**Partnership Support Team Capacity Builder Capacities Assessment Tool**

Capacity Builder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Building Stronger Families Framework** | **Has a foundation of knowledge and skills to build upon**  **1** | **Has a functional command of knowledge and skills**  **2** | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** |
| 1. Can give minimally fluent overview of content of framework 2. Can explain details of framework and why it is essential to Partnership 3. Can discuss and apply framework in clear language to community partners re: strategies, activities and goals on the ground | Evidence: | Evidence: | Evidence: |  |
| **Protective Factors** | **Has a foundation of knowledge and skills to build upon**  **1** | **Has a functional command of knowledge and skills**  **2** | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** |
| 1. Can name the five protective factors and describe them in detail 2. Can explain the individual protective factors and their inter-relationships at length, and cite supportive research 3. Can easily discuss and apply the protective factors in the context of the Strengthening Families approach, and their links to the Core Result Areas | Evidence: | Evidence: | Evidence: |  |

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| **Results-based Accountability** | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | | | **Leadership Areas/**  **Areas for Growth** |
| 1. Can clearly explain the conceptual link between Building Stronger Families results, Learning by Doing and Best Start’s Results-focused Community Partnership capacities 2. Clearly articulates the relationships and distinctions re: community capacity measures, performance measures and population-level results 3. Is facile in starting from root cause, issue (or other entry points), and guiding a group process that articulates indictor(s), target population, strategies, activities & performance measures for a result area | Evidence: | | Evidence: | | Evidence: | | |  |
| **Co-Design** | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | | | **Leadership Areas/**  **Areas for Growth** |
| 1. Shows competence in bringing a draft outline of a process or product to the table for discussion 2. Clearly makes space for the ideas and contributions of others to the process or product being designed 3. Engages well in the back and forth of getting to and ensuring the final design, and can adapt to unforeseen but necessary changes within time deadlines of local teams. | Evidence: | | Evidence: | | Evidence: | | |  |
| **Facilitation** | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | | | **Leadership Areas/**  **Areas for Growth** |
| 1. Makes good decisions re: appropriate technique for group process and adequately prepares for the event 2. Demonstrates confidence and facility in guiding the group toward desired outcomes 3. Is able to make “in the moment” adjustments and adapt with revised facilitation when considering audience receptivity & resonance. | Evidence: | | Evidence: | | Evidence: | | |  |
| **Training and Coaching** | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | | | **Leadership Areas/**  **Areas for Growth** |
| 1. Adequately plans and prepares for training events within time deadlines of local teams, and is proficient in adult learning and popular education techniques 2. Exhibits high emotional intelligence in cultural competence, presentation, and ability to establish good interaction with participants; adapts when needed while still accomplishing training goals 3. Effectively supports development of Community Partnership leadership in service to ownership of its own neighborhood change agenda. | Evidence: | | Evidence: | | Evidence: | | |  |
| **Consultative Stance** | | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** | |
| 1. Embodies CSSP organizational values, including the value of reciprocity in relationships toward a common good 2. Respects own expertise, and understands how to influence group thinking; respects other’s expertise, and uses own influence to encourage others to do same 3. Has clear understanding and skill regarding roles, goals and boundaries in relationships; is adept at managing resistance | | Evidence: | | Evidence: | | Evidence: |  | |
| **Executive Management Skills** | | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** | |
| 1. Manages time well; allots appropriate time for tasks; prioritizes “to-do” list well; and knows when to seek guidance from coach 2. Demonstrates competence in knowing how to communicate ideas clearly, and when and how to step out front and lead 3. Has the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. | | Evidence: | | Evidence: | | Evidence: |  | |
| **Facilitative Partnership** | | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** | |
| 1. Can recognize and articulate reciprocal exchange interests of every partner on a team 2. Knows how to be an effective bridge to maximize common interests while acknowledging uncommon interests 3. Effectively facilitates conflict resolution within role as capacity-builder | | Evidence: | | Evidence: | | Evidence: |  | |
| **Self-Care** | | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** | |
| 1. Has the self-awareness and self-knowledge to recognize what energizes and what drains self 2. Has an identified set of outlets and/or techniques to turn to for re-energizing at set times 3. Can take care of self “in the moment,” and/or reach out to others or learn new coping strategies before becoming overly drained or explosive | | Evidence: | | Evidence: | | Evidence: |  | |

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| **Racial Equity** | | **Has a foundation of knowledge and skills to build upon**  **1** | | **Has a functional command of knowledge and skills**  **2** | | **Demonstrates adaptive mastery of knowledge and skills**  **3** | **Leadership Areas/**  **Areas for Growth** | |
| 1. Has knowledge of: core constructs, history and legacy, current policies & laws, contemporary issues, tools for influencing change. 2. Has skills of: analysis of self, others, and conditions contributing to racial inequity; strategy development for undoing racial inequity at various levels; effectively diagnosing and then applying tools to conditions of racial inequity; can communicate well and facilitate difficult conversations to resolution. 3. Can effectively demonstrate attitude of humility rooted in understanding of one’s own biases, assumptions and behaviors; knows one’s own “blind spots” and is comfortable addressing them; is demonstrably self-aware in talking about racial equity issues. | | Evidence: | | Evidence: | | Evidence: |  | |

Development Plan

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| Leadership Areas: | Goals | By When |
| Areas for Growth: | Goals | By When |
| Learning within and across all capacity areas, integrating capacities and/or using your overall capacity to build site teams’ capacities – What’s the progress on using your overall capacities to contribute to the teams or communities you work with? Are you building other’s capacities? Please explain. | | |