

Organization: \_\_\_\_\_

Completed By: \_\_\_\_\_

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

Completed:

<input type="checkbox"/> During Site Visit
<input type="checkbox"/> After Site Visit
<input type="checkbox"/> Without Site Visit

Completed in Conjunction with Grantee Partner?

<input type="checkbox"/> Yes
<input type="checkbox"/> No

### INSTRUCTIONS

Each area consists of 3-6 items that together assess that area. The area scores are standardized to a five-point scale, where 1 is a low degree of development in that area, 3 is a moderate level, and 5 is highly developed. Based on an organization’s overall percentage score, organizations are categorized as being at the emerging, expanding, or established stage of organizational development.

#### Tips for Using the Tool

- The tool should be completed after a site visit to the organization. Use the site visit questions to engage in dialogue for surfacing information about the organization, and ask for specific examples. Review systems and observe program implementation to understand if what is described is what is actually practiced, and look for consistency in that behavior. If you have recently visited the organization, you can use the information that was gathered during your last visit to score the organization.
- Disregard any hypotheses about a grantee partner’s overall level of capacity prior to using the tool, so that it will be less likely to affect their score in individual categories or questions.
- Each item is scored on a scale of 1 – 5. Read the Score definitions to help you get an understanding of the meaning associated with each number. If a group falls in between two of the description choices, you should select a 2 or a 4 to mark that they are in between those levels of development.
- Use the ‘notes’ field at the bottom of each page to list any special considerations that were taken into account in choosing this score.
- You should try your best to score every item, but if you feel that a particular question is not applicable to the group, or that you lack sufficient information to make an accurate determination, the question may be left blank.

	EMERGING	EXPANDING	ESTABLISHED
<b>Area Score Ranges</b>	1.00 – 2.33	2.34 – 3.66	3.67 – 5.00
<b>Final Score Ranges</b>	20 – 46 %	47 – 73 %	74 – 100 %

# ORGANIZATIONAL DEVELOPMENT TOOL

## 1. IDENTITY AND AGENCY

	1	2	3	4	5	SCORE
<b>IDENTITY</b> <i>the sense of who we are</i>	Our purpose ( <i>why we exist expressed through mission and vision</i> ) and identity ( <i>founding story, values and approach</i> ) have not been written down. They are known and expressed by the founder(s) or leadership.		We have documented our sense of purpose and identity. They are internalized by staff, which allows each of us to speak in a common way about what our organization does and why we do it.		Our purpose and identity are not only internalized by staff, but also widely known and recognized in the community.	
<b>ALIGNMENT</b> <i>Consistency in who we are and what we do</i>	We do not consistently use our purpose and identity to inform decisions about what we do and how we do it.		Our work and how we do it is consistently informed by and is a reflection of our identity and our purpose.		We have been through times of change (leadership changes, expansion of programs, etc.) yet our work has consistently remained aligned with our identity and purpose.	
<b>AGENCY</b> <i>Belief in our ability to act and bring about change</i>	We are developing our core strengths and competencies, as well as confidence in our ability to effect change.		As we succeed in achieving our goals we have greater clarity about our organization's strengths. Our confidence in our ability to bring about change is increasing.		We are clear about the core strengths and competencies of our organization. We use them effectively to bring about change.	

Number Skipped:

**AREA SCORE**

**Identity and Agency: Summary of Capacity Building Needs and Other Notes**

# ORGANIZATIONAL DEVELOPMENT TOOL

## 2. CHILD RIGHTS

	1	2	3	4	5	SCORE
<b>KNOWLEDGE OF CHILD RIGHTS</b>	We have an awareness of child rights ( <i>survival, protection, development and participation</i> ). We occasionally refer to them in particular situations.		We have a deep knowledge of children's right ( <i>survival, protection, development and participation</i> ). We use them to inform our programming.		Our staff understand, respect, and uphold children's rights ( <i>survival, protection, development and participation</i> ). Our programming is rights based.	
<b>PROMOTING CHILD RIGHTS</b>	We raise awareness and advocate for fulfillment of children's rights.		We work to strengthen the capacity of families and government to fulfill, and uphold children's rights.		We hold families and government accountable for fulfilling their duty to uphold children's rights.	
<b>EMPOWERING CHILDREN</b>	We tell children about their rights so they are aware of them.		We actively engage children to know and understand their rights.		We ensure that children know their rights and how to claim their rights.	
Number Skipped:						
<b>AREA SCORE</b>						

**Child Rights: Summary of Capacity Building Needs and Other Notes**

# ORGANIZATIONAL DEVELOPMENT TOOL

## 3. STRUCTURE AND FUNCTION

	1	2	3	4	5	SCORE
<b>STRUCTURE</b> <i>Arrangement of jobs, lines of supervision, etc.</i>	We recognize that our organizational structure often gets in the way of us working together effectively to achieve our goals.		We are in the process of redefining our organizational structure so that it can better facilitate our working effectively to achieve our goals.		We have defined an organizational structure that facilitates our ability to work together effectively to achieve our goals.	
<b>ROLES</b> <i>Tasks and functions taken on by people</i>	Roles and responsibilities are not separated. They are shared and inter-changeable.		We are in the process of defining and differentiating roles and responsibilities.		Roles and responsibilities are formalized, defined, and differentiated.	
<b>TEAMWORK</b> <i>How we work together</i>	We need to incorporate or improve joint planning, coordination and information sharing to facilitate our teamwork.		Our organization is making progress in strengthening its planning, coordination, and information sharing. We are integrating a participatory approach to strengthen buy-in and staff cohesion.		Our team works effectively together in ways that are participatory. Effective planning, coordination and information sharing facilitate buy-in and cohesion.	

Number Skipped:

**AREA SCORE**

**Structure and Function: Summary of Capacity Building Needs and Other Notes**

# ORGANIZATIONAL DEVELOPMENT TOOL

## 4. STRATEGY AND PROGRAMMING

	1	2	3	4	5	SCORE
<b>CONTEXTUAL ANALYSIS</b>	We have an informal understanding of the needs and competencies of the community.		We facilitated a process to understand community competency and local needs. It gave us a good grounding to develop a response and prioritize areas of focus.		We periodically bring stakeholders together to assess current community needs. This allows us to adjust our programming to better respond to priorities in the community.	
<b>STRATEGIC PLAN</b>	We respond to needs and issues as they arise. We do not have a defined strategic plan.		We recognize that the needs of the children and families we serve continue to grow and we need to define a strategy to guide how we respond.		We have a defined strategic plan ( <i>what</i> we will do to achieve vision) and approach (process or the <i>how</i> we will achieve vision and goals). There was wide stakeholder participation in developing our strategy.	
<b>HOLISTIC PROGRAMMING</b>	We have prioritized a single problem and we are implementing a single program in response.		As we go along, we continue to add more programs to address the multiple needs of children and their families.		Our organization takes a holistic and integrated program approach to responding to the many related problems facing children and families.	
<b>USE OF DATA</b>	Our organization collects data. We do not yet analyze the data or use findings of our analysis to inform decision-making.		Our organization collects data to monitor our programs. We are in process of developing capacity to analyze and understand what the data is telling us.		We collect, analyze and use data as one of the inputs that informs planning, monitoring and evaluation of our work.	
<b>LEARNING &amp; ADAPTATION</b>	Changes to our programs happen slowly over time, informed by our experiences.		We sometimes adjust our programs when we have repeatedly implemented a strategy and not achieved desired results.		We regularly reflect on our work as a team and use both data and experience to inform improvement of our programs.	

Number Skipped:

**AREA SCORE**

**Strategy and Programming: Summary of Capacity Building Needs and Other Notes**

# ORGANIZATIONAL DEVELOPMENT TOOL

## 5. RELATIONSHIPS

	1	2	3	4	5	SCORE
<b>NETWORKING</b>	We have relationships with a few other organizations that are similar to our own. We have not yet established our presence as a leader on children's issues in our service area		We have established relationships with organizations of different types and in different sectors (such as government or business). We are consulted on initiatives related to children in our service area.		We have formalized and ongoing relationships with a diverse range of key organizations in our community and/or district for referrals, advocacy, and program collaboration. We are seen as a leader on children's issues in our service area.	
<b>RELATIONSHIP TO COMMUNITY</b>	We have relationships with local leaders but they are not participants in our organizational planning or program implementation. We occasionally consult community residents when making decisions		We work with local community leaders and other key members of the community to prioritize and plan a response to identified needs. We introduce ideas in ways that encourage the participation of local leaders and residents. There is shared ownership and leadership between community residents and the organization.		Our organization is made up of or has a leadership committee that consists of community members who are the drivers of community action. They define and implement all programs and activities. We build the capacity of community structures to prioritize, plan and implement their own programs. Community resident groups are empowered to take up issues facing children on their own.	
<b>LEVERAGING OUR NETWORKS</b>	We occasionally meet with or contact other organizations to share information, but we have not worked together or engaged in collaborative projects to address issues facing children.		We have planned and begun to implement collaborating with another organization to widen our reach or increase our impact on children.		We have seen tangible results from these partnerships, such as policy changes, an increase in the number of beneficiaries served, noticeable improvement in outcomes, or the implementation of a new program.	

Number Skipped:

**AREA SCORE**

**Relationships:** *Summary of Capacity Building Needs and Other Notes*

# ORGANIZATIONAL DEVELOPMENT TOOL

## 6. HUMAN RESOURCES

	1	2	3	4	5	SCORE
<b>STAFFING</b>	We do not have enough staff to meet our goals. We have gaps in some areas of technical skills. We do not have a strategy for addressing these shortfalls.		We currently have gaps in the staffing needed for our organization but are in the process of recruiting more staff and/or improving staff technical skills.		Our organization is adequately staffed, with the required sets of skills to support our programs and meet our goals.	
<b>VOLUNTEERS</b>	We figure out how to manage volunteers as they join us. We have not developed a volunteer management and appreciation system.		We are in the process of developing a system for training and managing our volunteers. Our volunteer appreciation is not consistent and is being developed.		We have a well-developed volunteer training and management process. Our volunteers feel appreciated for their work. Most of our volunteers stay with us a long time.	
<b>STAFF DEVELOPMENT</b>	Our staff and volunteers develop skills as they do the work. We do not have a planned approach for skills development.		We sometimes provide some internal coaching and training. When we identify free, external training opportunities we also take advantage of them.		Our organization prioritizes internal mentoring, coaching, feedback, and training of staff to support professional skills development. We actively seek out external opportunities for staff development.	
<b>HUMAN RESOURCES POLICY</b>	We manage staff related issues as they arise. We have not yet developed a human resources policy.		We are in the process of developing a comprehensive human resources policy.		We have a well-developed human resources policy, which covers recruitment, terms of employment and termination, job descriptions, salary and benefits, performance review and grievance, workplace behavior, etc.	

Number Skipped:

**AREA SCORE**

**Human Resources: Summary of Capacity Building Needs and Other Notes**

# ORGANIZATIONAL DEVELOPMENT TOOL

## 7. FINANCIAL RESOURCES

### PART 1: RESOURCE MOBILIZATION

	1	2	3	4	5	SCORE
<b>FUNDING BASE</b>	Our organization does not have financial stability. We depend on one external funder and local contributions.		Our financial base is growing and stabilizing. We have at least three external funders, including local, national and international sources.		Our organization is financially stable. We have a diverse funding base from local, national, and international sources. We have sources of income that we control.	
<b>LOCAL RESOURCE MOBILIZATION STRATEGY</b>	Local resources are not a key part of our resource base.		We occasionally tap into local human, material, in-kind, or cash resources to support beneficiaries.		Local material, human, in-kind, and cash resources are an important and reliable part of our resourcing. We have a well-developed and systematic plan for tapping those resources.	
Number Skipped in Part 1:						

### PART 2: FINANCIAL MANAGEMENT

	1	2	3	4	5	SCORE
<b>CHECKS AND BALANCES</b>	One person currently manages the finances. We do not have a process that separates the functions related to managing finances.		We are in the process of separating financial roles and responsibilities in order to strengthen the checks and balances in managing our finances.		We have a well-developed system of checks and balances so that requisitions and payments are appropriately raised, reviewed, and approved by different individuals.	
<b>STAFFING</b>	The individual managing our finances is learning on the job.		The individual responsible for managing finances is not formally trained but has prior financial management experience.		There is an experienced and qualified finance manager.	
<b>FINANCIAL MANAGEMENT SYSTEMS</b>	Our process for financial management is rather basic with receipts and a ledger book.		Our accounting system has been evolving. We are in the process of developing the various components of a system that will bring consistency to our financial management.		Our accounting system is well developed with a policy and procedures manual, proper record keeping and reporting, as well as organized storage of financial records.	

# ORGANIZATIONAL DEVELOPMENT TOOL

## 7. FINANCIAL RESOURCES (continued)

<p><b>BUDGET AND REPORTING</b></p>	<p>We develop budgets for each activity. Our organization has not had an external audit.</p>	<p>We have an annual budget. Expenses are tracked regularly. We produce annual financial reports. Our organization has not had an external audit.</p>	<p>We have a multi-year budget. We adjust our budget as the situation changes. A monthly financial report is produced. Our Board receives a quarterly financial report. External audits are performed regularly at a frequency appropriate to the organization.</p>	
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Number Skipped in Part 2:

**AREA SCORE**

*Financial Resources: Summary of Capacity Building Needs and Other Notes*

# ORGANIZATIONAL DEVELOPMENT TOOL

## 8. GOVERNANCE, LEADERSHIP, AND MANAGEMENT

### PART 1: GOVERNANCE

	1	2	3	4	5	SCORE
<b>BOARD COMPOSITION</b>	We do not have a formal board, but have an advisory committee. Committee members are mostly close friends or associates of our founder.		We are currently developing a Board, which will include members beyond the friends of Founder. Currently, the Board does not meet regularly.		We have a well-developed Board with members who have a diverse set of skills, networks, and constituents. Board meets regularly and has defined roles and responsibilities.	
<b>ROLE OF BOARD</b>	Advisory group sometimes provides advice, but mostly affirms the direction set by the Director or Founder. Advisory committee roles sometimes overlap into staff roles.		Board is beginning to develop a full understanding of its roles and responsibilities, and is slowly assuming responsibility for strategic direction, policy and oversight.		Board is custodian of vision, mission and values. They play a key role in overseeing strategy, setting policies and financial accountability. The board provides support for fundraising. Board regularly evaluates Executive Director. The board stays out of operational decisions.	
Number Skipped in Part 1:						

### PART 2: LEADERSHIP

	1	2	3	4	5	SCORE
<b>DIRECTION AND DECISION MAKING</b>	Leadership emanates from the director. Decisions are handed down from director with little input or feedback from staff, volunteers, or board.		Leadership is shared between director, one or two senior staff and one or two board members. Decisions have input from a few people in the organization.		Leadership is distributed throughout the organization. Leader facilitates input from staff and community. Leadership takes guidance from the Board. Decisions are delegated to appropriate level.	
<b>ROLE OF FOUNDER</b>	Our founder holds most decision-making authority in our organization.		Our founder is currently transitioning to a different role, handing over the organization to new leadership.		Our organization's leadership has transitioned at least once. The Board has identified well-experienced leader for the organization. Succession is openly planned.	
Number Skipped in Part 2:						

# ORGANIZATIONAL DEVELOPMENT TOOL

## 8. GOVERNANCE, LEADERSHIP, AND MANAGEMENT (continued)

### PART 3: MANAGEMENT

	1	2	3	4	5	SCORE
<b>MANAGEMENT OF OPERATIONS</b>	Our programs are often constrained by a lack of effective operations.		We are working on improving our organization's operations by strengthening our competency to effectively use and manage our human, financial, and physical resources.		Our organization has effective operations as a result of how it combines, uses, and manages human, financial, and physical resources in order to achieve desired results.	
<b>SYSTEMS AND PROCEDURES</b>	We do not have a system for managing and storing organization information. Administrative procedures are not written down.		We are developing our systems for managing and storing information. Administrative procedures are in development to ensure more efficiency and consistency.		Our organization's systems for managing and storing information are well developed and continually refined. Administrative procedures are well defined, documented and easy to follow.	
Number Skipped in Part 3:						
<b>AREA SCORE</b>						

**Governance, Leadership, and Management: Summary of Capacity Building Needs and Other Notes**

**ASSESSMENT SUMMARY**

<b>SCORE SUMMARY</b>	
1. Identity and Agency	
2. Child Rights	
3. Structure and Function	
4. Strategy and Programming	
5. Relationships	
6. Human Resources	
7. Financial Resources	
8. Governance, Leadership, and Management	
<b>AVERAGE AREA SCORE</b>	
<b>FINAL SCORE</b>	

<b>ORGANIZATIONAL CAPACITY LEVEL</b>		
	20 – 46%	<b>Emerging</b>
	47 – 73%	<b>Expanding</b>
	74 – 100%	<b>Established</b>

**CAPACITY BUILDING PLANNING**

Summary of Key Strengths	Summary of Key Challenges

Suggested Technical Assistance	Plan of Action		
	Year 1	Year 2	Year 3