

TPP Facilitator Self-Assessment

It's important for Teen Pregnancy Prevention (TPP) project facilitators to have the knowledge, skills, abilities, and behaviors (collectively known as competencies) to develop strong relationships with youth, perform their job well, and contribute to a successful TPP project. The specific competencies needed to be an effective facilitator may vary depending on TPP project role, implementation setting, and participant population.

Use this tool to learn about competencies that are often valued in facilitation and identify strengths and opportunities for improvement. This tool is designed for TPP project facilitators to assess their own competencies (independently or with others on their team), but it can also be used by TPP project leaders to assess the competencies of team members or implementation partners.

Review each competency below and respond to the following reflection questions:

- To what extent do I demonstrate this competency?
- How important is this competency to my job?
- How can I strengthen this competency? What resources will I need?
 - » Think about formal education, mentorship opportunities, on-the-job training, or other training.
 - » Identify what resources you will need to strengthen this competency—money, time, etc.



Program Development

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Organizational Mission This may look like:</p> <ul style="list-style-type: none"> • Implementing activities consistent with the mission • Being able to describe the mission to youth, families, partners, and others • Interacting with youth in a way that reflects the mission 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Organizational Policies and Procedures This may look like:</p> <ul style="list-style-type: none"> • Enforcing rules consistently • Setting appropriate boundaries with youth • Sharing information with youth about policies and procedures so they can advocate for themselves 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Understanding Funders and Grant Expectations This may look like:</p> <ul style="list-style-type: none"> • Describing the funding structure (e.g., TPP Program) • Explaining grant requirements and expectations • Recognizing the different funding your organization receives and how they fit together to achieve your organizational mission 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Content Expertise

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Youth Developmental Stages This may look like:</p> <ul style="list-style-type: none"> • Understanding the cognitive, social, physical, and emotional development of the age you work with • Implementing age-appropriate activities • Giving youth age-appropriate information 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Youth Developmental Framework This may look like:</p> <ul style="list-style-type: none"> • Fostering youth participation • Focusing on the strengths of youth • Involving youth in planning and goal setting • Displaying high expectations of all youth 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Youth Empowerment This may look like:</p> <ul style="list-style-type: none"> • Advocating for youth participation • Sharing power and responsibility with youth, when appropriate • Understanding the value of youth voices and input 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Sexual and Reproductive Anatomy and Physiology This may look like:</p> <ul style="list-style-type: none"> • Understanding the body parts involved in sexual activity and producing a baby (sexual and reproductive anatomy) and how these body parts work (physiology) • Defining the different types of sexual activity 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Sexually Transmitted Infections (STIs) This may look like:</p> <ul style="list-style-type: none"> • Describing the most common STIs • Explaining ways to prevent STIs 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Content Expertise *Continued*

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Pregnancy and Birth Control Methods This may look like:</p> <ul style="list-style-type: none"> • Understanding how pregnancy occurs • Describing birth control (contraceptive) methods and how they work 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Trauma-Informed Approaches This may look like:</p> <ul style="list-style-type: none"> • Incorporating trauma-informed approaches • Using healing centered practices • Responding to sensitive questions 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Adolescent Sexual and Reproductive Health Program Model(s) This may look like:</p> <ul style="list-style-type: none"> • Understanding the selected program model(s), core components, and how to maintain fidelity to those core components • Receiving training on the program model(s) that has/ have been approved by OPA for implementation 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Program Implementation

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Group Activity Planning and Delivery This may look like:</p> <ul style="list-style-type: none"> • Including ample and varied opportunities for youth participation • Coordinating the flow of activities • Following a curriculum or step-by-step activity process 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Group Facilitation and Management This may look like:</p> <ul style="list-style-type: none"> • Understanding how youth show up as individuals and as part of the group • Building group rapport and helping individual youth find their role in the group • Moderating group discussions • Recognizing the changing needs of a group at different stages • Recognizing when and why a group is not working effectively and making an appropriate pivot • Handling group conflict 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Youth Engagement This may look like:</p> <ul style="list-style-type: none"> • Assessing and drawing on the strengths of individual youth • Responding to and incorporating youth suggestions • Creating opportunities for youth to be challenged and build new skills • Acknowledging and celebrating the efforts of youth • Consistent youth participation 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Connection

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Attentiveness This may look like:</p> <ul style="list-style-type: none"> Actively listening Observing—and, when appropriate, responding to—both verbal and non-verbal communication Helping youth increase their self-understanding 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Trust This may look like:</p> <ul style="list-style-type: none"> Sharing ideas and decisions transparently Setting—and sticking to—appropriate limits Following up with youth Modeling consistency and reliability 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Communication This may look like:</p> <ul style="list-style-type: none"> Responding to youth in a clear, coherent, and consistent way Using multiple or creative ways to get a message across Using language that youth will understand Reading information and accurately interpreting and sharing it 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Advocacy and Networking

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Youth Rights This may look like:</p> <ul style="list-style-type: none"> • Understanding the need for youth rights • Understanding legal issues, such as police procedures of arrest and probation • Knowing where to get information on rights and responsibilities • Being familiar with education issues, such as suspension, expulsion, and special education 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Systems, Policies, and Resources This may look like:</p> <ul style="list-style-type: none"> • Being able to access information about youth services • Being familiar with local, state, and national policy relevant to youth • Advocating for youth opportunities, like education or employment 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Education and Career Options This may look like:</p> <ul style="list-style-type: none"> • Being able to assess the skills, interests, and goals of individual youth • Knowing about education and career resources, such as financial aid, scholarships, and internships • Knowing about education and career options, such as specific schools and career paths 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Youth Identity This may look like:</p> <ul style="list-style-type: none"> • Acknowledging that youth have a specific culture that incorporates music, clothing, and language • Recognizing the individuality of each young person 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Social Context

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Cultural Responsiveness This may look like:</p> <ul style="list-style-type: none"> • Understanding cultural differences • Recognizing personal assumptions and biases • Recognizing cultural norms and values within families, communities, and organizations • Negotiating with youth, families, team members, and partners across cultural differences 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Community This may look like:</p> <ul style="list-style-type: none"> • Assessing community assets and amplifying them through your project • Recognizing the importance of collaborating with and referring youth to local resources • Developing programming that reflects community history, culture, and/or language • Responding to community needs that exist or arise 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Family This may look like:</p> <ul style="list-style-type: none"> • Crafting appropriate communications (memos, letters, flyers, etc.) for families • Using literature, images, and examples that depict diverse family structures • Understanding different family systems and the roles people play within them 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Difficult Situations

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Awareness This may look like:</p> <ul style="list-style-type: none"> Assessing when a young person may need additional support or services Identifying “red flags” in a young person’s behavior or situation Being sensitive to changes in a young person or their environment 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Conflict Management This may look like:</p> <ul style="list-style-type: none"> Recognizing conflict between youth or between youth and facilitators Consistently modeling and sending a message of respect and non-violence Offering strategies to prevent and resolve conflict Working with youth to resolve conflict 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Intervening This may look like:</p> <ul style="list-style-type: none"> Making referrals when appropriate Following up with youth after they disclose sensitive information Following the law to report suspected child abuse or neglect 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

Professionalism

Competency	To what extent do I demonstrate this competency?	How important is this competency to my job?	How can I strengthen this competency? What resources will I need?
<p>Self-Reflection and Self-Improvement This may look like:</p> <ul style="list-style-type: none"> • Being able to evaluate how effective you are • Identifying supports and barriers to being effective • Accepting feedback from team members, partners, and youth • Articulating your job and accomplishments 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	
<p>Organization and Workload Management This may look like:</p> <ul style="list-style-type: none"> • Prioritizing and completing tasks • Meeting deadlines • Understanding the limits of your role and/or scope of practice • Setting and adjusting schedules to respond to implementation challenges that arise 	<p>A lot Somewhat Not at all</p>	<p>Essential Very important Somewhat important Not at all important</p>	

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