

Foreign Service Skills Assessment

Supervisors must assess an FSO's performance against the skill requirements identified in the FS/SFS Skills Framework at least once per year in preparation for the Annual Review Conversation. *Note that an assessment against the FS/SFS Skills Framework may be done at any point during the year to facilitate discussions related to an employee's strengths and skill development areas.*

Keep this form secured in a locked filing cabinet. If stored electronically, ensure the folder has proper access controls. Use a cover sheet before faxing this document, and ensure you encrypt it using USAID-approved encryption methods before emailing it.

Section 1 – Employee Information	
Name:	
Personal Grade:	Skills Assessment Date:

Section 2 – FS Skills Assessment			
Recommended Goals or Actions:	Improve/ Grow	Stay On Track	Coach/ Mentor Others
Leadership			
Building Consensus & Partnerships			
Contextual Awareness & Political Astuteness			
Motivation & Empowerment			
Vision			
Results and Impact Focused			
Accountability for Results			
Problem Solving			
Taking and Managing Risks			
Technical & Substantive Expertise*			
Professionalism			
Adaptability & Flexibility			
Communication			
Cross-Cultural Competence			
Interpersonal Skills			
Teamwork			
Talent Management			
Supports EEO, Diversity, and Inclusion			
Professional Development			
Supervision & HR Management (only required for FSOs in supervisory positions)			
* Supervisor should review relevant backstop competencies and highlight <i>specific</i> areas of strength and development opportunities for technical skills during the annual career conversation. The degree to which an employee demonstrates appropriate skill level in backstop competencies should be taken into account in evaluating performance of the Technical & Substantive Expertise subskill.			

Instructions for FS Skills Assessment

The Rating Official completes all sections of this form.

Section 1 – Employee Information

1. **Name:** Employee's First and Last Name.
2. **Personal Grade: Employee's current rank (e.g., FS-03, FE-OC).**
3. **Skills Assessment Date (MM/DD/YYYY):** The date that the Rating Official completed the assessment. Supervisors must assess an FSO's performance against the skill requirements identified in the FS/SFS Skills Framework at least once per year in preparation for the Annual Review Conversation and Annual Performance Evaluation. **This assessment should occur in March at the end of the performance cycle, or in April prior to the deadline for submitting the FS Annual Performance Evaluation. Note:** In addition to completing this assessment in March or April, an assessment against the FS/SFS Skills Framework may be done at any point during the year to facilitate discussions related to an employee's strengths and skill development areas.

Section 2 – FS Skills Assessment

- The purpose of the FS Skills Assessment is to identify the extent to which an employee is performing at the standards for his/her personal grade as described in the FS/SFS Skills Framework, and to provide a foundation for discussing the employee's growth and development. This assessment stays between the supervisor and employee.
- The rating options include: *Improve/Grow*, *Stay on Track*, and *Coach/Mentor Others*.
 - *Improve/Grow* – indicates that the employee should spend time further developing this subskill. This could be because the employee does not fully meet the standard for the subskill as described for his/her grade level in the FS/SFS Skills Framework. Or, it could be that the employee meets the standard for the subskill, but is less strong in this area relative to other subskills, and the supervisor thinks the employee should build on it in the next year to benefit his/her performance and the work unit/Mission and/or to better prepare the employee for successful performance at the next higher grade.
 - *Stay on Track* – indicates that the employee consistently and fully meets the standard for the subskill described for his/her grade level in the FS/SFS Skills Framework and the employee should continue performing well in this area.
 - *Coach/Mentor Others* – indicates that the subskill is an area of real strength and the employee should look for ways to help others develop this skill area by coaching, mentoring, or providing guidance. (Note that a very high performer may have a lot of strengths, but not all of them should be areas in which he or she is expected to coach or mentor others.)
- The Rating Official provides a rating for each of the subskills using the options above by marking an "X" in the column that best reflects the employee's level of skill and what the rater would like to see from the employee in the upcoming performance cycle. To complete this rating, the supervisor should refer to the FS/SFS Skills Framework, comparing the proficiency indicators for his/her grade to the employee's performance during the performance cycle.* Rating Officials are encouraged to use 360 feedback from peers, subordinates, and/or superiors to assist in determining the appropriate rating. Detailed guidance on making these ratings can be found in the Supervisor EP&D Guidebook.
- Once the Rating Official completes the assessment, the results should be discussed with the employee using a forward-looking approach. Examples and reasons for specific ratings should be highlighted, but ideas for improving or enhancing skills in the upcoming months should be the focus so there is an emphasis on growth.

* *Employee performance on backstop competencies should be reviewed and taken into consideration when evaluating the degree to which the employee meets the standards described for the Technical & Substantive Expertise subskill. Backstop Competencies are documented in the "Competency Catalog." found on the HCTM Center for Professional Development webpage.*