Unit objectives. ● Encourages and supports staff in developing strategic partnerships and leveraging resources.
Contextual Awareness and Political Astuteness – Understands and leverages external and organizational factors to achieve change. Engages with local partners and other stakeholders to assess the local system/context and understand local needs and priorities. Shows sensitivity to cultural, political, and policy differences between the U.S. and other stakeholders and their impact in the design and implementation of development strategies.	● Demonstrates awareness of political, policy, and cultural differences among the Agency, local, and inter-agency partners. ● Communicates with local and inter-agency partners to better understand their needs and priorities. ● Considers potential sensitivities or policy differences when completing assignments. ● Understands how to work within differing cultural contexts to achieve programmatic goals.	● Considers factors within the Agency that may affect the unit's work and leverages this knowledge in accomplishing work objectives. ● Engages key local and interagency stakeholders to understand and take into account their needs and priorities. ● Factors external stakeholders' needs and priorities, the political climate, and cultural differences into plans for carrying out the team's work.	● Guides and shapes the development of strategies and goals that take into account Agency capabilities/constraints and local needs and priorities. ● Incorporates understanding of U.S. foreign and national security policy into Operating Unit's objectives and approach to completing the work. ● Anticipates and communicates the impacts of local system/context changes on development objectives and strategies. ● Provides insight to other employees on how external factors impact the actions of the work unit. ● Takes diverse views and evolving needs of various entities (Agency, host country, U.S. governmental and non-governmental, other bi- and multi-lateral donors) into account when developing and implementing programs or initiatives.	● Directs the development and assessment of programs or initiatives taking into account the diverse views and needs of the Agency, host country, and U.S. governmental and non-governmental entities. ● Demonstrates expert comprehension of U.S. foreign and national security policy relevant to the Operating Unit's and Agency's programs and relationships. ● Demonstrates a sophisticated comprehension of the Agency and the local and/or regional system/context; uses this knowledge strategically and considers various scenarios when establishing goals, strategies, and priorities for USAID and in providing advice in inter-agency and/or multi-donor fora. ● Anticipates how work processes will be affected by external factors, including cultural differences and the local/regional/international political climates; works with stakeholders, and leads the development of alternative approaches.

Core Skill: Leadership				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Motivation and Empowerment – Communicates and comports self in a way that inspires employee commitment, spirit, pride, and trust. Provides opportunities for others to take responsibility. Supports smart risk taking, learning and adapting, innovation, and alternative solutions generated by other staff.	• Cooperates and collaborates to meet new priorities during times of organizational change or crisis. • Demonstrates enthusiasm for and a commitment to the mission. • Supports innovation and/or alternative solutions generated by others. • Volunteers to participate in projects or tasks that require development of new approaches or alternative solutions.	• Maintains a positive attitude when faced with challenges or set-backs. • Communicates how the team's work has a meaningful impact on the mission. • Acknowledges others' achievements and contributions. • Solicits new ideas and approaches for improving how work is completed or solutions are implemented. • Establishes expectations for excellence and quality work. • Involves and motivates others to contribute to the work of the team through informal leadership. • Inspires through personal example, passion for mission, and commitment to achievement.	• Maintains a positive attitude and is transparent in communications about work unit or Agency challenges. • Engages team members in defining challenges and developing new approaches to achieve work unit objectives. • Delegates work appropriately, providing valuable opportunities for others to take responsibility. • Recognizes others' achievements and contributions and inspires pride in the work of the team. • Establishes and reinforces standards for excellence and quality in the work unit. • Empowers staff to take smart risks, generate innovative and alternative solutions, and adapt strategies, programs, or processes, when appropriate.	• Models positive messaging, endorses transparency, and presents a realistic outlook when faced with challenges. • Communicates commitment to the mission and a vision of excellence that motivates staff and/or partners to continuously improve. • Coaches and supports team leaders/office directors to ensure that work is delegated appropriately within the Operating Unit, providing valuable opportunities for others to take responsibility. • Establishes and maintains fair and transparent mechanisms within the Operating Unit and/or the Agency to recognize others' achievements and contributions. • Regularly celebrates Operating Unit and/or Agency accomplishments and individual achievements. • Creates a work environment that encourages staff to take smart risks, learn, generate innovative and alternative solutions, and voice constructive dissent.
Vision – Formulates and implements compelling organizational or operational unit vision and strategy, taking into account the local context, foreign policy and development priorities, technical knowledge, and the systems within which USAID programs operate. Translates Agency mission, strategies, and goals into objectives and specific actions for staff.	• Plans and carries out individual work in a manner that is consistent with Agency vision and the objectives of the immediate work unit. • Recommends actions or solutions to problems that reflect guidance received on implementation of the vision and objectives, technical knowledge, and considers the local context. • Clearly articulates the Agency and Operating Unit vision to colleagues and external parties. Reinforces the work of colleagues in promoting the vision.	• Establishes a shared understanding of the Operating Unit strategic vision and objectives within the work unit. • Provides input on the strategic management plans for the work unit. • Translates objectives into plans, priorities, and assignments. • Provides guidance on how to carry out assignments or adapt programs in the context of the vision, objectives, technical knowledge, and local context.	• Contributes input to the vision and strategy for the Operating Unit. • Formulates a vision and strategic management plan for work unit consistent with Agency vision, Operating Unit vision, technical knowledge, and local realities. • Translates Operating Unit mission/vision/strategies into objectives for the work unit. • Addresses challenges with and resistance to implementing the vision/objectives by providing context and leading collaborative efforts to identify effective solutions for implementation. • Communicates the Operating Unit's vision and strategy in ways that engage stakeholders at interagency, host country, international, and local levels.	• Formulates and leads implementation of a compelling Operating Unit or Agency vision consistent with the Agency's overarching mission and U.S. national interests. • Considers Agency policy and guidance and/or local, regional and international perspectives when developing a new Agency or Operating Unit vision or strategy. • Develops vision for implementing Agency and Operating Unit strategies. • Champions and communicates the Agency's vision in a way that engages stakeholders at interagency, host country, international, and local levels, and motivates and mobilizes employees to help achieve the vision. • Influences agendas and strategies set by external partners (e.g., interagency, host country, other donors, and private sector).

Core Skill: Results and Impact Focused				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Accountability for Results – Holds self accountable for measurable, high-quality, timely, and cost-effective results that contribute to long-term and sustainable impacts. Determines objectives, sets priorities, plans work and monitors progress, taking appropriate corrective action based on new information and changes in context. Takes a learning approach to work and accepts responsibility for mistakes. Constructively expresses dissent and considers diverse views. Complies with established control systems, reporting requirements and rules and insists on effectiveness and transparency in the use of U.S. government resources.	● Sets appropriate goals for self. ● Assesses own progress against goals set with supervisor. ● Demonstrates that he/she can be counted on to complete work assignments on time, on budget, and of acceptable quality. ● Accepts responsibility for own actions, regardless of outcome ● Has awareness of and complies with Agency business processes, control systems and regulatory requirements. ● Proactively and respectfully offers constructive feedback and considers diverse views. ● Proposes ways to adapt programming based on learning, evidence and sound data analysis to ensure results are achieved.	● Sets appropriate goals for self and others. ● Identifies, communicates, and takes action to ensure work activities are followed through to completion on schedule and are of expected quality. ● Regularly assesses the work unit's progress and holds team members and implementing partners accountable for meeting or exceeding goals. ● Has sound understanding of and complies with Agency business processes, control systems and regulatory requirements. ● Respectfully offers constructive feedback and solicits diverse views. ● Uses learning, evidence and sound data analysis to adapt development programming to ensure results are achieved.	● Acknowledges and takes responsibility for own actions and work of staff he/she manages. ● Coordinates the goals and actions of the work unit with other stakeholders to achieve objectives. ● Creates formal systems for monitoring progress and holds staff and implementing partners accountable for meeting or exceeding goals. ● Has expert knowledge of Agency business processes, control systems and regulatory requirements, and ensures unit compliance in collaboration with other work units within the Operating Unit. ● Supports an environment that fosters learning from what works and what doesn't and sound data analysis, while taking responsibility for mistakes, and the expression of diverse and dissenting views. ● Leads work unit in planning and managing budgets within budget constraints.	● Models ownership for problem-solving, progress and results, even when issues are outside of formal responsibilities. ● Establishes comprehensive and coordinated goals for the Operating Unit or Agency to advance the Agency's mission. ● Implements systems to monitor the effectiveness of the Operating Unit or the Agency, as appropriate. ● Has sophisticated knowledge of, complies with, and assists others to reconcile new or innovative practices with Agency and broader USG business processes, control systems and regulatory requirements. ● Creates or maintains an environment that fosters learning from what works and what doesn't, sound evidence and data analysis and the expression of diverse and dissenting views. ● Ensures that Operating Unit, Operating Unit teams and implementing partners are held accountable for achieving desired results and take corrective measures when needed.
Problem Solving – Identifies and analyzes problems; gathers information from appropriate stakeholders, including local; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations; and takes informed action.	● Solves problems that are straightforward or similar to problems from past experiences. ● Applies technical or operational knowledge to identify problems, determine causes, and identify information that may be relevant to a solution; seeks counsel and takes approved corrective actions. ● Researches and applies proven solutions, strategies, and/or procedures to solve problems.	● Reconciles conflicting and/or incomplete information to develop solutions. ● Uses data and information to identify relationships, issues, assumptions, and emerging trends and draws sound conclusions. ● Solves problems by thoroughly analyzing their causes and short- and long-term implications of alternative solutions. ● Anticipates potential problems and takes or proposes corrective actions. ● Manages a group's problem solving process, assisting others in staying focused on the current problem and systematically working through the issue.	● Identifies and leverages resources and expertise, internal or external to the work unit, to address complex problems. ● Synthesizes information from internal and external sources to develop an action plan addressing complex issues. ● Identifies connections between seemingly unrelated pieces of information to resolve difficult or ambiguous problems. ● Leads processes to resolve particularly complex problems involving teams, other work units, or partners. ● Coaches subordinates in resolving problems affecting the work unit or its partners.	● Improves efficiency by developing, planning, and implementing multi-tier solutions to address highly complex or unprecedented problems. ● Resolves problems of particular difficulty, sensitivity, or strategic importance to the Agency or USG. ● Identifies risks, issues, and/or trends and their causes across organizational groups, including host country governments, private and non-profit groups and development partners and works to address these issues as appropriate. ● Leverages resources from outside of the Operating Unit, Agency or USG when needed to resolve problems impeding achievement of results. ● Coaches staff in resolving problems affecting the work of offices, Operating Units, and/or major partners.

Core Skill: Results and Impact Focused

Subskill and Definition	Apprentice *FS 06 – FS 04*	Journey *FS 03 – FS 02*	Master *FS 01*	Teacher *SFS*
Taking and Managing Risks – Capitalizes on potential opportunities to achieve results in line with the Agency's mission while appropriately identifying and treating potential threats (e.g., country conditions, programmatic, security, reputational, legal, fiduciary).	● Works with others to understand the potential benefits and costs of taking specific courses of action. ● When proposing new ideas, considers relevant laws, policies, guidelines, and potential benefits in relation to costs. ● Actively seeks to understand risks and acts to advance the work unit's objectives while managing risks.	● Makes well-reasoned recommendations for taking a course of action based on technical or operational knowledge, a thorough risk analysis, and sound understanding of benefits in relation to costs. ● When proposing risk treatment, clearly articulates costs and benefits of the plan in relation to stated objectives. ● Maximizes opportunities to achieve stronger development results through effective risk identification, development of treatment plans, and assisting in monitoring risk treatment plans.	● Demonstrates sophisticated understanding of benefits, costs, and risk treatment for proposed risk management plans while complying with applicable laws, policies and guidelines. ● Encourages and supports work unit to embrace risk and consider new and innovative approaches and solutions based on an analysis of benefits in relation to cost. ● Guides the work unit in developing risk treatment plans, facilitates execution of these plans, and monitors the plans continuously.	● Champions ideas that show potential for significant return in support of Agency and USG goals in exchange for a reasonable and manageable amount of risk. ● Creates a work environment that promotes strong risk management practices and embraces creative and informed risk taking to achieve results more effectively and efficiently. ● Takes the lead in developing or adapting Operating Unit or agency processes and procedures to respond to changing risk environments. ● Encourages communication and learning to improve risk management work practices across Operating Units. ● Anticipates risks and works at a strategic level to treat risk and improve outcomes in line with strategic goals.
Technical and Substantive Expertise – Understands and appropriately applies principles, good practice, procedures, requirements, regulations, and policies related to specialized expertise and the discipline of international development. Stays up-to-date on technical advances and applies new knowledge, strategies or innovations to enhance work processes and/or solutions.	● Is conversant with development theories, including sectoral strategies, in addition to cross- cutting themes such as gender, local systems, partnering with local development actors, context analysis and institutional development. ● Demonstrates a foundational understanding of technical subject matter knowledge relevant to work (e.g., backstop competencies, policies, procedures, laws, or regulations) by applying knowledge in routine work assignments. ● Seeks opportunities to deepen technical expertise and/or understanding of best practices and pursues professional development opportunities.	● Demonstrates thorough understanding of development theories; actively seeks local and international knowledge across sectors. ● Exhibits thorough understanding of backstop and related policies, procedures, and requirements; correctly applies technical, programmatic, or administrative approaches in routine and non-routine work assignments. ● Keeps up-to-date on technical expertise, relevant emerging evidence, and/or promising practices and pursues professional development opportunities.	● Acquires and uses in-depth knowledge of local systems and context, technical, programmatic, or administrative specialty coupled with broad knowledge of development theory, Agency policies and priorities to manage for sustainable results. ● Demonstrates in-depth knowledge of primary backstop, related policies, procedures, and requirements; is a recognized resource among colleagues. ● Applies technical knowledge to complex or novel situations and to work of multi-disciplinary teams. ● Keeps up to date on technical expertise, data analysis methodologies, relevant emerging evidence, and/or promising practices and pursues professional development opportunities.	● Demonstrates sophisticated technical expertise, incorporating multiple disciplines, and/or understanding of international development theory and applies this knowledge in highly complex, ambiguous, and/or sensitive situations; is an acknowledged authority, advisor, teacher, or key resource on the subject matter within the USG and/or for host country governments, private and non-profit groups and development partners. ● Demonstrates expert knowledge of specialized personnel and resources within and beyond USAID that may be drawn upon when needed to address technical or operational challenges. ● Applies technical expertise to identify emerging issues or concerns; uses knowledge and evidence to develop new approaches to resolve technical problems. ● Engages in systematic, self-directed training and development activities aligned with the strategic needs of the agency.

Core Skill: Professionalism				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Adaptability and Flexibility – Is open to change and new information; adapts behavior and work methods in response to new information and opportunities, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations and priorities warranting attention and resolution.	● Demonstrates flexibility within own area of responsibility to accomplish shared unit goals. ● Demonstrates openness to changes in unit goals or priorities. ● Learns and adapts to new policies and/or regulations. ● Makes adjustments to own work activities in response to changing priorities or deadlines to complete assignments in a timely manner. ● Demonstrates aptitude to work effectively in overseas environment.	● Shifts focus in response to changing priorities, strategies, or demands; becomes knowledgeable about new areas. ● Balances multiple competing work demands to achieve required outcomes. ● Demonstrates openness and ability to work in areas outside of one's technical expertise. ● Demonstrates versatility and adjusts quickly to new work environments, responsibilities, and programmatic approaches and direction. ● Proposes adaptations to strategies, programs, activities or processes in response to new information or changes in context. ● Anticipates the need for flexibility in development programs and intentionally builds in opportunities for learning and adapting.	● Responds to unexpected and quickly changing conditions by considering and prioritizing alternatives and implementing a solution. ● Overcomes challenging obstacles or seizes new opportunities by using established and/or innovative methods. ● Acquires resources and/or revises processes in response to shifting deadlines or personnel changes. ● Leads effort in work outside of one's technical expertise. ● Develops programmatic, operational, or procedural tools and methodologies to facilitate learning and adapting to new information, challenges, and opportunities.	● Plans and implements major change initiatives that result in a smooth transition. ● Re-deploys or reallocates resources and alters plans to meet continuously changing demands, accommodating and taking advantage of opportunities associated with the change. ● Shifts goals and initiatives to align with Operating Unit, Agency and/or USG foreign policy priorities. ● Recognizes impacts of change and shocks on Operating Unit and/or Agency and promotes recovery and adaptation. ● Leads efforts to prepare contingency plans and promote evidence-based and intentional adaptive management in development programs.
Communication – Clearly conveys information and ideas through a variety of means, including written or oral communication and the use of foreign language. Messages are concise and reflect the vision, philosophy, and values of the Agency. Actively listens to others and communicates in a manner that engages the audience and helps them understand and retain the message.	● Clearly communicates and explains moderately complex ideas or information. ● Listens to others and reflects understanding of their viewpoints or concerns in his/her response. ● Speaks and writes in a clear, concise, organized, and logical manner. ● Provides clear and relevant answers to straightforward questions. ● Works to build skills in foreign/local languages.	● Clearly communicates and explains complex ideas or information to a variety of audiences. ● Listens to others and incorporates their viewpoints or concerns into his/her response. ● Presents to small groups or composes written reports that reflect relevant views, highlight essential points, and clearly explain the subject to the intended audience. ● Effectively uses and works to strengthen skills in foreign/local languages when assigned to a language-designated position.	● Explains highly technical or complicated information in a manner that is organized and easy to understand in both written and spoken communications. ● Engages in active listening, tailoring his/her response to the priorities, concerns, or needs of the individual or group. ● Presents tailored briefings, adapting on the spot as necessary. ● Communicates thoughts persuasively and confidently in both one-on-one and group settings. ● Leads work unit in composing and carefully editing written products on highly complex topics that are understandable for internal and external decision makers. ● Represents the Operating Unit effectively in public fora. ● Demonstrates correct use of foreign/local languages in professional interactions.	● Both in speaking and writing, communicates, explains, or defends complex ideas or information clearly and in ways that reflect Agency and USG vision and values as well as respect for the perspective of the audience. ● Models active and empathetic listening, tailoring his/her response to the priorities, concerns, or needs of the individual or group. ● Fosters an environment in which defending and challenging ideas are viewed as important for building a stronger collective understanding and consensus. ● Effectively represents USAID in inter-agency settings, to the media, host country government, and other external audiences. ● Leads Operating Unit in composing and carefully editing written products on highly complex topics that are understandable for internal and external decision makers. ● Models learning and effectively utilizing foreign/local languages.

Core Skill: Professionalism				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Cross-Cultural Competence – Demonstrates understanding of cultural differences; is able to succeed in new and different cultural contexts.	• Seeks information and opportunities to learn about different cultures, customs, beliefs, and perspectives of partners. • Demonstrates an appreciation of the views of others. • Effectively performs work duties when assigned to new and/or different cultural contexts.	• Understands how multi-cultural differences and sensitivities relate to and impact one's own work and/or work unit. • Assists local employees and host country contacts overseas to understand U.S. culture and ensures that local cultural norms are taken into consideration and respected in defining activities and results to be produced.	• Identifies and communicates how multi-cultural differences and sensitivities relate to and impact one's own work, the work unit, and the Agency. • Capitalizes on opportunities presented by new and/or different cultural contexts to achieve work unit goals and develop sustainable solutions. • Effectively leads work unit composed of individuals with different customs, mores, and beliefs.	• Demonstrates expert knowledge of how multi-cultural differences and sensitivities relate to and impact the work of the Agency. • Works within different cultural contexts and engages diverse stakeholders to promote initiatives and solutions that support the Agency's mission and meet local needs. • Fosters a climate of respect for cultural diversity within the Operating Unit and in interactions with partners.
Interpersonal Skills – Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.	• Develops and maintains effective working relationships with others. • Appropriately handles minor conflicts, complaints, confrontations, or disagreements in routine situations. • Treats everyone fairly, equitably, and professionally, respecting individual differences (e.g., personality, work styles) and diversity.	• Establishes and maintains effective working relationships with others with a diverse array of backgrounds and perspectives. • Resolves conflicts, grievances, confrontations, or disagreements in moderately complex situations; remains courteous when discussing sensitive or controversial information. • Observes, identifies, and respects different individuals' personality and work styles and tailors actions accordingly to achieve results.	• Establishes and maintains a network of relationships with individual and organizational stakeholders that encompasses a wide range of views that are relevant to the goals of the work unit, the Operating Unit, and the Agency. • Anticipates, strives to mitigate, and effectively handles sensitive, controversial, and difficult interpersonal situations and resolves them in a positive and constructive manner. • Reads and interprets others' behavior during interactions and uses this insight to make necessary adjustments as the interaction occurs. • Demonstrates empathy and puts other people at ease.	• Establishes and maintains a broad and diverse network of relationships that encompass a wide spectrum of perspectives and stakeholders relevant to the goals of the Operating Unit, the Agency, and the U.S. government. • Is sought out by others for expert advice and guidance in dealing effectively with the most difficult and contentious interpersonal situations. • Promotes a working environment that encourages respectful interactions, collaboration and inclusion. • Models empathy and putting other people at ease.
Teamwork – Works effectively with others to achieve goals. Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; and willingly contributes time and ideas to accomplish team goals.	• Works collaboratively with peers and others to produce complete and inclusive products. • Willingly provides assistance to others. • Volunteers to take on specific responsibilities to help the team achieve its goals.	• Facilitates the development of integrated solutions by engaging and actively working with others to achieve team or work unit goals. • Proactively offers assistance or support when others are in need of help. • Demonstrates a collaborative approach to generating ideas and solutions.	• Identifies and works to eliminate conditions that impede within-team and cross-team collaboration and knowledge sharing. • Provides clear direction and goals for work teams and celebrates team accomplishments. • Recognizes and promotes good examples of team collaboration and supports team-building activities. • Leads and actively contributes to broader Operating Unit, Agency and interagency teams. • Volunteers to lead cross-work unit team efforts to advance Operating Unit goals.	• Actively ensures continuous transfer of knowledge and skills across Agency Operating Units, and among the Interagency, as appropriate. • Forms and oversees teams and communities of stakeholders to address strategic challenges or initiatives. • Leads and actively contributes to broader Agency, interagency, and/or development partner teams. • Fosters an environment in which people are expected to and recognized for collaborating.

Core Skill: Talent Management				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Supports EEO, Diversity and Inclusion – Fosters and contributes to equal employment opportunity and a respectful work environment free of discrimination and promotes a diverse and inclusive workplace, one in which the contributions of all employees are valued and different points of view are respected.	● Solicits and considers perspectives that differ from one's own when designing solutions or solving a problem. ● Demonstrates respect in interactions with others, values differing perspectives, and treats others in a fair, equitable, and culturally-sensitive manner. ● Adheres to EEO policies and values diversity and inclusion in performing everyday duties and responsibilities.	● Supports an inclusive workplace by involving people with diverse perspectives and backgrounds in decision making or other activities. ● Demonstrates respect in interactions with others, values differing perspectives, and treats others in a fair, equitable, and culturally-sensitive manner. ● Embraces EEO policies and philosophies of valuing diversity and inclusion in performing everyday duties and responsibilities.	● Recognizes the value of a diverse and inclusive environment, and builds teams that include individuals with different views, experiences, and cultural backgrounds. ● Ensures staff consider diverse perspectives when developing proposed solutions or other work products. ● Models and promotes adherence to EEO policies and philosophies of valuing diversity and inclusion in performing everyday duties within the work unit.	● Fosters a climate of respect in interactions with others, valuing differing perspectives, treating others in a fair, equitable, and culturally-sensitive manner. ● Develops or maintains systems of adherence to EEO policies and proactively embraces and demonstrates the value of a diverse workforce and an inclusive workplace.
Professional Development – Develops the ability of self and others to perform and contribute to the organization by mentoring, engaging in ongoing feedback and coaching, and identifying and taking advantage of opportunities to learn through formal and informal methods.	● Seeks out information and resources that can be leveraged for skill development, including new technical or programmatic approaches. ● Develops own individual learning and training plan in consultation with supervisor. ● Takes advantage of formal training, on-the-job training, and other opportunities to develop new skills and knowledge. ● Participates in constructive feedback conversations to develop own skills and knowledge. ● Actively participates in performance reviews and takes action to address supervisor's performance-related recommendations.	● Provides team members with information about resources that can be leveraged for skill development. ● Ensures that self and staff members have established individual learning and training plans. ● Seeks and responds positively to constructive feedback conversations to develop own skills and knowledge. ● Serves as a mentor to Apprentice colleagues. ● Continues to builds own technical and programmatic competence through formal and informal learning.	● Provides timely, actionable feedback (both positive and developmental) to help staff develop their skills and knowledge. ● Ensures that self and staff members have established individual learning and training plans and secures time and resources to implement the plans. ● Identifies and provides on-the-job and formal training/developmental opportunities to help team members build skills. ● Serves as a resource for staff seeking to identify skill development areas and options for learning. ● Serves as a mentor to Apprentice and Journey colleagues. ● Identifies and takes action to address own competency gaps to achieve professional development goals.	● Fosters a continuous learning environment where staff are expected to engage in skill development opportunities, acquiring and sharing knowledge and experience to improve Operating Unit performance. ● Leverages information gained from Agency, USG, and external partnerships to help staff identify relevant skill development opportunities. ● Champions a culture of high performance where everyone is committed to and accountable for ongoing performance improvement, constructive feedback, and mentoring. ● Leads development of Operating Unit training plan and ensures that Operating Unit training budget is allocated to address priority staff development needs.

Core Skill: Talent Management				
Subskill and Definition	**Apprentice** *FS 06 – FS 04*	**Journey** *FS 03 – FS 02*	**Master** *FS 01*	**Teacher** *SFS*
Supervision and Human Resource Management – Defines clear work expectations aligned with goals. Plans and delegates work in alignment with team members' skills. Provides assistance and direction as needed, monitors progress against deadlines, and ensures completed work is high-quality, timely, and responsive to program or mission goals. Recruits and selects employees based on staffing needs and consistent with organizational goals and budget constraints. Appropriately appraises and rewards employees and takes timely corrective action to address performance problems.	*Not Applicable for Apprentice Level*	● Defines work expectations for team or staff supervised that relate to the goals of the work unit. ● Plans and delegates work to team members. ● Provides guidance and assists team members in carrying out assignments in order to meet deadlines and/or produce high-quality results. ● Identifies and engages staff members with skill sets required to meet the needs of the team. ● Recognizes staff contributions and achievements; recommends staff for awards as appropriate. ● Holds quarterly performance and development conversations and completes annual performance appraisals in accordance with requirements. ● Addresses issues of poor conduct and performance in a straightforward manner, in consultation with head of work unit.	● Ensures that all staff members in the work unit have clear performance targets and expectations that will achieve the unit's priorities and objectives. ● Involves staff in developing work unit goals, plans, and timelines. ● Allocates work optimally among team members, providing opportunities for them to take on key responsibilities. ● Provides assistance and direction, monitors progress toward objectives, and/or finds additional resources to help the staff meet objectives. ● Forecasts future human capital needs to meet work unit and Agency priorities within budget constraints; partners with Operating Unit's human resources staff to select and develop necessary talent. ● Works with Mission Directors/Bureau leaders to recognize and reward staff for their contributions and achievements. ● Ensures that work unit holds quarterly performance and development conversations and completes annual performance appraisals in accordance with requirements. ● Addresses issues of poor conduct and performance in a straightforward and constructive manner.	● Defines clear goals and expectations for the Operating Unit's office/team leaders that clearly link to the Agency's overall mission and USG foreign policy objectives. ● Delegates key responsibilities to staff who are ready for the development opportunities those responsibilities provide. ● Anticipates when additional direction, assistance, or resources may be required to produce high-quality work, meet deadlines, or achieve objectives; provides timely guidance or secures necessary resources. ● Diagnoses talent gaps in the Mission/Operating Unit and/or the Agency; actively works to identify staff requirements and fill gaps. ● Partners with HCTM to use and improve processes for effectively recruiting, selecting, assigning and developing talent to meet strategic needs. ● Works with staff and HCTM to recognize and reward staff for their contributions and achievements. ● Ensures that conduct and performance problems are addressed properly across the Mission or Operating Unit.