

Capacity self-assessment





**Capacity
self-assessment**

by Bill Crooks

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If you wish to give feedback on CASA write to Tearfund or e-mail roots@tearfund.org. Knowing how Tearfund's resources are used by Partners and other organisations helps us to improve the quality of future resources.

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Introduction

What is CASA?

CASA stands for CApacity Self-Assessment. It is a tool for gaining an overall impression of an organisation, giving a picture of the stage of its development and providing insight into its current and potential impact.

Although CASA is modelled on other assessment tools, it aims to be specifically relevant to Christian development organisations. It is good to reflect, affirm what is good and seek God's guidance.

Quality assessment tools are used widely and found to be beneficial because they help organisations to improve their standard of service and their overall results. They enable management teams to focus on areas that should be given priority if organisations are to improve.

It is hoped that this tool will highlight positive aspects of organisations so that they can be encouraged and affirmed. This tool will also draw attention to those areas needing improvement. The assessment should prove useful as comparisons are made over time.

The CASA tool may not be relevant for every situation, so we encourage organisations to adapt and improve the tool according to their individual needs. If CASA is adapted, please acknowledge Tearfund as the source, and perhaps send us a sample copy. CASA is a checklist used in a participatory way. This checklist approach is not the only means of assessing an organisation. It might be appropriate to use other approaches to complement CASA in order to gain a wider perspective.

We suggest a number of options for using CASA (see page 11). Many of the options involve working through a number of stages, which we explain on pages 27–31. If you wish to work through these stages, we recommend that you use a good facilitator, employing one from outside the organisation if necessary.

The CASA tool is divided into three assessment modules. These can be selected according to the individual needs of the organisation or they can be used as a complete set.

The three modules cover three themes:

- INTERNAL ORGANISATION – who we are
- EXTERNAL LINKAGES – who we work with
- PROJECTS – what we do.

Each of the themes covers a range of key areas relating to that theme.

MODULE 1 **Internal organisation**

This module defines what the organisation wants to be, expressed through its purpose, vision, mission, values and identity. These are reflected in the strategies, management, systems and structures of the organisation.

- Key areas**
- Mission
 - Compassion
 - Non-discrimination
 - Governing body
 - Planning
 - Organisational structure
 - Financial reporting procedures
 - Human resource management
 - Christian distinctiveness
 - Strategy
 - Leadership
 - Staff participation
 - Financial management
 - Administrative systems
 - Human resources
 - Self-reflection and learning

MODULE 2 **External linkages**

This module focuses on how the organisation relates to others. When informal and formal relationships with other organisations are strengthened, the capacity of the organisation is built because it gains additional resources and support.

- Key areas**
- Relationships with other organisations
 - Advocacy
 - Relationship with the church
 - Capacity to obtain and mobilise resources

MODULE 3 **Projects**

This module is about what the organisation does, how well it performs and how much impact it is having on those it is serving. The projects can be varied: from providing services to mobilising communities and local organisations for social transformation. It is critically important that the projects are consistent with an organisation's overall purpose and vision.

- Key areas**
- Good practice
 - Targeting
 - Monitoring and evaluation
 - Sustainability
 - Beneficiary participation
 - Local culture
 - Achievement of objectives
 - Restoration of hope and relationships
 - Christian witness

Glossary

This glossary explains the meaning of difficult words according to the way that they are used in CASA.

adolescence	the period between childhood and adulthood
advocacy	helping poor people to address underlying causes of poverty, bring justice and support good development through influencing the policies and practices of the powerful
aerial	from the air
affirmation	the act of showing approval of something
appraise	to assess performance
audit	to examine financial records to check that they are correct
brainstorm	to state whatever immediately comes to mind about an issue
competent	suitable for the task
consistent	in agreement with
constitution	a written statement outlining the principles by which an organisation is governed
deficit	the amount of money spent which exceeds the budget
delegation	passing responsibility for something onto someone else
discrepancy	a difference between two things that should agree with each other
distinctiveness	having a unique characteristic
equity	fairness
hierarchy	where members of a group are categorised according to responsibility, ability or status
impact	long-term sustainable changes – positive or negative, expected or unexpected
inconsistencies	differences that conflict with each other

integral mission	reaching out to the local community to transform lives materially and spiritually
integrity	having high moral values or professional standards
intimidation	when someone is made to feel inadequate or fearful
key area	a sign of an organisation's health
mission statement	written document that outlines how an organisation will achieve its vision
morale	the level of confidence or optimism felt by a group of people
non-discrimination	the practice of treating different people equally
nurturing	helping someone to develop, eg: through training
objectives	the changes that a project will make directly (by way of outputs to fulfil the purpose) and which contribute towards the overall goal of the organisation
outcome	the result of project activities
output	what the activities of a project produce
plenary	the whole group
purpose	the expected change or impact as a result of a project
replicate	to copy
rigorous	very accurate and thorough
stakeholder	a person (eg: project beneficiary, member of the local community, government official) with an interest in, or concern for, a piece of work that an organisation undertakes
transparency	open communication by the leadership with the whole organisation

How does CASA work?

An organisation might decide it needs to do all of the CASA modules, or it might decide it needs to do only one or two. Some of the modules have many key areas, so the modules have been divided into sections. Each section has the same format of seven stages. Here we provide a brief overview so that you can reach an understanding of how the CASA tool works. We explain these stages in more detail on page 27.

- Stage 1 DISCUSSION STARTER** to help participants think in an interesting way about the aspect of the organisation they are about to assess.
- Stage 2 QUESTIONNAIRE**, which contains indicators that relate to the key areas for the module. The participants are given copies of the questionnaire and complete it on their own. They give each indicator a score according to the extent to which they feel the indicator applies to the organisation.
- Stage 3 SUMMARY SCORE SHEET** Indicators in the questionnaire are matched with the key areas. Each participant transfers their scores for each indicator to the relevant box on the handout. They then find their average score for each key area.
- Stage 4 PLENARY SCORING** The individual average scores are transferred to the plenary scoring table on a large sheet of paper.
- Stage 5 ANALYSIS** The participants review the patterns shown in the plenary scoring table to identify what the main strengths and weaknesses of the organisation are.
- Stage 6 RANKING PRIORITIES FOR CAPACITY BUILDING** Using the analysis, the three weakest areas in which capacity should be built are selected. The participants discuss how these areas will be addressed and what resources will be needed.
- Stage 7 ACTION PLANNING** The participants set a plan for how they will address the areas they have prioritised and establish who will take responsibility for the changes in a given time frame.

Preparing for **CASA**: why, who, when, how long?

It is vitally important to plan for CASA. The facilitator should look through the format of the CASA tool and adapt it to fit the context of the organisation. You should meet with the leadership, staff and board committee of the organisation before planning. This will provide an idea of the context in which CASA is to be carried out. You need to decide the most appropriate content (indicators) and process (see Options for using CASA, on page 11).

- Are the indicators appropriate? Are there additional indicators? Are there some that should not be used because they might cause friction within the organisation?
- Do you need to cover all the modules, or should you just focus on one or two?
- To what extent does the organisation need to be affirmed at the present time? If morale is low, what action can you take to make sure the process really affirms the organisation?
- What is the best way of using the tool – with the whole organisation or with specific groups?
- Is it necessary to alter the process we suggest? For example, you might want to use anonymous scoring to minimise friction.
- Could you bring in elements of other assessment tools?

It is vital that the content and process of the assessment fit the nature and character of the organisation. Those participating in the assessment should have time and support to read and understand the indicators. For a successful assessment, the indicators should be owned and seen as useful by the organisation.

A good organisational assessment is 80% facilitation and 20% tool. When an assessment is not successful it is usually because more emphasis is put on the tool than on the facilitation.

Good organisational assessment facilitation is all about staying in touch with the mood of the group. Work with their energy and know what to do at the right time so that the energy stays high. The energisers on page 19 might help with this.

Motivation for assessment

It is important to be very clear about what is driving the need for this organisational assessment. It can be for a range of reasons such as:

- key stage in the growth and development of the organisation
- need for clarifying the future direction and priorities of the organisation
- changes in leadership
- internal or external crisis which results in a need for major changes in the organisation
- expanding to respond to emerging needs or demands
- scaling down programmes.

Ownership of the assessment

It is important that the leadership, the staff and the board committee are aware of the need for the organisational assessment and are supportive of the process and the outcomes.

Options for using CASA

- All modules in phases over a set period of time.
- Selected modules.
- Selected key areas from one or different modules.
- Use the questionnaire for one-to-one interviews.
- Carry out the process in small groups, eg: the board committee, leadership and field staff.
- Do not use the questionnaire in its current format but select elements of the tool for guided discussion.
- Combine the key areas with other organisational assessment tools.

Setting aside time for doing the assessment

The CASA tool is divided into three modules. Each module can take between one and two days depending on the number of participants. It is not essential to do all the modules of the assessment at the same time. In fact, it is advisable to space them out so there is enough time to take action after each module. We suggest workshop formats for doing CASA on page 15.

It is important to find a time that is suitable for all staff participating, and when there is not too much pressure on the organisation. Timing also needs to take account of the seasons so that field staff can travel to and from the venue easily.

Who should attend?

Ideally all staff should be available to attend the modules. This enables everyone to own any changes that result from the assessment. Doing the assessment together helps the team-building process as insights are shared and greater understanding of the organisation is achieved.

However, it might not be appropriate to carry out the assessment with all members of staff at the same time. It might be more useful to carry out the assessment with specific groups at different times.

In some situations it is useful if independent observers, who know the organisation well, are present to give a more objective view. They may be people from another NGO, local government or members of the local Christian community.

Making the most of the assessment

An assessment process can be viewed as negative and threatening to the board committee, leadership and staff. To avoid this, it is important to plan for CASA so that it:

- begins by affirming what is good about the organisation
- builds on the positive energy and motivation of the organisation.

One way of achieving this is to use the principles of Appreciative Enquiry, which are explained further on page 26.

Bringing an organisation together for a day or two is a huge amount of time away from project and administrative work, so it is important to make the most of the time that has been set aside. Here are some tips for making the best use of the time.

- Make sure there is a good venue with lots of space for being together as one large group as well as working in small groups.
- Try to find a venue away from the office, so staff can focus on the assessment without distractions.
- Use the opportunity of the assessment to celebrate the good things that have happened in the organisation and to praise staff.
- The assessment is a time to reflect on where the organisation is going; this can be linked to some biblical reflections at the beginning or end of the day.
- Think through how the action plans will be used and managed after the assessment.
- Make sure it is a fun event that everyone will enjoy and want to do again.
- Try to include an appropriate team-building element which might include a good meal or an evening out doing something together.

How to use the results of an organisational assessment

The results of the organisational assessment can be used to encourage staff and others about the strengths and achievements of the organisation. Examples can be highlighted and talked about or written up on a poster or in a newsletter. They can be shared with the board committee and others connected with the organisation. Maybe the successes and strengths of the organisation can be celebrated by having a special meal together.



- Sharing the results with the staff is a good thing as it allows them to feel involved with the future plans for the organisation. It will enable them to take responsibility for the future, and it demonstrates the openness and transparency of the leadership.
- The results of the organisational assessment can be used to identify issues that need strengthening and working on. These can be ranked in order of priority according to the needs and the capacity of the staff in terms of time available to address them. The action planning sheets in each module can be used as a guide for doing this.
- The results can highlight training needs of staff. They might also lead to a proposal for funding being submitted to donors. Some donors may suggest training courses or identify an appropriate consultant or specialist to work with staff on building up their knowledge and skills.
- The organisational assessment can be carried out each year. The pattern of the results developing over a number of years enables the leadership to track progress and changes made. The annual results can be displayed for all staff to see, enabling discussions about the impact of future changes and what can be done to address them. We recommend that you keep copies of the plenary score sheets in a safe place so that you can compare them with scores in future years.

Questions for discussion

- How do you celebrate the successes and achievements of your organisation?
- What are some of the best ways to communicate the results of an organisational assessment to staff and others?
- Who in your organisation would be good at co-ordinating the action planning and making sure it happens?
- Can you think of other creative ways of using the results of an organisational assessment?

What are the risks of doing an organisational assessment?

CASA stimulates reflection and analysis of how an organisation is at a particular moment in time. The most important part of this type of approach is how the discussions are facilitated to make the most of findings.

Participatory assessments provide an opportunity for staff to share concerns and issues about the organisation. New insights are gained and it might be the first time that staff feel able to share their concerns. In our experience of using the tool, this is a good thing. Giving staff space to share their concerns helps to build a sense of togetherness in an organisation.

However, there are risks involved in this type of process. It is a good idea to use the skills and expertise of a competent facilitator who can not only use the tool in a way that is useful to the organisation, but can also manage some of the problems that might occur.

Some of these risks and dangers are listed below and might help you to identify a good facilitator to guide you through the tool. It might be that someone in your organisation is a good facilitator who is widely respected and understands how to work with groups. Otherwise you could think about using an external facilitator who is recognised for their competence and skills in this area.

RISKS AND DANGERS	ABILITIES OF A FACILITATOR
The assessment process raises expectations of staff members. They want to see all the changes happen in the shortest possible time.	Ability to help staff and stakeholders identify their priorities and manage expectations in line with the capacities of the organisation.
Staff and stakeholders are afraid of voicing their concerns in case they are viewed negatively by other members of staff and the leadership.	Ability to create an atmosphere of trust and openness to share for both staff and the leadership of the organisation.
The assessment uncovers tensions that have never been fully resolved.	Ability to creatively manage tension and conflict.
Some members of staff feel vulnerable as areas of their work become assessed and analysed.	Ability to create a supportive and affirming environment for staff members to reflect on their own practice and work.
Leadership are worried about how they are perceived by the staff and others.	Ability to create a supportive and affirming environment for the leadership to reflect on their own practice and work.

Suggested workshop formats

CASA can be carried out in one- or two-day sessions. The modules do not have to be done in order. They can be selected according to the priorities of the organisation at a particular time.

A summary of the CASA modules and the time needed according to size of organisation is outlined below.

This is a guide based on the experience of working with 15 partner organisations. It does not take into account issues such as translation.

	CONTENT	TIME REQUIRED FOR PARTICIPANT NUMBERS:		
		5-8	8-15	15-30
INTRODUCTION	What is an organisational assessment?	1 day	1 day	1 day
MODULE 1 Internal organisation	Mission and values	0.5-1 day	1-1.5 days	1.5-2 days
	Management 1	0.5-1 day	1-1.5 days	1.5-2 days
	Management 2	0.5-1 day	1-1.5 days	1.5-2 days
MODULE 2	External linkages	0.5-1 day	1-1.5 days	1.5-2 days
MODULE 3 Projects	Project planning and implementation	0.5-1 day	1-1.5 days	1.5-2 days
	Project outcomes	0.5-1 day	1-1.5 days	1.5-2 days

The chart below suggests how CASA can be done over a period of one year.

MODULE	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
What is an organisational assessment?	X											
Internal organisation	Mission and values		X									
	Management 1		X									
	Management 2		X									
External links					X							
Projects	Project plans and implementation							X				
	Project outcomes										X	

Key factors to consider

- Space between modules to give time to process the results and implement the action plans
- Timing of the modules to ensure maximum availability of staff and others
- Access to an external facilitator if required
- Enough time to prepare for the module.

Outline programme for a one day workshop for each module

STEPS	COMMENTS	APPROXIMATE TIME
Welcome and introductions	Explain the context and purpose of the assessment and the programme of the day	30 mins
STEP 1 Discussion starter	This may need to be adapted to the context or an alternative found	60 mins
BREAK		
STEP 2 Questionnaire	This includes time to introduce and take participants through the process	30 mins
STEP 3 Summary score sheet	This should be talked through once all participants have filled in the questionnaire	15 mins
BREAK GROUP ENERGISER		
STEP 4 Plenary feedback	If possible use stickers	45 mins
BREAK LUNCH		
STEP 5 Analysis	Work as a group to analyse the patterns and the causes of strengths and weaknesses	45 mins
BREAK GROUP ENERGISER		
STEP 6 Ranking priorities	We recommend a participatory ranking technique	45 mins
BREAK		
STEP 7 Action planning	This should include a discussion about how the results will be communicated to other stakeholders	45 mins
Evaluate the process	The aim is to learn how to improve the programme and the approach for next time	15 mins

Two day workshop

A two day workshop may be appropriate where there is a large number of participants. It may be useful to have different stakeholder groups go through each module independently from the other. The focus groups could share their findings at the end of the second day.

Outline programme for a two day workshop for each module**DAY 1**

STEPS	COMMENTS	APPROXIMATE TIME
Welcome and introductions Set up the different stakeholder focus groups	Explain the context and purpose of the assessment and the programme of the day	30 mins
STEP 1 Discussion starter	This may need to be adapted to the context or an alternative found	60 mins
BREAK		
STEP 2 Questionnaire	This includes time to introduce and take participants through the process	30 mins
STEP 3 Summary score sheet	This should be talked through once all participants have filled in the questionnaire	15 mins
BREAK GROUP ENERGISER		
STEP 4 Plenary feedback	If possible use stickers	45 mins
BREAK LUNCH		
STEP 5 Analysis	Work as a group to analyse the patterns and the causes of strengths and weaknesses	45 mins
BREAK GROUP ENERGISER		
STEP 6 Ranking priorities	We recommend a participatory ranking technique	45 mins
BREAK		
STEP 7 Plenary: Stakeholder groups share their ranked priorities		60 mins
Summing up the day		15 mins

DAY 2

STEPS	COMMENTS	APPROXIMATE TIME
STEP 8 Finalise priorities		60 mins
BREAK		
STEP 9 Set up working groups for developing action plans		60 mins
BREAK GROUP ENERGISER		
STEP 10 Presentation to plenary of the working group action plans	This is the opportunity to adjust the action plans	45 mins
Summing up the process		15 mins
Evaluate the process	The aim of this is to learn how to improve the programme and the approach for next time	15 mins

Icebreakers and energisers

Icebreakers and energisers are vital because they help to keep the group alert and allow participants to laugh and enjoy the process. Many of the activities listed below can be used as team building exercises and will help new members of an organisation to get to know their colleagues better. Please take time to read the instructions and feel free to adapt the activities to your own context.

'Getting to know you' exercises

- **BINGO** Draw a grid made up of around 15 boxes. Write different things in the boxes like 'Enjoys singing' or 'Always snores at night'. Give out copies to all the participants. The participants then go and find people that the boxes describe. They ask each person to sign the relevant box. The winner is the person who completes the grid first. The participants will learn many interesting facts about each other.
- **IDENTITY PARADE** Each participant writes down words or draws a picture that describe themselves. This is done silently. They pin the picture on themselves and walk around so that everyone can look at each other. Pictures are then shuffled and participants are asked to identify the person to whom the picture belongs.
- **CHARACTER DESCRIPTIONS** Sit in a circle. One person starts by using an adjective starting with the same letter as their first name, followed by their first name (ie: Interesting Isaac, Smart Sarah). The next person in the circle repeats the first person's adjective and name and then adds their own. This continues around the circle with the last person having to repeat all other names in order and end with their own.
- **TWO TRUE, ONE FALSE** Everyone in the group has to say two true statements about themselves and one false statement. The rest of the group has to guess which one is false. You may be surprised. You can learn some interesting things about each other!

Trust-building exercises

- **WEB GAME** Take a ball of string and ask one person to hold one end and wrap it around their wrist. Then they throw the ball of string to someone else in the room and either say something positive about that person or something they have done to inspire them. The person who catches the ball of string then wraps it around their wrist and throws it to someone else, and so on until a whole web of string is tying people to each other.
- **BALLOON GAME** Everyone writes down one piece of information about themselves on a piece of paper and puts it inside a balloon. They blow up the balloon and throw it into the middle of the circle of participants. One by one, pop the balloons and guess who the pieces of information inside belong to.

Energisers

- **QUESTIONS ON THE BALLOON** Pass one balloon around the circle and ask each person to write a question on it. Then pass it around the circle and ask each person to answer three questions on the balloon.
- **HUMAN RANKING** Ask everyone to line up according to their month and day of birth. This can also be done with length of hair, height, weight and so on. If this is done in silence this can add a new dynamic to the group and provides an opportunity to explore how a group works together. You could ask someone to leave the room, decide on the type of ranking and get the person sent outside to come back in and try to guess what sort of ranking it is that the group is representing. This is a useful game for understanding the need for analysis and the importance of studying patterns and themes.
- **FAST LEMON** This game is for four players or more. First divide the group into two or more equal lines. Then give the leader of each line a full-length pencil and a lemon. As the teams line up in single file, mark a starting line and finish line on the floor (about six metres away at most). The object is to push the lemon with the pencil along the floor in a straight line. Each player must push it to the finish line and back to the next team mate in line. The team to finish first wins. The lemon always keeps rolling, despite a slight wobble, so it is difficult to keep it in a straight line. Be sure that any furniture is pushed back.
- **FRUIT BASKET** Ask players to sit in a circle and give each player alternately the name of a fruit such as an orange or a lemon. One person stands in the centre. The person who stands in the middle calls out one or both of the fruits. The people given the name of that fruit must change places as quickly as possible. The person in the middle tries to reach one of the seats. The one left standing then calls the name of either fruit or both fruits.
- **BANANA RACE** Give each player a banana with the instruction to peel and eat it while holding one hand behind their back. On a given signal they begin. The first to eat the whole banana wins.
- **PAPER BAG DRAMA** Split the participants into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. These can be almost anything, eg: a stone, a screw, a bar of soap, a computer disk. The idea of the game is to present a drama using all of the objects provided. The objects may be used as they would in normal life, or they may be imaginatively employed. Give each group a topic to base their drama on. When all the dramas have been planned and rehearsed they are performed for the amusement of everyone.
- **ANIMAL MATCH** Everyone is given a card with an animal on it (make sure there are two of every animal). At the same time everyone makes their animal noise and tries to find their partner.
- **STRING GAME** Hide pieces of string of different lengths around the room. The participants then find as many pieces of string as they can. The winner is the one whose pieces of string form the longest line when tied together.

The CASA tool

Preparing an organisation for CASA: what is an organisational assessment?

This section looks at what an organisation is, what an assessment is, and why it is important to carry out an organisational assessment. It might be necessary to work through this section with those participating in the assessment to help them to see the value in what you are doing.

Organisations

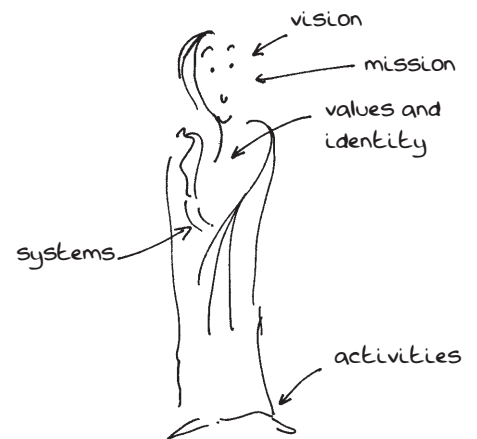
An organisation is a group of people working together for a common purpose.

If we are thinking about doing an organisational assessment, it is important to consider what organisations are like.

How do we see organisations?

Comparing organisations to familiar things around us can be useful for understanding how they work and therefore how to improve them. Images are useful because they help us to think about and discuss an organisation in an easy way.

We can compare them, for example, to human bodies. The head reflects the vision and mission of the organisation. The heart reflects its values and identity. The blood supply reflects its systems, and the arms and legs are what the organisation does.



Or we can compare them to trees or plants. The roots reflect the mission, values, identity and vision. The trunk or stem reflects the systems and structures of the organisation. The branches, leaves and fruits reflect what the organisation does and produces.

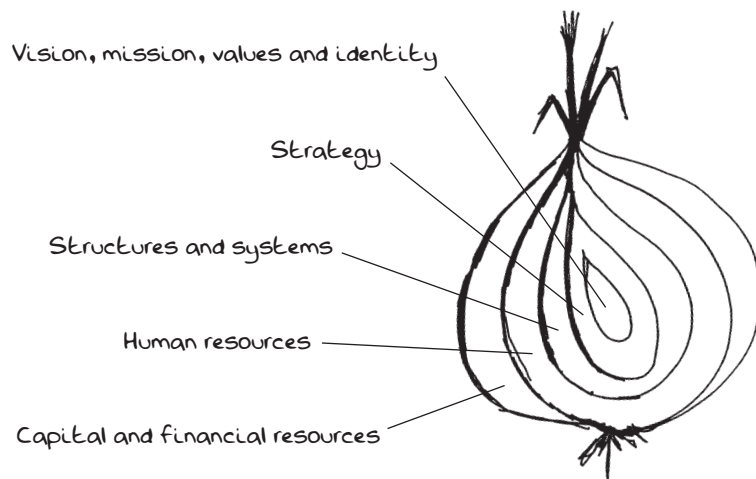
While there are certain dangers in over-simplifying the reality of what is there, drawing images is a useful way to start thinking about the nature of organisations and how they function.

Tearfund has used images to think about how it functions as an organisation. The structure of the CASA tool has been based on two models: the onion model, and interlocking circles (often described as the elephant).

The onion model

The onion model concept is from INTRAC, and adapted by Bill Crooks

The image of the onion is used to look more in depth at the internal organisation. We can peel away the rings of an onion until we reach the central core. An organisation also has a central core: its vision, mission, values and identity, which are reflected in every other aspect of the organisation. A healthy organisation is clear about what these are. They shape the organisation's vision of society and its purpose in it. This in turn shapes the strategy it should adopt and the tasks to be carried out. The structures and systems, staff and resources needed can then be identified. This image of an onion is a very useful way of seeing if there is consistency between what an organisation believes (the core) and the way it functions (the outer layers).

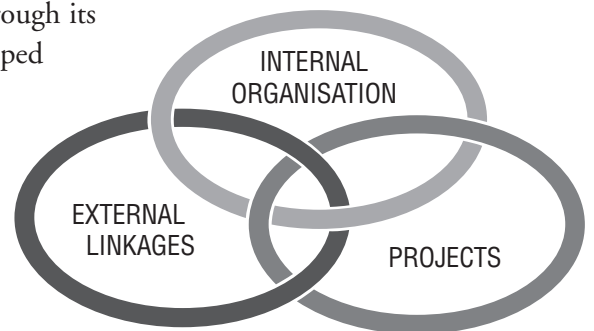


Interlocking circles/elephant

Source of the interlocking circles diagram: INTRAC

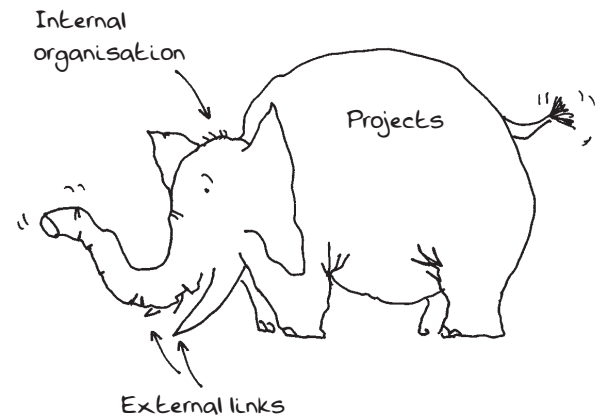
Three interlocking circles show how the three main parts of an organisation interact and support each other. An elephant can also be drawn to show these parts. The circles represent:

INTERNAL ORGANISATION This defines what the organisation wants to be. It is expressed through its vision, mission, values and identity. It is hoped that these are reflected in the strategies, systems and structures of the organisation. Using the elephant image, the head of the elephant represents this central part of the organisation.



LINKAGES These focus on how the organisation relates to others. They are important in capacity building: strengthening the informal and formal relationships with other organisations and groups of people, such as networks or alliances, churches, donors and government bodies or departments, in order to gain additional resources and support. The elephant's trunk represents the way in which the organisation relates to others.

PROJECTS These relate to what the organisation actually does, how well it performs, and how much impact it is having on those it is trying to serve. The projects can be very varied: from providing services to mobilising communities and local organisations for social transformation. It is critically important that the projects are consistent with the organisation's overall mission and vision. The body of the elephant and its legs represents the organisation's different projects or programmes.



An organisation does not exist in a vacuum. It exists in the context of the culture, traditions and history of the people it is serving. There may also be other factors to take into account, such as situations of prolonged civil conflict.

The three modules of CASA look at these three elements of organisations in order to identify how healthy an organisation is and what improvements can be made.

Characteristics of a good organisation

What is a good organisation? Think about an organisation you have worked for that provided a good experience. What made it good? What could have made it better?

There are many ways to describe and define a good organisation. Here are some ideas:

- clear purpose for where it wants to go
- clear plans for how it wants to achieve its vision
- strong values that shape the work and culture of the organisation
- projects that are effective and follow good practice
- strong leadership
- clear lines of decision-making and accountability
- good systems of financial control and administration
- good relationships with other organisations
- openness to learn to reflect and a desire to improve.

Pressures organisations face

Organisations face different types of pressures. Some of these pressures are external. Sometimes little can be done about them and you have to learn to adapt and be flexible in order to cope with them.

The external pressures might include:

- political changes that make it hard for Christian NGOs to operate
- disasters that demand that the type and nature of your work has to change
- decrease in funding from donors.

The internal pressures might include:

- lack of skills and expertise among key staff
- high turnover of staff
- high workloads and pressures of deadlines
- lack of funding to cover all needs.

Which of these pressures are relevant to your organisation? Can you think of other pressures? How can you address them?

It might be that these pressures can be managed within your organisation as it is at the moment. On the other hand, sometimes an organisational assessment is needed to help all of the staff stop and work together to identify the problems and develop solutions.

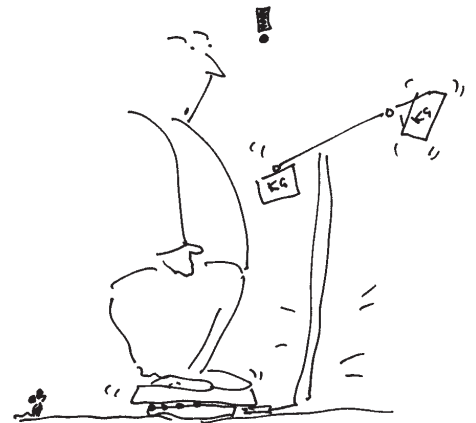
Assessment

We all make assessments every day of our lives. We do not necessarily call them assessments, but we all want to know how we are doing, looking, and feeling about ourselves.

The need to assess something comes from a range of motives. They could include concern about personal appearance, personal development and improvement in skills, or getting the best value for money.

An organisation is a group of people working together for a common purpose. Every organisation has a culture and a unique way of working. Like human beings it has a complex range of functions and characteristics that all interact to achieve the desired goals.

The decision to assess an organisation should be part of nurturing and developing it so that it can be strengthened and enhanced to achieve its full potential. Like human beings, organisations go through cycles of change, so it is important to be aware of the needs of an organisation at different stages of its development. Organisational assessments are about enabling the organisation to stay healthy and relevant to the people it is seeking to serve.



Questions for discussion

- Make a list of all the different ways you assess yourself during the week.
- What is your motive for assessing yourself in this way?
- What are the similarities between an assessment of yourself and an assessment of an organisation?
- Make a list of all the ways that you assess your organisation.

Why assess your organisation?

Most organisations assess themselves all the time: sometimes formally through financial accounts or completed project reports, sometimes informally such as by the level of staff morale.

One view is that most organisations, as they get older, go through **different stages of development** in the same way as human beings. Some people would say that all organisations go through five main stages: birth, childhood, adolescence, maturity, death or rebirth.

Each of these stages reflects **different styles** of leadership, organisational culture and ways of working. The transition between these different stages can be difficult and painful, as well as liberating and exciting as new opportunities unfold.

Organisations working with vulnerable and marginalised people face an increasing number of pressures from different sources, such as governmental guidelines.

Partnerships with **donors** are often demanding and adjustments need to be made to meet their requirements. Working alongside other organisations can provide opportunities for sharing resources, which requires careful planning.

The **political and social influences** at national, regional and global level may demand new responses and changes within the organisation. These types of change are happening at an increasingly fast pace, especially in the area of information technology.

So what does this all mean?

Change is inevitable whether we accept it or not. Therefore, an organisational assessment is a useful way of having a look at where your organisation is now, in order to plan and prepare for the future.

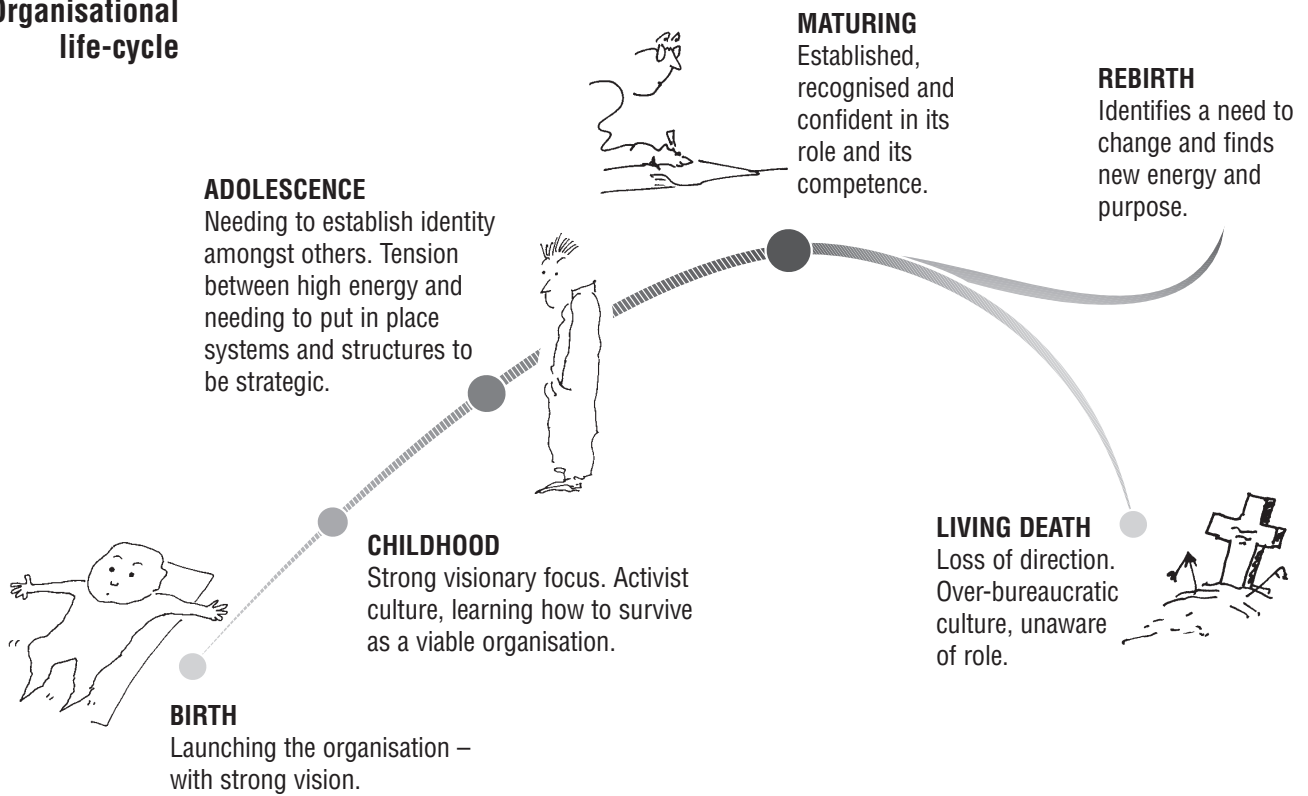
It can be useful to think about an organisational assessment in the following ways:

A MIRROR giving you an opportunity to look at yourself more closely

AN AERIAL PHOTOGRAPH giving you an overview and a fresh perspective of things only normally seen on the ground

A HEALTH CHECK WITH THE DOCTOR giving you an opportunity to know the state of your health and what you might need to do to improve.

Organisational life-cycle



Questions for discussion

- Using the growth chart above, at what stage of the cycle would you place your organisation and why?
- What are some of the main pressures on your organisation at the moment? And what challenges will you face in the next five years?
- In what ways do you assess your organisation formally and informally?
- How could an organisational assessment that covers most aspects of organisational life be useful?

Principles of Appreciative Enquiry

At this point you might like to use Appreciative Enquiry to encourage the organisation to view the assessment positively. The principles of Appreciative Enquiry are:

STAGE	PRINCIPLE	ACTION
1	Discovering what is good about the organisation	Brainstorm
2	Dreaming about the future potential of the organisation	Explore vision
3	Identifying the gaps and what needs to be strengthened or built on	CASA
4	Developing a capacity building plan	CASA action plan

After working through the first two stages, you can move on to the CASA modules.

Format of the CASA modules

Each section of the modules is divided into seven stages. It is important that you familiarise yourself with these stages before you start the process. You will need to give the participants a brief overview of the stages before they start to work through the modules. You will then need to explain how to do each stage as you go along.

It is important to work through all of the stages to get the most out of the assessment.

Stage 1
DISCUSSION
STARTER

This encourages participants to think about an aspect of the organisation in a creative and interesting way, so that the scoring exercises reflect their perspective of the organisation at the time. Further details are given in each module section because the discussion starter is different every time.

Stage 2
QUESTIONNAIRE



Each participant is given a copy of the QUESTIONNAIRE. The questionnaire contains numbered indicators which relate to the key areas for the module. Each key area is supported by at least four indicators. In the questionnaire the indicators are all mixed up. The participants complete the questionnaire on their own, giving each indicator a score of:

- 1** if they feel the indicator is **rarely** a feature of the organisation
- 2** if they feel the indicator is **occasionally** the case
- 3** if they feel the indicator is **often** a feature of the organisation
- 4** if they feel the indicator **always** reflects the organisation.

The questionnaire should take 10–15 minutes to complete.

Example of
Questionnaire

		rarely	occasionally	often	always
1	STAFF BEHAVIOUR Staff make personal sacrifices in response to the needs of other staff and project beneficiaries	1	2	3	4
2	ORGANISATIONAL DOCUMENTS The organisation's policies and strategies are consistent with the organisation's mission and values	1	2	3	4
3	ORGANISATIONAL PLANS The organisation's plans are consistent with the organisation's mission and values	1	2	3	4

Indicator

*Numbers to transfer to
Summary Score Sheet*

Stage 3
SUMMARY
SCORE SHEET



This is where the indicators in the QUESTIONNAIRE are matched with the key areas. Each participant is given a copy of the SUMMARY SCORE SHEET, which contains a number of small KEY AREA TABLES. Each table represents one key area. The participants transfer their scores for each indicator to the corresponding box. When all the boxes have been filled in, the participants add up the scores in each table and write the total in the relevant box.

As some key areas have more indicators than others, it is important to find an average score for each key area so that the key area scores can be compared. The total score in each key area table should be divided by the number of indicators for that key area.

The average score should fall between **1** and **4**. If the average is not a whole number, then it should be rounded to the nearest whole number. So, for example, an average score of **2.5** should be rounded up to **3**, and a score of **2.4** should be rounded down to **2**.

Example of Key Area Table from Summary Score Sheet

STRATEGY		
3	Organisational plans	4
7	Evaluation	2
24	Staff awareness	3
26	Strategy relevance	3
28	Involvement of stakeholders	1
Total		13
(To find average, divide total by 5 and round to nearest whole number) AVERAGE		3

Key area

Score to transfer to Plenary Score Sheet (ie: the total 13, divided by 5, equals 2.6 and is therefore rounded up to 3)

The participants should be ready to share their average scores with the whole group.

If some participants finish before others, encourage them to share their results with others who have finished, and to look at which indicators for each key area give high and low scores and the reasons for this.

Stage 4
PLENARY
SCORING

A scoring table is copied onto a large sheet of paper so that everyone can see it.

The PLENARY SCORING TABLE shown below is for Section 1 of Module 1 – Mission and values. For the other sections, this table should be adapted by writing in the relevant key areas.

In turn, each of the participants calls out their average scores for each key area. If you have access to stickers, place one sticker per participant in the relevant box. If you do not have stickers, mark each score with a marker pen. The example below shows where a mark is placed if a participant has a score of 2 for the key area ‘Mission’.

Example of
Plenary
Scoring Table

INTERNAL ORGANISATION: MISSION AND VALUES				
KEY AREAS	1 RARELY	2 OCCASIONALLY	3 OFTEN	4 ALWAYS
Mission		X		
Strategy				
Christian distinctiveness				

When all the participants have given their scores, there should be the same number of stickers or marks in each row as participants.

Stage 5
ANALYSIS

The group analyses the patterns of the scores on the PLENARY SCORING TABLE. The aim of the analysis is to identify what the main strengths and weaknesses of the organisation are. The reasons for any differences of opinion should be discussed.

The participants should look at areas of consistent scoring and what they say about the organisation.

Example of
completed Plenary
Scoring Table for
ten participants

INTERNAL ORGANISATION: MISSION AND VALUES				
KEY AREAS	1 RARELY	2 OCCASIONALLY	3 OFTEN	4 ALWAYS
Mission	XXXX	XXXXXX	X	
Strategy		XX	XXXXXX	XXX
Christian distinctiveness		X	XXX	XXXXXXX
Compassion	XXXXXX	XXXXX	X	
Non-discrimination	XXX	XXXXXXX	X	

This organisation is strongest in strategy and Christian distinctiveness. What might be the cause of this?

This organisation is weakest in its mission, compassion and non-discrimination. What might be the cause of this?

It is also helpful to know what particular aspects of the weak key areas need improving. This is done by analysing the differences in scores between the indicators for the weak key areas.

An INDICATOR TABLE for each weak key area should be drawn onto a large sheet of paper. Participants should refer back to their SUMMARY SCORE SHEETS and call out their scores for each indicator. One mark or sticker per participant should be placed in the relevant box.

The indicator table below is for the strategy key area in Section 1 of Module 1 – Mission and values. This table should be adapted for other weak key areas that you identify.

The participants should look at areas of consistent scoring and what they say about the organisation. The reasons for any differences of opinion should be discussed.

Example of Indicator Table for ten participants

INDICATORS FOR STRATEGY KEY AREA	RARELY	OCCASIONALLY	OFTEN	ALWAYS
Organisational plans	XXXXXX	XX		XX
Evaluation	XXX	XXXXX		XX
Staff awareness		XXXXX	XXXXX	
Strategy relevance	XXXX			XXXXXX
Involvement of stakeholders		XXXXXXXX	XXX	

This organisation appears to have a relevant strategy. Why do some people think that the organisation does not have a relevant strategy?

This organisation is weakest in planning. What might be the reasons for this?

Stage 6
RANKING
PRIORITIES
FOR CAPACITY
BUILDING

From the analysis, select the three weakest areas in which capacity should be built. The participants discuss how these areas will be addressed and what resources will be needed.



Stage 7
ACTION
PLANNING

This is the most important part of the process and should not be rushed. The action planning enables participants to set a plan for how they will address the weak areas they have prioritised. A key aspect of this is establishing who takes responsibility for making sure this happens and when. A sample action plan is given on page 31. An action plan template is given at the end of each module section, which can be photocopied and filled in.

Action plan MISSION AND VALUES

EXAMPLE

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN
Christian distinctiveness	14 Time for prayer	The organisation sets aside regular time for prayer	2	Staff do not pray together regularly for the work of the organisation	Agree a time when all staff meet together to pray Organise a day of prayer and fasting	Director Director	Immediately August 2003
Strategy	24 Staff awareness	Staff can explain the organisation's strategies and how these relate to their work	1	Not all staff can explain what the strategies are	Hold a meeting for all staff where the leadership explains the organisation's strategies	Director	September 2003
Non-discrimination	27 Staff training	The organisation provides training in non-discrimination to all staff	2	No training given	Identify a suitable training course and trainer Invite all staff requiring training to a workshop	Personnel manager Personnel manager	September 2003 November 2003

1

Assessing the internal organisation

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SECTION 2	Management 1	40
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Section 1

Mission and values

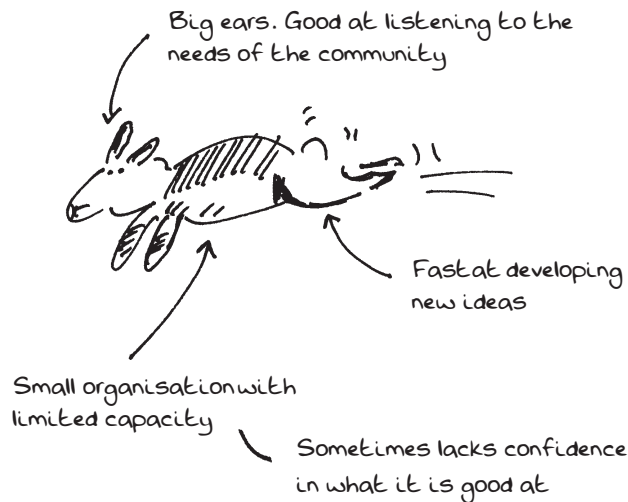
The key areas of Mission and values are:

- Mission
- Strategy
- Christian distinctiveness
- Compassion
- Non-discrimination.

Stage 1 DISCUSSION STARTER Draw your organisation as an animal (30–45 minutes).

If you drew your organisation as an animal what would it look like?

- Ask participants to each draw an animal that represents their view of the organisation.
- Share pictures.
- Look for common themes and what is missing.
- Ask what these pictures tell about vision and values in your organisation.
- Summarise the main reflections on a large sheet of paper.



Stage 2 QUESTIONNAIRE Ask each participant to fill out the QUESTIONNAIRE on their own. This should take around 15 minutes. Please use the questionnaire on pages 35–36.

Stage 3 SUMMARY SCORE SHEET Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 37. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.



QUESTIONNAIRE Mission and values

Name of organisation _____ Date _____

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	STAFF BEHAVIOUR Staff make personal sacrifices in response to the needs of other staff and project beneficiaries	1	2	3	4
2	ORGANISATIONAL DOCUMENTS The organisation's policies and strategies are consistent with the organisation's mission and values	1	2	3	4
3	ORGANISATIONAL PLANS The organisation's plans are consistent with its strategies	1	2	3	4
4	STAFF AWARENESS Staff can explain the organisation's mission and values and how these relate to their work	1	2	3	4
5	ORGANISATIONAL ACTIVITIES The organisation's activities are consistent with its policies, strategies and plans	1	2	3	4
6	PROJECT BENEFICIARIES Project beneficiaries are identified on the basis of their marginalisation, economic poverty and powerlessness	1	2	3	4
7	EVALUATION The organisation's leadership and staff evaluate the performance of the organisation according to its policies and strategies	1	2	3	4
8	TERMS AND CONDITIONS OF EMPLOYMENT Staff believe terms and conditions of employment, such as salary levels, annual leave, and maternity/paternity benefits, are fair	1	2	3	4
9	RESPECT FOR OTHERS Those with whom the organisation works are always treated as people made in God's image, regardless of their religious beliefs	1	2	3	4
10	CHRISTIAN VALUES The values of the organisation are based on a biblical understanding of Christianity	1	2	3	4
11	ORGANISATIONAL DOCUMENTS Compassion is expressed as a core value in the organisation's most important documents, for example, the organisation's Constitution and Mission Statement	1	2	3	4
12	DECISION-MAKING When making decisions, staff consider the needs of the marginalised, the economically poor and the powerless	1	2	3	4
13	LEADERSHIP The organisation's leadership refers to, and reminds staff of, the organisation's mission, values, policies and strategies	1	2	3	4

continued...

QUESTIONNAIRE Mission and values continued

		rarely	occasionally	often	always
14	TIME FOR PRAYER The organisation sets aside regular time for prayer	1	2	3	4
15	PROJECTS Projects are planned and implemented to meet the needs of the marginalised, the economically poor and the powerless	1	2	3	4
16	TREATMENT OF OTHERS Staff demonstrate a positive and welcoming attitude towards stakeholders	1	2	3	4
17	TREATMENT OF MARGINALISED GROUPS Staff treat marginalised groups fairly, and encourage others to treat these groups fairly	1	2	3	4
18	VALUE OF PRAYER Staff value prayer – for one another, project beneficiaries, and the work of the organisation	1	2	3	4
19	ORGANISATIONAL VALUES The organisation’s values support the achievement of the organisation’s mission	1	2	3	4
20	NON-DISCRIMINATION POLICY The organisation has a written non-discrimination policy that reflects a commitment to equality for staff and project beneficiaries regardless of gender, age, ethnicity, religion and disability	1	2	3	4
21	THEOLOGICAL REFLECTION The organisation incorporates theological reflection into its understanding of poverty, its work and its relationships	1	2	3	4
22	LEADERSHIP The leadership ensures that non-discrimination is integrated into all aspects of the organisation’s work in line with the organisation’s non-discrimination policy	1	2	3	4
23	SENSE OF MISSION Staff believe that what they are doing is important and worthwhile	1	2	3	4
24	STAFF AWARENESS Staff can explain the organisation’s strategies and how these relate to their work	1	2	3	4
25	RECRUITMENT Staff are recruited and paid on the basis of their skills and experience, and not their gender, age, ethnicity, or religion	1	2	3	4
26	STRATEGY RELEVANCE The organisation’s strategies address the causes of marginalisation, economic poverty and powerlessness	1	2	3	4
27	STAFF TRAINING The organisation provides training in non-discrimination to all staff	1	2	3	4
28	INVOLVEMENT OF STAKEHOLDERS The organisation’s strategies are established through the involvement of stakeholders	1	2	3	4

SUMMARY SCORE SHEET

Mission and values

Name of organisation _____ Date _____

MISSION		
2	Organisational documents	
4	Staff awareness	
5	Organisational activities	
13	Leadership	
19	Organisational values	
23	Sense of mission	
		Total
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

COMPASSION		
1	Staff behaviour	
6	Project beneficiaries	
8	Terms and conditions of employment	
9	Respect for others	
11	Organisational documents	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

STRATEGY		
3	Organisational plans	
7	Evaluation	
24	Staff awareness	
26	Strategy relevance	
28	Involvement of stakeholders	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

NON-DISCRIMINATION		
12	Decision-making	
15	Projects	
17	Treatment of marginalised groups	
20	Non-discrimination policy	
22	Leadership	
25	Recruitment	
27	Staff training	
		Total
(To find average, divide total by 7 and round to nearest whole number)		AVERAGE

CHRISTIAN DISTINCTIVENESS		
10	Christian values	
14	Time for prayer	
16	Treatment of others	
18	Value of prayer	
21	Theological reflection	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

Stage 4 PLENARY SCORING Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.



Stage 5 ANALYSIS Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.

Stage 6 RANKING PRIORITIES FOR CAPACITY BUILDING Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.

Stage 7 ACTION PLANNING Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 39. The template should be photocopied and filled in.

Action plan MISSION AND VALUES

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

Section 2

Management 1

The key areas of Management 1 are:

- Leadership
- Governing body
- Planning
- Staff participation
- Financial management

Stage 1 DISCUSSION STARTER: THINKING ABOUT FAMILIES

The concept and the word 'family' may help to facilitate a discussion of how organisations are managed. Though a family is not a formal institution, the decision-making process, communication and allocation of responsibility are similar.

Divide the group into pairs and ask them to discuss the following questions for 20 minutes.

- How does your family take the responsibility for different decisions?
- What role does your extended family (eg: spouse's parents) play in family decision-making?
- How does your family learn from its experiences?
- How does your family plan for the future?
- How are the resources of your family managed (assets and money)?

After 20 minutes ask each pair to share one new insight with the rest of the group.

Ask the group to point out the parallels between the family processes of leadership, decision-making, communication and managing resources, and those of an organisation.

Stage 2 QUESTIONNAIRE

Ask each participant to fill out the questionnaire on their own. This should take around 15 minutes. Please use the questionnaire on pages 41–42.

Stage 3 SUMMARY SCORE SHEET

Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 43. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.



QUESTIONNAIRE Management 1

Name of organisation _____ Date _____

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	COMMITMENT The organisation's leadership has humility before God and a commitment to the needs of others above their own	1	2	3	4
2	FINANCIAL UNDERSTANDING The staff member responsible for managing the organisation's finances understands the organisation's financial strengths and weaknesses	1	2	3	4
3	PROJECT MANAGEMENT Staff are involved in the management of projects	1	2	3	4
4	BOARD COMMITTEE AND CONSTITUTION The role and responsibilities of the board committee are clearly documented in the organisation's constitution	1	2	3	4
5	STYLE OF LEADERSHIP The organisation's leadership displays love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control	1	2	3	4
6	PLANNING PROCESS There is a documented process for how the organisation should plan and review its work	1	2	3	4
7	FINANCIAL ADVICE The staff member responsible for managing the organisation's finances gives clear and relevant advice to the leadership	1	2	3	4
8	STAFF OPINIONS The organisation's leadership encourages staff to express their opinions about issues, and is open to different points of view	1	2	3	4
9	BOARD COMMITTEE BEHAVIOUR The members of the board committee make personal sacrifices in response to the needs of staff and project beneficiaries	1	2	3	4
10	COMMUNICATION WITHIN THE ORGANISATION Planning takes into account the plans of other sections of the organisation	1	2	3	4
11	BUDGET MANAGEMENT The leadership manages the organisation's budget, and anticipates and avoids financial deficits	1	2	3	4
12	STAFF REPRESENTATION The organisation's leadership co-operates with a staff representative committee	1	2	3	4
13	GOVERNANCE The members of the board committee assist the leadership in establishing the organisation's mission, values, policies and strategies, and in reviewing the organisation's performance and finances	1	2	3	4

continued...

QUESTIONNAIRE **Management 1** continued

		rarely	occasionally	often	always
14	COMMUNICATION SKILLS The organisation's leadership communicates well with staff, and clarifies expectations	1	2	3	4
15	RESOURCES Plans take account of the financial and human resources available	1	2	3	4
16	STAFF SKILLS AND EXPERIENCE The staff members responsible for managing and handling the organisation's finances have relevant professional skills and experience	1	2	3	4
17	MEETINGS The organisation's leadership invites relevant staff to attend meetings, circulating agendas in advance of the meetings, and having given thought to work commitments that might prevent attendance	1	2	3	4
18	DELEGATION OF MANAGEMENT The members of the board committee ensure that the organisation is well-managed, and do not attempt to manage it themselves	1	2	3	4
19	STAFF MOTIVATION The organisation's leadership motivates staff through affirmation and encouragement	1	2	3	4
20	DELEGATION The organisation's leadership delegates wisely, giving staff opportunities to take responsibility for areas of work	1	2	3	4
21	FINANCIAL TRANSPARENCY The organisation's financial management is transparent and the leadership is open to discuss financial issues with stakeholders	1	2	3	4
22	SKILLS AND EXPERIENCE The members of the board committee have relevant professional skills and experience, and work together as a team in partnership with the organisation's leadership	1	2	3	4
23	DECISION-MAKING The organisation's leadership makes decisions after analysis of the views of stakeholders, risks, the availability of resources, and changes in the current situation	1	2	3	4
24	OBJECTIVES Plans identify objectives that are realistic and measurable, and have achievable timeframes	1	2	3	4
25	FINANCIAL TRUST Stakeholders trust the organisation because it has good financial management	1	2	3	4
26	INFORMATION Staff have the necessary information and opportunities to contribute to the organisation's mission, values, strategies, policies, and plans	1	2	3	4
27	MANAGING CHANGE The organisation's leadership works together as a team	1	2	3	4
28	MONITORING The organisation's leadership and staff regularly monitor the implementation of plans against objectives, and alter the plans where necessary	1	2	3	4

SUMMARY
SCORE SHEET

Management 1

Name of organisation _____ Date _____

LEADERSHIP		
1	Commitment	
5	Style of leadership	
14	Communication skills	
19	Staff motivation	
20	Delegation	
23	Decision-making	
27	Managing change	
		Total
(To find average, divide total by 7 and round to nearest whole number)		AVERAGE

GOVERNING BODY		
4	Board committee and constitution	
9	Board committee behaviour	
13	Governance	
18	Delegation of management	
22	Skills and experience	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

PLANNING		
6	Planning process	
10	Communication within the organisation	
15	Resources	
24	Objectives	
28	Monitoring	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

STAFF PARTICIPATION		
3	Project management	
8	Staff opinions	
12	Staff representation	
17	Meetings	
26	Information	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

FINANCIAL MANAGEMENT		
2	Financial understanding	
7	Financial advice	
11	Budget management	
16	Staff skills and experience	
21	Financial transparency	
25	Financial trust	
		Total
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

Stage 4 PLENARY SCORING Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.



Stage 5 ANALYSIS Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.

Stage 6 RANKING PRIORITIES FOR CAPACITY BUILDING Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.

Stage 7 ACTION PLANNING Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 45. The template should be photocopied and filled in.

Action plan MANAGEMENT 1

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

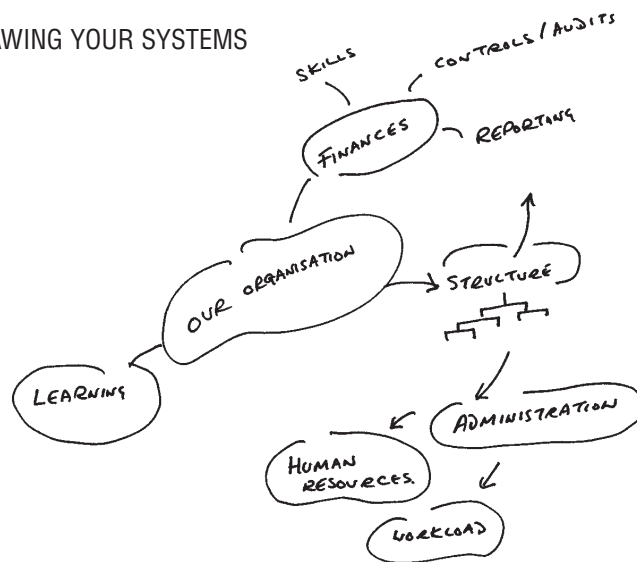
Section 3

Management 2

The key areas of Management 2 are:

- Organisational structure
- Financial reporting procedures
- Human resource management
- Administrative systems
- Human resources
- Self-reflection and learning.

Stage 1 DISCUSSION STARTER: DRAWING YOUR SYSTEMS



In small groups brainstorm all the systems that exist in your organisation. Then create a chart that shows how they link and support the work of the organisation. This might look like a huge web of lines that interconnect to key parts of the organisation. Allow 15 minutes for this.

Then invite each group to analyse their diagrams and identify which systems are strong and which are weak. Allow 10 minutes.

Ask each group to share one insight with the rest of the group. Allow 15 minutes.

Stage 2 QUESTIONNAIRE Ask each participant to fill out the questionnaire on their own. This should take around 15 minutes. Please use the questionnaire on pages 47–49.

Stage 3 SUMMARY SCORE SHEET Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 50. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.



QUESTIONNAIRE Management 2

Name of organisation _____ Date _____

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	ORGANISATIONAL DESIGN The organisation's leadership has adopted a structure for the organisation that ensures maximum effectiveness and the best use of resources	1	2	3	4
2	FILING SYSTEMS The organisation's filing system ensures all documents are well-organised and easy to access	1	2	3	4
3	FINANCIAL REPORTING The staff members responsible for handling the organisation's finances report regularly and promptly about their activities	1	2	3	4
4	STAFF NUMBERS, SKILLS AND EXPERIENCE The organisation has sufficient people with the necessary professional skills and experience, and key positions are fully staffed	1	2	3	4
5	RECRUITMENT Staff are recruited on the basis of an agreed level of skills and experience for each position	1	2	3	4
6	ACCOUNTING PROCEDURES The organisation uses reliable accounting procedures to ensure that financial resources are managed properly	1	2	3	4
7	STRUCTURE The organisational structure chart shows the lines of responsibility between the different positions in the organisation	1	2	3	4
8	INTERNAL COMMUNICATIONS Information is communicated accurately and promptly to all relevant staff	1	2	3	4
9	ACCOUNTING STANDARDS The organisation's financial reports comply with national accounting standards and are acceptable to stakeholders	1	2	3	4
10	ORGANISATIONAL DOCUMENTS The organisation has a written personnel handbook or policy that describes recruitment, termination of employment and work rules for all staff	1	2	3	4
11	LEARNING FROM OTHERS Before undertaking work, staff learn from stakeholders and others who have relevant knowledge and experience	1	2	3	4
12	CO-ORDINATION There is co-ordination between the different sections of the organisation	1	2	3	4

continued...

QUESTIONNAIRE **Management 2** continued

		rarely	occasionally	often	always
13	EXTERNAL COMMUNICATIONS Letters, e-mails, phone calls and faxes are dealt with promptly by appropriate staff	1	2	3	4
14	FINANCIAL REPORTS The organisation's financial reports are comprehensive and accurate, including all income and expenditure for the period covered, together with brief explanations for any discrepancies	1	2	3	4
15	INFORMATION Staff have the necessary information to carry out their job effectively	1	2	3	4
16	LEARNING REVIEW On completion of work, staff review the results with stakeholders, and share lessons learnt with them	1	2	3	4
17	ORGANISATIONAL REVIEW The organisation's leadership reviews the structure of the organisation at key points in the life of the organisation to ensure maximum effectiveness and the best use of resources	1	2	3	4
18	DEADLINES The organisation uses a system to help staff meet planning and reporting deadlines	1	2	3	4
19	ANNUAL INDEPENDENT AUDIT The organisation's accounts are audited annually by independent professionally qualified auditors	1	2	3	4
20	STRATEGIC PLANNING The organisation's strategies and plans include the number of staff needed and their required skills and experience	1	2	3	4
21	JOB DESCRIPTIONS Job descriptions and terms and conditions of employment include the skills and experience required, the duties to be undertaken, the reporting relationships and the key indicators of performance	1	2	3	4
22	LEARNING OPPORTUNITIES The organisation provides opportunities and facilities to increase the knowledge, skills and experience of staff	1	2	3	4
23	LEVELS OF RESPONSIBILITY The organisational structure allows delegation of responsibility and encourages innovation	1	2	3	4
24	MEETINGS Meetings are called in advance, have a clear agenda, are recorded in written minutes, and involve relevant staff members	1	2	3	4
25	ACCOUNTABILITY The board committee and the organisation's leadership have access to accurate information about the organisation's finances	1	2	3	4
26	VOLUNTEERS AND TEMPORARY STAFF The organisation has motivated and committed volunteers and temporary staff who contribute to the achievement of the organisation's plans	1	2	3	4

continued...

QUESTIONNAIRE **Management 2** continued

		rarely	occasionally	often	always
27	APPRAISALS The organisation ensures that staff performance appraisals are conducted and documented at least once a year	1	2	3	4
28	RECORDING LESSONS LEARNT The organisation has procedures for staff to record lessons learnt	1	2	3	4
29	CONTACT DETAILS The organisation maintains a database with details of contacts	1	2	3	4
30	STAFF TURNOVER The level of staff turnover does not reduce the effectiveness of the organisation	1	2	3	4
31	PROFESSIONAL DEVELOPMENT The organisation provides opportunities for the professional development of staff	1	2	3	4
32	SHARING KNOWLEDGE The organisation encourages a culture of openness and sharing of knowledge	1	2	3	4
33	WORKLOADS Staff have reasonable and realistic workloads which do not discourage them	1	2	3	4
34	STAFF REPRESENTATION At least one person is elected by all staff to represent them in discussions with the organisation's leadership	1	2	3	4
35	LEARNING FROM PRACTICE Staff regularly review the progress of their work, and put lessons learnt into practice	1	2	3	4



SUMMARY SCORE SHEET **Management 2**

Name of organisation _____ Date _____

ORGANISATIONAL STRUCTURE		
1	Organisational design	
7	Structure	
12	Co-ordination	
17	Organisational review	
23	Levels of responsibility	
Total		
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

ADMINISTRATIVE SYSTEMS		
2	Filing systems	
8	Internal communications	
13	External communications	
18	Deadlines	
24	Meetings	
29	Contact details	
Total		
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

FINANCIAL REPORTING PROCEDURES		
3	Financial reporting	
6	Accounting procedures	
9	Accounting standards	
14	Financial reports	
19	Annual independent audit	
25	Accountability	
Total		
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

HUMAN RESOURCES		
4	Staff numbers, skills and experience	
15	Information	
20	Strategic planning	
26	Volunteers and temporary staff	
30	Staff turnover	
33	Workloads	
Total		
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

HUMAN RESOURCE MANAGEMENT		
5	Recruitment	
10	Organisational documents	
21	Job descriptions	
27	Appraisals	
31	Professional development	
34	Staff representation	
Total		
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

SELF-REFLECTION AND LEARNING		
11	Learning from others	
16	Learning review	
22	Learning opportunities	
28	Recording lessons learnt	
32	Sharing knowledge	
35	Learning from practice	
Total		
(To find average, divide total by 6 and round to nearest whole number)		AVERAGE

Stage 4 PLENARY SCORING Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.



Stage 5 ANALYSIS Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.

Stage 6 RANKING PRIORITIES FOR CAPACITY BUILDING Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.

Stage 7 ACTION PLANNING Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 52. The template should be photocopied and filled in.

Action plan MANAGEMENT 2

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

2

Assessing external linkages

Contents

SECTION 1 Assessing external linkages

54

Section 1

Assessing external linkages

The key areas of External linkages are:

- Relationships with other organisations
- Advocacy
- Relationship with the church
- Capacity to obtain and mobilise resources.

Stage 1 DISCUSSION STARTER: MAPPING OUT OUR RELATIONSHIPS

The purpose is to look at the different relationships and links an organisation has with other groups and institutions.

Materials: Pens, paper, scissors, tape or glue

Time: 45 minutes – 1 hour

Steps:

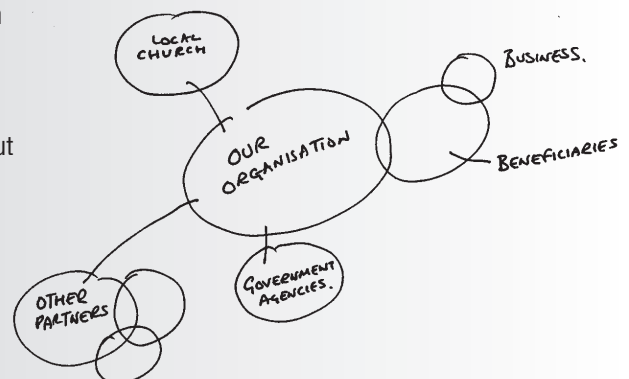
- Divide participants into groups to produce Venn diagrams of a known organisation, usually the one to which the participants belong. Divide participants into groups either according to what they know about the organisation or according to hierarchy or department.
- Ask the groups to show their Venn diagrams. Analyse key differences between diagrams and the underlying causes.

WHAT IS A VENN DIAGRAM?

Circles of different sizes are allocated to different institutions, groups, departments or programmes. These then overlap depending on the degree of contact. They are contained within a circle if they are part of that circle's institution. A large circle means an important institution. Below is an example of a Venn diagram.

There are two processes for drawing Venn diagrams:

- Cut circles of paper and lay them on or against each other. This takes longer but is better as shapes can be made.
- Draw straight onto paper or on the ground. This is quicker but can become messy when changes need to be made. Put in arrows to indicate whether it is a two-way or one-way relationship.



Stage 2 QUESTIONNAIRE Ask each participant to fill out the questionnaire on their own. This should take around 15 minutes. Please use the questionnaire on pages 56–57.



Stage 3 SUMMARY SCORE SHEET Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 58. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.

Stage 4 PLENARY SCORING Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.

Stage 5 ANALYSIS Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.

Stage 6 RANKING PRIORITIES FOR CAPACITY BUILDING Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.

Stage 7 ACTION PLANNING Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 59. The template should be photocopied and filled in.



QUESTIONNAIRE External linkages

Name of organisation _____ Date _____

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	PARTNERSHIP The organisation works with other organisations in partnership on common issues	1	2	3	4
2	STRATEGIC ADVOCACY The organisation influences the policies and practices of people in positions of power	1	2	3	4
3	PARTICIPATION Project beneficiaries participate in planning and implementation of activities to influence the policies and practices of people in positions of power	1	2	3	4
4	EMPOWERMENT The organisation empowers project beneficiaries to express their needs and increase their voice in local and national institutions	1	2	3	4
5	GOVERNMENT The organisation works with local and national government organisations on common issues	1	2	3	4
6	GOOD STEWARDSHIP The organisation is accountable to stakeholders	1	2	3	4
7	COMMITMENT OF SUPPORT The people and organisations who support the organisation's work are motivated and committed	1	2	3	4
8	MOBILISATION The organisation increases the capacity of the church to fulfil its ministry to the poor by working with local communities	1	2	3	4
9	SHARING RESOURCES The organisation makes its resources available to other organisations	1	2	3	4
10	ORGANISATION'S PROFILE Stakeholders respect the organisation for its work to address the causes of marginalisation, economic poverty and powerlessness	1	2	3	4
11	PARTNERSHIP WITH THE CHURCH The organisation's leadership works in partnership with church leaders	1	2	3	4
12	NETWORKING The organisation works with like-minded organisations to influence the policies and practices of people in positions of power	1	2	3	4
13	EMPOWERMENT The organisation increases the capacity of church leaders to influence the policies and practices of people in positions of power	1	2	3	4

continued...

QUESTIONNAIRE External linkages continued

		rarely	occasionally	often	always
14	PROJECT ACTIVITIES Projects incorporate activities to influence the policies and practices of people in positions of power	1	2	3	4
15	RELATIONSHIPS The organisation has good relationships with stakeholders	1	2	3	4
16	SHARING KNOWLEDGE The organisation learns from, and shares lessons learnt with, other organisations	1	2	3	4
17	COMMUNITY SUPPORT The organisation receives support from the communities with which it works	1	2	3	4
18	VARIETY OF SOURCES OF FUNDING There is a variety of sources of funding to support the organisation's work	1	2	3	4
19	PROMOTION The organisation advertises and promotes its work	1	2	3	4
20	COMMITMENT The organisation's partnership with the church displays commitment, mutual learning, openness and respect	1	2	3	4



SUMMARY SCORE SHEET **External linkages**

Name of organisation _____ Date _____

RELATIONSHIPS WITH OTHER ORGANISATIONS		
1	Partnership	
5	Government	
6	Good stewardship	
9	Sharing resources	
10	Organisation's profile	
15	Relationships	
16	Sharing knowledge	
		Total
(To find average, divide total by 7 and round to nearest whole number)		AVERAGE

RELATIONSHIP WITH THE CHURCH		
8	Mobilisation	
11	Partnership with the church	
13	Empowerment	
20	Commitment	
		Total
(To find average, divide total by 4 and round to nearest whole number)		AVERAGE

ADVOCACY		
2	Strategic advocacy	
3	Participation	
4	Empowerment	
12	Networking	
14	Project activities	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

CAPACITY TO OBTAIN AND MOBILISE RESOURCES		
7	Commitment of support	
17	Community support	
18	Variety of sources of funding	
19	Promotion	
		Total
(To find average, divide total by 4 and round to nearest whole number)		AVERAGE

Action plan EXTERNAL LINKAGES

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

3

Assessing projects

Contents

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SECTION 2	Project outcomes	68

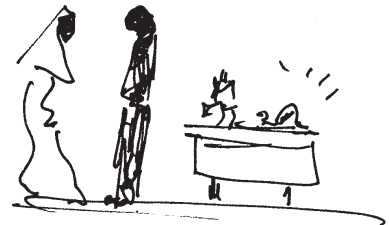
Section 1

Project planning and implementation

The key areas of Project planning and implementation are:

- Good practice
- Beneficiary participation
- Local culture
- Targeting
- Monitoring and evaluation.

Stage 1 DISCUSSION STARTER: PLANNING A WEDDING



- Ask participants to divide up into small groups and think about how they would plan and implement a good wedding. Tell them there will be a prize for the best plan. Allow 30 minutes.
- Ask each group to present their plans. Award the prize.
- Invite each group to think about how well they plan and implement their projects.
- Ask them to think in their small groups about three things they do well and three things that could be improved in planning and implementing projects.

Stage 2 QUESTIONNAIRE Ask each participant to fill out the questionnaire on their own. This should take around 15 minutes. Please use the questionnaire on pages 63–64.

Stage 3 SUMMARY SCORE SHEET Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 65. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.

QUESTIONNAIRE Project planning and implementation

Name of organisation _____ Date _____

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	INVOLVEMENT Project beneficiaries are involved in project planning, implementation, monitoring and evaluation	1	2	3	4
2	OBJECTIVES AND IMPACT Project monitoring and evaluation measure progress towards achievement of project objectives, and the wider impact of projects	1	2	3	4
3	SENSITIVITY Projects are sensitive to the cultures and practices of local communities	1	2	3	4
4	INFORMATION ANALYSIS Staff use a formal system to collect, record and analyse information about the progress of projects	1	2	3	4
5	OBJECTIVES Project objectives reflect the needs and priorities of project beneficiaries	1	2	3	4
6	GUIDELINES Staff use good practice guidelines for project planning, implementation, monitoring and evaluation	1	2	3	4
7	PROJECT DESIGN Project planning focuses on the marginalised, the economically poor and the powerless	1	2	3	4
8	STRENGTHS AND WAYS OF COPING Project planning and implementation take account of project beneficiaries' strengths and ways of coping	1	2	3	4
9	STAKEHOLDER PARTICIPATION Stakeholders are involved in the choice and definition of numerical and descriptive indicators	1	2	3	4
10	PROBLEM IDENTIFICATION Projects are planned and implemented to address the causes of marginalisation, economic poverty and powerlessness, and not only the symptoms	1	2	3	4
11	CONFIDENCE Project beneficiaries increase their confidence through involvement in project planning, implementation, monitoring and evaluation	1	2	3	4
12	LEARNING FROM OTHERS During project planning, implementation, monitoring and evaluation, staff learn from stakeholders and others who have relevant knowledge and experience	1	2	3	4
13	CHOICE OF INDICATORS Project indicators are simple and relevant	1	2	3	4
14	MOBILISATION Project planning, implementation, monitoring and evaluation use participatory approaches to mobilise stakeholders	1	2	3	4

continued...

QUESTIONNAIRE Project planning and implementation continued

		rarely	occasionally	often	always
15	EFFECTIVE FEEDBACK Project planning and implementation are adapted as a result of lessons learnt through project monitoring and evaluation	1	2	3	4
16	MONITORING AND EVALUATION Staff monitor and evaluate projects to ensure that project benefits reach the intended beneficiaries	1	2	3	4
17	COST AND RESOURCES Project plans identify the resources needed for implementation, monitoring and evaluation, the overall cost, and the potential sources of funding	1	2	3	4
18	NEEDS ASSESSMENT Project beneficiaries are involved in the assessment of their needs and priorities during project planning	1	2	3	4
19	VALUING KNOWLEDGE Staff value the knowledge, skills and experience of project beneficiaries	1	2	3	4
20	RESTRICTIONS TO PARTICIPATION Staff take into account circumstances that might prevent project beneficiaries from participating in projects	1	2	3	4
21	RECORDING LESSONS LEARNT Lessons learnt from projects are recorded and used to improve other projects	1	2	3	4
22	FINAL REPORTS Project reports are shared with stakeholders	1	2	3	4
23	STAFF TRAINING Staff have the professional skills and experience to monitor and evaluate projects	1	2	3	4
24	SOCIAL ANALYSIS Project planning and implementation are based on the analysis of social differences and the needs of various groups within the local community, such as women, children and the elderly	1	2	3	4
25	USE OF CULTURAL METHODS Project planning, implementation, monitoring and evaluation use approaches which are familiar to local communities	1	2	3	4
26	MONITORING AND EVALUATION PLANNED Project monitoring and evaluation activities are planned and budgeted for	1	2	3	4
27	OWNERSHIP Project beneficiaries take a lead in making decisions about the management of projects	1	2	3	4
28	SOCIAL DIVISIONS Projects address the causes of inequality and discrimination due to existing social divisions, such as gender, age, ethnicity and religion	1	2	3	4

SUMMARY SCORE SHEET

Project planning and implementation

Name of organisation _____ Date _____

GOOD PRACTICE		
5	Objectives	
6	Guidelines	
10	Problem identification	
12	Learning from others	
14	Mobilisation	
17	Cost and resources	
21	Recording lessons learnt	
		Total
(To find average, divide total by 7 and round to nearest whole number)		AVERAGE

TARGETING		
7	Project design	
16	Monitoring and evaluation	
24	Social analysis	
28	Social divisions	
		Total
(To find average, divide total by 4 and round to nearest whole number)		AVERAGE

BENEFICIARY PARTICIPATION		
1	Involvement	
11	Confidence	
18	Needs assessment	
20	Restrictions to participation	
27	Ownership	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

MONITORING AND EVALUATION		
2	Objectives and impact	
4	Information analysis	
9	Stakeholder participation	
13	Choice of indicators	
15	Effective feedback	
22	Final reports	
23	Staff training	
26	Monitoring and evaluation planned	
		Total
(To find average, divide total by 8 and round to nearest whole number)		AVERAGE

LOCAL CULTURE		
3	Sensitivity	
8	Strengths and ways of coping	
19	Valuing knowledge	
25	Use of cultural methods	
		Total
(To find average, divide total by 4 and round to nearest whole number)		AVERAGE

- Stage 4** **PLENARY SCORING** Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.
- Stage 5** **ANALYSIS** Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.
- Stage 6** **RANKING PRIORITIES FOR CAPACITY BUILDING** Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.
- Stage 7** **ACTION PLANNING** Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 67. The template should be photocopied and filled in.

Action plan PROJECT PLANNING AND IMPLEMENTATION

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

Section 2

Project outcomes

The key areas of Project outcomes are:

- Achievement of objectives
- Restoration of hope and relationships
- Christian witness
- Sustainability.

Stage 1 DISCUSSION STARTER: THE RESULTS OF THE WEDDING



- Ask the participants to divide into small groups and make a list of all the things that should result from a good wedding. What would be the key factors of success and how would they know they had been achieved? Allow 15 minutes.
- Ask each group to share two factors of success and how they would measure them. Allow 30 minutes.
- Have a plenary discussion about what the parallels are between the wedding and the way we look at the impact of projects. Allow 15 minutes.

Stage 2 QUESTIONNAIRE Ask each participant to fill out the questionnaire on their own. This should take around 15 minutes. Please use the questionnaire on pages 69–70.

Stage 3 SUMMARY SCORE SHEET Transfer the numbers circled on the questionnaire to the corresponding KEY AREA TABLES on page 71. For each key area, add the scores and divide the total by the number of indicators. This will give an average which should be rounded to the nearest whole number.



QUESTIONNAIRE Project outcomes

Name of organisation Date

- Please indicate your answers by drawing a circle around the number that best describes your view.
- The more truly and honestly you answer each question, the more useful this assessment will be to the organisation.

		rarely	occasionally	often	always
1	RELATIONSHIP WITH THE ENVIRONMENT Projects contribute to restored relationships with the environment	1	2	3	4
2	GOAL Projects contribute towards achievement of long-term goals	1	2	3	4
3	REPLICATION Projects are replicated in other communities	1	2	3	4
4	PUBLIC PROFILE Stakeholders know that the values of the organisation are based on a biblical understanding	1	2	3	4
5	RESOURCES Project benefits are sustained by local resources, with no need for external support	1	2	3	4
6	ACTIVITIES Project activities are completed on time and to budget	1	2	3	4
7	COMPASSION The project contributes to greater love and compassion among stakeholders	1	2	3	4
8	HOPE FOR THE FUTURE Project beneficiaries show an increased desire to take positive action to address the causes of marginalisation, economic poverty and powerlessness	1	2	3	4
9	BEHAVIOUR OF STAFF The behaviour and lifestyle of staff reflect their Christian faith	1	2	3	4
10	OUTPUTS Project outputs are delivered on time and to budget	1	2	3	4
11	EMPOWERMENT Projects contribute to a process of positive personal and community change	1	2	3	4
12	RECONCILIATION Projects contribute to reconciliation and restored relationships in local communities	1	2	3	4
13	MOTIVATION FOR WORK Staff explain to stakeholders that their work is motivated by God's love and compassion	1	2	3	4
14	THE ENVIRONMENT Projects use renewable resources and enhance the natural environment	1	2	3	4

continued...

QUESTIONNAIRE Project outcomes continued

		rarely	occasionally	often	always
15	RELATIONSHIP WITH THE CREATOR Projects contribute to restored relationships with God the Creator	1	2	3	4
16	PURPOSE Project purposes are achieved by the end of projects	1	2	3	4
17	ACCOUNTABILITY AND TRUST Projects contribute to greater accountability, trust and generosity among stakeholders	1	2	3	4
18	TRUST AND RESPECT The project provides opportunities for project beneficiaries to explore the Christian faith in an environment of mutual trust and respect	1	2	3	4
19	VOICE AND EMPOWERMENT Projects contribute to project beneficiaries having a voice in society	1	2	3	4
20	BENEFICIARY KNOWLEDGE AND SKILLS Projects build on the knowledge and skills of project beneficiaries	1	2	3	4
21	SECURITY Projects contribute to a reduction in the vulnerability of project beneficiaries	1	2	3	4



SUMMARY SCORE SHEET

Project outcomes

Name of organisation Date

ACHIEVEMENT OF OBJECTIVES		
2	Goal	
6	Activities	
10	Outputs	
16	Purpose	
		Total
(To find average, divide total by 4 and round to nearest whole number)		AVERAGE

SUSTAINABILITY		
3	Replication	
5	Resources	
11	Empowerment	
14	The environment	
20	Beneficiary knowledge and skills	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

RESTORATION OF HOPE AND RELATIONSHIPS		
1	Relationship with the environment	
8	Hope for the future	
12	Reconciliation	
15	Relationship with the Creator	
17	Accountability and trust	
19	Voice and empowerment	
21	Security	
		Total
(To find average, divide total by 7 and round to nearest whole number)		AVERAGE

CHRISTIAN WITNESS		
4	Public profile	
7	Compassion	
9	Behaviour of staff	
13	Motivation for work	
18	Trust and respect	
		Total
(To find average, divide total by 5 and round to nearest whole number)		AVERAGE

- Stage 4** **PLENARY SCORING** Draw a PLENARY SCORING TABLE similar to the one given on page 29 onto a large sheet of paper. Adapt it by writing in the key areas for this section of the module.
- Stage 5** **ANALYSIS** Analyse the patterns of the scores on the PLENARY SCORING TABLE. When you have identified the weak key areas, draw INDICATOR TABLES similar to the one on page 30 onto large sheets of paper. Write in the relevant indicators.
- Stage 6** **RANKING PRIORITIES FOR CAPACITY BUILDING** Select the three weakest areas in which capacity needs to be built. Discuss how these areas will be addressed and what resources will be needed.
- Stage 7** **ACTION PLANNING** Write an action plan to show how you will address the areas in which capacity needs to be built. A sample action plan is given on page 31. An action plan template for this module section is given on page 73. The template should be photocopied and filled in.

Action plan PROJECT OUTCOMES

KEY AREA	INDICATOR	DEFINITION	AVERAGE SCORE	COMMENTS	ACTION REQUIRED	BY WHOM	BY WHEN

Notes

Notes

Notes

Capacity self-assessment

by Bill Crooks

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