



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.

Competency Assessment Tool for Teams

Purpose and Use

The National Association of Chronic Disease Directors (NACDD) Competency Assessment Tool for Teams enables chronic disease program staff to assess the proficiency of current and prospective team members across the range of skills and knowledge specific to your program or project team.

The Competencies Assessment Tool can be used to:

- Identify the competency domains relevant to the team and its work.
- Assess the strengths and areas for improvement of team members.
- Identify where growth of current members or recruitment of new members is needed to facilitate outcome achievement.
- Identify learning opportunities for team members.

Content

The Competency Assessment Tool for Teams was developed by NACDD, based on a full set of competencies that describe the ideal chronic disease practitioner. To view the complete set of competencies and background information about the competencies project, please visit the NACDD website at <http://www.chronicdisease.org/>. This tool enables you to assess the level of proficiency of team members on the most important specific skills and knowledge in some or all of the seven competency domains:

- Build support
- Develop and evaluate programs
- Influence policy and systems change
- Lead strategically
- Manage people
- Manage programs and resources
- Use public health science

Directions for use:

1. In the attached Ratings Tables, choose the competency domains which are relevant to the work of your team.
2. For each chosen domain, rate the proficiency of team members on the specific items contained in the table below the domain description, using the rating criteria at the top of each page of the table.
3. List the name or names of the rated team members in the appropriate column on the rating table.
4. Calculate the average team rating and place in the appropriate column on the rating table.
5. Use the self-scoring table to determine the proficiency level in each of the chosen competency domains based on the team average.
6. Reflect on the results in the context of your team to identify areas where improvement is needed among current team members, or areas in which the team could benefit from recruiting additional team members to fill specific expertise needs.
7. Utilize the comments section on the self-scoring table to document any special information relevant to that section. For example, if one or two team members are highly proficient in a specific competency domain, they may be a resource for other members of the team without the need for additional improvement activities, regardless of the team average achieved.

Domain Ratings Tables

Rating Criteria:

1=not at all proficient; 2=somewhat proficient; 3=proficient; 4=highly proficient; 5=outstanding proficiency/expertise

Build Support: Chronic disease practitioners establish strong working relationships with stakeholders, including other programs, government agencies and nongovernmental lay and professional groups to build support for chronic disease prevention and control.

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
3	Establish and maintain linkages and/or partnerships with key stakeholders (including traditional, nontraditional, and academic partners).						
4	Use effective collaborative strategies to build meaningful partnerships.						
11	Facilitate integration between chronic disease programs and other state health-related programs (e.g., surveillance, oral health, maternal and child health, Medicaid, state employee health insurance, emergency preparedness).						
23	Lead and participate in groups to address emerging chronic disease issues.						
25	Advocate for chronic disease programs and resources.						
33	Listen to others in an unbiased manner, respect points of view of others, and promote the expression of diverse opinions and perspectives.						
35	Communicate effectively (orally and in writing) for professional and lay audiences.						

Rating Criteria: 1=not at all proficient; 2=somewhat proficient; 3=proficient; 4=highly proficient; 5=outstanding proficiency/expertise

Design and Evaluate Programs: Chronic disease practitioners develop and implement evidence-based interventions and conduct evaluation to ensure on-going feedback and program effectiveness.

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
1	Apply principles of cultural appropriateness to program design.						
9	Select appropriate program and intervention activities.						
17	Use program evaluation findings to improve program performance.						
27	Identify and use public health data as a tool to develop and prioritize community-based interventions or policies for chronic disease.						

Influence Policies and Systems Change: Chronic disease practitioners implement strategies to change the health-related policies of private organizations or governmental entities capable of affecting the health of targeted populations.

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
5	Assess the impact of public policies, laws, and regulations on chronic disease prevention and control.						
16	Use policy as a tool in advancing chronic disease and control.						
28	Explain systems thinking and principles of systems change.						

Rating Criteria: 1=not at all proficient; 2=somewhat proficient; 3=proficient; 4=highly proficient; 5=outstanding proficiency/expertise

Lead Strategically: *Chronic disease practitioners articulate health needs and strategic vision, serve as a catalyst for change and demonstrate program accomplishments to ensure continued funding and support within their scope of practice.*

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
7	Facilitate integration among chronic disease programs.						
12	Leverage resources.						
13	Provide leadership to create key values and shared vision.						
14	Respond with flexibility to changing needs.						
31	Demonstrate critical thinking.						

Manage People: *Chronic disease practitioners oversee and support the optimal performance and growth of program staff as well as themselves*

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
2	Practice effective time management.						
18	Recruit and retain a diverse chronic disease workforce.						
20	Manage a team of professional staff effectively.						
26	Recruit, mentor, and support a diverse interdisciplinary team.						

Rating Criteria: 1=not at all proficient; 2=somewhat proficient; 3=proficient; 4=highly proficient; 5=outstanding proficiency/expertise

Manage Programs and Resources: *Chronic disease practitioners ensure the consistent administrative, financial, and staff support necessary to sustain successful implementation of planned activities and build opportunities.*

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
8	Identify and assess potential funding opportunities.						
10	Navigate cooperative agreements with the CDC.						
22	Balance needs, requirements, partnerships, work load, etc. for multiple projects/programs.						
24	Set program goals and objectives of chronic disease programs.						
32	Manage chronic disease programs within budget constraints.						
34	Monitor chronic disease program performance.						

Use Public Health Science: *Chronic disease practitioners gather, analyze, interpret and disseminate data and research findings to define needs, identify priorities, and measure change.*

Item #	Item	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating	Name: Rating
6	Recognize and apply current relevant scientific evidence.						
15	Develop and adapt approaches to problems that take into account differences among populations.						
19	Describe socioeconomic and behavioral determinants of health disparities.						
21	Articulate key chronic disease issues.						
29	Discuss the underlying causes and management of chronic diseases, including behavioral, medical, genetic, environmental and social factors.						
30	Articulate evidence-based approaches to chronic disease prevention and control.						

Self-Scoring Table Directions: Use the scoring table below to tally the average scores for each of the selected competency domains. Add up the average ratings for each of the competency items within that domain. Circle the overall proficiency level for each domain, based on the total score for that domain. In the comments section, you may wish to identify particular examples of accomplishments, breadth or depth of experience, contextual factors that affect an individual team member’s ability to do this work. These comments may help you to identify areas where improvement is needed among current team members, or areas where you could benefit from recruiting additional team members to fill specific expertise needs.

Competency Domain	Fill in the team average rating for each competency item number. Add the ratings to create the total average score for each domain.	Circle the overall proficiency level for this domain, based on the total average score in the box to the left.	Comments
Build support	Item 3 _____ 4 _____ 11 _____ 23 _____ 25 _____ 33 _____ 35 _____ Total: _____	Total Scores: 31-35 = Outstanding proficiency 24-30 = Highly proficient 17-23 = Proficient 10-16 = Somewhat Proficient 7-9 = Low Proficiency	
Design and evaluate programs	Item 1 _____ 9 _____ 17 _____ 27 _____ Total: _____	Total Scores: 18-20 = Outstanding proficiency 14-17 = Highly proficient 10-13 = Proficient 6-9 = Somewhat Proficient 4-5 = Low Proficiency	
Influence policy and systems change	Item 5 _____ 16 _____ 28 _____ Total: _____	Total Scores: 14-15 = Outstanding proficiency 10-13 = Highly proficient 7-9 = Proficient 4-6 = Somewhat Proficient 3 = Low Proficiency	

Lead strategically	Item 7 _____ 12 _____ 13 _____ 14 _____ 31 _____ Total: _____	Total Scores: 22-25 = Outstanding proficiency 17-21 = Highly proficient 12-16 = Proficient 7-11 = Somewhat Proficient 5-6 = Low Proficiency	
Manage people	Item 2 _____ 18 _____ 20 _____ 26 _____ Total: _____	Total Scores: 18-20 = Outstanding proficiency 14-17 = Highly proficient 10-13 = Proficient 6-9 = Somewhat Proficient 4-5 = Low Proficiency	
Manage programs and resources	Item 8 _____ 10 _____ 22 _____ 24 _____ 32 _____ 34 _____ Total: _____	Total Scores: 27-30 = Outstanding proficiency 21-26 = Highly proficient 15-20 = Proficient 9-14 = Somewhat Proficient 6-8 = Low Proficiency	
Use public health science	Item 6 _____ 15 _____ 19 _____ 21 _____ 29 _____ 30 _____ Total: _____	Total Scores: 27-30 = Outstanding proficiency 21-26 = Highly proficient 15-20 = Proficient 9-14 = Somewhat Proficient 6-8 = Low Proficiency	

Team Development Plan:

Based on the previous proficiency scores and comments, create a plan for team development. In the Strengths section, list those domains where the proficiency rating is appropriate for achievement of the team goals/outcomes. In the Areas to Develop section, list those domains where the proficiency rating is not appropriate for goal achievement.

Strengths:

Areas to Develop:

Prioritize areas for team member development by considering which skills are needed most urgently, and the level of importance of each domain to task accomplishment. Which tasks must the team accomplish first? What skills must be built on previously developed skills or knowledge? Considering the answers to these questions, use the table below to identify which areas to develop first, and the specific actions and target dates needed. Bear in mind that these actions may be plans for professional development for current team members or may outline the need for recruitment of new team members with specific skill sets or knowledge.

Areas to Develop:	Action:	Target Date: