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SOCIAL AND BEHAVIOR CHANGE COMPETENCY ASSESSMENT

Tool for Resilience Food
Security Activities



About USAID Advancing Nutrition

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USAID Advancing Nutrition

JSI Research & Training Institute, Inc.
2733 Crystal Drive
4th Floor
Arlington, VA 22202

Phone: 703-528-7474

Email: info@advancingnutrition.org

Web: advancingnutrition.org

Contents

Executive Summary	iv
Introduction and Context	1
The Social and Behavior Change Competency Assessment Tool	3
Using the Social and Behavior Change Competency Assessment Tool	5
Step-by-Step Guidance	8
Stage 1. Preparing for the SBC-CA process.	8
Stage 2. Conducting the Competency Assessment	10
Stage 3. Making a Skills-Development Plan.	13
Stage 4. Implementing the Skills-Development Plan.	16
Additional Resources	17
Annex 1. Assessment Matrices: Key Social and Behavior Change Competencies by Role	18
Annex 2. Skills-Development Plan	43

Executive Summary

WHAT IS THE SOCIAL AND BEHAVIOR CHANGE COMPETENCY ASSESSMENT (SBC-CA) TOOL?

The SBC-CA tool seeks to guide implementing partners (IPs) of Resilience and Food Security Activities (RFSAs)¹ through a facilitated process to identify their existing SBC competencies (both strengths and opportunities for growth), prioritize competencies to strengthen, and develop plans to build skills in these areas.

WHY IS THE SBC-CA TOOL IMPORTANT?

A diverse set of SBC knowledge, skills, and attitudes across an RFSA team is desirable for ensuring high-quality SBC at every stage of the program cycle of the Activity. Using the SBC-CA tool during implementation is a way to ensure that IPs are continually strengthening staff competencies for SBC in a systematic way. IPs can use the skills-development plan, the key output from SBC-CA process, to inform routine Activity planning and advocate for external technical assistance and funding for SBC skills development in the identified areas.

WHO PARTICIPATES IN THE SBC-CA PROCESS?

The SBC-CA involves a participatory process guided by an **SBC “champion” RFSA staff member** and an **external facilitator**. They work with **Activity leadership** to identify **select RFSA staff** to participate in the process—ideally, those who undertake or plan to undertake SBC-related activities. Upon completion of the SBC-CA, **skills-strengthening partners** (e.g., the Bureau for Humanitarian Assistance, technical partners, and consultants) may support implementation of the skills-development plan. Their level and type of involvement

will likely vary based on the types of capacity development efforts that are included in the plan and resources available to implement the plan.

WHEN SHOULD THE SBC-CA TOOL BE ADMINISTERED?

The time at which to administer the tool is flexible, though it is suggested that IPs use the SBC-CA tool at the beginning of an Activity, after the staff responsible for implementation have been hired. It may be helpful to use it once more during implementation to ensure that staff competencies for SBC are assessed and strengthened in a systematic way.

WHAT RESOURCES DOES THE SBC-CA PROCESS REQUIRE?

- **Time:** The SBC-CA process requires approximately 80 hours over 4 to 5 weeks, and the implementation of the skills-development plan will cover a (suggested) period of 12 months.
- **Human resources:** In addition to the Activity staff members involved, an **external facilitator** will need to be identified and engaged, ideally at least a few weeks before the tool’s implementation.
- **Financial resources:** Costs of administering the SBC-CA are generally minimal (e.g., printing, telephone charges). Financial resources required for implementing the skills-development plan will vary based on the activities that are planned.
- **Other resources:** It may be helpful to have key project documents (e.g., workplans, SBC strategies, job descriptions) on hand for reference during the assessment process. Group discussions may require physical meeting spaces and phone and/or internet connections to facilitate participation from staff in other locations.

¹ Although this tool refers to Resilience Food Security Activities, many projects awarded before 2021 were called *Development* and Food Security Activities.

Introduction and Context

The Social and Behavior Change Competency Assessment (SBC-CA) tool guides implementing partners (IPs) of Resilience and Food Security Activities (RFSAs) to assess core staff competencies to design, implement, monitor, and adapt multi-sectoral nutrition SBC interventions. Once the IPs assess their current competencies, the tool helps them prioritize competency gaps and address them through a skills-development plan, which will take place over a 12-month period and include a mix of capacity-strengthening approaches (e.g., training, ongoing mentoring, and periodic skills updates or refreshers). The SBC-CA tool outlines a collaborative, step-by-step process for Activity staff to work with support from a facilitator outside the implementing team to undergo this process.²

Using the SBC-CA tool at the beginning of an Activity and at least once more during implementation ensures that IPs are continually strengthening staff competencies for SBC in a systematic way. The time at which to administer the tool is flexible, but ideally it first would take place as soon as the Activity team has hired staff for implementation—possibly just before or just after the Culmination Workshop, which takes place at the end of an initial refinement period along the Activity life cycle.³ IPs can use the skills-development plan, the key output from using the SBC-CA tool, to inform routine Activity

planning—for example, developing Pipeline and Resource Estimate (PREP) proposals and plans for staffing and training, annual monitoring, and collaborative learning and adaptation. IPs can also use the skills-development plan to advocate for external technical assistance and potentially for funding skills-development activities to address the competency gaps the team identifies.

WHAT ARE COMPETENCIES, AND HOW ARE THEY USED?

Competencies refer to a set of measurable, observable, and clearly defined knowledge, skills, and attitudes that are critical to job performance and serve as a basis for assessing, developing, and evaluating people.⁴ The competencies included in this tool refer to the key knowledge, skills, and attitudes that Activity staff should demonstrate to design, implement, and evaluate high-quality SBC interventions for their multi-sectoral nutrition work.

Figure 1 illustrates different ways that an Activity team can use a set of defined competencies to assess, develop, and evaluate its staff's capacity. Activity managers can use competency assessments to strategically guide hiring decisions; develop targeted, needs-based skills-development strategies and tools; and track changes in performance over time.

2 Note that it is likely necessary to identify an external facilitator for this process several weeks before implementing this tool.

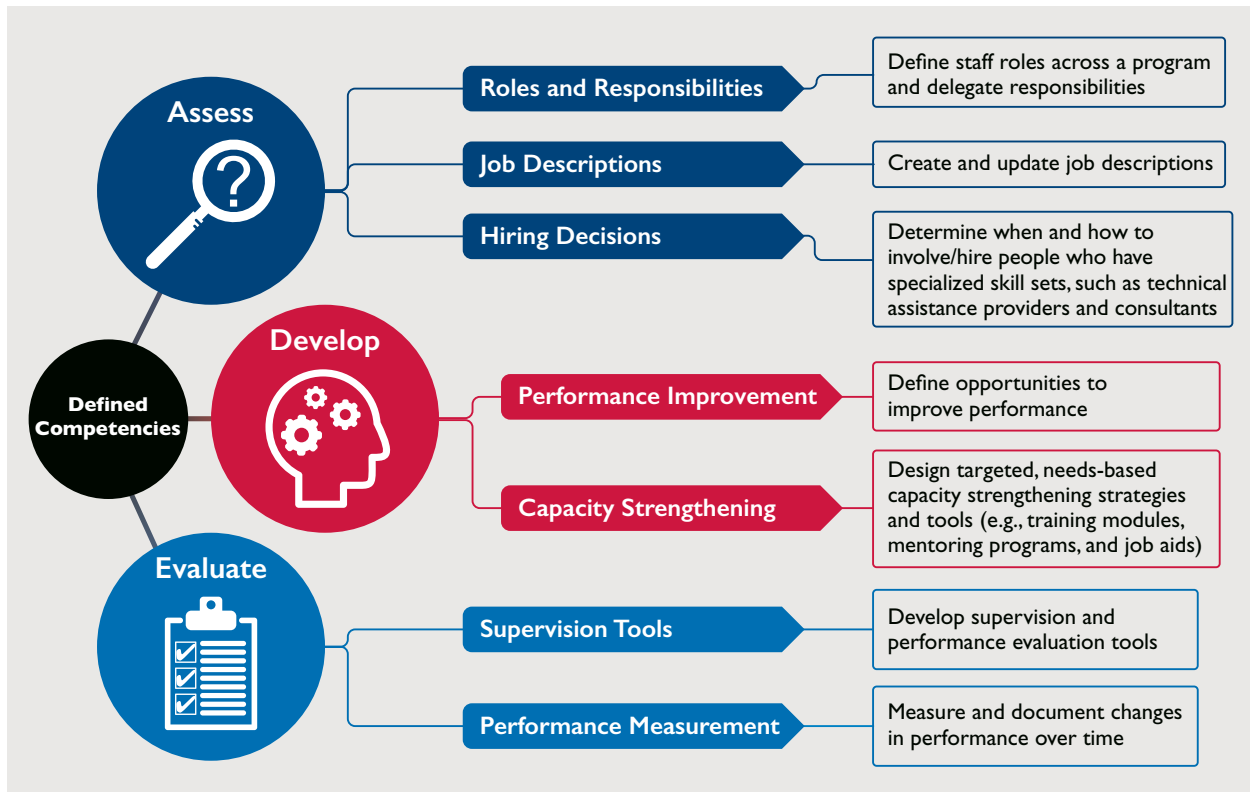
3 Since fiscal year 2016, the Bureau for Humanitarian Assistance (BHA), has awarded resilience activities under a post-award co-creation model known as *Refine and Implement* (R&I), which is intended to improve the activity's design, fit to context, and implementation planning. Refine and Implement includes multiple stages. During initial refinement, new awardees may carry out a number of interventions, including traditional start-up tasks and additional activities that may be but are not limited to

- preimplementation formative research and analysis;
- activities explicitly designed to prioritize behaviors the Activity will address;
- small-scale operational research; piloting promising implementation strategies; and start-up of proven, evidence-based implementation strategies;
- meaningful community engagement to (1) enable two-way feedback and participation around the planned Activity, interventions, and refinement period; (2) enhance understanding of local needs, opportunities, and aspirations; and (3) ensure mutual accountability, including in decision-making processes;
- participatory stakeholder engagement for strengthened local partnerships, capacity development, and coordination;
- refining the Theory of Change (TOC) and implementation plans; and
- preparation for implementation through hiring, staff training, and procurement of goods and services.

At the end of the refinement period, the recipient and BHA will participate in a Culmination Workshop to identify key learning from the refinement period and agree on a revised TOC and implementation plans and on the Activity SBC strategy.

4 U.S. Agency for International Development. n.d. *Defining and Advancing Gender-Competent Family Planning Service Providers: A Competency Framework and Technical Brief* (USAID HRH2030 Project). Accessed August 4, 2021. <https://hrh2030program.org/gender-competency-tech-brief/>.

FIGURE 1. HOW TO USE COMPETENCIES TO IMPROVE ACTIVITY PERFORMANCE⁵



⁵ U.S. Agency for International Development. April 2020. "Defining Social and Behavior Change Competencies for Multi-Sectoral Nutrition." Accessed August 4, 2021. https://www.advancingnutrition.org/sites/default/files/2020-05/defining_social_and_behavior_change_brief.pdf.

THE SOCIAL AND BEHAVIOR CHANGE COMPETENCY ASSESSMENT TOOL

CONTEXT AND RATIONALE

SBC is critical to the success of multi-sectoral nutrition programming and has been integrated into RFSA design, implementation, and monitoring for decades. **Box 1** outlines common challenges to make SBC within RFSA effective and sustainable, according to recent programming reviews. Fully integrating high-quality SBC requires a broad range of competencies. It is not possible for one person to have all of them. For this reason, this tool assesses competencies at a team level rather than an individual level. The deepest SBC expertise and skills generally reside in SBC and gender specialists on RFSA, but given that SBC is a crosscutting approach to supporting better nutrition, food security, and equitable development, many staff across an RFSA should have a basic understanding of SBC and its importance. Staff across technical and functional teams should be able to demonstrate specific SBC competencies related to

their job descriptions. A diverse set of SBC knowledge, skills, and attitudes across an RFSA team is therefore desirable for ensuring high-quality SBC at every stage of the program cycle of the Activity.

PURPOSE

The SBC-CA tool seeks to help RFSA IPs identify their existing SBC competencies (both strengths and opportunities for growth), prioritize competencies to strengthen, and develop plans to build skills in these areas.

SBC COMPETENCIES BY ROLE

The SBC-CA tool references the most relevant SBC competencies for different roles that are typically part of a RFSA team (see box 2). Depending on the specific RFSA, the titles of the staff members who fall under these key roles may be slightly different (e.g., specialists,

BOX 1. SBC IN RFSAS: A HIGH-PRIORITY WITH ROOM FOR IMPROVEMENT

Recognizing that SBC is key to achieving sustainable programming objectives (Activity purposes), BHA has placed a high priority on integrating SBC methods and approaches into Activity design, implementation, monitoring, and learning. The refinement period allows RFSA to test their TOC, complete additional formative assessments, and pilot SBC interventions to improve the effectiveness and sustainability of the activity.

A [review of programs by the Food and Nutrition Technical Assistance Project III Project](#) and a [review of mid-term evaluations by the Implementer-Led Evaluation & Learning Project](#) have documented common strengths and challenges related to SBC within BHA's multi-sectoral programming RFSA. Both reviews highlighted that quality of implementation varies within Activities and organizations and recommend that IPs take a more systematic approach to strengthening key competencies for their staff, local partners, and volunteers. Specific findings are that

- the quality of SBC design, implementation, and monitoring is highly variable;

- there are competency gaps in
 - prioritizing behaviors from the many included in a typical TOC;
 - selecting appropriate formative research methods and using research findings to improve interventions; and
 - monitoring the quality and effectiveness of specific SBC interventions.
- short-term technical assistance providers focus on specific SBC design or implementation tasks rather than transferring skills to staff;
- some IPs do not effectively roll out SBC strategies to Activity staff so they understand their role in SBC implementation; and
- some IPs engage stakeholders as passive recipients of messages rather than as active agents of change and innovators of local solutions.

advisors, coordinators, managers). They may also represent different levels of experience (senior, mid-level, junior, etc.) and implement activities at different levels (regional, district, and community/front line). Annex 1 contains a list of SBC competencies for each of these roles. Certain competencies appear on multiple lists if multiple roles require them.

IPs are encouraged to adapt the competency lists to suit their needs, including

- adding, removing, or editing the competencies on each list based on the job description for each role and within the context of the Activity. The current lists suggest which competencies may be relevant on each team, but this may or may not be correct for every RFSAs;
- grouping the technical and functional roles differently. The SBC-CA tool groups similar roles together for the purpose of conducting team assessments to make the competency assessment process more efficient (e.g., maternal, newborn, and child health [MNCH]; water, sanitation, and hygiene [WASH]; and Food Assistance for Nutrition technical staff), but IPs may decide to split those roles up into smaller groups for the assessments; and
- adapting an existing competency list for a role not listed in box 2 (recognizing that each RFSAs has a slightly different structure that may include different roles).

In annex 1, SBC competencies fall under four categories: (1) foundational SBC knowledge, skills, and attitudes; (2) design/planning SBC interventions; (3) implementing SBC interventions; and (4) monitoring and evaluating SBC interventions. The tool does not include competencies for facility or community-level service providers or volunteers.

COMPETENCY ASSESSMENT COMPONENTS

The SBC-CA tool has two main components, described below. These components fit into the larger SBC competency assessment process (see the next section, “Using the SBC-CA Tool”):

- **Competency assessment (see annex 1):** The competency assessment is a process whereby the participating members of the RFSAs team divide into smaller teams, based on team member roles, and each team reflects on its SBC competencies—both strengths and areas for strengthening. An SBC

BOX 2. KEY ROLES



Technical: SBC and Gender/Youth

Technical: MCHN, WASH, and Food Assistance for Nutrition

Technical: Agriculture and Livelihoods, Market Analysis, Risk Management and Disaster Risk Reduction

Functional: Management

Functional: Monitoring and Evaluation

Functional: Training and Supervision of Front-Line Service Providers and Volunteers

“champion” from the RFSAs team and an external facilitator support the team through this process. For each competency, the champion and the facilitator together support the team to determine the level of importance of each competency to its current and future work. They then co-facilitate a discussion during which the team members rate their skill levels as a team for the highest-priority competencies, using a predefined scale.

- **Skills-building plan (see annex 2):** The skills-development planning process aims to strengthen competencies in areas of greatest importance to the Activity. Based on the discussions and ratings from the competency assessments, the champion and facilitator reflect on the key SBC competencies for a successful program and draft a plan for developing skills in those key areas. The skills-development plan should link to the strengths and gaps identified from the team assessments, identify a subset of high-priority competencies to strengthen across the Activity, then state the steps to do this. A strong skills-development plan elaborates the steps, timing, and responsibility for each item of the plan. It highlights the need for any competency development interventions, tools, or resources. The champion should share the skills-development plan with representatives from each team who completed an assessment. While the facilitator supports this process, it is critical that the champion and team representatives identify the skills-development actions that will support ownership of the plan.

USING THE SOCIAL AND BEHAVIOR CHANGE COMPETENCY ASSESSMENT TOOL

The SBC-CA tool guides a process to develop collective SBC capacity among RFSA staff. The process should promote information sharing, a healthy internal dialogue, and consensus building by including staff members who serve in each of the teams included in the tool. Each team identifies for itself areas where it would like to develop its own SBC competencies through this flexible, positive process.

There are four key stages in the SBC-CA process: (1) preparing to administer the tool; (2) prioritizing and assessing competencies; (3) developing a skills-development plan; and (4) implementing the skills-development plan. Table 1 illustrates the different stages of the process, including the objective, the people involved, and the time required. (See the section “Step-by-Step Guidance” for detailed instructions about each stage.)

TABLE 1. STAGES IN USING THE SBC-CA TOOL

	STAGE 1: PREPARATION	STAGE 2: ASSESSMENT	STAGE 3: PLAN DEVELOPMENT	STAGE 4: IMPLEMENTING THE SKILLS-DEVELOPMENT PLAN
Objective	To prepare for the SBC-CA	To support team members to prioritize competencies needed for their work, then to assess their skills relative to the high-priority competencies	To compare assessments across teams, identify a set of priority competencies to strengthen, and develop an Activity-wide plan to strengthen them	To carry out the skills-development plan and review its components to build skills and ensure continued learning
Person responsible	Champion	Facilitator	Champion and facilitator	Champion
Others involved	Facilitator Selected RFSA staff	Champion Selected RFSA staff	No one during drafting Selected RFSA staff for discussion and finalization	Selected RFSA staff Skills development partners
Time needed	20 hours over 1 week	Approximately 40 hours over 2 weeks (which corresponds to about 2 hours per team discussion)	20 hours over 1–2 weeks	Varies by activities included in the skills-development plan
Key steps	<p>Step 1: Familiarize yourself with the SBC-CA process.</p> <p>Step 2: Meet with RFSA leadership to brief them on the SBC-CA process.</p> <p>Step 3: Identify RFSA staff who should participate in the SBC-CA process.</p> <p>Step 4: Identify a facilitator.</p> <p>Step 5: Work with the facilitator to prepare for conducting the capacity assessment and developing the skills-development plan (stages 2–3).</p>	<p>Step 1: Prepare the team for discussion.</p> <p>Step 2: Walk the team through the competency assessment process.</p> <p>Step 3: Lead the team to identify the importance of each competency to its work and facilitate discussion to reach consensus on team self-assessment ratings.</p> <p>Step 4: Convene all teams into a large group to discuss the ratings (optional).</p>	<p>Step 1: Develop a draft skills-development plan by identifying higher-priority competencies across teams.</p> <p>Step 2: Share the draft skills-development plan with a group representing the wider Activity team.</p> <p>Step 3: Review the draft skills-development plan with Activity leadership.</p>	Varies

WHO PARTICIPATES IN THE SBC-CA PROCESS?

The SBC-CA process should include individuals serving in the priority roles outlined below. RFSA organizational structures vary, so the tool can be adapted to reflect the different technical and functional teams on the Activity. The SBC-CA is intended to be a collaborative process, so as many team members as possible are encouraged to actively participate and thus take interest in and ownership of the tool:

- **SBC-CA champion:** The SBC-CA champion is the principal user of this tool. This person is a member of the RFSA team, such as an SBC advisor or specialist. Ideally, this champion has a high level of SBC experience and/or understanding of the importance of strengthening SBC competencies on the team. They should be well acquainted with the SBC-CA components and be able to oversee the key steps involved in implementing the SBC-CA process, from beginning to end. The champion plays an important role in preparing the team to use the SBC-CA (stage 1), including identifying a facilitator, explaining to other team members the importance of the process, and overseeing the implementation of the skills-development plan. The champion participates in the discussions with each team as it assesses its competencies. They then use each team's assessment matrix to draft a skills-development plan for the highest-priority competency gaps across the Activity, which is then shared with RFSA managers and staff to finalize. The champion should support facilitation, encourage dialogue, provide context as needed, and help the process move forward smoothly.
- **SBC-CA facilitator:** The facilitator should be independent of the RFSA and have significant facilitation experience. Ideally, they have at least foundational SBC knowledge and skills and some experience with skills-based training. The facilitator encourages discussion among the RFSA team members as they complete the competency assessment. The facilitator works with the champion to draft the Activity-wide skills-development plan and facilitates discussion of the plan with selected RFSA staff from the teams that participate in the assessment. The discussion should help build relationships and trust within the team and generate a greater level of understanding of the competencies needed for successful programming and existing SBC skills across the team. *Because the SBC-CA tool guides each team to assess its own*

competencies, the facilitator does not conduct the assessment; rather, the facilitator helps the team understand the competencies, asks probing questions to stimulate deeper discussions, and aids team members in thinking through the ratings they assign themselves.

- **Selected RFSA staff:** Members of the RFSA team who fall under the "Key Roles" categories listed in box 2 above are central to the SBC-CA process. These staff members will likely be at different levels: Some may sit at project office level or at regional, district, or frontline levels. It's fine to bring staff from different levels together in the team assessment meetings. Within their team (as designated by their role), staff members actively participate in the competency assessment process, and they are the focus of the skills-development activities thereafter. The champion may find it helpful to ask one person per team to serve as the champion's main point of contact on the team. The champion and facilitator can communicate with each team through the main point of contact, who then passes on key information to the other team members and schedules meeting times for that team's self-assessment. During the team assessment meetings, it is helpful to nominate a staff member from each team to take detailed notes.
- **Skills strengthening partners:** These partners include staff from BHA, technical partners, and consultants who might support the implementation of the skills-development plan that the RFSA staff have created for themselves using the SBC-CA. Their level and type of involvement will likely vary based on the types of capacity development efforts that are included in the plan and resources available to implement the plan.

WHEN TO USE THE TOOL

Ideally, the first use of the SBC-CA would take place just before or just after the Culmination Workshop, about one year into the Activity, or when most key staff responsible for project implementation have been hired and can participate in the assessment process. However, RFSA staff can apply the SBC-CA tool at any stage of the RFSA life cycle to assess team SBC competencies and develop or update an Activity-wide skills-development plan to strengthen them. **It may be useful to use the SBC-CA tool before developing an upcoming PREP submission.** The entire SBC-CA process can be repeated one or more times over the life of the Activity, with critical reflection on where skills have grown and where skills are needed to meet the changing needs of the Activity.

TIME AND RESOURCES NEEDED

The entire SBC-CA process can take place over approximately one month. RFSA staff may decide to spread the process over more time, but it is encouraged to try to complete the process as quickly as possible to maintain focus and momentum and to achieve a finalized skills-development plan for use in further Activity planning and implementation. The time commitment is most intensive for the champion and the external facilitator.

Commitments for the champion are as follows:

- Approximately 20 hours over 1 week to learn the tool, select and plan with the facilitator, gather documents, and schedule team meetings (stage 1)
- Approximately 40 hours over 2 weeks to lead and participate in a series of 2- to 3-hour (minimum) assessment meetings with different teams and to compare assessment matrices across teams to start identifying priority competency gaps (stage 2)
- Approximately 20 hours over 1 to 2 weeks to work with the facilitator to
 - draft an Activity-wide skills-development plan for strengthening the highest-priority competencies;
 - share the draft skills-development plan with management and selected RFSA staff from each team and incorporate their feedback into the plan; and
 - share the plan with decision-makers and finalize it after securing the necessary approvals (stage 3).

The commitments for the facilitator are similar, with the addition of any background preparation needed to become familiar with the RFSA and key Activity documents ahead of the team assessment meetings. The commitment is less intensive for managers and other team members. Funding for the SBC-CA process and implementation of the skills-building efforts planned by the Activity staff may come from the Activity budget, but supplemental funding may also come from centrally funded technical assistance mechanisms, such as U.S. Agency for International Development (USAID) Advancing Nutrition.

STEP-BY-STEP GUIDANCE

The following provides detailed instruction for the chief person responsible for carrying out each stage of the SBC-CA process.

STAGE I. PREPARING FOR THE SBC-CA PROCESS



Person responsible:
SBC-CA champion



Estimated time needed:
Approximately 20 hours over the course of 1 week

STEP 1: FAMILIARIZE YOURSELF WITH THE SBC-CA PROCESS

- As the SBC-CA champion, fully understanding the purpose and components of the SBC-CA is important. Take time to
 - read the tool from beginning to end;
 - examine annex 1. Make sure that you understand the different SBC competency lists for each key role and the process for filling out the matrix with the teams; and
 - examine annex 2 to make sure you understand how the process of drafting, sharing, and finalizing the matrix should result in a skills-development plan for SBC that is owned by the RFSA staff.
- If you have questions about the SBC-CA process and/or the SBC competencies, reach out to partners who have designed the tool or used it before or those who might know where to refer you for more information. These people may include SBC experts in your consortium, BHA staff, and USAID Advancing Nutrition.



PRO TIP FOR CHAMPIONS: ENGAGE LEADERSHIP

Engage RFSA leadership early in the SBC-CA process to explain the purpose, steps, and time and resource commitments. This can help ensure buy-in and support as the exercise progresses.

STEP 2: MEET WITH RFSA LEADERSHIP TO BRIEF THEM ON THE SBC-CA PROCESS

- Although members of RFSA leadership may generally understand the goals of the SBC-CA, providing more information about the purpose, steps, and related time and resource commitments upfront can generate managers' support and input from the planning stage to the implementation of the skills-development plan:
 - Explain the different steps of the process and purpose of each. It may be especially helpful to explain that the SBC-CA process will result in a skills-development plan for the Activity that can be implemented to build staff SBC skills in those areas identified as priority gaps during team assessments. Implementing this plan will have further implications for time and resources.
 - Communicate the estimated time and resource commitments needed.
 - Come prepared with suggestions for adjustments to the process to address any concerns you foresee (e.g., timing of SBC-CA steps coinciding with other commitments or events).
 - Ask for input and suggestions, as appropriate.
 - Establish a plan for communicating with leadership about how the SBC-CA process is progressing.
 - If appropriate, ask Activity leadership to announce the SBC-CA process to the entire Activity team to convey leadership's support for the process.

STEP 3: IDENTIFY RFSA STAFF WHO SHOULD PARTICIPATE IN THE SBC-CA PROCESS

- Review the roles identified in annex I, and reflect about the members of your team that most closely fit these roles. If it is helpful, you can list the staff members who match these roles. Do not forget to include yourself in the appropriate list. These staff will participate in each team for the assessment component of the SBC-CA process. One or more staff members may belong to more than one of the teams in annex I. They may select which team to participate on, or they may participate in each team's assessment if they are available.
- Note that these roles, which have been divided into technical and functional teams in the tool, may not entirely correspond with the structure of your RFSA. If this is the case, feel free to divide the teams differently. If teams are divided differently, you will need to decide which list of competencies applies most closely to each of the new groupings.
- For each team, identify a team leader to be the team's main point of contact with the champion. Channel communication to each team through the team leader. They can communicate key information to the other team members and help schedule that team's assessment meeting.
- Ideally, each team will have no more than 10 to 15 people to ensure a smooth and manageable assessment process. On large teams, this may mean selecting representatives from the team to participate in the team assessment rather than having the whole team participate. However, limiting participation may undermine the inclusive and participatory nature of the process. You are encouraged to weigh these considerations as well as factors such as staff availability and input from RFSA leadership when deciding the number of people to include in each team assessment meeting. You may want to consult with the team leader about this issue.



PRO TIP FOR CHAMPIONS AND FACILITATORS: IDENTIFY TEAM LEADERS

Designating a **leader** for each team that completes the assessment together can support good communication and a smooth, organized process. The team leader serves as the go-between for their team and the champion and facilitator who coordinate the SBC-CA process across all teams.

BOX 3. KEY CHARACTERISTICS OF A STRONG FACILITATOR

- Listens attentively and nonjudgmentally
 - Understands what is being said as well as nonverbal cues
 - Encourages broad participation in the discussion
 - Gently guides the discussion back on track if it veers off course
 - Explains key concepts and has a sense of whether participants understand key concepts
 - Thinks quickly and formulates additional probing questions to follow up about what has been said
 - Tactfully guides participants to rethink their responses if they are contradictory or not supported by evidence
 - Guides the process at hand in a neutral way
- Determine whether there are other staff members that do not fit under the predefined roles but who may benefit from skills development in SBC. Add them to a list of their own, and include competencies that match with the job description that corresponds with that role.

STEP 4: IDENTIFY A FACILITATOR

- The SBC-CA facilitator guides the team through the assessment and skills-development planning components of the SBC-CA process. His or her responsibilities are to explain the SBC-CA process to the staff, describe and answer questions about the different competencies, facilitate discussion, and ask probing questions to stimulate deeper discussions. Important characteristics of a strong facilitator are listed in box 3.
- Ideally, the facilitator should be external to the Activity so they can guide the SBC-CA process from a neutral, fresh perspective. For example, the facilitator may be a staff member from a consortium organization or a BHA-funded technical assistance mechanism, such as USAID Advancing Nutrition. It may be advisable to identify the facilitator weeks or months in advance of undertaking the SBC-CA process.

STEP 5: WORK WITH THE FACILITATOR TO PREPARE FOR CONDUCTING THE CAPACITY ASSESSMENT AND DEVELOPING THE SKILLS-DEVELOPMENT PLAN (STAGES 2-3)

- It will be important to work with the external facilitator to prepare for leading the team assessment and developing, then sharing the skills development plan. This may include
 - holding an introductory call or meeting with them to explain the context and the RFSA's goals and activities (especially the SBC components). It may be helpful to share Activity documents, such as strategies, work plans, and/or reports, so they have additional context; and
 - discussing the SBC-CA process with the facilitator to make sure he or she understands it. This includes the tool's components and purpose
- and the contents of the SBC competency lists included in annex I. In some instances, the facilitator may already be familiar with the SBC-CA process.
- Work with the facilitator to prepare for conducting the assessment:
 - Print or email relevant Activity documents (e.g., strategies, work plans, job descriptions for staff with SBC-related responsibilities, and reports) to team members to refer to as needed during the team discussions. This will help the teams understand and interpret the SBC competencies as they relate to their work and ascribe themselves ratings.
 - Print and/or email the relevant SBC competency matrix from annex I to each team so the participants can review it in advance and refer to it during the team discussions.

The facilitator will lead the steps in the next stage. However, the SBC champion will be part of all team discussions.

STAGE 2. CONDUCTING THE COMPETENCY ASSESSMENT



Person responsible:
SBC-CA facilitator,
supported by the champion



Estimated time needed:
Approximately 20 hours per week for 2 weeks
for both the facilitator and the champion.
Approximately two to three hours for each staff
member who participates, per assessment.

Notes: *The steps in this section direct the facilitator to work with one team to conduct the team self-assessment. The facilitator will follow these steps with all teams.*

STEP 1: PREPARE THE TEAM FOR DISCUSSION.

- Convene the team in a quiet room apart from distractions, if possible. Using a projector may help the participants follow along as you introduce the different sections of the SBC-CA tool. If the discussion is taking place virtually, consider displaying the relevant sections of the SBC-CA tool through screen-sharing. To the extent possible, ensure that team members participating virtually can join from a quiet place (e.g., an unoccupied room in their field office) and have an adequate internet connection during the meeting time.
- Ensure that all members of the team have the materials they need (e.g., printouts of annexes I and 2 and relevant Activity documents).
- The facilitator should help all participants feel comfortable during the process. The atmosphere should be pleasant, collaborative, and nonconfrontational. This is not an audit or external evaluation; it is a participatory process led by the team members.



PRO TIP FOR CHAMPIONS AND FACILITATORS: NOMINATE A NOTE TAKER

Ask a team member to take notes during the discussions to record the rationale for the team's ratings. This will help the facilitator and champion focus on facilitating discussion. These notes will be helpful later on during the elaboration of the skills development plan.

STEP 2: WALK THE TEAM THROUGH THE COMPETENCY ASSESSMENT PROCESS

- Introduce yourself, and explain the purpose of the SBC-CA process.
- Provide an overview of the team's competency assessment matrix, and explain that it will help the group understand the team's SBC skill levels as a whole, help them identify the competencies that are most important to their work, and prioritize the skills to develop in the longer term:
 - Emphasize that this is a process intended to help them make decisions about the skills areas they would like to build, and explain that the facilitator's role is to help them have the relevant discussions to get to that point. The facilitator will not be assessing the team.
- Define the concept of competencies and any relevant terms. Discuss how teams can apply the defined competencies, especially in the context of building skills. Figure 1 can help with this.
- Describe the competency matrix and self-rating system (annex 1). Explain that the team will complete this matrix together. It may be helpful to project the matrix on a large screen or, in the case of virtual facilitation, share your screen so everyone can follow along:
 - Explain that the competencies listed on the right side of the matrix describe the SBC knowledge, skills, and attitudes that people in their role may be able to demonstrate. Explain the process:
 - » For each competency, the group will decide how important each competency is to the team's work.
 - » Then, explain that for the higher-priority competencies, the team will discuss how the team as a whole ranks its level of competence. Explain that this step should involve discussion and agreement on a final rating for the team as a whole: The process should NOT include individuals assessing

themselves, and then averaging their ratings. Critical reflection and discussion of the competency levels is a key part of this process.

STEP 3: LEAD THE TEAM TO IDENTIFY THE IMPORTANCE OF EACH COMPETENCY TO THEIR WORK AND FACILITATE DISCUSSION TO REACH CONSENSUS ON TEAM RATING OF COMPETENCE

- Review the first competency on the list with the team. Make sure that participants understand what it means. Ask the team members if they have questions, and provide additional explanations as needed.
- Turn their attention toward the column on the assessment matrix marked "Importance." Explain that they will need to decide as a group how important the competency is to the team's work within this RFSA: 1 is "Very important;" 2 is "Somewhat important;" and 3 is "Not important." Note that for competencies that are important generally but not priorities in the next 12 months for the Activity (e.g., formative research skills after the formative research stage of the Activity), the team can mark them as a low priority.
- Explain that for the purpose of this exercise, they should discuss the importance rating just within the context of their team. At a later stage, the ratings across different teams will be considered as part of discussions about Activity-wide skills development priorities.
- Encourage reflection and dialogue during this exercise. Suggest that they re-examine their planned activities, any current and upcoming work plans, and other key Activity documents as needed during the discussion.
- The champion or team member who is taking notes should indicate a brief justification for those competencies rated as "Very important" and "Somewhat

important” at the bottom of the assessment matrix. These justifications help the group remember why they assigned the priority level they used and may be useful when the ratings are revisited.

- The next step depends on how the team rated the importance of the competency to their work:

- **If the competency rating received a 3 in importance**, meaning that it is not a current priority, proceed to rate the importance of the next competency on the list.

- **If the competency received a 1 or 2 in importance**, facilitate a discussion to reach consensus on a team-level rating of competence:

- » Ask the team to come to a consensus on a rating that best reflects the team’s skills. Explain the self-assessment rating system:
 - + The team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked).
 - + The team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it if asked).
 - + The team has moderate skills in this area (it needs more skills or experience to be able to apply the competency in its work).
 - + The team has few skills or little experience related to this competency.
- » Ask additional, probing questions to get participants to clarify and expand their responses. Be sure to listen, understand what is said, and pose follow-up questions. Phrase questions in a positive manner to identify current conditions and priorities for improvements. Avoid negative language, such as asking a team about its “deficiencies.”
- » Keep the discussion focused and undistracted by tangential issues.
- » Help group members move toward their own consensus without pushing them in any particular direction. Avoid forcing a specific outcome for the discussion.
- » Encourage all team members to participate in the discussion. If one or more individuals dominate the discussion, emphasize the importance of hearing everyone’s perspective. Be sure to apply culturally sensitive methods of encouraging broader participation.

- » Be mindful of hierarchies within the group, such as supervisors and their supervisees, and do your best to create an environment in which team members at all levels can share their thoughts. Reiterate that the exercise is not an audit of the skills that people lack but an opportunity to identify the areas in which the team would like to develop professionally in the area of nutrition SBC.

- » If group members are uncertain or disagree about how to rate their skill level for a particular competency, you can

- + ask the participants to explain their perspectives in more detail, and invite others to weigh in;
- + encourage the group to agree on a middle ground or compromise; and
- + suggest that the group move on to the next competency and return later, when participants might have a fresh perspective.

- Record the final rating. The champion or team member who is taking notes should indicate a brief justification to help the group remember their rationale.

- Repeat this process for the rest of the competencies on the list.

STEP 4: CONVENE ALL TEAMS INTO A LARGE GROUP TO DISCUSS THE RATINGS (OPTIONAL)

This step encourages sharing between teams across the Activity but can be skipped if needed. Alternately, each team can designate a representative to participate in this meeting and further meetings to discuss the draft skills development plan that will be developed in stage 3.

- Explain to the larger group that the purpose of this step is to review the overall strengths and gaps in SBC competencies across the teams. This is an opportunity to note common priority competencies that need to be strengthened across teams. The high-priority competencies where teams feel they need more skills and experience can be included in the draft skills-development plan to be developed by the champion and facilitator in stage 3, and then shared with this wider team.
- Ask one volunteer from each team to present his or her competency ratings for the (1) “Very important” and (2) “Somewhat important” competencies and any important points of discussion

raised during the assessment. Encourage them to present a summary of the key strengths and areas for improvement if time is limited.

- Encourage discussion about which priority areas for competency strengthening emerged on the different teams and how these areas relate to the

different sectors or SBC methods and approaches being used by different teams.

- Conclude by sharing the timeline and approach for drafting the skills-development plan and sharing back to the larger team participating in this meeting.

STAGE 3. MAKING A SKILLS-DEVELOPMENT PLAN



Person responsible:
SBC-CA champion,
supported by the facilitator



Estimated time needed:

Approximately 20 hours over 1–2 weeks.
This includes 10 hours for drafting the plan based on individual team competency assessments; approximately 4 hours for sharing the draft plan with teams and incorporating their feedback into the plan; and approximately 6 hours for sharing with decision-makers, finalizing the plan, and seeking needed approvals for the plan. Skills-development planning should follow the review of the competency self-assessment.

STEP 1: DEVELOP A DRAFT SKILLS-DEVELOPMENT PLAN BY IDENTIFYING HIGHER-PRIORITY COMPETENCIES ACROSS TEAMS

- Use the Skills-Development Plan Matrix in annex 2 to complete the draft skills-development plan.
- Transfer the prioritized competencies from each team assessment into the competency column of the matrix. These should be the competencies the teams have (1) identified as “Very important” and “Somewhat important” during the assessment and (2) those for which they have rated themselves as needing improvement.
- In the column “Self-Assessment Rating,” indicate the ratings that the team gave itself for that competency. For instance, you might write “I/D” for a high-priority competency for which the team indicated that it did not have sufficient skills. If multiple teams have developed ratings for the same competency, it may be helpful to include the team names and competency ratings in the same row.
- Consider that this plan should cover a 12-month period and that not every competency identified

in this way can be addressed in that limited time. Competencies identified as needing strengthening across multiple teams or competencies on one team that are high priority but low in skill level should be moved to a higher-priority place, nearer the top of the matrix. Lower-priority competencies can be saved for inclusion in a future skills-development plan.

- Brainstorm actions to undertake to strengthen these competencies. Options include in-person and/or virtual skills-based training sessions, but RFSAs are encouraged to consider alternatives to training. These include mentoring; coaching; self-directed learning activities, such as document review; on-the-job training and supportive site visits; exposure/study visits; and peer-to-peer learning and exchange activities. It may be helpful to consider different elements of skills development, such as learning, transfer, and impact (see box 4). There may be multiple activities for each prioritized competency.
- Note that although certain competency gaps can be addressed by strengthening skills and providing additional experience to existing staff members, other strategies could include updating job descriptions and changing recruiting and hiring strategies,

such as bringing on short-term consultants with specific skillsets.

- For each activity, list the needed resources. Consider the necessary financial resources, the staffing needs internal to the RFSA as well as external staff and consultants, and the time needed for each action or series of actions. Be sure to acknowledge the financial, time, and technical resources it would take to plan and coordinate these activities.
- Define the expected timeline for each action. Some activities might occur once, but many may extend over weeks and months. This conversation will link to the discussion about the required resources.
- Designate a responsible person for each activity. This person will play a role in planning for the activity, supporting its implementation, and keeping it on track per the timeline and budget.

STEP 2: SHARE THE DRAFT SKILLS-DEVELOPMENT PLAN WITH A GROUP REPRESENTING THE WIDER ACTIVITY TEAM

- The group can include everyone who participated in an assessment or representatives from each team who completed an assessment. Provide the draft skills-development plan and the rationale for developing it as part of the participatory process. Explain that skills-development actions are more likely to result in sustainable change when the relevant individuals take part in and own the process of developing the plan.⁶
- Walk the group through the plan, and explain each component:
 - Explain that the skills-development plan designates next steps for strengthening SBC competencies. It identifies
 - » the priority competencies the group identified during stage 2 and the level at which the team members rated their collective skills and experience for each competency;
 - » actions that the Activity can do to build staff skills in priority competency areas. Although some of these actions may apply to the entire group, others may only apply to certain teams, and others may only apply to specific team members;
 - » the resources and technical assistance needed to conduct these activities;

BOX 4. ELEMENTS OF SKILLS DEVELOPMENT

The Integrating Gender and Nutrition into Advisory and Extension Services project suggested thinking about planning for skills development in terms of learning, transfer, and impact.

Learning: Changes in skills, attitudes, and behaviors that happen during a learning event and are assessed following the training (achievement based objectives).

Transfer: Examples of specific, expected actions that will be practiced (e.g., with farming households, service providers, or value chain actors). These transfer points form the basis for supportive supervision.

Impact: Longer-term or ultimate changes that will occur within the organization or community as a result of practicing this competency.

- » the anticipated date of completion for different skills-development activities; and
- » the person responsible for ensuring that these actions take place during the implementation of the skills-development plan.
- Inform participants that skills-development activities may not be necessary for all competencies, especially if they are lower in importance to the Activity. In contrast, some competencies may have multiple skills-development items. Also, let them know that competencies for which the team already has a high skill level may still need one or more activities.
- Explain that this skills-development plan is the first draft of a plan that will be revisited and may require further discussion.
- As you facilitate discussion, help ensure that the plan is manageable. Each item in the plan should be discussed and clear priorities identified. In most cases, there will be more suggested skills-development activities than can be supported within available or

⁶ Baser, Heather, et al. "Lessons Learned and Actions for Busan and Beyond: Synthesis Report." Prepared for: OECD Cairo Workshop on Competency Development from Concepts to Implementation, Cairo, Egypt, March 28–29, 2011.

anticipated funding over a 12-month period. Having an evolving list of priorities helps ensure that SBC skills are strengthened in a way that meets the current needs of the team and has the desired importance for the project.

- As the facilitator, be aware that project staff should own the skills development plan. Encourage dialogue and reflection, and do not force decisions in the group.
- Explain to the group that the next step in the process is for the SBC-CA champion, the facilitator, and Activity leadership to review the draft skills-development plan and determine how skills-development actions might be integrated into current or future PREPs and other Activity documents. Let them know that not all activities will be possible, and decisions will be made based on (1) common and important priorities that have emerged across teams and (2) the feasibility of the activities, resources required, and timelines.

STEP 3: REVIEW THE DRAFT SKILLS-DEVELOPMENT PLAN WITH ACTIVITY LEADERSHIP AND RELEVANT USAID POINTS OF CONTACT

- Discuss the draft plan with SBC and other staff who would be key to implementing the plan, Activity leadership, and any other stakeholders—for example, IP technical assistance backstops and USAID points of contact:

- Because the skills-development plan will require resources to deliver, reflect on which items can be funded under the current PREP or included in an upcoming PREP. For example, the current plan may already include some skills-development activities (such as training or exchange visits) that can be focused on the areas identified in the skills-development plan. Where such activities are not already included in the budget and approved project plans, the SBC-CA and skills-development plan will help inform activities for the next PREP.

- Reviewing and finalizing the skills-development plan may raise strategic questions about the skills you want to have on your team over the long term. If there was a high demand for a specific skill set, do you ultimately want to hire someone with those skills? Reflecting on how to achieve the optimal skills balance on your team over time is a critical step in securing the right skills in a sustainable way.

- Once the team-wide skills-development plan is finalized and approved by Activity leadership, the SBC-CA process is essentially complete. The champion should review the skills-development plan at least quarterly, documenting the progress. If some part of the plan is not working or not effective, the Activity staff can adjust or change it to reflect the evolving needs.

STAGE 4. IMPLEMENTING THE SKILLS-DEVELOPMENT PLAN



Person responsible:

SBC-CA champion,
with support from
Activity leadership and staff



Estimated time needed:

The recommendation for the first iteration of the skills-development plan implementation is a period of 12 months. The time required of the champion and Activity staff participating in skills-development activities depends on the actions included in the skills-development plan and resources available to implement the plan.

Following the SBC-CA process, the Activity will have a well-developed skills-development plan, which can answer the following questions:

- Who will need to be involved in implementation of each action in the plan (each training, each mentoring engagement, each course)?
- How much time will be needed from individual people? How can we budget for that time?
- What skills are needed to implement the plan that we need to find externally? This may include consultants, external organizations, or staff at headquarters offices. Are there roles that we need to hire for?
- What other costs may be associated with the plan? For example, transportation, course registration fees, travel, training rooms, or refreshments.

Next, the champion will work with Activity leadership (including those who manage Activity staff time) to determine how best to implement the plan:

- Integrating the skills-development plan into annual Activity planning processes can guide discussions among the champion, team leaders, and Activity management about the timing and budgeting of the actions in the plan. This may include the length and frequency of mentoring relationships, the length

of training, estimated numbers of people who will need to be trained, and other considerations.

- The champion and Activity leadership will need to carefully consider how to implement the plan and over what time period. Additional staff may be needed to distribute the workload and allow adequate time for learning. Additionally, leading a training or serving as a mentor requires sufficient time to think through goals, document progress, and line up learning experiences for the mentee.

Remember that the entire SBC-CA process can be repeated periodically, with critical reflection on where skills have grown and the evolving needs of the Activity. This process helps keep the leadership team up to date on the practical needs of the team as they develop over time. Refining the actions in the skills-development plan over time is a sign of a thoughtful and honest process. Investing in the growth of your team—especially in critical knowledge and skill areas related to SBC—will pay dividends for years in qualified, trained staff who continue to strengthen the SBC work across your Activity.

If your team would like to share your experience with this tool or the SBC-CA process, please contact USAID Advancing Nutrition at info@advancingnutrition.org.

ADDITIONAL RESOURCES

- C-Change. 2011. "Social and Behavior Change Communication (SBCC): Capacity Assessment Tool for Use with Individuals." Washington, DC: C-Change/FHI 360. Accessed April 22, 2020. <https://toolkits.knowledgesuccess.org/toolkits/injectables/social-and-behavior-change-communication-sbcc-capacity-assessment-tool>.
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- Health Communication Capacity Collaborative. June 2016. *The SBCC Capacity EcoSystem™. A Model for Social and Behavior Change Communication Capacity Strengthening*. Baltimore, MD: Johns Hopkins Center for Communication Programs. Accessed August 4, 2021. <http://etoolkits.dghs.gov.bd/sites/default/files/capacityecosystem-public6-132.pdf>.
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- Society for Nutrition Education and Behavior. 2016. "Nutrition Educator Competencies for Promoting Healthy Individuals, Communities, and Food Systems." Accessed August 4, 2021. <https://www.sneb.org/wp-content/uploads/2019/12/SNEB-nutrition-educator-competencies.pdf>.
- FSN Network. December 2017. *The TOPS Program and FSN Network Core Competency Series Booklet (Version 4)*. Accessed August 3, 2021. <https://www.fsnnetwork.org/resource/core-competency-series>.
- U.S. Agency for International Development (USAID) Advancing Nutrition. April 2020. *Defining Social and Behavior Change Competencies for Multi-Sectoral Nutrition: A List for Assessing, Developing, and Evaluating Staff Skills*. Washington, DC: USAID. Accessed August 4, 2021. https://www.advancingnutrition.org/sites/default/files/2020-05/defining_social_and_behavior_change_brief.pdf.

ANNEX I. ASSESSMENT MATRICES: KEY SOCIAL AND BEHAVIOR CHANGE COMPETENCIES BY ROLE

The assessment matrices organize SBC competencies into four main categories: foundational skills, planning and design, program implementation, and evaluation. The tool provides lists that were adapted for different roles or teams that are typically part of an RFSAs, from *Defining Social and Behavior Change Competencies for Multi-Sectoral Nutrition: A List for Assessing, Developing, and Evaluating Staff Skills* (USAID Advancing Nutrition 2020).

With support from the champion, the facilitator should complete the appropriate matrix with each team through a facilitated group discussion. Teams should take notes on the notes pages provided at the end of each team assessment matrix. It is anticipated that it will take at least two hours to complete each assessment matrix with each team. Teams can download and use the Word version of the matrices for easier adaptation and filling out.

Note: The matrix for the SBC and Gender/Youth/Social Inclusion teams contains the most extensive list of key SBC competencies needed to implement effective, quality, and sustainable SBC interventions within RFSAs. The other matrices are considerably shorter and contain just the competencies most relevant to the different roles on an RFSAs. The champion is encouraged to review the competencies on each list and add, delete, or adapt them if needed to make the list more relevant to the specific Activity design. This is an optional step that may help the process run more efficiently.

SBC and Gender/Youth Teams

COMPETENCIES FOR SBC AND GENDER/YOUTH/SOCIAL INCLUSION TEAMS

Names Of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Ability to apply behavior change theories and models for multi-sectoral nutrition		
Knowledge of the range of factors (e.g., structural, social, internal) that influence nutrition-specific and nutrition-sensitive behaviors		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		

FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics		
Knowledge of approaches and activities to shift social norms		
Knowledge of gender integration strategies, both gender sensitive and gender transformative		
PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Capacity to convince staff, decision-makers, and gatekeepers to invest in evidence-based SBC programming		
Ability to explain the impact pathways between behaviors, factors, and approaches to improve nutrition		
Ability to explain a TOC that promotes social norm shifts and behavior change		
Capacity to design and execute the SBC components of a needs assessment or situational analysis (e.g., stakeholder mapping) for multi-sectoral nutrition, (e.g., assessing current behaviors, current community priorities, and barriers to or enablers for change)		
Capacity to identify and use data from existing national or subnational analysis (e.g., related to youth, gender, markets) to plan and design SBC program components		
Capacity to design, conduct, and analyze high-quality formative research for multi-sectoral nutrition		
Ability to use quantitative and qualitative data, especially from formative research, to inform an effective nutrition SBC program strategy		
Ability to use data to prioritize nutrition behaviors in the context of a large number of complex behaviors and limited resources		
Ability to segment participant groups (including actors and supporting actors) for each behavior to select effective, tailored approaches		
Capacity to design, select, and/or adapt the most appropriate nutrition SBC approaches for the chosen behaviors and context		

PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to apply best practices in communications to support SBC objectives (e.g., audience segmentation, channel identification)		
Ability to coordinate development of an evidence-based SBC strategy across activities and sectors		
Ability to coordinate/align SBC content across Activity approaches and sectors so that all efforts contribute to achieving prioritized behaviors		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		
Ability to develop, pretest, and adapt media and materials for relevance, interest, and calls to action among intended participant groups		
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Capacity to effectively deliver/communicate information with diverse individuals and groups (in written, visual, or oral form)		
Capacity to identify and use a variety of SBC approaches (e.g., community mobilization, environmental nudging, skits, demonstrations, radio, text message reminders)		
Ability to undertake approaches that enable participants to discuss experiences, identify personal needs, and practice intended behaviors		
Ability to use data from gender, youth, social inclusion, and market assessments to shape an SBC strategy		
Ability to track activities to ensure that they are implemented according to the SBC strategy		
Ability to call on available experts and manage them to support SBC tasks that require specialized skills or skills that are not internal to the team		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		

IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		
Ability to plan for the end of the intervention, including long-term maintenance of gains after intervention ends		
Ability to incorporate and model adult learning principles (e.g., that adults are goal driven; prefer self-directed learning; draw upon life experience to support their learning; need to know how the information is relevant to them) to build skills and confidence for programming for multi-sectoral nutrition		
Ability to prepare and deliver SBC curricula for multi-sectoral nutrition (e.g., for Activity staff, frontline workers)		
Ability to prepare guidance for Activity staff and frontline workers to implement the SBC strategy		
Ability to train, coach, and support others in one or more competencies related to designing, implementing, and monitoring multi-sectoral nutrition SBC programs		
MONITORING, EVALUATING, AND LEARNING (MEL) IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Ability to set targets for nutrition behavior change		
Ability to develop high-quality MEL plans for multi-sectoral nutrition SBC programs		
Ability to develop new tools and/or find and adapt existing tools to monitor implementation		
Capacity to design consultative methods and community feedback mechanisms to elicit input to refine activities		
Capacity to monitor the quality of multi-sectoral nutrition SBC activities and adapt programming to improve quality, as needed		
Capacity to measure changes in behaviors, factors, and participation and use that data to adapt programming, as needed		
Ability to systematically track unexpected and/or unintended effects		
Ability to measure the coverage of SBC activities		

MONITORING, EVALUATING, AND LEARNING (MEL) IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to test program logic model and/or TOC		
Ability to conduct impact analysis to test relationships among activities, exposure, and desired outcomes		
Ability to analyze MEL data of multi-sectoral nutrition SBC programs		
Ability to share MEL data with other program implementers		
Capacity to disseminate results, lessons, and best practices in multi-sectoral nutrition SBC		

Activity Management Team

COMPETENCIES FOR ACTIVITY MANAGEMENT TEAM

Names of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics		
PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS		
Capacity to convince staff, decision-makers, and gatekeepers to invest in evidence-based SBC programming		
Ability to explain the impact pathways among behaviors, factors, and approaches to improve nutrition		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS		
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		

IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Ability to call on available experts and manage them to support SBC tasks that require specialized skills or skills that are not internal to the team		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		
Ability to plan for the end of the intervention, including long-term maintenance of gains after intervention ends		
MEL IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Ability to set targets for nutrition behavior change		
Ability to test program logic model and/or TOC		
Ability to conduct impact analysis to test relationships among activities, exposure, and desired outcomes		
Ability to analyze MEL data of multi-sectoral nutrition SBC programs		
Ability to share MEL data with other program implementers		
Capacity to disseminate results, lessons, and best practices in multi-sectoral nutrition SBC		

Technical Teams: MCHN, WASH, and Food Assistance for Nutrition

Note: This group can be adapted to fit the way technical teams are structured on a specific RFSA. It can be useful to facilitate this process with different sectoral teams in the same small group to help different sectors develop a common understanding of SBC competencies. It also helps ensure that information from different sectors informs the assessment of current skills and prioritization of competencies needed for the Activity.

COMPETENCIES FOR MCHN, WASH, AND FOOD ASSISTANCE FOR NUTRITION TEAMS

Names of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Ability to apply behavior change theories and models for multi-sectoral nutrition		
Knowledge of the range of factors (e.g., structural, social, internal) that influence nutrition behaviors		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics		
Knowledge of approaches and activities to shift social norms		
Knowledge of gender integration strategies, both gender sensitive and gender transformative		

PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Capacity to convince staff, decision-makers, and gatekeepers to invest in evidence-based SBC programming		
Ability to explain the impact pathways among behaviors, factors, and approaches to improve nutrition		
Ability to explain a TOC that promotes social norm shifts and behavior change		
Ability to use data to prioritize nutrition behaviors in the context of a large number of complex behaviors and limited resources		
Ability to coordinate development of an evidence-based SBC strategy across activities and sectors		
Ability to coordinate/align SBC content across Activity approaches and sectors so that all efforts contribute to achieving prioritized behaviors		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Capacity to effectively deliver/communicate information with diverse individuals and groups (in written, visual, oral form)		
Ability to use data from gender, youth, social inclusion, and market assessments to shape an SBC strategy		
Ability to track activities to ensure that they are implemented according to the SBC strategy		
Knowledge of how to call on available experts and manage them to support SBC tasks that require specialized skills or skills that are not internal to the team		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		

IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to plan for the end of the intervention, including long-term maintenance of gains after intervention ends		
Ability to incorporate and model adult learning principles (e.g., that adults are goal driven; prefer self-directed learning; draw upon life experience to support their learning; need to know how the information is relevant to them) to build skills and confidence for programming for multi-sectoral nutrition		
MEL IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Ability to set targets for nutrition behavior change		
Ability to measure the coverage of SBC activities		
Ability to test program logic model and/or TOC		
Ability to conduct impact analysis to test relationships among activities, exposure, and desired outcomes		
Ability to analyze MEL data of multi-sectoral nutrition SBC programs		
Ability to share MEL data with other program implementers		
Capacity to disseminate results, lessons, and best practices in multi-sectoral nutrition SBC		

Technical Teams: Agriculture and Livelihoods, Market Analysis, Risk Management, and Disaster Risk Reduction

Note: This group can be adapted to fit the way technical teams are structured on a specific RFSAs. It can be useful to facilitate this process with different sectoral teams in the same small group to help different sectors develop a common understanding of SBC competencies. It also helps to ensure that information from different sectors informs the assessment of current skills and prioritization of competencies needed for the Activity.

COMPETENCIES FOR AGRICULTURE AND LIVELIHOODS, MARKET ANALYSIS, RISK MANAGEMENT, AND DISASTER RISK REDUCTION

Names of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Ability to apply behavior change theories and models for multi-sectoral nutrition		
Knowledge of the range of factors (e.g., structural, social, internal) that influence nutrition behaviors		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics and positionality		
Knowledge of approaches and activities to shift social norms		
Knowledge of gender integration strategies, both gender sensitive and gender transformative		

PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Capacity to convince staff, decision-makers, and gatekeepers to invest in evidence-based SBC programming		
Ability to explain the impact pathways among behaviors, factors, and approaches to improve nutrition		
Ability to explain a TOC that promotes social norm shifts and behavior change		
Ability to use data to prioritize nutrition behaviors in the context of a large number of complex behaviors and limited resources		
Ability to coordinate development of an evidence-based SBC strategy across activities and sectors		
Ability to coordinate/align SBC content across Activity approaches and sectors so that all efforts contribute to achieving prioritized behaviors		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Capacity to effectively deliver/communicate information with diverse individuals and groups (in written, visual, oral form)		
Ability to use data from gender, youth, social inclusion, and market assessments to shape an SBC strategy		
Ability to track activities to ensure that they are implemented according to the SBC strategy		
Ability to call on available experts and manage them to support SBC tasks that require specialized skills or skills that are not internal to the team		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		

IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to plan for the end of the intervention, including long-term maintenance of gains after intervention ends		
Ability to incorporate and model adult learning principles (e.g., that adults are goal driven; prefer self-directed learning; draw upon life experience to support their learning; need to know how the information is relevant to them) to build skills and confidence for programming for multi-sectoral nutrition		
MEL IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Ability to set targets for nutrition behavior change		
Ability to measure the coverage of SBC activities		
Ability to test program logic model and/or TOC		
Ability to conduct impact analysis to test relationships among activities, exposure, and desired outcomes		
Ability to analyze MEL data of multi-sectoral nutrition SBC programs		
Ability to share MEL data with other program implementers		
Capacity to disseminate results, lessons, and best practices in multi-sectoral nutrition SBC		

COMPETENCIES FOR MEL TEAM

Names of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Ability to apply behavior change theories and models for multi-sectoral nutrition		
Knowledge of the range of factors (e.g., structural, social, internal) that influence nutrition behaviors		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics		
Knowledge of approaches and activities to shift social norms		
Knowledge of gender integration strategies, both gender sensitive and gender transformative		
PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS		
Capacity to convince staff, decision-makers, and gatekeepers to invest in evidence-based SBC programming		

PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to explain the impact pathways among behaviors, factors, and approaches to improve nutrition		
Ability to explain a TOC that promotes social norm shifts and behavior change		
Capacity to design and execute the SBC components of a needs assessment or situational analysis (e.g., stakeholder mapping) for multi-sectoral nutrition (e.g., assessing current behaviors, current community priorities, and barriers to or enablers for change)		
Ability to use quantitative and qualitative data, especially from formative research, to inform an effective nutrition SBC program strategy		
Ability to use data to prioritize nutrition behaviors in the context of a large number of complex behaviors and limited resources		
Ability to coordinate/align SBC content across Activity approaches and sectors so that all efforts contribute to achieving prioritized behaviors		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Capacity to effectively deliver/communicate information with diverse individuals and groups (in written, visual, oral form)		
Ability to use data from gender, youth, social inclusion, and market assessments to shape an SBC strategy		
Ability to track activities to ensure that they are implemented according to the SBC strategy		
Ability to call on available experts and manage them to support SBC tasks that require specialized skills or skills that are not internal to the team		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		

IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		
Ability to plan for the end of the intervention, including long-term maintenance of gains after intervention ends		
Ability to incorporate and model adult learning principles (e.g., that adults are goal driven; prefer self-directed learning; draw upon life experience to support their learning; need to know how the information is relevant to them) to build skills and confidence for programming for multi-sectoral nutrition		
MEL IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Ability to set targets for nutrition behavior change		
Ability to develop high-quality MEL plans for multi-sectoral nutrition SBC programs		
Ability to develop new tools and/or find and adapt existing tools to monitor implementation		
Capacity to design consultative methods to elicit input to refine activities		
Capacity to monitor the quality of multi-sectoral nutrition SBC activities as well as changes in behaviors, factors, and participation and to adapt programming		
Ability to use measures and self-monitoring to guide multi-sectoral nutrition SBC activities and monitor outcomes		
Ability to systematically track unexpected and/or unintended effects		
Ability to measure the coverage of SBC activities		
Ability to test program logic model and/or TOC		
Ability to conduct impact analysis to test relationships among activities, exposure, and desired outcomes		
Ability to analyze MEL data of multi-sectoral nutrition SBC programs		

Staff Who Train and Supervise Frontline Service Providers and Volunteers

COMPETENCIES FOR STAFF WHO TRAIN AND SUPERVISE FRONTLINE SERVICE PROVIDERS AND VOLUNTEERS

Names of Group Participants:

Facilitator Name:

Date Assessment Completed:

	PRIORITY LEVEL Write 1 in this column if this competency is very important to your team's work. Write 2 in this column if this competency is somewhat important to your team's work. Write 3 if this competency is not important to your team's work.	CURRENT COMPETENCY RATING Write A in this column if your team is highly skilled in this area (it can apply the competency in its work and has mastered the competency so well that it could teach others about it if asked). Write B in this column if your team is sufficiently skilled in this area (it can apply the competency in its work but could not teach others about it). Write C in this column if your team is moderately skilled in this area (it needs more skills or experience to be able to apply the competency to its work). Write D in this column if your team has few skills or little experience related to this competency.
FOUNDATIONAL SBC COMPETENCIES FOR MULTI-SECTORAL NUTRITION		
Knowledge of nutrition-specific and/or nutrition-sensitive behaviors and underlying causes of malnutrition		
Ability to apply behavior change theories and models for multi-sectoral nutrition		
Knowledge of the range of factors (e.g., structural, social, internal) that influence nutrition behaviors		
Knowledge of relevant national and subnational nutrition SBC priorities and resources across sectors		
Attitude that Activity participants are a core part of nutrition SBC design, implementation, and monitoring		
Ability to communicate and engage with others in a way that reflects understanding of power dynamics		
Knowledge of approaches and activities to shift social norms		
Knowledge of gender integration strategies, both gender sensitive and gender transformative		

PLANNING AND DESIGNING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Ability to pretest and adapt media and materials for relevance, interest, and calls to action among intended participant groups		
IMPLEMENTING MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Positive attitude/willingness to engage with all technical sectors for multi-sectoral nutrition (food security, livelihoods, WASH, health, market systems, etc.)		
Ability to effectively communicate (e.g., adjust language for) key nutrition-related concepts and behaviors across different technical sectors		
Capacity to implement SBC programs flexibly (e.g., adapting activities to a changing context) yet still in alignment with the original TOC		
Capacity to effectively deliver/communicate information with diverse individuals and groups (in written, visual, oral form)		
Ability to undertake approaches that enable participants to discuss experiences, identify personal needs, and practice intended behaviors		
Ability to track activities to ensure that they are implemented according to the SBC strategy		
Capacity to foster and maintain collaboration with stakeholders, including coordinating programs and program approaches		
Capacity to adapt programs to reflect the experiences and needs of Activity staff, participants, and other stakeholders		
Ability to incorporate and model adult learning principles (e.g., that adults are goal driven; prefer self-directed learning; draw upon life experience to support their learning; need to know how the information is relevant to them) to build skills and confidence for programming for multi-sectoral nutrition		
Ability to prepare SBC curricula for multi-sectoral nutrition (e.g., for Activity staff, frontline workers)		
Ability to prepare guidance for Activity staff and frontline workers to implement the SBC strategy		
Ability to train, coach, and support others in one or more competencies related to designing, implementing, and monitoring multi-sectoral nutrition SBC programs		

MEL IN MULTI-SECTORAL NUTRITION SBC PROGRAMS	PRIORITY LEVEL	CURRENT COMPETENCY RATING
Knowledge of multi-sectoral nutrition behavior indicators, including indicators to monitor whether barriers are being reduced and enablers are being strengthened for change		
Capacity to monitor the quality of multi-sectoral nutrition SBC activities as well as changes in behaviors, factors, and participation and to adapt programming		
Ability to use measures and self-monitoring to guide multi-sectoral nutrition SBC activities and monitor outcomes		
Ability to systematically track unexpected and/or unintended effects		
Ability to test program logic model and/or TOC		
Capacity to disseminate results, lessons, and best practices in multi-sectoral nutrition SBC		

ANNEX 2: SKILLS-DEVELOPMENT PLAN

NAME OF TEAM OR ROLE THAT IS COMPLETING THIS MATRIX

Champion Name:

Facilitator Name:

Date Skills-Building Plan Drafted:

Date Skills-Building Plan Approved by Chief of Party:

ROLE/ TEAM	SELF- ASSESSMENT RATING (IMPORTANCE/ COMPETENCY LEVEL)	COMPETENCY	ACTIVITIES OR ACTIONS TO BUILD KNOWLEDGE OR SKILLS IN THIS AREA	RESOURCES AND TECHNICAL ASSISTANCE NEEDED	PERSON RESPONSIBLE AND ANTICIPATED COMPLETION DATE

ENTER NOTES DURING DISCUSSION TO SUPPORT THE SKILLS-BUILDING ACTIONS THAT ARE PRIORITIZED DURING PLANNING. THIS WILL HELP STAFF REMEMBER THE REASON FOR PRIORITIZING THESE ACTIONS WHEN ASSESSING PROGRESS AGAINST THE PLAN OR COMPLETING THE SKILLS-BUILDING PLAN AGAIN.



USAID
FROM THE AMERICAN PEOPLE

USAID ADVANCING NUTRITION

Implemented by:
JSI Research & Training Institute, Inc.
2733 Crystal Drive
4th Floor
Arlington, VA 22202

Phone: 703-528-7474
Email: info@advancingnutrition.org
Web: advancingnutrition.org

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