

Capacity development

Aidsfonds organisational capacity assessment guide

Colophon

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About this guide

The organisational capacity assessment guide presents a set of participatory exercises that can be used in an interactive three-day workshop to self-assess an organisations' capacity. The exercises help members of (civil society) organisations to dynamically assess and reflect on strengths and areas for improvement when implementing their organisations' vision and strategy. The outcomes of the self-assessment build on organisational gains from the past and help organisations in the design of an organisational capacity development strategy.

Capacity

In this guide we refer to **capacity** as a combination of abilities, understanding, skills, behaviour and motivations that enable the individual members of a community, the civil society organisation and society to manage their affairs successfully.

Capacity development in this guide is defined as the process whereby individuals, organisations and societies obtain, create, adapt, and strengthen and maintain the capabilities needed to set and achieve their own objectives over time (UNDP, 2009).

How to use this guide

This guide is designed for civil society organisations (CSOs), community-led networks, and non-governmental organisations (NGOs) to self-assess their organisational capacity through an interactive workshop. This can be done with the support of an independent facilitator or by members of the organisation. For first time implementation of the guide we recommend using an external facilitator to guide open and transparent discussion. Once a capacity development strategy is in place and the guide is used to review and reflect on progress over time, organisations can opt to facilitate the session without support of an external facilitator.

1. Introduction

A strong civil society, including civil society organisations (CSOs), community-led networks, and non-governmental organisations (NGOs) is key to a successful inclusive and sustainable HIV response. In countries where civil society networks and communities support health systems, remarkable progress can be achieved in addressing underlying social and structural barriers to health and human rights. Civil society exist out of both tangible aspects and intangible aspects. Tangible aspects include the way civil society is organised, such as in a community organisation, a community-led network or a NGO. Intangible aspects include leadership, values of an organisation and the sense of agency (Greeg et al., 2017).

Objective of the capacity assessment

This capacity assessment helps CSOs, community-led networks and NGOs to self-assess their capacity strengths and needs in both the tangible and intangible aspects of their organisation. The assessment leads to an organisational capacity development strategy, based on the organisations' context, existing strengths and identified areas to strengthen.

Who should use the capacity assessment?

The capacity assessment exercises in this guide can be used by both recently formed and established organisations. It can be used by sex worker-led organisations or other key population-led organisations, organisations hosting sex worker-led organisations and (international) non-government organisations that want to develop a multi-year organisational capacity development strategy. When working in a hosting construction, before the capacity assessment starts, determine if the assessment will be done for both organisations, or only for one of the organisations.

Note for organisations using this guide

The exercises in this guide are designed in such a way that they can be customised according to the organisations' context, wishes and needs. These exercises are identified in a standard and extend choice option. Recognising that organisations can be geographically spread, the exercises can be facilitated online.

Who should be involved in the capacity assessment?

The process and method of the capacity assessment is participatory and engages members from all parts of an organisation, including management, administration and programme staff and implementing staff such as peer educators, focal points and human rights defenders. All exercises can also be used in sessions where board members, stakeholders and allies are invited.

The group work and discussions held during the assessment can be seen as an opportunity for management, administration and programme staff to learn how each function strengthens the team and is key to reach an organisations objectives. We recommend partners to include members of staff from different departments. The recommended group size is 10 participants. The capacity assessment can be used in sessions where stakeholders and allies of partner organisations are invited.

Note for the facilitator

Participants' level of education, literacy, language and experience with the organisation can cause barriers in comprehending concepts and subjects covered by the exercises. It is recommended to build in some time to prepare or reflect with participants who require more input and guidance. In this way you will enable all participants to fully engage with the process and subjects covered.

Outcome of the capacity assessment

Based on the outcomes of the capacity assessment a multi-year organisational capacity development strategy is developed. The outcome of the capacity assessment does not attach a value to whether or not an organisation is well established, but rather looks at where organisations want to be in the future and the basis they are starting from. In the organisational capacity development strategy organisational strengths and opportunities for growth are identified and together with the participants of the assessment, a capacity development response is formulated. The strategy will be reviewed annually.

Note for the facilitator

It is recommended to summarize reflections per section, instead of per exercise. This helps participants to focus on the most critical outcomes during the capacity development strategy exercise on the last day. Of course you can document the reflections per exercise on a flipchart during the workshop. However, in preparation of the strategy development we strongly urge facilitators to make summaries per section in order to give focus to the discussion.

1.1. The 5c model

The exercises in this capacity assessment guide are based on criteria adapted from the 5 capabilities (5C) model. This model sees organisational capacity as a combination of five core capabilities, allowing us to look beyond the elements of a formal organisational capacity assessment, such as review of organisational structure or resources. Instead, it also reflects on the intangible aspects of capacity such as resilience, motivated leadership and inspiration (Keijzer et al, 2011; IPAT, 2015).

The capability to commit and act

Successful CSOs, including NGOs are characterised by their strong, active and vibrant members (Peterson & Til, 2004). As stated in the [Istanbul CSO Development Effectiveness Principles](#), CSOs collaborate with the full diversity of people and promote their rights. To be effective in doing this, an organisation needs to be able to bond, motivate and inspire. In the exercise that looks at the capability to commit and act, organisations will look in the ability of an organisation to inspire, the collective will to achieve something meaningful and the quality of leadership.

The capability to create results

This capability captures the more formal aspects of an organisation. It looks at an organisations' commitment to transparency, accountability and integrity in their internal operations. In the exercises that provide insight in this capability participants will identify if there is access to financial resources, review abilities to acquire human and non-human resources and if systems such as performance reviews are in place. In addition, this capability covers a reflection on skills in project management, advocacy, public communications, monitoring and evaluation and safety and security.

The capability to adapt and self-renew

Civil society organisations such as sex worker-led organisations often work in a context or environment that is constantly changing. They have to be flexible to quickly respond to these

changes. Learning from experience within the organisation, but also learning from other CSOs and development actors is key. In the exercise under this capability organisations will reflect on the ability to learn internally, to scan their environment and stay abreast of new developments and opportunities.

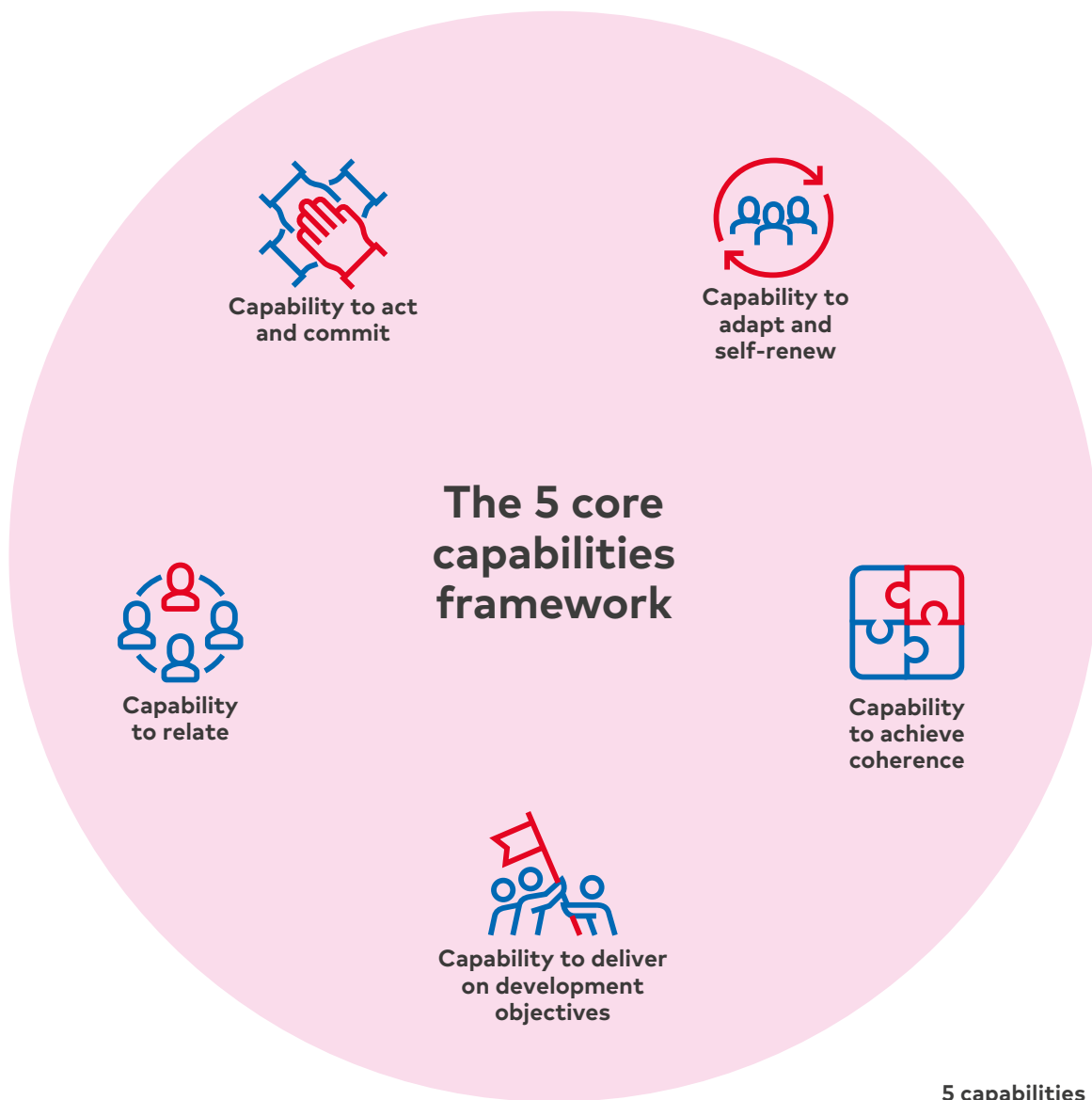
The capability to relate and attract

For an organisation to develop, relationships with other CSOs and development actors are important at different levels, such as the community-level, local government and (inter) national level. In the exercise in this guide organisations will look at network building, participation in coalitions, stakeholder engagement and external communications to different audiences such as the community

and potential donors. Relating to this, under this capability they also reflect on the reputation of the organisation and its integrity, legitimacy and credibility.

The capability to balance diversity and coherence

Stable, true-to-their-self organisations create space for innovation and the implementation of new ideas, without changing the organisations' identity. This capability reflects on how strong an organisations' identity is and how this is captured in organisational values and a strategy. Under this capability we reflect on if the actions and decisions taken by an organisation are coherent with the organisations' mandate.



1.2. Preparation for the facilitator

To make the workshop a productive and valuable experience for everyone, the following steps need to be taken:

1. Get to know the organisation

Organise a brief inception meeting with the coordinator/ director and board chair of the organisation prior to the assessment to gain some background introduction and insight into the organisation. A review of the key organisational documents could also help in getting an impression of the organisation.

2. Prepare leadership on the process

Prepare the coordinator/director and board chair on forehand and take them through the exercises that will be done. It gives them an opportunity to take responsibility and identify important gaps and opportunities for the organisation.

3. Distribute the online wellbeing survey

Participants will receive some homework prior to the workshop. We will ask you to distribute an online survey on the staff and organisational wellbeing amongst the participants (see also exercise 1 of section *Organisational structures and wellbeing*). The link to the survey will be shared by Aidsfonds.

4. Prepare the workshop environment

In close collaboration with the organisation, you will decide on the logistics and practical details of the workshop. Please note that for some exercises equipment, office stationary and printing are required in order to successfully conduct the workshop. The lists on the right show the things you need for the offline or online exercises.

Shopping list for the workshop (things you need for the exercises)

- Flipchart paper
- Tape or Blue Tac (if you are in a location where you are not allowed to stick things on a wall, a clothesline and pegs can help you in hanging the flipcharts)
- Markers in different colours
- Sticky notes (medium size to large)
- Coloured stickers
- Prints of handouts: 1,2,3 and 4
- Scissors

When organising the assessment online, these are the things you need

- Access to a professional Zoom account or other online conferencing platform¹
- Strong internet connection
- For participants: paper/notebook and pens
- Preparation time for some of the exercises to prepare templates in for example Mural, Miro, Google Docs or Mentimeter (this is indicated per activity)
- Contact participants with the recommendation to use their laptops or desktop computer and keep their phones in close proximity.

¹ In this guide we will continue to refer back to Zoom as the preferred online conferencing platform. There are other platforms such as Skype, Microsoft teams, Big Bluebutton and Jitsy. You can visit their websites for more information on these online conferencing platforms.

Tips and tricks for the facilitator

- When using the capacity assessment, it is important to create an atmosphere that is participatory, open, fair, involving and empowering. All the exercises in the guide have been designed to facilitate this. The following can be used in situations that are more challenging: if in sessions you notice that not everyone is heard and you are dealing with disagreements or conflicts, using methods such as deep democracy, a method to start dialogue and discussion whilst making sure that alternative voices are heard and part of decision-making, can help in ensuring that decisions are widely supported.
- To ensure that all the participants can share their experiences and views on the organisation you can introduce the 1-2-all pattern: 1 means solo reflection, 2 is discussing the reflection in pairs and all means a whole group discussion. This can also be done when facilitating the session online, through use of the breakout rooms.
- Using probes can result in more clarity: Would you give an example? Could you explain this further? Why is this the case? How did you do this?
- Use pauses of at least 5 seconds to give the participants time to think about the answer.
- When a participant is very dominant in the discussion it can work to acknowledge their opinion. The remark "Thank you for your input. What do other people think?" can be helpful to solicit other opinions.

Some practical tips

- Preparation is key: check the shopping list if you have everything and prepare flipcharts.
- If you are using a whiteboard, the black and blue markers are more easily readable from a distance than any of the other colours.
- If you're facilitating online, Aidsfonds can assist with ready to use templates for the sessions that recommend the use of tools such as Mural.
- The organisational capacity assessment can be quite challenging, it is important to keep track of the energy in the room. If people need a break allow for this: it can often also be used as part of the session. Invite participants to go for a 15 minute stroll and think about key strengths of their organisation or about what they are most proud of.

1.3. In this manual

This guide is for a three-day workshop. When doing the assessment for the first time we recommend to do all the basic exercises indicated in the 'basic' column below. Depending on available time and the energy in the group, optional exercises can be added to

the workshop (indicated in italics). The basic exercises are relevant for all organisations implementing the self-assessment, whether you are a starting organisation or already well established. The advanced exercises in the rightmost column are recommended for the more mature organisations.

	Time	Basic	Advanced
Day 1	Introduction		
	Welcome and ice breaker	60 minutes	•
	Setting the stage	10 minutes	•
	Organisational milestones		
	Timeline exercise	90 minutes	•
	Organisational agency and leadership		
	Exercise 1: the vision and ambition of your organisation	60 minutes	•
	Exercise 2: leadership	90 minutes	•
	Organisational structure and wellbeing		
	Exercise 1: staff and organisational wellbeing	45 minutes	•
Exercise 2: diving into your organisation	45 minutes	•	
Closing exercise	15 minutes	•	
Day 2	Opening exercise: flip it over	30 minutes	•
	Getting to results		
	Exercise 1: achieving results	90 minutes	•
	Exercise 2: strengths and effectiveness	45 minutes	•
	Exercise 3: sustainability and fundraising	30 minutes	•
	Adapting to context changes		
	Exercise 1: are you future proof- the life cycle	45 minutes	•
	Relating to external stakeholders		
	<i>Optional: energizer, back to back</i>	10 minutes	•
	Exercise 1: stakeholder mapping	45 minutes	•
Exercise 2: goodie sales	20 minutes	•	
Exercise 3: legitimacy, credibility and reputation	45 minutes	•	
Exercise 4: power mapping	30 minutes	•	
Closing exercise	15 minutes	•	
Day 3	Opening exercise	10 minutes	•
	Capacity development strategy		
	Exercise 1: the rich picture	30 minutes	•
	Exercise 2: the capacity development strategy	120 minutes	•
Closing exercise	15 minutes	•	

A pink ribbon graphic with a jagged right edge, containing the text "Day 1".

Day 1

Opening

On the first day we will focus on organisational agency and leadership. To kick off the capacity self-assessment participants are asked to develop a timeline together, in which they mark the important events impacting their organisation. This exercise is followed by outlining the vision and mission of the organisation, after which the participants will look into leadership and leadership skills. In the second part of the day participants will focus on the staff and organisational wellbeing, and the results of the wellbeing survey that participants filled out before the assessment will be discussed.



Indicated time
60 minutes



Intended outcome
Clear understanding of the purpose of the capacity assessment



Materials
None

Exercise 1: welcome participants

1. The facilitator welcomes the participants and introduces themselves. The introduction can be done using various introduction exercises and ice-breakers, of which a couple of examples are given below:
 - **Introduction questions:** everyone introduces themselves by name and role in the organisation and adds to the general introduction the answer to one of the following questions: 'Where is one place you would love to travel to?' or 'What is your favourite tradition or holiday?' or 'This is what I had for breakfast this morning'. The exercise should take about 5 minutes, depending on the group size.
 - **Icebreaker:** two truths and a lie. Ask everyone to come up with three statements, two facts about themselves and one lie. Let participants introduce themselves by sharing the three statements and then start guessing with the group which one is the lie.
 - **Icebreaker:** paper planes. Pass out a sheet of paper to all participants in the room and ask them to write down an interesting fact or something funny about themselves. Let everyone fold their piece of paper into a paper airplane. Then everyone launches their airplanes after which participants retrieve one of the paper airplanes each. Ask them to read out the fact on paper and guess whose paper plane it is they got.

2. Explain the objective of the session (see page 5, introduction). The exercises that will be used in the session are designed to facilitate group work and group discussions to self-assess capacity development priorities relevant to the organisation, environment and context. In the coming days, the group will work towards a multi-year capacity development strategy for their organisation.

Virtual option: 'meet the pet/child/plant' where you have the remote team either grab or show (a picture of) their pet, child or plant. Make sure to in the introductions have people share a fun story related to their pet/child/plant. Another example is speed networking, where participants are put in break-out rooms and have 1 minute to learn an interesting fact of each other. They then switch to different break-out rooms and that way collect a number of interesting facts that can be shared with the whole group.



Indicated time
10 minutes



Intended outcome
A safe environment in the group



Materials
Flipchart paper and markers

Exercise 2: setting the stage

1. Explain to the participants that a safe and positive space is crucial for the capacity assessment workshop. It is therefore important to invest time in setting the stage. This can be done by having enough introduction exercises, but also by describing joint conditions and agreements to create a safe environment for everyone in the group.
2. Discuss with the group what is needed for them to make sure that there is a safe environment for everyone in the group. Think about the following themes: working together, respect and confidentiality.
3. Write the outcomes on flipchart paper and hang it somewhere in the room where all participants can see.

Virtual option: in particular when working with an online conferencing platform it is important to ensure one person at a time speaks. We recommend you to set this as one of the ground rules of the meeting. To make the meeting more interactive you can ask everyone to turn on their camera. You can use the gallery view in Zoom so that all participants can see each other.

2. Organisational milestones



Indicated time
90 minutes



Intended outcome
Insight in the organisations' milestones



Materials
Markers, tape, flipchart paper, sticky notes

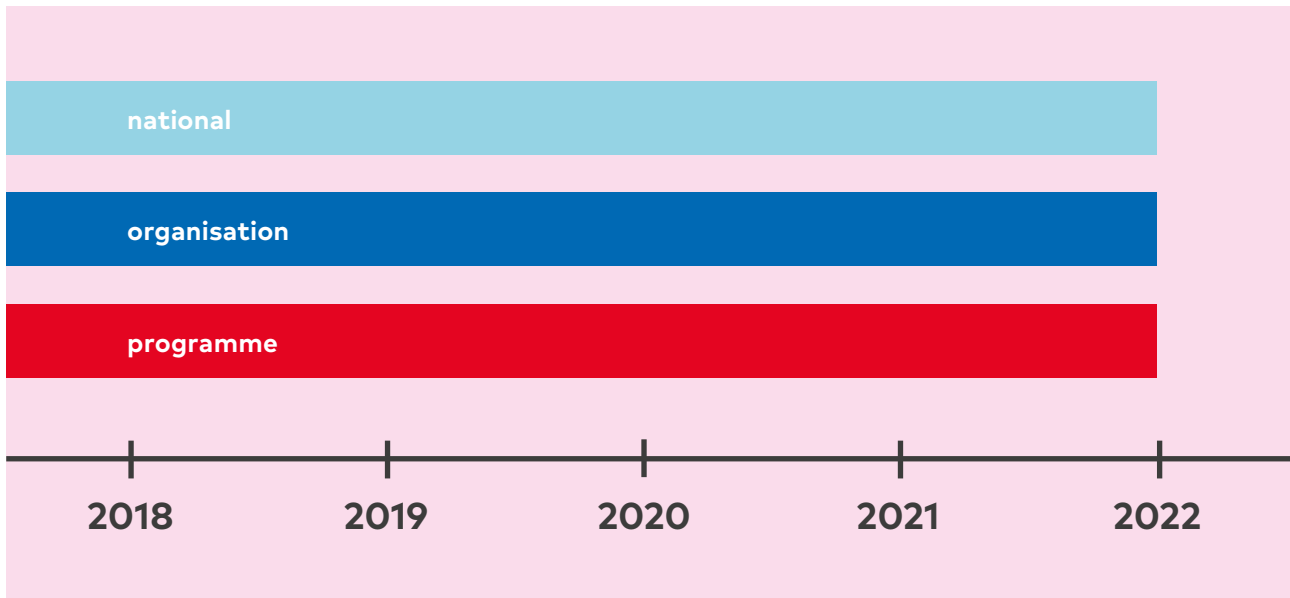
Exercise 1: timeline

The timeline exercise shows an organisations' history, milestones and how it responded to changes in context and situations. In this exercise participants will arrange important events, activities, grants, actions, achievements, and other milestone markers in chronological order to identify how internal and external factors affected their work and organisation. These factors include social, economic, political, demographic, and cultural events and trends.

The timeline mapping forms the basis of the capacity assessment. It is used twice; as an opening activity on day 1 of the capacity assessment and as an organisational vision exercise during day 3 of the capacity assessment.

Step 1: preparation work

1. Tape three to four pieces of flipchart paper to the wall or a table to construct one long piece. Draw a timeline on this, starting with a date that participants agree on. Usually a five-year retrospective timeline will suffice, but participants can also choose to include a date two years prior to the founding of the organisation.
2. Explain that the scale of analysis will be on a national level on organisation, programme and context. Note: with smaller, young organisations it can be decided to also include the community level in this exercise.
3. At the top of the page on the map itself, mark the timeframe and identify period markers as appropriate (e.g., months and years). As a rule of thumb, aim for about 10 period markers per page to ensure there is adequate space for details and comments.



Format for the timeline exercise

Step 2: filling out the map

1. We recommend to use different colour markers for internal and external events; you can also choose to use sticky notes to allow participants to reorganise events.
2. Start by asking participants to think about significant internal activities and events. Encourage them to share stories of their organisational history together. Examples are changes in vision, drafting a mission statement, new funding, the development of a strategic plan, start or end of important projects, registration of the organisation, and a change in leadership or restructuring.
3. Next, provide space to capture the key external factors and events. Examples can be the passing of relevant policies, funding changes, media coverage of key events, the establishment of an important government department. Participants should record both positive and negative trends. Note: these factors are included in the timeline mapping process in order to prompt participants to consider how they responded to shifts in external context regarding a given topic. In general, it is best to focus on external events with strong, meaningful connections to the subject of the timeframe.

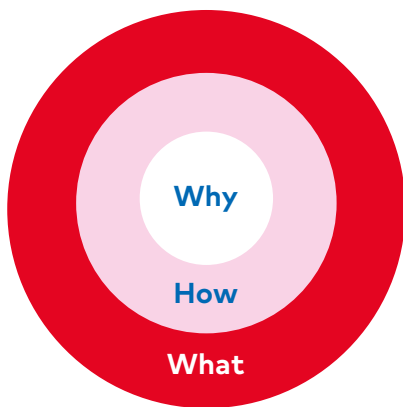
4. After finishing, the group can reflect on the timeline mapping by answering the following probing questions:
 - What themes or insights did this timeline provide?
 - What appear to be some particularly noteworthy events, activities, factors, actors, or organisations? What makes them noteworthy?
 - What are some of the greatest successes?
 - What has been the organisations' response to key changes in external context?
 - What relationships or connections do you notice in the map?
2. Make additions and changes to the timeline as desired.
3. Explain that the timeline will be relevant for more of the exercises included in this capacity assessment guide. In day 3 the timeline will be used to do a vision exercise, where participants will be looking five years forward.
4. Document the outcomes of the reflection on a flip-chart.

Virtual option: for the timeline session to take place online, the use of Google Docs, Mural or Miro is recommend. These tools allows for live input by the participants to show the progress on the timeline and can be used whilst Zoom is open. Participants can make virtual sticky notes and place them on a timeline.

3. Organisational agency and leadership

The facilitator explains to the group that in order to be successful as an organisation organisational agency and energy are key. The organisation should have a collective drive and ambition and the confidence to carry out its work. Motivated and capable team members are essential in this, as well as dedicated and inspiring leadership. In this exercise we will look into the common purpose of your organisation and the ingredients present and still needed to deliver results.

The golden circle



What = mission
How = strategy
Why = vision

Notes for the facilitator

Everyone knows what they do, some know how they do it, but it is the inspired leaders and organisations that know why they do it. Knowing why your organisation exists – the higher purpose, cause or belief – acts as the engine for innovation. For an organisation, the 'why' in the first place has to do with the human reason the organisation was founded, why the organisation exists. When people are connected to the 'why', it inspires them to work out how to do what they need to do. 'Why' gives purpose, a coherent context and meaning to what we do.

What

Every organisation on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organisations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organisations know WHY they do what they do. WHY is not about making money. That's a result. It is a purpose, cause or belief. It is the very reason your organisation exists.

(For more information: check out [Simon Sinek's videos on YouTube](#))



Indicated time
60 minutes



Intended outcome
Common understanding of the vision, mission and ambition of an organisation



Materials
Printed handout 1, flipchart, markers

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Handout 1

Exercise 1: the vision and ambition of your organisation

This exercise is about the collective will to achieve something meaningful and work together towards a common purpose. The exercise puts the spotlight on the organisational vision.

1. Explain the Golden Circle theory to the group and provide an example by first applying the circle to a relatable organisation/ business.
2. Make groups of max. 4 participants.
3. Ask the different groups to fill out the Golden Circle for their organisation by using handout 1, starting from inside out with 'why'. The following questions will be helpful:
 - What key elements come out of this?
 - Is it possible to formulate the 'why' of your organisation in one sentence?
4. The smaller groups report back to the whole group, the results can be written on flipcharts.
5. Now that the vision is clear, it is time for the next step. In a guided group discussion, the group is invited to reflect on the organisation fundamentals:
 - Do we have a clearly defined purpose which everyone inside and outside the organisation understands?
 - Does our purpose match with what the community we serve needs and values?
 - Are we successful in working towards what we want to achieve (our mission)? What are our results? Are we satisfying those we are here for?

Note for the facilitator

Reflections on the vision and ambition of the organisation can cause challenging situations that the facilitator needs to handle effectively. It is important to be prepared by investing time in knowing the organisation, for example by engaging with leadership and reading key documents, such as the constitution, recent capacity assessment or evaluation reports. Such information can aide the facilitator in asking relevant questions that challenge and/ or validate what participants say in their reflections.

Virtual option: for the golden circle the facilitator can opt to have people draw this on a piece of paper and show it in the camera once ready. If online documents are preferred, the use of Google Docs or Mural is recommend.



Indicated time
60 minutes



Intended outcome
Insight in organisations' leadership roles and qualities



Materials
Printed handout 2, flipcharts, markers, coloured stickers or coloured sticky notes

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Handout 2

Exercise 2: leadership

The facilitator explains that leadership is not necessarily an exclusive skill for managers of organisations, but one that can be adopted by staff at different levels of the organisation. Every leader is different and there are various leadership styles that people adopt in the workplace. Different situations require different styles of leadership. What may be effective in one situation may not work in another, so it is crucial to know the leadership roles that exist in your organisation. To keep a safe environment, leadership skills of the organisation as a whole will be assessed instead of individual skills.

Part 1: Leadership qualities

1. Ask participants to read the Sex work leadership competence profile for sex workers in community-led organisations (see handout 2). Meanwhile the facilitator prepares two flipchart sheets with the different roles of the leadership profile: one with the five leadership qualities and one with the five leadership roles.
2. Invite the participants to take a few minutes and individually reflect on the **leadership qualities** that apply to their organisation.
3. Ask participants to partner up with somebody they know well to discuss the organisational leadership qualities and to jointly identify qualities that could be strengthened.
4. Each pair gets 6 coloured stickers/ sticky notes (two green ones, two yellow ones and two orange ones).
5. Invite all pairs around the flipcharts with leadership qualities and ask them to score each quality with a colour (orange for 'needs strengthening', yellow for 'somewhat needs strengthening' and green for 'does not need any strengthening').
6. Ask the group to take a step back from the flipchart and discuss what they see:
 - What are strong leadership qualities in your organisation?
 - What leadership qualities need attention and strengthening?
 - What qualities and skills does your organisation have that are not captured in the flipchart?

Part 2: Leadership roles

7. Ask participants to read through the **leadership roles** as described in handout 2.
8. Invite participants to take a few minutes and reflect on the roles that apply to their organisation. Which of the five leadership roles do they recognise within the organisation?
9. Ask participants to partner up with someone. Which role is best represented in the organisation? Ask pairs to rank the leadership roles: 1 for least represented, 5 for best represented.
10. Invite each pair to share their ranking (1 to 5) and shortly motivate the choices they have made. Make an overall ranking on the flipchart, representing input from all pairs.
11. Ask the group to take a step back from the flipcharts from part 1 and part 2 and discuss what they see:
 - Which leadership roles are well represented in the organisation?
 - Where can things be improved?
 - What is needed for the organisation to be able to strengthen the agency and leadership (which resources)?
12. Document capacity strengths and gaps identified in exercise 1 and 2 on a flipchart.

Virtual option: scoring leadership qualities can be done with the use of survey and voting tools² such as Mentimeter. For the facilitator this does ask some preparation: make sure to have the different roles of the leadership profile and the qualities entered in the tool. Participants can score the different qualities by logging into Mentimeter.

² Free online survey tools that can be used are Mentimeter, SurveyMonkey and Google forms. You can also choose to use Ona for the survey and provide the link to the Enketo web form to the respondents (<https://ona.io>). A paid survey tool is <https://www.limesurvey.org>.

4. Organisational structures and wellbeing

An organisations' agenda is accomplished by implementing concrete activities that are carried out under projects and programmes. To be able to get to results, an organisation needs to have the capability to deliver. This capability is influenced by the systems that the organisation has in place, for example the project management, or the human resources and financial management (WHO et al., 2013; MSH, 2010). In the following activities we will be looking at the capacity of your organisation in the implementation of these different systems. But before we do this, we look at the wellbeing and structure of the organisation together, the solid foundation required to achieve results.



Indicated time
45 minutes



Intended outcome
Insight in your own and your organisations' wellbeing



Materials
Markers, tape, flipchart paper, print out/ powerpoint presentation showing the main results of the survey

Exercise 1: staff and organisational wellbeing

The facilitator explains to the groups that mental wellbeing, or in other words a positive mental health, is the foundation for effective functioning of individuals. Having a positive mental health means that you can realise your abilities, cope with stresses of life, work productively and make a contribution to your community (WHO, 2004). CSO workers, human rights defenders and activists are known to be very passionate about their work and have a strong drive to protect human rights. This drive and passion can in some cases impact wellbeing and lead to blurred boundaries between personal and professional life (Amnesty International, 2020). Work can be stressful, making it important for people working in civil society to track their own wellbeing. For an organisation to thrive, mental wellbeing of the people working for the organisation is key. Therefore today we will look more into your wellbeing and your organisations' wellbeing.

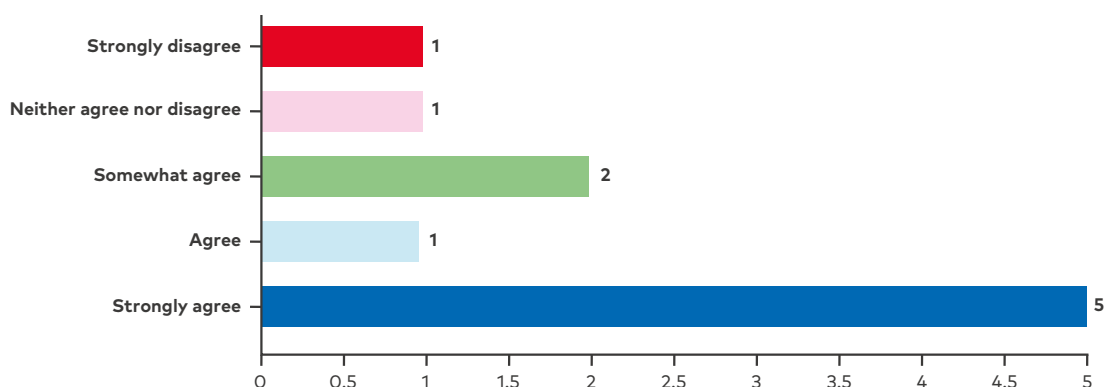
In the home work exercise (see step 1) participants were asked to fill out a survey to provide insight in their wellbeing. In this exercise we will look at the outcomes and the general wellbeing of the organisation. Understanding that wellbeing is very complex and experiences of stress and wellbeing are individual, there is no one-size-fits-all solution to improving and maintaining a positive wellbeing. In this exercise however we will look into some tools and ideas that you can take home.

Note to facilitator

For this exercise participants are asked to fill out an online survey (see annex 2) a week prior to the capacity assessment workshop. In your introduction email to the participants, you can include the link to the survey which will be shared by the Aidsfonds programme team. They will provide you with the outcomes of the survey prior to the workshop.

Step 1: Preparation

Analyse the outcomes of the survey prior to the workshop and identify 7 to 10 most significant issues the organisation is facing (we recommend to select those that score high or low and with large variances in the answers). Gather the findings on a print-out or prepare PowerPoint slides presenting the most noteworthy results. To allow in-depth discussion not all results will be shared with the group during the exercise. In agreement with management, the rest of the results can be distributed for further discussion after the assessment.



Example of wellbeing survey result

Step 2: Mental wellbeing and resilience

1. Explain to the group that everyone has been asked to fill out a survey on wellbeing before the start of the capacity assessment. In this session we will look at the outcomes of the survey. Share the most significant outcomes of the survey with the participants. The survey works with a 7-point rating scale, which means you can score the answer to the question between a 1 and a 7, with 1 being strongly disagree and 7 being strongly agree.
2. Invite the participants to look at the outcomes of the survey.
3. Reflect with the group:
 - What do you notice about the outcomes of the survey?
 - Are there things that are going very well?
 - Where can things be improved?

Step 3: Organisational wellbeing

1. Discuss with participants that personal wellbeing is not only related to the individual, but also to an organisation. When personal wellbeing at work is promoted, this is reflected in an increased presence, empowered staff members, motivated staff members, increased wellbeing and production of staff. Organisations can promote wellbeing through making sure that the workload matches with staffs' abilities and experiences, that staff is involved in decision making, roles and responsibilities are clear, but also that there are opportunities for learning, open dialogue and constructive feedback (Mind, 2021).
2. Bring the group together and ask them for their thoughts on:
 - What does a healthy team look like in terms of values and behaviour?
 - What is going well within the organisation when we are looking at staff wellbeing?
 - What is currently impacting the staff wellbeing negatively?
 - What things can be done to either strengthen or maintain your organisation's wellbeing?

Step 4: Self-care

1. Explain to the group that self-care practices can minimize stress. It is a broad concept and what works to reduce stress is very personal. There is no right or correct manner to practice self-care, as we all organise this in our own way.
2. Ask the group to on a piece of flipchart paper brainstorm on activities they do to release stress. Think of things such as: getting enough sleep, exercise, having digital breaks, talking to your loved-ones, sitting down quietly with a cup of tea, going to your religious centre to pray, drawing, drum circles, dancing, singing, playing with your children, going for a run, listening to music, cooking a healthy meal etc.

Basic



Indicated time
45 minutes



Intended outcome
Insight in decision making structures and staff positions

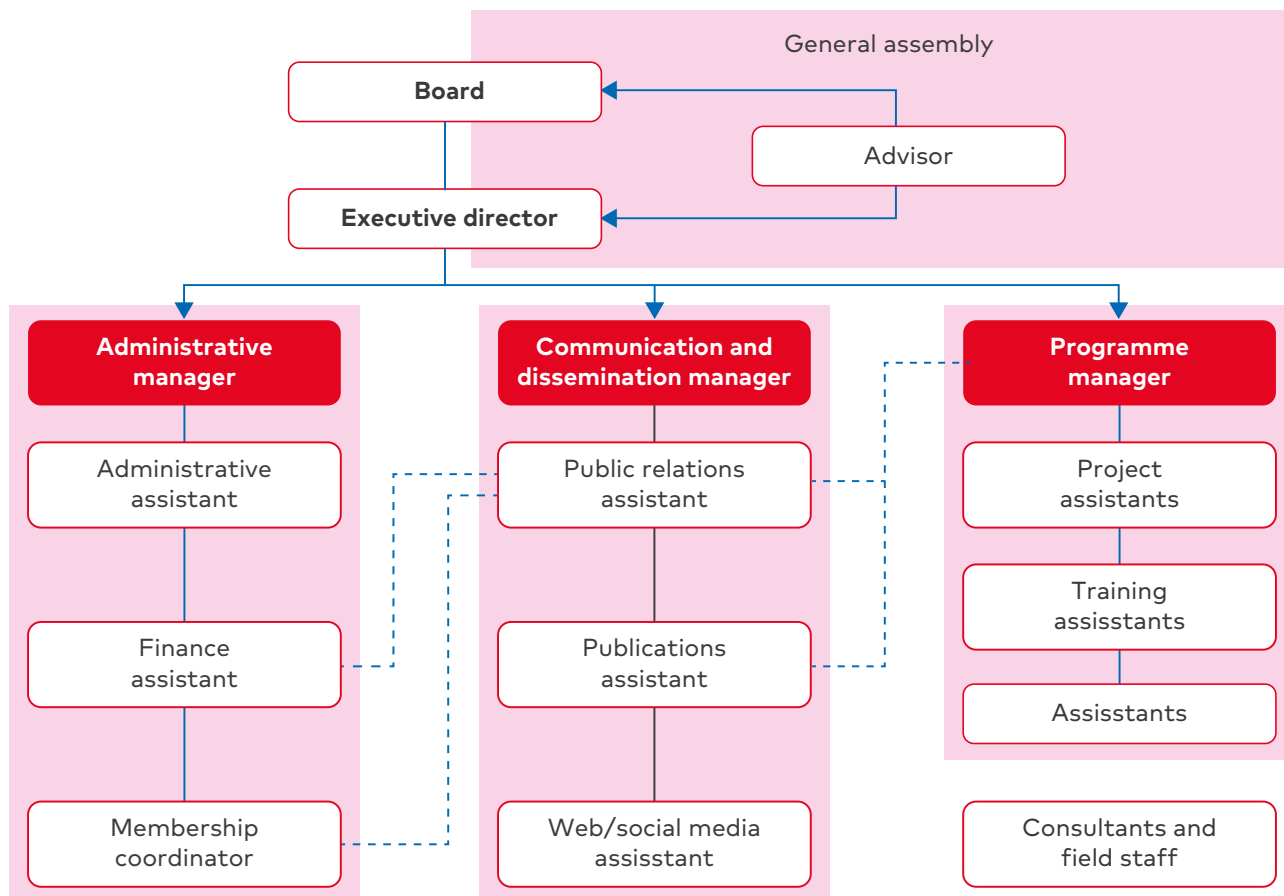


Materials
Markers, flipchart paper

Exercise 2: diving into the set-up of your organisation

The organisational structure of an organisation helps carry out the agenda of the organisation more effectively. It prevents confusion within roles, avoids a lack of coordination and slow decision making. What the structure looks like is depending on the organisation and the decisions that were made when the organisation was first established.

1. Invite the participants to draw their organisational structure together on a piece of flipchart paper: a visual diagram of the organisation that includes the names/roles of the staff members and their place in the organisation. Who do they report to?



Example of an organogram

2. After finishing, ask the participants to think about the results their organisation delivers. Invite the group to discuss the following questions:
 - Who makes the decisions when we look at the organisational structure (the decision maker does not always have to be the leader of the organisation)?
 - Are all members of the organisation engaged in the way that decisions are made?
 - How are the decisions made (and is this in line with the decision-making process written up in your policies)?
 - When thinking about the vision and ambition of the organisation, do you have the people in place to deliver your organisations' objectives (if not; where in the organisational structure is more staff needed)?
3. Document capacity strengths and gaps identified in exercise 1 and 2 on a flipchart.

Virtual option: for this exercise the facilitator can do the drawing. If you have a flipchart paper, it can be done offline with the camera facing the flipchart paper. If you opt to draw online, programmes such as Google Docs, Mural and Miro can be used. The exercise can follow the same steps as the above exercise.



Indicated time
10 minutes



Intended outcome
Highlights, learnings and outstanding issues identified



Materials
Blank paper for each participant,
pens

Closing activity for day 1

1. Ask participants to draw four columns on a sheet of blank paper.
2. In column 1, ask the participant to add the heading 'Fact', in column 2 add to the top of the column 'Question', in column 3 add 'Action' and in column 4 add 'Would do again'.
3. Ask the participants to reflect upon the day and the different exercises done and write down:
 - In column 1: a fact that they learned today about their organisation.
 - In column 2: a question that they still have for tomorrow.
 - In column 3: an action that we should not forget in the organisational capacity plan.
 - In column 4: their favourite exercise of the day that they would like to do again.
4. Ask, if time allows, participants to share what they have written down.

Day 2

Opening

On the second day we will look together at how the organisation achieves results and what the strengths of the organisation are. To ensure a complete picture of the organisations' capacity, participants will look together at the impact of the changing environment in which they work, and will identify where their organisation is when looking at the different stages of growth of an organisation. Following these exercises, a stakeholder mapping will be done and the legitimacy and credibility of the organisation is assessed.



Indicated time
30 minutes



Intended outcome
Set the stage for the results exercises, reflect on day 1



Materials
Flipchart paper, tape (4 pieces of flipchart paper taped together)

Opening exercise – getting to a result together: flip it over

1. The facilitator welcomes the participants back. Shortly summarise what has been done on day 1 and introduce the objectives of day 2.
2. Invite three of the participants to share their fact, question and action that they identified during day 1. Reflect on this shortly with the group.
3. Introduce the next step of the opening exercise: yesterday we have looked at the organisational structure and who makes the decisions, and the staff and organisational wellbeing. Today we will look more into how your organisation achieves the results. To introduce this, we will first do a short energizer together.
4. Make groups of max. 4 participants.
5. Drop the taped together flipchart paper on the ground (for each group a square should be provided). Ask the participants to huddle together on the flipchart paper.
6. Instruct the participants that they need to flip the paper over, without it tearing and without getting of the paper.
7. Once participants have their paper flipped, reflect on the exercise by drawing out responses on any of these topics:
 - How did you work together?
 - What is the result?
 - How did the communication go?

Virtual option: drawing a house together. Divide the participants in groups, assign them to break-out rooms and ask them to together draw the most perfect house they can imagine. They can do this online using a whiteboard. Participants could also draw offline, where one person will be responsible to draw. Instead of drawing a house, you can also have participants create a story together, in which each participant is responsible for two sentences. The reflection questions as in the energizer above can also be used for the online exercise.

5. Getting to results



Indicated time
90 minutes



Intended outcome
Insight in the effectiveness of organisational systems



Materials
Printed handout 3, pens

Page **55** →
Handout 3

Exercise 1: achieving results

In the previous energizer participants were challenged to work together to achieve their results. In an organisation this is done as well. There are structures and systems that need to be in place and complement each other to be able to form a strong organisation.

1. Explain that we will be looking into what is needed as an organisation to make sure that results aligned to the organisations' vision and mission are achieved. We will do this by looking in closer detail into your organisation on four domains:
 - Programme management and implementation
 - Financial management
 - Human resources
 - Monitoring and evaluation
2. Invite the participants to make pairs, in this be mindful that a management/ senior staff member is paired with a project or implementing staff member, to facilitate discussion and linking and learning during the session.
3. Ask the pairs to take 30 minutes to reflect together on the questions in handout 3. Ask the participants to write the answers to the questions on the handout. In the rightmost column the pairs can identify the evidence of the organisations' capacity in the respective area, such as the work plan or the financial procedures manual.
4. Ask the pairs that worked together to make a team with another pair and to compare their answers.
5. After 15 minutes, reflect on the following with the whole group:
 - What did you notice from the answers in the handouts?
 - Which policies and procedures have been well developed and implemented?
 - Which policies, procedures and structures that you would like to have in place are missing or need strengthening?



Indicated time
45 minutes



Intended outcome
Insight in strengths and gaps in organisational skills



Materials
Markers, sticky notes, flipchart paper, and tape

Exercise 2: strengths and effectiveness

For an organisation to be successful, not only structures and systems need to be in place. The staff that works for the organisation should have the right skills for the position they hold. A variety of positions -and with this skills or capabilities- contribute to a resilient organisation. There are some skills that are specific to a position within the organisation, such as budgeting and financial oversight skills for finance staff. But there are also some more general skills, that most of the staff members will have. Think of communication skills or planning skills.

1. Ask participants to think of the different skills staff within a civil society organisation can have. You can probe more by giving examples of skills, for this see the overview below. Write down each skill on a separate sticky note.
2. Reflect together with the group:
 - When looking at the skills we have mentioned: which of these skills are strongly reflected in your organisation?
 - Are there any skills that need to be strengthened in the organisation?
 - What are the skills that are missing?

In the below table you can find a selection of examples of skills:

Skills	Examples
Communication skills	Verbal communication, written communication, negotiation skills, motivation skills, assertiveness, active listening, presentation skills, public speaking skills, facilitation skills
Planning skills	Analysing, budgeting, recognising trends, prioritising, setting goals, evaluating, meeting deadlines
Problem solving skills	Coming up with quick and effective solutions, critical thinking, making decisions
Networking skills	Building and maintaining relations, prioritising long-term relations, keeping open, frequent communication, pitching ideas
Teamwork skills	Working with others, time management skills, collaboration skills, taking the responsibility, inspiring others, group leadership, teaching/mentoring skills
Interpersonal skills	Integrity, open-mindedness, creativity, adaptability, empathy, willingness to learn, patience, flexibility

Virtual option: as a facilitator you can already create sticky notes using tools such as Mural or Miro. The exercise can be done following the steps as described above.



Indicated time
30 minutes



Intended outcome
Insight in the effectiveness of
financial sustainability activities



Materials
Flipchart, markers

Exercise 3: sustainability and fundraising

1. Invite participants to reflect on the types of fundraising activities their organisation has been involved in during the past 12 months.
 - Does your organisation have a fundraising and resource mobilisation strategy?
2. Discuss with the group the key examples of fundraising successes in the past 12 months.
 - What are the key examples of fundraising successes in the past 12 months?
3. Draw a matrix using the headings; successful (top), unsuccessful (bottom), singular (left) and diverse (right).
4. Invite participants up to the matrix and have them place an X in one of the four quadrants – successful and singular (meaning using just one kind of activity), successful and diverse (meaning several types of fundraising and resource mobilisation activities were tried), unsuccessful and singular, unsuccessful and diverse.
5. Reflect with the group:
 - How do you feel about the results of the matrix?
 - Have you experienced any sudden changes in funding over the last 12 months? If yes, how did your organisation react?
 - Do you have a plan in place in case there is a change in the next 12 months?

6. Adapting to context changes

The effectiveness of an organisation depends on the stage of development of an organisation, in other words where the organisation is in its life cycle. CSOs often work in a complex environment that is constantly changing. Organisations are impacted by these external factors, as well as internal conditions and dynamics. In the below exercise we will identify where your organisation is in the life cycle and assess the capability of your organisation to adapt and self-renew.



Indicated time
45 minutes



Intended outcome
Insight in if the future viability of the organisation



Materials
Flipchart, markers, handout 4, handout 5 with the cards cut out and handout 6 for check

Page **58** — **59** — **60** →
Handout 4, 5 and 6

Exercise 1: are you future proof? – the life cycle

Note for the facilitator

There are five stages that can be seen in organisational growth:

Idea

The birth of an organisation often starts with a grassroots idea. The organisational culture is innovative and new plans arise. At this stage however, there is little to no funding available and the work is done mostly on a voluntarily basis.

Birth / start-up

In this stage the organisation has more formally been established, is still high in energy and there tends to always be more work than people. Decisions are mainly made by the founder, and there is a board in place that is very engaged in doing, not so much in governance. There are limited financial resources.

Growth

In this phase the organisation the organisations' culture is more managerial and more structures and policies are in place. There are management delegates to the coordinator or Executive Director (ED). The founder of the organisation has become the coordinator or ED or hired one, and the ED is increasingly involved in external relations. More multi-year funding is available.

Maturity

A mature organisation has established formal structures, and with this comes a more administrative organisational culture. There are more financial resources available, with funding coming from different sources. The board is policy and strategy focused, provides oversight and holds leadership to account.

Decline

Organisations in decline often do not move with the changing context. They are losing touch with their community and decline sets in with leadership retiring in place. The board members are hard to engage and there is an increasing turnover of staff. The culture is very bureaucratic and funders are not renewing contracts.

In response to the decline of an organisation, it can take different actions:

Revival

This pivotal stage can be used for the organisations' revival, where strong leadership leads the organisation into restoration. Programmes are redesigned to meet the needs of the community, young leadership is trained and formal processes are simplified.

Death

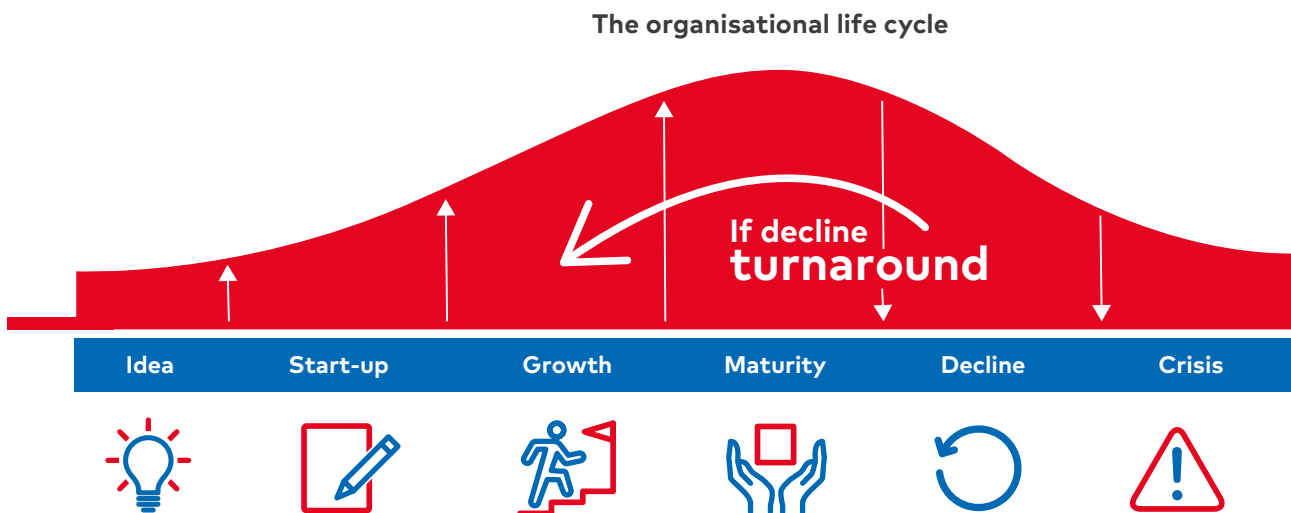
At this stage the decline can't be turned around, and the organisation either closes, merges with another organisation or hands over their programme completely.

(adapted from Keeley & Pierce, 2021 and Social Trendspotter, 2019).

In this exercise we will look closer into your organisation and where your organisation is in its life cycle.

1. Draw the organisational life cycle on a flipchart paper and invite the participants to stand around the paper. Make sure you have the cut-outs (see handout 5) ready.
2. Explain the above theory about the life cycle to the participants.
3. Ask participants to- with use of the cut-outs- place the characteristics and risks under the corresponding stage. Go through the results with the participants and re-arrange the cut-outs where needed.

4. Identify with the group where in the life cycle their organisation is. Discuss the following questions with the group:
 - a. Considering the stage you are in now, which opportunities and risks do you see?
 - b. In what stage would you like to be at the end of your programme (i.e. at the end of Hands Off in 2024)?
 - c. What needs to be in place in order to get there, if we look at areas of leadership, governance, organisational culture and resources?



Virtual option: for the first part of the exercise (steps 3 and 4) it is recommended to use Mural or Miro, and have all the different characteristics copied in sticky notes. Draw the organisational life cycle on a board and ask participants to put the virtual sticky notes where they feel the characteristics fit. Share a screenshot of the organisational life cycle and let participants use annotate to indicate where they feel their organisation is in the life cycle. They can do this using a symbol of choice (heart, star, and drawing). Once participants have indicated where their organisation is, the reflection questions can be discussed.

7. Relating to external stakeholders

No organisation can exist in a vacuum. To develop a strong organisation, relationships with external stakeholders are important. Networking involving donors, communities, government, service providers and NGOs can help your organisation to achieve what it has set out to do. In the next exercises we will be looking closely at who the stakeholders are that are important for your organisation, that you already work with or where there is a need to work with.



Indicated time
10 minutes



Intended outcome
Increased group energy



Materials
Chairs, paper and pencils

Optional: energizer – back to back drawing

1. Ask participants to place their chairs in such a way that they sit in pairs, but with their backs towards each other.
2. Working in pairs, one person must describe a shape without naming it (this can be a star, a square, a triangle, a circle etc.). Their partner must try to draw the shape they are describing and get as close to the original shape as possible.
3. Allow for 2 minutes and then switch roles.
4. After both participants have drawn, build in some time for a reflection:
 - How well did the exercise go?
 - Which skills did you need for this exercise?
5. This short activity shows the importance of communication and the challenges that can come with communication on the sending and receiving part. In engaging with stakeholders communication is a key skill that needs to be embedded within an organisation.

Virtual option: organise participants in pairs in break-out rooms. As them to turn off their camera's when starting the exercise. The energizer can be done as above. Once they have drawn their figures, ask them to turn on their cameras again.



Indicated time
45 minutes



Intended outcome
Stakeholders relations are identified and scored



Materials
Flipchart paper, markers

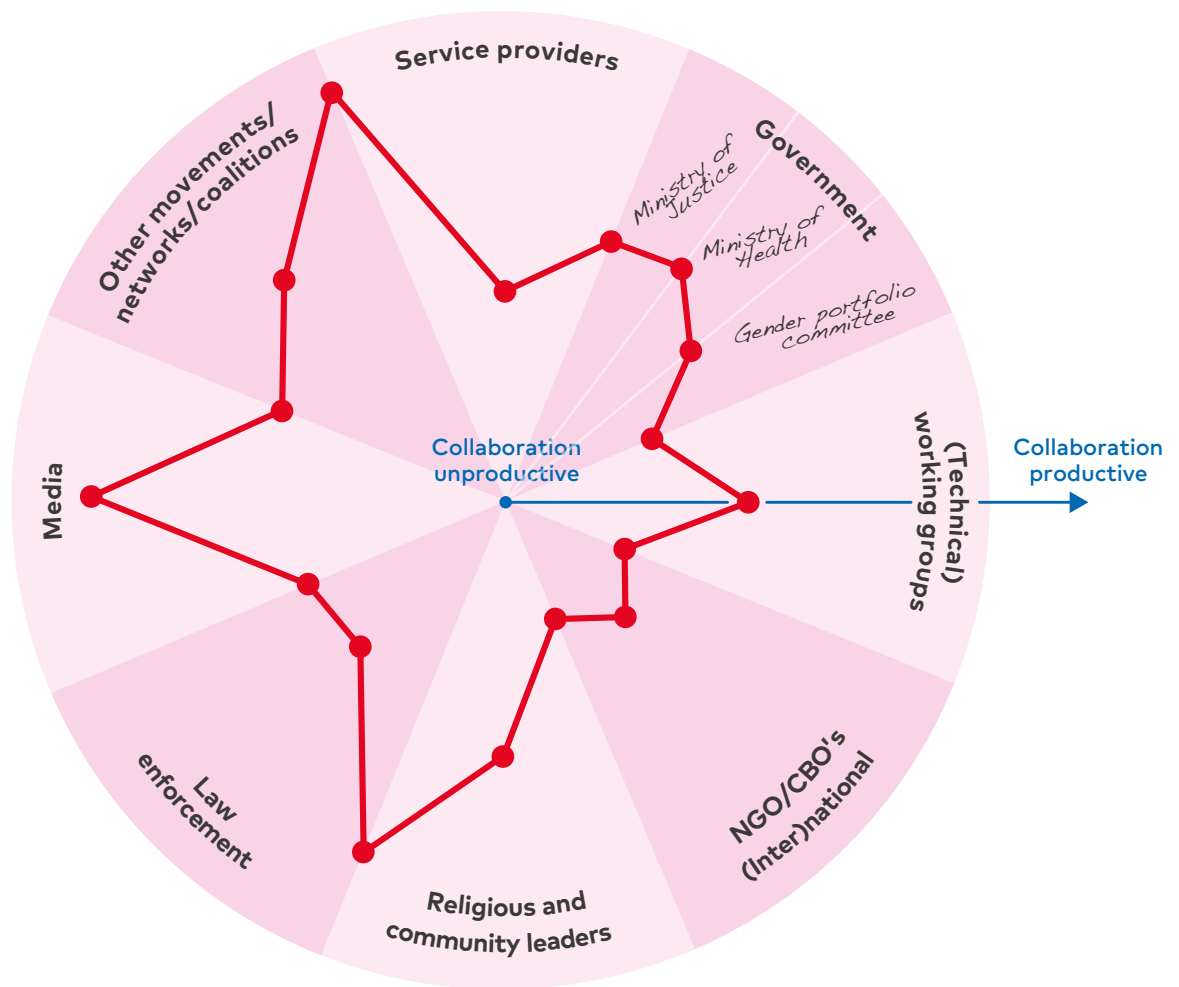
Exercise 1: stakeholder mapping

In the following activity participants will work together to plot the different stakeholders they work with on the radar and identify how productive or unproductive the collaboration is.

1. Draw a circle on a flipchart and divide in six 'slices'. Beside each slice write stakeholder groups, such as:
 - government
 - (inter)national NGO/CBO
 - community and religious leaders
 - other movements/networks
 - media
 - other stakeholders

You can decide on other labels if appropriate and relevant for your organisation (think about service providers, coalitions or working groups, law enforcement).

2. For each stakeholder group you identify the key stakeholders the organisation has worked with in the last twelve months. Break down each slice by writing the names of the key stakeholders in the outer circle. For example: the government slice can be divided into key ministries, departments and government agencies, such as Ministry of Justice, Ministry of Health, Gender portfolio committee etc.
3. Ask the participant the following question: How productive has your relationship with each of them been in supporting your mission and objectives?
4. Plot the productivity of the stakeholder relationship on the map, with the collaboration being productive a dot more towards the outer edge of the circle, and the collaboration being unproductive more towards the inner circle. Also see the example.
5. Invite the group to share what goes well regarding their capability to engage with stakeholders. Which stakeholders have been identified that are important to engage with?



Example of a stakeholder map

6. Reflect with the group on the following questions:
- To what extent have you defined a strategy to reach out to these stakeholders?
 - To what extent do you have resources (skills, funds, staff) to reach out to these stakeholders?

Virtual option: for this exercise you can use a premade template in online facilitation tools such as Mural or Miro. The radar and the six 'slices' can be drawn in advance. The exercise can be done as described above.



Indicated time
20 minutes



Intended outcome
Increased group energy



Materials
Random objects from the room, for example a cup, a pencil, a tea tower, a bag of snacks.

Exercise 2: goodie sales

1. Make groups of 3-4 participants in the group. Give each group two of the random objects selected.
2. Each group is given 5-10 minutes to prepare a pitch and perform it in a minute. The objective of the pitch is to give a sales pitch on why the audience should buy this object: what are its outstanding qualities, why is this a unique product?
3. Invite each group to do their pitch, time it carefully. Let the remaining participants provide input whether they would purchase the product depending on the pitch.
4. Reflect on the activity with the following prompts:
 - Knowing that the next exercise will be about relating to external stakeholders, why do you think we introduced a sales energizer?
 - What do you think is important when you relate to external stakeholders?

Virtual option: when using breakout rooms, the above exercise is easy to adapt to online facilitation. Provide groups the opportunity to prepare their pitch in the breakout session. After the preparation time is over, bring all participants back together and let each group pitch.



Indicated time
45 minutes



Intended outcome
Reflection on the reputation of your organisation



Materials
Flipchart paper, pencils, pens, markers

Exercise 3: legitimacy, credibility and reputation

1. Explain to the group: now that we have identified the key stakeholders relevant for your organisation, we will have a closer look into how the stakeholders see your organisation. We will in this exercise take multiple steps to learn more on the legitimacy, credibility and reputation of your organisation.
2. Divide the group in groups of 4 participants and provide each group with a flipchart paper and markers.
3. Ask the participants to design a 'magazine cover or promotion poster'. This poster/cover should include the following information:
 - The reason why the organisation is established (vision and mission), see also the Golden Circle exercise on day 1.
 - The communities the organisation represents and/or serves.
 - Some of the key results of the organisation.
 Allow about 15 minutes per group to work on this poster.
4. After the 15 minutes have passed ask each group to briefly present their poster/cover.
5. Reflect on the poster with the following questions:
 - Is the information that is on the poster/cover known by stakeholders/allies?
 - What is the image others can have of your organisation? (Probe the group with examples of: how would a politician

think of your organisation? What would a sex worker think? What would a human rights activist think? What would religious leaders think?).

- What are the risks to this image?

Virtual option: each participant in the group can be made responsible for something the poster should include. For example, one participant writes/draws the vision and mission, the other the communities. If all participants draw on paper their section, once the group is back together in plenary, the posters can be presented using the fishbowl function. All participants except for those that will present their poster are asked to turn off their cameras. By showing their paper in front of the camera, a complete magazine cover is presented.



Indicated time
30 minutes



Intended outcome
Key stakeholders identified

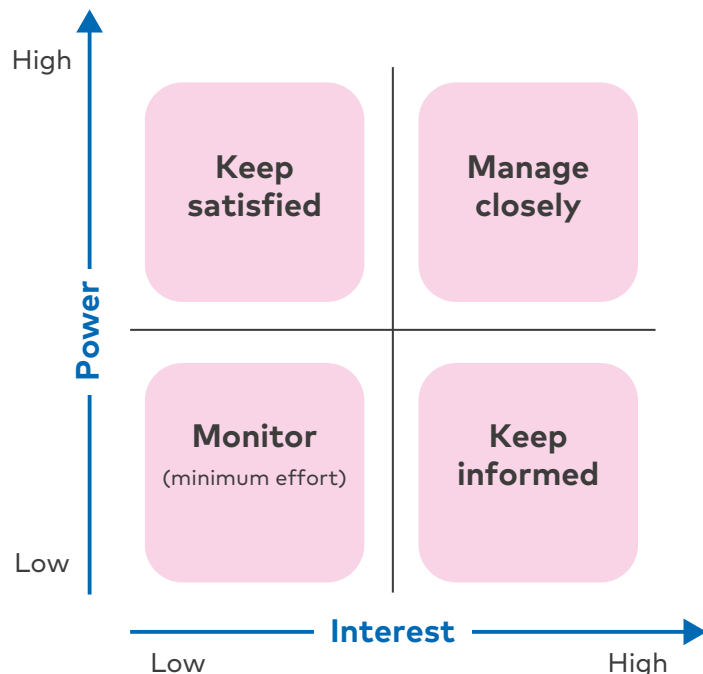


Materials
Flipchart paper, markers

Exercise 4: power mapping

Now that we have identified key stakeholders we will analyse their power to block or advance the work of the organisation.

1. Draw a grid on the flipchart paper as follows:



2. Place the different stakeholders you have identified on the grid depending on the engagement you wish or need to have with them. Try to name persons or departments in organisations specifically.

3. The position that is allocated to a stakeholder shows the action that needs to be taken with them:
 - High power, high interest: as these people are often decision makers, it is important for the organisation to fully engage with this group.
 - High power, low interest: the organisation should put enough work in the stakeholders to keep them in the loop about what is happening with the project.
 - Low power, high interest: the stakeholders in this section need to be informed as they can be helpful with the implementation of programmes.
 - Low power, low interest: these stakeholders will need to be monitored, as their position in the power grid can change, but for now they will require minimum time and energy.
4. Reflect with the group on the following:
 - When it comes to the stakeholders identified and the power they hold, is your organisation competing with other actors (including individuals, informal groups and networks and other formal actors)?
 - What influence does your organisation have at the moment to engage with these stakeholders?
 - Where can you collaborate with others to increase this influence?



Indicated time
15 minutes



Intended outcome
Reflection on the exercises of day 2



Materials
Clock, watch or timer

Closing activity for day 2

1. Ask the participants to think of a highlight of day two.
2. Give participants each 15 seconds to share that highlight.
3. After participants have given their highlight ask them if they have a new action that we should not forget in the organisational capacity plan.
4. Give participants each 15 seconds to present that action.

Day 3

Opening

On the third day we will work together to identify the basis of the capacity development strategy. Outcomes of all exercises will be captured in the second phase of the timeline, which informs the capacity development strategy.



Indicated time
10 minutes



Intended outcome
Pulse check the atmosphere in the group



Materials
None

Opening exercise: speak like popcorn

1. Welcome all participants back and explain to the group what the objective for the third day of the assessment is.
2. Ask participants to stand in a circle. Explain the exercise: when someone wants to say something (make a comment, share a thought, and reflect on the first day) they have to step forward inside the circle. Others can't comment on this.
3. When the person is done speaking, others may join him/her/they in the circle if they agree with the comment.
4. This way, invite a couple of participants to reflect on the first days of the assessment.

Virtual option: create a word cloud. Open the exercise with the question: in one word, how would you describe the first days of the capacity assessment.

8. The organisational capacity development strategy

An organisations' capacity is not an end goal, but a means that an organisation uses to achieve their organisational objectives. The strategy is based on the needs of the organisation and captures the development objectives, interventions and activities that are needed to achieve the organisational vision and mission.

Basic



Indicated time
30 minutes



Intended outcome
Complete overview of organisational development needs and wishes



Materials
Flipchart paper, markers

Exercise 1: the rich picture

1. Arrange all the summaries of both day 1 and day 2 on a wall. Invite participants to read the summaries in order to recap what has been discussed in the previous exercises.
2. Explain to participants that they are invited to go on a 15-20 minute walk, or find another activity which allows them to reflect and dream about the future. Ask participants to think about the following question:
 - Where do we want to be as an organisation at the end of the programme (i.e. at the end of Hands Off in 2024).
3. After people are back from their walk, you can continue with exercise 2, the capacity development strategy.

Note for the facilitator

To prevent that participants get overwhelmed by the number of flipcharts they should review, it is recommended that you summarize the most critical outcomes per section (i.e. one flip chart for organisational milestones, one for organisational agency and leadership, one for organisational structures and wellbeing, etc.)

Basic



Indicated time

120 minutes



Intended outcome

Organisational milestones set



Materials

Markers, tape, flipchart paper, sticky notes

Exercise 2: capacity development strategy

In this exercise participants build on the retrospective timeline developed in day 1 and the outcomes of the different exercises done, including the rich picture exercise.

Step 1: preparation work

1. Add two pieces of flipchart paper next to the timeline mapped in day one. Draw a timeline on this, starting with the date of the capacity assessment. Usually for the capacity development exercise a timeline of five years ahead will suffice, but the group can decide how far they want to look ahead. We recommend for the first times the exercise is done, to use the end of the programme as the time cap.
2. Explain that the next stage is to focus on the future and to jointly identify where the organisation wants to head to and what is needed for this.
3. At the top of the page on the map itself, mark the timeframe and identify period markers as appropriate (e.g., month and years). As a rule of thumb, aim for about 10 period markers per page to ensure there is adequate space for details and comments.

Step 2: filling out the map

1. Ask the participants to write down on one colour sticky note long term goals that they want to see for their organisation. Examples can be around areas such as financial management, internal procedures, governance and (young) leadership, external relations and sustainability of the organisation.
2. Let the group organise the sticky notes with the long term goals on a table, invite them to stand around it and prioritise one or maximum two goals to work towards under the programme. Stick the long term goals on the timeline together, there where they would want to see this goal happening (for example in the year after the capacity assessment took place, or at the end of the programme).
3. Split the participants into 2 groups and assign a long term goal to each group. Ask the groups to write down on sticky notes (use a different colour for the activities) what activities could support achieving their long-term goal and place these under the goal. Examples of activities training young leadership, creating a resource mobilisation strategy and governance and board training.

Step 3: reflecting back & adding on

1. Ask the group to take a moment, look at the exercise of the timeline and identify if the timeline is complete, keeping the reflections from the previous exercises in mind. If not, ask the group to add what is missing.
2. Invite the participants to look back at the paper they filled out in the closing exercise of day 1, where they were asked to write down an action that should not be forgotten in the capacity plan and thus in the timeline exercise. Ask participants to add those that have been missed.
3. As part of the discussion, ask participants to identify and indicate on the timeline:
 - The three most important strengths of the organisation today that you absolutely want to protect, retain and build on over the next 3-5 years?
 - The three biggest organisational challenges for the next 3-5 years?

Virtual option: you can choose to build on the timeline that was created during the first day. Another option would be to create a Google Doc where the period markers are put in and participants can type the long term goals in.



Indicated time
15 minutes



Intended outcome
Secure the outcomes of the meeting



Materials
Paper, markers

Closing activity: commitment to myself

1. Ask the participants to write down a commitment to what they will do for the organisation capacity strengthening. Ask them to write this same commitment on two pieces of paper, signed with their names.
2. Ask the participants to put one piece of paper in their pocket or bag and fold the other copy.
3. Invite the participants to stand in a circle with their folded commitment in their hands.
4. Time for a snowball fight: ask the participants to throw their commitments around the room, targeting at each other.
5. After about 1 minute, ask the participants to pick up one of the commitments on the floor.
6. Invite the participants back in the circle and, if time allows, let participants read out the commitments they caught.

Virtual option: create a word cloud. You can also ask participants to share their commitment in the chat feature.

9. Next steps

Now that the third day of the capacity assessment is done, we move in to the next stage. One of the first things is to finalise the capacity development strategy. This strategy will guide organisational development for the coming years. It serves as the starting point for capacity development under the Hands Off programme. Partners are advised to allocate budget to an organisational capacity development budget line in their work plans and budgets. The activities under this budget line will be informed by the capacity development strategy. There are a few next steps to consider:

- Prioritising activities
- Monitoring progress
- Follow up.

Prioritising activities

To achieve the objectives set out in the capacity development strategy, partners have identified actions and activities. In some cases, the list of activities can be a concrete set of activities that are clearly defined. In other cases, to get to the objectives many different activities need to be implemented. The richness of the results of the capacity assessment can be overwhelming. If too many activities are prioritised there is a high risk that these will not be achieved or nothing is done with the results. To prevent increasing the workload and for the results to end up on a shelf, it is recommended to set clear, concrete priorities.

Partners are advised to look critically at the objectives and activities identified and limit the number of activities under each objective to maximum two to three a year. Make sure that resources are allocated to these activities. It is important in the prioritising process to keep in mind that the capacity development strategy is for the complete programme period (see annex 1 for a strategy format)..

Making progress

The findings from the capacity assessment and the priorities identified will need to be owned by the organisation. The self-assessment supports this, but it could be that not all staff members were involved in the capacity assessment. Therefore we recommend to organise a session for the organisation to present the results and priorities back. This creates engagement of all staff and commitment to follow up the activities as defined. It can also support in tasking and identifying who is responsible for what.

Partner organisations are responsible to track their own progress when it comes to the implementation of the organisational capacity building activities. We recommend to do this on a frequent basis, to keep track and steer the implementation where needed. Partners can use the Reflection meeting guide for example, which can be found in the Hands Off Monitoring, Evaluation and Learning guide on page 9.

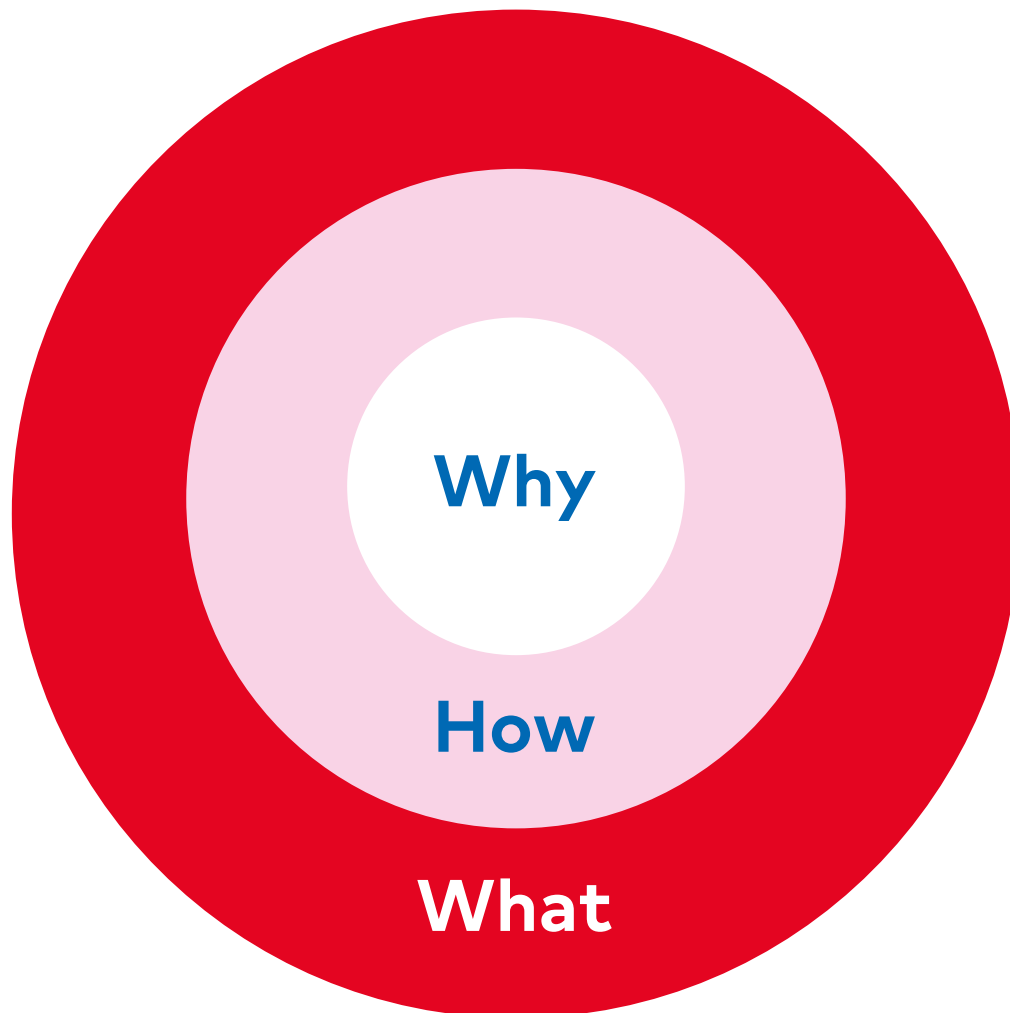
Follow up

Aside from the yearly reflection and monitoring on the progress, to reset priorities and monitor progress even further it could be good to do a refresher of the self-assessment at least once again under the programme period. Because a full self-assessment might not be needed, partners can choose to take a simpler approach. Partners can select activities from the organisational capacity assessment guide that inform the progress on their objectives. This can be either new activities, or the same activity to monitor the progress made. It does not have to be the complete assessment (see the scheme on page 10 for suggested exercises).

Handouts

Handout 1

The golden circle



What

Every organisation on the planet knows **WHAT** they do. These are products they sell or the services they offer.

How

Some organisations know **HOW** they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organisations know **WHY** they do what they do. WHY is not about making money. That's a result. It is a purpose, cause or belief. It is the very reason your organisation exists.

Handout 2

Leadership competence profile

This leadership competence profile is based on literature research, interviews with leaders of international sex work organisations and an advisory group of experts on leadership.

Leadership qualities

Commitment to community development

Engagement with the community is a characteristic of effective leadership within the sex worker movement. Leaders as such are connected with the community and keen on leading this community into communal development.

Drive

Leaders have ambition, are energetic, take the initiative and are visionary. They are eager to make a change and not afraid to take that extra leap in order to make that change. Leaders show eagerness to learn and to increase their knowledge.

Experience in the sex industry

Effective leaders have a high degree of knowledge about, insight into and experience within the sex industry and the sex worker community. They have insight into and understanding of the social and political structures and processes of this field. This is necessary to make well-informed decisions and to understand the consequences of these decisions.

Self-confident personalities

Leaders face stigma and discrimination on a much higher level and in order to confront this they need strong and forceful personalities.

Honest and credible

Effective leaders present an honest picture of themselves. They are trustworthy and open and transparent in their work and do not show bias. They respect their team members. They are also humble and represent and support democratic leadership.

Leadership roles

Motivator

By being a motivator, a leader generates enthusiasm, interest and commitment among the team members. A leader stimulates collaborative

working towards common goals. The leader is a coach to team members, acts as a role model, guides and empowers team members and creates a friendly working environment. The leader communicates with team members, and ensures that necessary information is conveyed to the team members.

Organiser

By being an organiser, a leader takes the responsibility of coordinating the organisations' activities, with special regard to resources and staff. The leader works systematically and establishes a work plan for team members to follow. A leader coordinates and manages the organisational work plan and human resources, and provides oversight for all involved.

Manager relations

By being a manager of relations, a leader takes the responsibility of building, sustaining and improving relationships between the organisation and the community on the one hand and the organisation and external partners on the other. A leader manages internal relations within the organisation and the community. A leader is close and connected to both the organisation and the sex worker community, and consults team members and the community. A leader manages external relations, represents the sex worker community and manages contacts with the media. A leader aims at reaching consensus and cohesion within the organisation.

Activist and lobbyist

By being an activist, a leader works towards changing perceptions on sex workers in order to improve their situation. A leader undertakes lobbying and advocacy activities and develops a strategic advocacy plan. A leader is able to speak in public.

Strategist

By being a strategist, a leader is aware of and has insight into the context she or he operates in. A leader is able to reflect and has a critical attitude, can operate in a different context and is sensitive to the context. A leader can operate strategically, understands power relations, is a visionary and has an open mind.

Handout 3

Questionnaire organisational systems

Questionnaire

An organisations' agenda is accomplished by implementing concrete activities that are carried out under projects and programmes. To be able to use activities to achieve results and deliver on what an organisation is set out to do, an organisation needs systems such as project management, financial management, human resources and monitoring and evaluation systems in place.

Please discuss the questions in this handout together.

Programme management and implementation	Evidence		
Do you have a work plan in place for each project your organisation implements?	Yes	No	I don't know
Is the work plan in line with your organisations mission and vision?	Yes	No	I don't know
Were members of the community and different staff members consulted and engaged in the development of the work plan?	Yes	No	I don't know
Are the activities that are implemented by the organisation (for example the outreach, trainings and services provided) informed by the needs of the communities you serve?	Yes	No	I don't know
Do you submit your report (for example narrative, indicator and financial report) on time to the donor?	Yes	No	I don't know
Do you have regular contact with each donor, if you have different donors (at least once a month)?	Yes	No	I don't know

Financial management	Evidence		
Does your organisation have an accounting system in place (this is the system in which finances are monitored, for example the purchases, expenses for activities, salaries and office rent)?	Yes	No	I don't know
Does your organisation have financial policies (these are documents that for example describe who controls the finances and how, who can spend funds, etc.)?	Yes	No	I don't know
When you travel or go to workshops for work, is the compensation you receive documented in for example a travel policy?	Yes	No	I don't know
Do you know how to report back from an activity and what documentation needs to be in place (think about receipts and invoices)?	Yes	No	I don't know
Do you have monthly financial reports to track your expenditure?	Yes	No	I don't know
Do you have a resource mobilisation strategy in place (this is a plan to attract new resources and funding)?	Yes	No	I don't know
Are resources raised from members of the organisation, i.e. through a small monthly or annual fee (think about a membership fee for sex worker-led organisations)?	Yes	No	I don't know
Are there government schemes that may be able to fund specific activities or programmes?	Yes	No	I don't know
Adequate facilities and equipment	Evidence		
Is there a policy in place that describes who can purchase new items for your organisation and how this is done (procurement policy)?	Yes	No	I don't know
Do you have access to an office where you have a amenities such as a desk, computer or laptop, internet and phone?	Yes	No	I don't know
Do you have access to a laptop and internet in case you have to work from home?	Yes	No	I don't know
Do you have access to a mobile phone?	Yes	No	I don't know

Human resources	Evidence		
Does everyone who works for your organisation have a written job description (where your roles and re-sponsibilities are described)?	Yes	No	I don't know
Does everyone have a contract that works for your organisation?	Yes	No	I don't know
Are there periodic performance reviews in place (do you have a performance review with your line manager?)	Yes	No	I don't know
When new people are re-cruited, is there a policy that describes how this needs to be done (a recruitment policy)?	Yes	No	I don't know
Are you able to receive training or skills development?	Yes	No	I don't know
When you started work did you have to sign a code of conduct (a document that includes the norms, rules and responsibilities you have in the organisation, or of the organisation itself)?	Yes	No	I don't know
Monitoring, evaluation and learning	Evidence		
Do you have to report on your activities (for example on the number of people you reach with your activity)?	Yes	No	I don't know
Does your organisation have a budget to work on monitoring and evaluation?	Yes	No	I don't know
Does everyone contribute to the reporting?	Yes	No	I don't know
Do you ever reflect on your activities or on the results achieved?	Yes	No	I don't know

Handout 4

Organisational life cycle

All organisations have natural life cycles, from the start of the organisation to the formal establishment. Knowing at what stage your organisation is in, helps with identifying opportunities and challenges that are common to the particular life cycle stage.

Understanding the life cycle and with this life stage can inform decisions that are made within the organisation, or be a starting point for the capacity building in the organisation.

There are five stages that can be seen in organisational growth:

Idea

The birth of an organisation often starts with a grassroots idea. The organisational culture is innovative and new plans arise. At this stage however there is little to no funding available and the work is done mostly on a voluntarily basis.

Birth / start-up

At this stage the organisation has more formally been established, is still high in energy and there tends to always be more work than people. Decisions are mainly made by the founder, and there is a board in place that is very engaged in doing, not so much in governance. There are limited financial resources.

Growth

In this phase the organisation the organisations' culture is more managerial and more structures and policies are in place. There are management delegates to the Executive Director (ED). The founder of the organisation has become the ED or hired one, and the ED is increasingly involved in external relations. More multi-year funding is available.

Maturity

A mature organisation has established formal structures, and with this comes a more administrative organisational culture. There are more financial resources available, with funding coming from different sources. The board is policy and strategy focused, provides oversight and holds leadership to account.

Decline

Organisations in decline often don't move with the changing context. They are losing touch with their community and decline sets in with leadership retiring in place. The board members are hard to engage and there is an increasing turnover of staff. The culture is very bureaucratic and funders are not renewing contracts.

In response to the decline of an organisation, it can take different actions:

Revival

This pivotal stage can be used for the organisations revival, where strong leadership leads the organisation into restoration. Programmes are redesigned to meet the needs of the community, young leadership is trained and formal processes are simplified.

Death

At this stage the decline can't be turned around, and the organisation either closes, merges with another organisation or hands over their programme completely

(Adapted from Keeley & Pierce, 2021 and Social Trendspotter, 2019).

Handout 5

Characteristics life cycle

Cut out the below characteristics of organisations during their life cycle for the exercise on page 34. *This page of the handout is best printed on thick paper and only has to be printed once.*



A group of community members unites to make a change in their situation.	Organisational culture is innovative.	No funding available.	Hands-on board, which is very engaged in doing.
Decisions made by founder of the organisation.	Organisational culture is action oriented.	Limited funding available.	A qualified and competent board is in place, focussed on governing.
The founder of the organisation has hired or has become the Coordinator or Executive Director.	Organisational culture is managerial.	Multi-year funding or contracts have been obtained.	Coordinator or Executive Director is increasingly involved in external relations.
There are management delegates to the Executive Director.	The board is policy and strategy focussed and holding leadership to account.	Organisational culture is administrative.	Diverse financial resources available, with funding coming from different sources.
The board is unengaged.	The Coordinator or Executive Director retires in place.	Organisational culture is bureaucratic.	Funders are not renewing contracts and there is a loss of funding.

Handout 6

Check list lifecycle exercise

The below checklist can be used by the **facilitator** to identify if the different characteristics of the organisation have been put under the correct life cycle. If characteristics have been put under a different stage of the organisational life cycle place them under the correct stage and explain why this is placed here.

Idea

- A group of community members unites to make a change in their situation.
- Organisational culture is innovative.
- No funding available.

Birth / Start-up

- Decisions made by founder of the organisation.
- Hands-on board, which is very engaged in doing.
- Organisational culture is action oriented.
- Limited funding available.

Growth

- A qualified and competent board is in place, focussed on governing.
- The founder of the organisation has hired or has become the Coordinator or Executive Director.
- Coordinator or Executive Director is increasingly involved in external relations.
- There are management delegates to the Executive Director.
- Organisational culture is managerial.
- Multi-year funding or contracts have been obtained.

Maturity

- The board is policy and strategy focussed, holding leadership to account.
- Organisational culture is administrative.
- Diverse financial resources available, with funding coming from different sources.

Decline

- The board is unengaged.
- The Coordinator or Executive Director retires in place.
- Organisational culture is bureaucratic.
- Funders are not renewing contracts and there's a loss of funding.

Annex 1

Format capacity building plan

Capacity development goal 1:

Please outline the overall objective of the capacity development.

What is the organisational goal for the end of the programme?

--

Actions/ activities	Outcome	Responsible persons	Timeframe/ year	Estimated budget (in euro)

Capacity development goal 2 (if applicable):

Please outline the overall objective of the capacity development.

What is the organisational goal for the end of the programme?

--

Actions/ activities	Outcome	Responsible persons	Timeframe/ year	Estimated budget (in euro)

Annex 2

Survey Wellbeing

You got here! If you received this link, it means that you and your organisation will participate in the coming weeks in a capacity assessment. This is as much homework as you will get, for all the other exercises of the capacity assessment no preparation is needed.

We ask you to fill out the Wellbeing and Resilience survey on forehand, to make sure that your answers are anonymous. The results will be presented back during one of the exercises in the capacity assessment.

The survey provides you with 49 statements on different categories of wellbeing. It will take about 30 minutes to fill out the survey.

We recommend you to do this somewhere you feel comfortable and can focus (for example in the garden, in a quiet room or office or at home). In the survey that follows we are using a 7-point scale. Per statement you can rate how much this applies to you. Unless otherwise noted, you can answer with:

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Somewhat disagree
- 4 – Neither agree nor disagree
- 5 – Somewhat agree
- 6 – Agree
- 7 – Strongly agree

How much do you agree with each of the following statements:

Emotional wellbeing

1. I find it easy to express my feelings.
2. I can easily bounce back after I faced a disappointment or problem in my life.
3. I can embrace changes and manage the changes in my life in a positive way.
4. I am able to identify and manage the things that cause me stress.
5. I love and accept myself for who I am.

Environmental wellbeing

1. My home is a place where I feel comfortable and relaxed.
2. I feel safe and comfortable in the place where I work.
3. I recognise and know the impact that my home and work environment has on my health.
4. I live in a safe environment.
5. I spend time being outdoors and in nature.

Intellectual wellbeing

1. I am intellectually stimulated by my work and by activities I do outside of work.
2. I feel empowered to make important decisions.
3. I stay informed on social, political and/or other to me relevant current events.
4. I find personal growth by learning new skills.

Occupational wellbeing

1. My work provides me with personal satisfaction.
2. I can manage my workload well.
3. I am happy to be where I am in my career.
4. I am learning and developing new skills that are needed to achieve my career goals.
5. I can balance work with play/free time and social engagements.
6. I feel guilty when I take a break from my work and activism.

Physical health

1. In general, I feel very good about my health.
2. I take the time to exercise at least two times a week.
3. I get enough sleep and feel vibrant throughout the day.
4. I listen to my body; if I feel that there is something wrong, I seek assistance.
5. I eat a variety of healthy foods every day.
6. I limit my alcohol use.

Social wellbeing

1. In my close relations, I feel that my emotional and physical boundaries are respected.
2. I can maintain healthy and engaging relationships with my friends and loved ones.
3. I feel a sense of belonging to a group or community.
4. I have someone I can talk to about my private feelings and the problems I have in my life.
5. I sometimes take time just to myself and in this turn off my phone.

Spiritual wellness

1. I take the time to reflect and think about what is important for me—who I am, what I value, where I fit in, and where I am going.
2. I can well balance meeting my own needs and those of others.
3. I care and help others and do not expect this in return.
4. I feel like my life has purpose and meaning.
5. I experience love, respect, joy and fulfilment.

Burnout risk

1. Most days I feel overwhelmed, unmotivated, burned out and/or emotionally drained.
2. I think negatively about my job.
3. I feel misunderstood, undervalued or unappreciated by my colleagues and peers.
4. I feel that I am not getting what I want out of my job.
5. I am easily irritated by small problems, or by my co-workers and team.
6. I feel like I have no power or control over what happens in life.

Activist wellbeing

1. I have enough time for my personal wellbeing in my activism.
2. I am good at balancing spending time with my friends and family and my activism.
3. I feel strong pressure/drive to bring about positive change.
4. I feel my work is stressful due to constant demands outside working hours.
5. I am susceptible to peer activist culture of too much smoking, drinking and travel.
6. I experience emotional violence as a result of being visible as an activist/ advocate.
7. I experience trauma as a result of the activist work I do.

Thank you for taking time to complete the survey.

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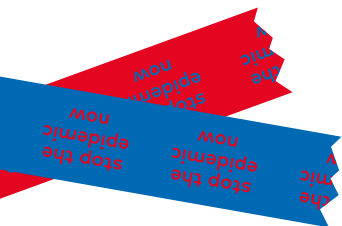
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