

# Organisational Development Assessment Guide



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This Organisational Development Assessment Guide lists 13 capabilities subdivided into specific sub-capabilities that together constitute the overarching capability. The guide walks you through a series of steps to help you identify and prioritise a short list of capabilities you can advance in order to meet your NGO's current needs. See "[How to Build an Organisational Development Plan](#)" for a four-step process on how you might use this guide. Over time, those needs will change as your organisation grows and matures. Thus, the guide is something to revisit as needed in the future.

An NGO's executive director typically leads the assessment process, which should include participation or consultation with key staff members, the board, and current funders. The guide's self-assessment step involves ranking your organisation's performance as Level 1-4 on specific sub-capabilities or tasks associated with each of the 13 capabilities. Be honest. It's likely that you will have many Level 1 and 2 ratings. Few will achieve Level 4, and in some cases, Level 4 is not the desired end state.

Diversity, equity, and inclusion (DEI) comprises an important capability that does not stand apart from the others. Rather, DEI considerations appear as specific tasks or sub-capabilities associated with seven of the 13 capabilities. In each instance, the DEI tasks are highlighted.

Our approach has been to draw on existing knowledge and build upon it where there were gaps. Please refer to the source section at the end for further details.

We hope all funders, NGOs and intermediaries in the sector will adopt this toolkit and use it to inform their organisational development work.

We recognise that this is an evolving document and would welcome any feedback for refining future versions. Please write to us at [pwitindia@bridgespan.org](mailto:pwitindia@bridgespan.org) with feedback and suggestions.

# List of capabilities and associated sub-capabilities along with definitions

Capability	Sub-capability	Description
<b>1</b> <b>Strategic Clarity and Coherence</b>	<b>Mission and Vision</b>	Organisation has clearly articulated its strategic vision and mission, impact goals, and theory of change (pathways to achieve impact), which are well understood by internal and external stakeholders.
	<b>Strategic Planning</b>	
	<b>DEI in Strategy*</b>	
<b>2</b> <b>Governance and Board Management</b>	<b>Board Composition and Characteristics</b>	Organisation has policies and processes to build a governance structure that includes a diverse board membership with the experience and expertise to provide strategic direction and guidance to the organisation.
	<b>Board Engagement</b>	
	<b>Diversified Board*</b>	
<b>3</b> <b>Organisation Management and Culture</b>	<b>Organisational Structure</b>	Organisation has a standardised way of working through defined policies, processes, roles and structures, and systems (including those for knowledge, risk, and change management). Staff accept and adhere to these ways of working, enabling the organisation to deliver consistent quality service and to build an equitable and inclusive culture.
	<b>Change Management</b>	
	<b>Knowledge Management</b>	
	<b>Administrative Procedures</b>	
	<b>Staff Well-being (physical and psychological safety)</b>	
	<b>Risk Management</b>	
	<b>Organisational Culture*</b>	
<b>4</b> <b>Leadership Development</b>	<b>Management Style</b>	Organisation has experienced, qualified, and diverse staff who are the key decision makers, and has policies and processes for the development of current and future leaders (including through clear succession planning).
	<b>Succession Planning and Development</b>	
	<b>Diversified Leadership*</b>	

Capability	Sub-capability	Description
<b>5</b> <b>Finance and Accounting</b>	<b>Financial Systems and Control</b>	Organisation has effective systems and processes that help in organising, directing, reporting on, and controlling financial activities.
	<b>Staff Financial Skills</b>	
	<b>Budgeting</b>	
	<b>Accounting</b>	
	<b>Financial Sustainability</b>	
<b>6</b> <b>Human Resources</b>	<b>Job Description and Appraisals</b>	Organisation has a clear plan which helps in increasing the organisational effectiveness through identifying, screening, hiring, training, and retaining diverse talent and actively engages in staff-related operations.
	<b>Human Resources Policies</b>	
	<b>Compensation and Benefits</b>	
	<b>Staff Development</b>	
	<b>Staff Turnover</b>	
	<b>DEI in HR*</b>	
<b>7</b> <b>Fundraising</b>	<b>Funding Diversification</b>	Organisation's ability to raise multi-year funds for its operations, including programmes, in a structured and effective manner, and maintain effective relationships with diverse current and potential funders.
	<b>Funder Management Systems</b>	
	<b>Fundraising Capacity</b>	
<b>8</b> <b>Communications, Marketing, and Advocacy</b>	<b>Communication and Marketing Strategy</b>	Organisation effectively communicates its mission, purpose, and activities to inform, update, or request action from its target audience. It also has the capacity to conduct activities to influence and promote the interests or cause of an idea/group or people.
	<b>DEI within Communication and Marketing*</b>	
	<b>Advocacy</b>	
<b>9</b> <b>Monitoring, Learning, and Evaluation (MLE)</b>	<b>MLE Strategy</b>	Organisation has techniques, processes, and tools designed and deployed to effectively track progress, analyse its work vis-a-vis its goals and objectives, as well as to learn, course correct, and grow impact on a continuous basis.
	<b>Data Collection and Infrastructure</b>	
	<b>Data Analysis and Dissemination</b>	
	<b>Influence of Evaluation on Organisation</b>	
	<b>Collection and Presentation of DEI data*</b>	

Capability	Sub-capability	Description
<b>10</b> <b>Programme Management</b>	<b>Theory of change (ToC) and Results Framework</b>	Organisation has the ability to effectively design, plan, track, and scale up its programmes that are aligned with its theory of change/ results framework.
	<b>Programme Planning</b>	
	<b>Programme Growth &amp; Replication</b>	
	<b>New Programme Development</b>	
<b>11</b> <b>Legal and Compliance</b>	<b>Legal Obligations</b>	Organisation has the ability to follow and comply with legal and regulatory requirements and adapt to changes/ amendments brought into the regulatory framework.
	<b>Compliance</b>	
<b>12</b> <b>Information Technology Systems</b>	<b>Website</b>	Organisation has systems and processes to collect, share, and organise information/data required for both internal and external stakeholders. It also equips its people with IT and communications tools that enable and enhance the staff's effectiveness.
	<b>Database Management and Reporting Systems</b>	
<b>13</b> <b>Partnerships and Alliances</b>	<b>Partnership Strategy</b>	Organisation has identified structures and systems that enable it to interact and collaborate with other relevant stakeholders in the sector – both formally and informally – to drive partnerships and mobilise non-financial resources.
 <b>Diversity, Equity, and Inclusion (DEI)</b>	<b>DEI is a capability that is embedded and cross-cutting across many of the other capabilities and has been highlighted in green.</b>	The organisation has programmes and policies that encourage representation and participation of diverse groups of people, ensures that there is the promotion of justice and fairness within systems, processes, and procedures established by institutions and that people feel a sense of belonging and respect in the workplace.

# Rate Your Performance on These Capabilities and Sub-capabilities

## 1 Strategic Clarity and Coherence

	Level 1	Level 2	Level 3	Level 4
<b>Mission and Vision</b> Source: Ford Foundation	<b>Mission/vision statement:</b> Not written and no widely shared set of values govern the work.	<b>Mission/vision statement:</b> Written but not concrete or realisable; many within the organisation cannot articulate the mission or vision.	<b>Mission/vision statement:</b> Clear expression of the organisation's mission and vision; many staff are at least familiar with and express commitment to them.	<b>Mission/vision statement:</b> Clear, specific, and compelling expression of organisation's mission and vision; staff and board are fully committed to the mission and vision.
<b>Strategic Planning</b> Source: A.T.E. Chandra Foundation	<b>Documentation:</b> No written strategic plan to guide the organisation's work.  <b>Programme planning:</b> Rarely occurs and does not involve needs assessments.  <b>Participation and communication:</b> No strategy is devised or communicated.	<b>Documentation:</b> Strategic plan is written but is not referred to and does not guide the organisation's work.  <b>Programme planning:</b> Occurs but does not integrate organisational strategy and does not involve formal needs assessments.  <b>Participation and communication:</b> Strategy is often devised by the top management, and not all team members are aware of the strategy.	<b>Documentation:</b> Strategic plan provides a general guide for programmatic and operational work but does not regularly guide decision making.  <b>Programme planning:</b> Opportunity or needs assessments are conducted and documented, and programme strategies are occasionally revised based on informal assessments.  <b>Participation and communication:</b> Some team members may be involved in strategy design and most people are aware of the strategy.	<b>Documentation:</b> Strategic plan is focused on desired outcomes and impact, and guides decision making. Programmes are regularly reviewed and updated to align with the plan.  <b>Programme planning:</b> Programmes strategy is designed based on documented opportunities or needs assessments. They are frequently revised to ensure their efficiency.  <b>Participation and communication:</b> Conversations and insights with internal and external stakeholders guide the strategic planning.

	Level 1	Level 2	Level 3	Level 4
<b>DEI in Strategy*</b> Source: The Bridgespan Group	<p><b>Inclusion:</b>            Organisation has not identified a DEI lens such as gender, disabilities, religion, caste, etc. in the work it does (populations or constituents it works with/supports), or in its leadership/staff.</p> <p><b>Documentation:</b>            DEI is not part of the organisation's vision, mission, or strategy/ budget documents.</p>	<p><b>Inclusion:</b>            Organisation has identified some aspects of DEI lens such as gender, disabilities, religion, caste, etc. in the work it does (populations or constituents it works with/supports), and in building an inclusive leadership team and staff.</p> <p><b>Documentation:</b>            DEI is identified and called out in the organisation's vision and mission, but is not part of the strategy/ budget.</p>	<p><b>Inclusion:</b> Organisation has actively included a DEI lens such as gender, disabilities, religion, caste, etc. across its work but does not incorporate it across its activities or programmes (populations or constituents it works with/ supports), and in building an inclusive leadership team and staff.</p> <p><b>Documentation:</b>            DEI is part of the organisation's vision and mission. Some elements of the strategy (eg, impact goals) include DEI, but not reflected in the theory of change, activities, budgets, and/or results framework.</p>	<p><b>Inclusion:</b> Organisation has actively included a DEI lens such as gender, disabilities, religion, caste, etc. across its work; incorporates it into its activities or programmes (populations or constituents it works with/ supports) as well as in building an inclusive leadership team and staff.</p> <p><b>Documentation:</b>            DEI is part of the organisation's vision, mission, and strategy documents (including impact goals, results framework, theory of change, focus activities, and budget) which it projects both internally and externally. Could be a role model for other organisations.</p>

## 2 Governance and Board Management

	Level 1	Level 2	Level 3	Level 4
<b>Board Composition and Characteristics</b> Source: Dasra	<p><b>Composition:</b>            Organisation has a limited board structure in place; it has relatives and/ or staff members on its board.</p> <p><b>Experience:</b> Members on the board do not have relevant experience.</p>	<p><b>Composition:</b>            Organisation has board members drawn from a narrow spectrum of sectors/ functional expertise. The board also includes independent board members.</p> <p><b>Experience:</b> Only a few members (one-two) have relevant experience and expertise.</p>	<p><b>Composition:</b>            Organisation has board members drawn from a broad spectrum of sectors/ functional expertise. More than half of the board members are independent members.</p> <p><b>Experience:</b> A handful of members have relevant experience and expertise.</p>	<p><b>Composition:</b>            Organisation has board members who are all independent board members.</p> <p><b>Experience:</b> All members of the board have relevant experience and expertise.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Board Engagement</b> Source: Dasra	<p><b>Governance:</b> Board meetings are not held frequently, rarely attended, or not documented.</p> <p><b>Clarity in roles and responsibilities:</b> Members are unclear on their roles and responsibilities and they only perform roles and duties needed to comply with legal requirements.</p> <p><b>Contribution:</b> Board members do not contribute resources or obtain resources. They do not provide direction, support, or accountability to leadership.</p>	<p><b>Governance:</b> Board meetings are held frequently and attended regularly by a few members.</p> <p><b>Clarity in roles and responsibilities:</b> Members are somewhat clear on their roles and responsibilities; they are informed of major organisational matters on which they seek limited guidance or input.</p> <p><b>Contribution:</b> Some board members contribute resources or obtain resources. They provide limited guidance and direction to leadership.</p>	<p><b>Governance:</b> Board meetings are held regularly, well-attended, and documented, although proceedings are not shared with stakeholders.</p> <p><b>Clarity in roles and responsibilities:</b> Members are clear on their roles and responsibilities; they provide regular guidance and advice on key organisational matters.</p> <p><b>Contribution:</b> Most members contribute resources or obtain resources and leverage their networks for the benefit of the organisation.</p>	<p><b>Governance:</b> Board meetings are held regularly, well-attended, documented, and reports are made available to stakeholders.</p> <p><b>Clarity in roles and responsibilities:</b> Members are clear on their roles and responsibilities; they actively provide guidance and support on all matters of the organisation. They also support the leadership to think through the organisation's activities.</p> <p><b>Contribution:</b> All members actively engage by providing resources and skills, or leveraging their networks for the benefit of the organisation.</p>
<b>Diversified Board*</b> Source: The Bridgespan Group	<p><b>Representation:</b> Board does not have representation from historically excluded groups or from the community the organisation serves (eg, teachers, women, Dalit leaders).</p>	<p><b>Representation:</b> The board does have some representation from historically excluded groups, such as women, or from the communities the organisation serves.</p>	<p><b>Representation:</b> Board has a somewhat balanced composition of members representing historically excluded groups or from the communities the organisation serves.</p>	<p><b>Representation:</b> Board has at least half of its members representing historically excluded groups or from the communities the organisation serves.</p>

### 3 Organisation Management and Culture

	Level 1	Level 2	Level 3	Level 4
<b>Organisational Structure</b> Source: Ford Foundation	<p><b>Structure:</b> No formal organisational structure or clear division of roles and responsibilities.</p>	<p><b>Structure:</b> Basic organisational structure in place with some divisions in roles and responsibilities.</p>	<p><b>Structure:</b> Well-designed structure in place for most work, but there is still some lack of clarity in responsibilities and roles.</p>	<p><b>Structure:</b> Well-designed organisational structure which is highly compatible with the goals of the organisation, allowing for maximal effectiveness and clearly defined roles and responsibilities for each position.</p>



	Level 1	Level 2	Level 3	Level 4
<b>Change Management</b> Source: USAID	<p><b>Process:</b> No process for responding to internal (staffing, leadership, and budget issues) or external changes (government policies or funder priorities) exists within the organisation.</p> <p><b>Involvement of staff:</b> No staff member is involved in this, and they do not have the right systems and policies to manage the change.</p>	<p><b>Process:</b> Basic processes are established for reviewing internal changes but not for external changes.</p> <p><b>Involvement of staff:</b> There is no consistent involvement of staff to review the revised systems and policies, and there are significant delays in responding to change.</p>	<p><b>Process:</b> Established processes exist for planning, reviewing, and responding to internal and external changes.</p> <p><b>Involvement of staff:</b> Organisation consistently involves staff in reviewing the effectiveness of new/ revised management systems and policies, processes, and programmes. Few delays or major problems are encountered in response to change.</p>	<p><b>Process:</b> Effective and consistent routines exist for planning, reviewing, and responding to internal and external changes.</p> <p><b>Involvement of staff:</b> Organisation consistently involved staff in reviewing the effectiveness of new/ revised management systems and policies and checking whether changes are implemented or not. Ways to gauge staff comfort with the way change is introduced and addressed.</p>
<b>Knowledge Management</b> Source: McKinsey & Co.	<p><b>Process:</b> No process or systems exist to capture and disseminate internal knowledge or best practices.</p>	<p><b>Process:</b> Basic systems established to capture and disseminate internal knowledge or best practices within the organisation.</p> <p><b>Awareness amongst staff:</b> Only a few people within the organisation know the process for knowledge management. Process is not user friendly and is used only occasionally.</p>	<p><b>Process:</b> All essential systems and processes are established to capture and disseminate internal knowledge or best practices within the organisation.</p> <p><b>Awareness amongst staff:</b> All of the staff are aware of the process for knowledge management. Process is user friendly but not comprehensive. Content is regularly updated.</p> <p><b>Transfer of knowledge:</b> New knowledge is not transferred to ongoing programmes or shared with stakeholders.</p>	<p><b>Process:</b> All essential systems and processes are established to capture and disseminate internal or external knowledge or best practices within the organisation. There is an annual process established to review the new content coming into the systems.</p> <p><b>Awareness amongst staff:</b> All of the staff are well versed in the process of knowledge management. Process is user friendly and comprehensive. Content is regularly updated.</p> <p><b>Transfer of knowledge:</b> New knowledge is transferred to ongoing programmes or shared with stakeholders.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Administrative Procedures</b> Source: Ford Foundation	<b>Systems:</b> No documented administrative procedures. No documented procurement plan outlined.	<b>Systems:</b> Partially documented administrative procedures explain key office functions, but they are not consistently applied or known to staff.  <b>Documentation:</b> Documented some policies and procedures, especially those regarding procurement, but they are incomplete or inappropriate. The staff is not aware of the policies, and they are not adhered to.	<b>Systems:</b> Well-documented administrative procedures are mostly followed but gaps remain; systems are periodically reviewed but could use updating.  <b>Documentation:</b> Documented most or all policies and procedures, especially those regarding procurement, and they are appropriate and well understood by staff.	<b>Systems:</b> Administrative procedures are clearly documented, followed throughout the organisation, regularly reviewed, and updated.  <b>Documentation:</b> Complete and appropriate policies and procedures, especially those regarding procurement that incorporate funder-specific policies. Policies and procedures are known and understood by staff.
<b>Staff Well-being (physical and psychological safety)</b> Source: Ford Foundation	Staff's physical and emotional well-being is heavily affected by unsustainable workloads, stress, and/or trauma, and this is not recognized by the organisation. There are no structures or processes to ensure employee safety.	Staff's physical and emotional well-being is affected by unsustainable workloads and/or trauma; the organisation recognises this but does not adequately address it. Employee safety processes exist but few people are aware of it.	Staff's physical and emotional well-being is addressed by the organisation but could be more strongly promoted. Formal measures to ensure employee safety are documented but not always shared.	Staff's physical and emotional well-being is a priority for the organisation and practices serve as a model. Employee safety is an organisational priority with regular protocol reviews and updates.
<b>Risk Management</b> Source: McKinsey & Co.	Organisation does not have capacity or policies, formal or informal, to identify and mitigate key risks, either internal or external. These could be related to finance, data security and IT, key resources, reputation, and protection of employees and the community served.	Organisation has some capacity or policies, formal or informal, to identify and mitigate challenges on key risks, but these are not known to all employees or not followed consistently.	Organisation has capacity and documented policies to identify and mitigate key risks. Policies are shared with all employees and consistently followed across the organisation.	Organisation has well-documented policies and capacity to identify and mitigate key risks that are shared with all employees and consistently followed across the organisation. Resources and processes are available to deal with challenges and risks when faced.

	Level 1	Level 2	Level 3	Level 4
<b>Organisational Culture*</b> Source: A.T.E. Chandra Foundation	<p><b>Beliefs/practices:</b> No shared set of beliefs or practices within the organisation.</p> <p><b>Communication:</b> No internal communications systems set up within the organisation, and information sharing is infrequent and inconsistent.</p> <p><b>Environment:</b> There is a climate that does not promote employee commitment; people do not work well together.</p>	<p><b>Beliefs/practices:</b> A set of beliefs or practices exists that some of the senior employees follow.</p> <p><b>Communication:</b> Internal communications systems are weak, making information flow inadequate and allowing for misunderstandings to occur.</p> <p><b>Environment:</b> Huge variation in organisational commitment across employees; very little collaboration within the organisation.</p>	<p><b>Beliefs/practices:</b> There are some shared beliefs and practices that are carried out within a few departments, by a few team members.</p> <p><b>Communication:</b> Internal communications systems exist and information generally flows well for some teams, but breakdowns still occur.</p> <p><b>Environment:</b> Employee commitment to the organisation and collaboration are department- or function-specific and are driven by a few team members.</p>	<p><b>Beliefs/practices:</b> There is a cohesive set of beliefs and practices that all employees are aware of and practice regularly.</p> <p><b>Communication:</b> Internal communications are effective and consistent throughout the organisation with clear systems for information sharing and decision-making.</p> <p><b>Environment:</b> Strong employee commitment and collaborative effort seen organisation-wide, enabling high-quality work.</p>

## 4 Leadership Development

	Level 1	Level 2	Level 3	Level 4
<b>Management Style</b> Source: A.T.E. Chandra Foundation	<p><b>Influence:</b> Leaders may not always show consistent behaviour across situations, and this impacts employee morale.</p> <p><b>Involvement:</b> Leaders get involved in different aspects of the organisation sporadically.</p> <p><b>Working style:</b> Leaders often work independently and do not seek staff input. Disagreements are unwelcome.</p>	<p><b>Influence:</b> Leaders direct employees towards a focused area with unclear directions provided across situations.</p> <p><b>Involvement:</b> Leaders are aware of issues and updates across different teams within the organisation.</p> <p><b>Working style:</b> Leaders seek input across certain organisational matters, but do not communicate effectively, which impacts decision-making. Disagreements are often ignored or not considered.</p>	<p><b>Influence:</b> Leaders empower only a few key organisational members.</p> <p><b>Involvement:</b> Leaders balance involvement with all organisational issues and provide specific direction to organisational members.</p> <p><b>Working style:</b> Leaders enable input from key organisational players which lead to more efficient decision-making. Sometimes accept disagreements.</p>	<p><b>Influence:</b> Leaders inspire vision and strategic thinking for action or change.</p> <p><b>Involvement:</b> Leaders foster innovation and engagement within the organisation.</p> <p><b>Working style:</b> Leaders inspire action throughout the team and build autonomous decision-making with an open door to redress disagreements.</p>

	Level 1	Level 2	Level 3	Level 4
<p><b>Succession Planning and Development</b></p> <p>Source: Ford Foundation</p>	<p><b>Second-tier leadership:</b> No second-tier leadership and little is delegated by the executive director/CEO/chief functionary.</p> <p><b>Succession planning:</b> Organisation is completely dependent on the present executive director/CEO/chief functionary and could not function without that leader.</p>	<p><b>Second-tier leadership:</b> Little effective second-tier leadership and/or insufficient delegation of tasks by the executive director/CEO/chief functionary.</p> <p><b>Succession planning:</b> Organisation is highly dependent on the present executive director/CEO/chief functionary and only an informal process for succession exists.</p>	<p><b>Second-tier leadership:</b> Second-tier leadership is mostly effective in its management. Delegation by the executive director/CEO/chief functionary occurs.</p> <p><b>Succession planning:</b> If the executive director/CEO/chief functionary left, the organisation would have challenges; but the organisation would be likely to sustain itself.</p>	<p><b>Second-tier leadership:</b> Executive director/CEO/chief functionary delegates appropriate work and strong, highly effective second-tier leadership is also in place.</p> <p><b>Succession planning:</b> Organisation proactively considers a succession plan, with a smooth transition to a new leader expected when the time comes.</p>
<p><b>Diversified Leadership*</b></p> <p>Source: The Bridgespan Group</p>	<p><b>Representation:</b> The organisation's leadership team has no representation across religion, gender, caste, etc.</p> <p><b>Role of leadership in DEI:</b> The leadership team does not take any effort to build equity or diversity within the organisation.</p>	<p><b>Representation:</b> The organisation's leadership team has some representation across religion, gender, caste, etc. but does not actively track metrics.</p> <p><b>Role of leadership in DEI:</b> The leadership team only discusses building equity and diversity at an internal policies level.</p>	<p><b>Representation:</b> The organisation's leadership team has some representation across religion, gender, caste, etc; actively tracks metrics.</p> <p><b>Role of leadership in DEI:</b> The leadership team actively works to promote equity and diversity internally.</p>	<p><b>Representation:</b> The organisation's leadership team has a strong representation across religion, gender, caste, etc; actively tracks metrics.</p> <p><b>Role of leadership in DEI:</b> The leadership team actively works to promote equity and diversity across the organisation's work, systems, and policies – both internally and externally.</p>

## 5 Finance and Accounting

	Level 1	Level 2	Level 3	Level 4
<b>Financial Systems and Controls</b> Source: Ford Foundation	<p><b>Systems:</b> No documented financial systems or controls govern financial operations.</p> <p><b>Recordkeeping/documentation:</b> No formal procedures for recordkeeping or financial reporting exist.</p>	<p><b>Systems:</b> Some formal systems and controls govern financial operations, but they are not fully adequate.</p> <p><b>Recordkeeping/documentation:</b> Financial reports are insufficiently transparent to provide adequate information for stakeholders.</p>	<p><b>Systems:</b> Formal systems and controls govern financial operations, including recordkeeping and documentation.</p> <p><b>Recordkeeping/documentation:</b> Financial reports are transparent, providing adequate information to stakeholders, but gaps remain.</p>	<p><b>Systems:</b> Robust and appropriate systems and controls are in place governing all financial operations, including comprehensive recordkeeping and transparent procedures that are regularly updated.</p> <p><b>Recordkeeping/documentation:</b> Financial reports are transparent and comprehensive, providing adequate information to all stakeholders.</p>
<b>Staff Financial Skills</b> Source: Ford Foundation	<p><b>Staff:</b> Organisation does not have dedicated or full-time staff to manage financials; work is usually outsourced.</p> <p><b>Knowledge and policies:</b> Staff has basic knowledge and training to manage the financial aspects- but lacks expertise needed for the social sector; no policies exist for staff to follow.</p>	<p><b>Staff:</b> Organisation does have one-two dedicated - but not full-time - staff who manage financials as well as needed.</p> <p><b>Knowledge and policies:</b> Few staff members have the knowledge and training to manage the financial aspects of their jobs; where policies exist, they are not followed consistently.</p>	<p><b>Staff:</b> Organisation has dedicated and full-time staff to manage financials.</p> <p><b>Knowledge and policies:</b> Staff has the necessary knowledge and skills to manage the most necessary financial aspects of their jobs; most have been trained on the organisation's financial systems, following policies most of the time.</p>	<p><b>Staff:</b> Organisation has dedicated and full-time staff who have expertise in dealing specifically with social sector organisations.</p> <p><b>Knowledge and policies:</b> Staff has the necessary knowledge and skills to manage the financial aspects of their jobs adeptly; they are fully trained on the organisation's financial systems and they follow policies consistently.</p>
<b>Budgeting</b> Source: Dasra	<p><b>Budgets:</b> No annual organisational budget; only project budgets exist.</p> <p><b>Alignment with mission:</b> No alignment of project budgets to the organisation's mission.</p>	<p><b>Budgets:</b> Has an annual organisational budget, but it is a simple amalgamation of projects; there is no projection of future costs.</p> <p><b>Alignment with mission:</b> No clear alignment between the organisation's mission and its budget priorities.</p>	<p><b>Budgets:</b> Has an organisational annual budget that includes both institutional costs and programme costs; there is some projection for future plans of programmes.</p> <p><b>Alignment with mission:</b> Some alignment between the organisation's mission and budget priorities for programmes but not for institutional strengthening.</p>	<p><b>Budgets:</b> Has an annual budget that is largely complete, sufficiently detailed, and strongly aligned with the strategic plan and has tentative budgets for the next 3-5 years.</p> <p><b>Alignment with mission:</b> Strong alignment between the organisation's mission and its budget priorities, not only for its programmes, but also for institutional strengthening.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Accounting</b> Source: Dasra	<p><b>Systems:</b> No standard system for financial accounting and procedures; tracking is done using paper.</p> <p><b>Reporting:</b> Budgets are tracked mainly for funder reporting as opposed to financial analysis and planning.</p>	<p><b>Systems:</b> Some financial accounting and procedures are tracked by computer spreadsheets.</p> <p><b>Reporting:</b> Budgets are not tracked. Non-budgeted expenses are frequent. Over- and underspends are not investigated or remedied.</p>	<p><b>Systems:</b> Computer-based system for financial accounting.</p> <p><b>Reporting:</b> Income and expenditures are tracked against the budget quarterly; variances are reviewed by relevant senior management and mostly can be covered through existing reserves. Non-budgeted expenses are occasional and are sometimes reviewed.</p>	<p><b>Systems:</b> Computer-based system for financial accounting. The system is able to produce detailed reports by programme to support reporting to funders.</p> <p><b>Reporting:</b> Income and expenditures are tracked against the budget monthly; variances are reviewed by relevant senior management and can be covered sufficiently through existing reserves. Non-budgeted expenses are rare and investigated.</p>
<b>Financial Sustainability</b> Source: A.T.E. Chandra Foundation	<p><b>Sufficient funding:</b> Raised funds are insufficient for nonprogramme and programmatic needs.</p> <p><b>Reserves planning:</b> The organisation is not capable of adapting to unforeseen and major paradigm shifts as no reserves exist. No internal revenue generation activities exist currently and no plan for initiating it in the future exists.</p> <p><b>Funding priorities:</b> Organisation's work is determined mostly by funder interest in specific projects.</p>	<p><b>Sufficient funding:</b> Raised funds almost cover nonprogramme and programmatic needs, but there isn't a lot of wiggle room for changes.</p> <p><b>Reserves planning:</b> There is some awareness about the need to build the organisation's financial flexibility, but there is no plan in place as reserves are limited. Revenue generation activities are undertaken only on a needs basis without a strategy.</p> <p><b>Funding priorities:</b> Organisation receives some core support for its strategic plan, but also takes on funder-driven projects to help cover costs.</p>	<p><b>Sufficient funding:</b> Raised funds are sufficient to meet immediate nonprogramme and programmatic needs with some budget flexibility.</p> <p><b>Reserves planning:</b> The organisation has sufficient reserves to handle unexpected financial shortfalls, but the strategy needs improvement. Revenue generation is capable of covering a small portion of administration costs.</p> <p><b>Funding priorities:</b> Organisation receives general operating and project support that is consistent with its strategic plan, but still struggles to get sufficient funding to realise all of its organisational priorities.</p>	<p><b>Sufficient funding:</b> Raised funds meet needs and have some flexibility; there is sufficient cushion to allow for increased nonprogrammatic or programmatic expansion each year.</p> <p><b>Reserves planning:</b> The organisation has ample reserves to adapt to unforeseen demands and has an effective leverage strategy to use the changes to its benefit. Revenue generation activities totally cover admin costs.</p> <p><b>Funding priorities:</b> Organisation receives sufficient funder support to realise the organisational priorities outlined in its strategic plan.</p>

## 6 Human Resources

	Level 1	Level 2	Level 3	Level 4
<b>Job Descriptions and Appraisals</b> Source: Ford Foundation	<p><b>Job descriptions:</b> Job descriptions are not documented and roles and responsibilities are not delineated.</p> <p><b>Appraisals:</b> Performance appraisals do not occur.</p>	<p><b>Job descriptions:</b> Job descriptions exist but are outdated and no longer accurate; staff expresses confusion as to their roles and responsibilities.</p> <p><b>Appraisals:</b> Performance appraisals happen infrequently.</p>	<p><b>Job descriptions:</b> Job descriptions are occasionally updated.</p> <p><b>Appraisals:</b> Staff receive regular appraisals but wish for greater clarity on roles and responsibilities.</p>	<p><b>Job descriptions:</b> Job descriptions are accurate and updated.</p> <p><b>Appraisals:</b> Staff receive constructive feedback and regular appraisals and are clear on roles and responsibilities.</p>
<b>Human Resources Policies and Plans</b> Source: Ford Foundation	<p><b>Policies:</b> No formal human resources policies exist.</p> <p><b>Plans:</b> No human resources plan exists, and there are no staff qualified to oversee it.</p>	<p><b>Policies:</b> Incomplete human resources policies that are outdated and not consistently applied.</p> <p><b>Plans:</b> Simplified human resources plan exists, but it is overseen by staff without formal training.</p>	<p><b>Policies:</b> Human resources policies exist but do not reflect best practices; policies are typically followed and most staff are familiar with relevant pieces.</p> <p><b>Plans:</b> Human resources plan exists but needs updating and alignment with the mission and strategic plan; dedicated staff oversee the plan but could use additional training or more resources.</p>	<p><b>Policies:</b> Clear and frequently updated policies on vital human resources issues reflect best practices. They are consistently applied and staff are familiar with relevant pieces.</p> <p><b>Plans:</b> Well-developed and frequently revised human resources plan reflects organisational mission and strategic plan; formally trained, qualified staff oversee the plan.</p>
<b>Compensation and Benefits</b> Source: Dasra and Ford Foundation	<p><b>Salary bands and benefits:</b> There are no formal or informal salary bands by role.</p>	<p><b>Salary bands:</b> There are informal salary bands by role.</p> <p><b>Benefits:</b> Employee benefits are not defined and are on the low end for the field.</p>	<p><b>Salary bands:</b> There are formal, written salary bands by role and level; the organisation may periodically adjust pay scales for inflation which helps to attract and retain staff.</p> <p><b>Benefits:</b> Employee benefits are defined and documented but are not known to most staff and/or inconsistently applied.</p>	<p><b>Salary bands:</b> There are formal, written salary bands by role determined using a salary benchmarking process. The organisation regularly adjusts pay scales for inflation, making it a leader in the field.</p> <p><b>Benefits:</b> Employee benefits are clearly defined, documented, easily accessible, and consistently implemented for all staff.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Staff Development</b> Source: Ford Foundation	<b>Staff development:</b> Opportunities for staff development do not exist.	<b>Staff development:</b> Opportunities for staff development are rare.	<b>Staff development:</b> Opportunities for staff development are offered with some frequency.	<b>Staff development:</b> Organisation provides regular opportunities for professional growth.
<b>Staff Turnover</b> Source: Ford Foundation	<b>Staff turnover:</b> Turnover is significantly greater than is typical for the sector, and the organisation is not addressing the problem.	<b>Staff turnover:</b> Turnover is somewhat higher than is typical for the sector, especially for high performing staff. The organisation recognises the problem but does not have a plan to address it.	<b>Staff turnover:</b> Attrition rates are typical for the sector; the organisation does not have a plan for retention of high-performing staff.	<b>Staff turnover:</b> Rates are low for the sector and the organisation takes a proactive role in seeking to retain high-performing staff.
<b>DEI in HR*</b> Source: The Bridgespan Group	Human resources policies and systems do not include or track DEI across the people development cycle, including recruitment, onboarding, compensation, training, retention, culture building, growth and career progression, and exit, and on its board.	Human resources policies and systems actively track identified DEI metrics (such as for gender, disabilities, caste or religion) within the organisation and on its board, but has limited tailored people development practices to improve these metrics or the DEI culture.	Human resources policies and systems actively track DEI metrics (such as for gender, disabilities, caste or religion) within the organisation and on its board, and has select, tailored people development practices to improve these metrics and the DEI culture. For example, it might be tailoring recruitment and training to hire and develop leadership and staff based on their identity, ensuring the staff is diverse and representative.	Human resources policies and systems actively track DEI metrics (such as for gender, disabilities, caste or religion) within the organisation and on its board, and has well-tailored people development practices to improve these metrics and the DEI culture, as well as having a diverse and representative board. Could serve as a role model for other organisations.



## 7 Fundraising

	Level 1	Level 2	Level 3	Level 4
<b>Funding Diversification</b> Source: Ford Foundation	<p><b>Diversity:</b> One or two funders provide short-term grants with low possibility of becoming repeat funders.</p> <p><b>Continuity:</b> No attempt is made to discuss repeat donations.</p>	<p><b>Diversity:</b> A few key funders provide yearly support. Only some become repeat funders, but no observable trend exists.</p> <p><b>Continuity:</b> Informal conversations about repeat donations undertaken; conversions are low to nil.</p>	<p><b>Diversity:</b> A circulating pool of diverse, new funders and repeat funders who are able to provide some multi-year commitments.</p> <p><b>Continuity:</b> Discussions about repeat donations are held regularly; conversions are not always reliable.</p>	<p><b>Diversity:</b> Highly diverse set of funders can be confidently relied upon for multi-year commitments while also being able to attract special funders for creative projects.</p> <p><b>Continuity:</b> Discussions about repeat donations are initiated both by the organisation as well as funders; conversion rate is significant and reliable.</p>
<b>Funder Management Systems</b> Source: McKinsey & Co.	<p>Funder management systems are rudimentary and lacking key information, or significant information is out of date.</p>	<p>Funder management systems are mostly accurate, and sporadically updated.</p>	<p>Funder management systems are accurate and often updated.</p>	<p>Funder management systems are easily accessible, accurate, and frequently updated.</p>
<b>Fundraising Capacity</b> Source: A.T.E. Chandra Foundation	<p><b>Strategy:</b> No thorough fundraising plan or strategy exists. It is a reactive response to needs as they arise.</p> <p><b>Responsibility:</b> Fundraising activities only undertaken by the founder/CEO.</p>	<p><b>Strategy:</b> The need for a fundraising plan is recognised but currently only an informal strategy exists.</p> <p><b>Responsibility:</b> Fundraising activities managed by an ad hoc team that supports the leadership staff.</p>	<p><b>Strategy:</b> A solid fundraising plan details dedicated strategies, funder databases, and targeted pitch decks.</p> <p><b>Responsibility:</b> Dedicated and trained fundraising staff; occasional board and leader involvement.</p>	<p><b>Strategy:</b> Robust fundraising plan that is aligned with other operational plans is developed and implemented; clear markers showcase learnings from previous experiences. Fundraising best practices deployed.</p> <p><b>Responsibility:</b> Internal fundraising team is highly skilled and capable of pursuing innovative and sustainable fundraising programmes. Board and leadership team are involved strategically to cultivate and steward contacts.</p>

## 8 Communications, Marketing, and Advocacy

	Level 1	Level 2	Level 3	Level 4
<b>Communications Strategy</b> Source: Dasra	<p><b>Strategy:</b> Rare engagement in external outreach and no strategy for doing so.</p> <p><b>Alignment:</b> Alignment with organisational goals not considered.</p> <p><b>Audience:</b> Key target audiences have not been identified and messages are inconsistent.</p>	<p><b>Strategy:</b> No formal communications strategy exists but the organisation does occasional general outreach when opportunities arise.</p> <p><b>Alignment:</b> Organisational goals may sometimes align in an unplanned manner.</p> <p><b>Audience:</b> Key target audiences have not been identified but there is some consistency in the messages sent out.</p>	<p><b>Strategy:</b> Communications strategy exists but is not tailored to key target audiences; messages typically are not revised to adjust to changing contexts.</p> <p><b>Alignment:</b> The strategy maps to some organisational goals, but not all.</p> <p><b>Audience:</b> Key target audiences have been identified and customised messages are recognised as a need but not always implemented.</p>	<p><b>Strategy:</b> Organisation has a clearly outlined strategy for communications with targeted and distinct messages to prioritised audiences. Messages are regularly revised in light of changing contexts.</p> <p><b>Alignment:</b> The strategy is aligned to organisational goals.</p> <p><b>Audience:</b> Key target audiences receive customised information in timely and easily accessible formats.</p>
<b>DEI in Communications and Marketing</b> Source: The Bridgespan Group	<p><b>DEI:</b> Organisation does not include the voice of the community it works with in its communications and marketing strategy; does not reflect DEI in its communications or messaging.</p>	<p><b>DEI:</b> Organisation does include community voices in external communications but does not apply DEI considerations to its communications, such as avoiding stereotypes in visual or written content.</p>	<p><b>DEI:</b> Organisation does include community voices in its external communications, and does apply DEI considerations to its communications, such as avoiding stereotypes in visual or written content.</p>	<p><b>DEI:</b> Organisation actively and authentically represents the voices and experiences of the community and people it works with in its communications and marketing strategy and messaging. The organisation identifies opportunities to improve its communications plan to align with its DEI goals. It also pushes its partners or other stakeholders to incorporate DEI considerations in their communications.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Advocacy</b> Source: The Bridgespan Group	<p><b>Strategy:</b> Influencing policymakers or end beneficiaries is not part of the organisation's work.</p> <p><b>Policy recommendations:</b> No clear policy recommendations are provided.</p> <p><b>Research:</b> Little awareness of existing research and its relevance for advocacy.</p>	<p><b>Strategy:</b> Influencing policymakers or communities is part of organisation's work but is not done in a systematic way.</p> <p><b>Policy recommendations:</b> Provides some recommendations that are not tailored to the target audience.</p> <p><b>Research:</b> Awareness of relevant research but does not incorporate into its work and does not do any independent research.</p>	<p><b>Strategy:</b> Influencing policymakers or communities is part of the core strategy but is not guided by an advocacy strategy.</p> <p><b>Policy recommendations:</b> Provides recommendations to the target audience but often not revised to incorporate the changing political landscape.</p> <p><b>Research:</b> Outside research is often employed, and the organisation conducts its own research to address gaps in the field.</p>	<p><b>Strategy:</b> Influencing policymakers or communities is part of the core strategy and is guided by an advocacy strategy that is both proactive and reactive.</p> <p><b>Policy recommendations:</b> Provides recommendations to the target audience that is adjusted as necessary to political interests and changing landscapes.</p> <p><b>Research:</b> Outside research is often employed. Organisation also conducts its own research to contribute to the sector and incorporate it into policy work.</p>

## 9 Monitoring, Learning, and Evaluation (MLE)

	Level 1	Level 2	Level 3	Level 4
<b>MLE Strategy</b> Source: A.T.E. Chandra Foundation	<p><b>Plans:</b> There are no MLE plans for various projects or frameworks for MLE within the organisation.</p> <p><b>Process:</b> There is no clear understanding of expected measurable results for activities.</p>	<p><b>Plans:</b> MLE plan exists only because of funder insistence. Plan covers only activities or outcomes requested by the funder.</p> <p><b>Process:</b> There is no process to involve staff or communities in drawing up MLE plans. Input from staff, if any, is reactive and/or informal.</p>	<p><b>Plans:</b> MLE plans exist for all programmes and contain components such as a theory of change, inputs, outputs, and outcomes.</p> <p><b>Process:</b> MLE plans have considered the inputs of staff but not communities the organisation works with.</p>	<p><b>Plans:</b> An overall MLE framework for the organisation exists for all programmes, including components such as theory of change, inputs, outputs, outcomes, and benchmarks informed by both internal and external best practices. The team members who manage MLE are known to all staff.</p> <p><b>Process:</b> A regular and consistent process is in place to consider inputs from the staff, stakeholders, and communities the organisation works with.</p>

	Level 1	Level 2	Level 3	Level 4
<p><b>Data collection and infrastructure</b></p> <p>Source: A.T.E. Chandra Foundation and Ford Foundation</p>	<p><b>Systems:</b> No formal system for data collection exists; data is often collected using paper-based methods.</p> <p><b>Collection:</b> Data from programmes are collected largely for the purpose of funder reporting and not stored securely. Qualitative data is not considered.</p>	<p><b>Systems:</b> A rudimentary data collection system exists across multiple tools (Excel, Google Sheets, IT system) but not regularly updated.</p> <p><b>Collection:</b> Data from programmes are periodically collected to report to funders and not stored securely; data collection is seen as overly burdensome and not helpful for tracking progress towards outcomes. Qualitative data are sporadically collected with no effort to use it.</p>	<p><b>Systems:</b> IT-enabled digital infrastructure and tools are in place to collect up-to-date data from all programmes and some non-programme functions.</p> <p><b>Collection:</b> Data collection systems are in use and secure but could be improved to make them more relevant and helpful to those who use them to track progress towards outcomes. Qualitative data are available but don't always corroborate other data.</p>	<p><b>Systems:</b> IT-enabled digital infrastructure and tools are in use to collect disaggregated, timely data for both programme and non-programme functions aligned to the MLE plan.</p> <p><b>Collection:</b> Data collection and analysis systems are secure and effectively integrated into the organisation's work and seen as relevant and helpful to those who use them. Measurable qualitative data are also collected to corroborate the progress towards outcomes. The organisation has a data protection policy and all staff have been trained on data protection measures.</p>
<p><b>Data Analysis and Dissemination</b></p> <p>Source: A.T.E. Chandra Foundation</p>	<p><b>Analysis:</b> No data are analysed.</p> <p><b>Reporting:</b> Reports are created largely for funders and are based on ad-hoc information collected from the programme team.</p> <p><b>Staff:</b> No dedicated staff available to analyse data.</p>	<p><b>Analysis:</b> Some data are analysed and presented in funder reports.</p> <p><b>Reporting:</b> Reports are not transformed into knowledge for internal dissemination and decision-making.</p> <p><b>Staff:</b> Staff do not have the requisite skills to conduct data analysis.</p>	<p><b>Analysis:</b> Organisation has a system for regularly analysing and reporting for programmes and some nonprogramme functions.</p> <p><b>Reporting:</b> Reports are regularly shared with funders and efforts are made to share information for internal decision-making.</p> <p><b>Staff:</b> Organisation has skilled and competent staff for data analysis and to produce reports that are timely and accurate.</p>	<p><b>Analysis:</b> A comprehensive, integrated system (real-time analysis, dashboards, and reports) is used to provide reliable, timely information to measure the organisation's performance and progress on a continual basis.</p> <p><b>Reporting:</b> Information from analysis and reports is regularly shared with stakeholders. Data is used to review progress, inform programme design, and for operational management and strategic decision-making.</p> <p><b>Staff:</b> Specialised staff capable of working with complex data and sensitised to varying stakeholder contexts are available to analyse and present data.</p>

	Level 1	Level 2	Level 3	Level 4
<b>Influence of evaluation on organisation</b> Source: Ford Foundation	<b>Learning:</b> There is no interest in reflection and learning, and no expectation that evidence will lead to refined strategy and improvements in practice.	<b>Learning:</b> There is little interest in and very few resources for reflection and learning; there is little evidence used to refine strategy and practice.	<b>Learning:</b> Whilst there is interest in reflection and learning, few resources are available to ensure they occur regularly; improvements in strategy and practice based on evidence occur, but inconsistently.	<b>Learning:</b> A culture of reflection and learning exists and resources are available and used to ensure that learning from evidence and experience occurs. What is learned leads to improvements in strategy and practice, and these lessons are shared internally and externally.
<b>Collection and Presentation of DEI Metrics*</b> Source: The Bridgespan Group	<b>DEI metrics:</b> Organisation does not collect or track any DEI metrics within its evaluations.	<b>DEI metrics:</b> Organisation tracks some DEI metrics, such as gender, within its evaluations.	<b>DEI metrics:</b> Organisation actively tracks and strives for disaggregated data around DEI metrics such as religion, caste, gender, income, but the data do not inform the programme strategy.	<b>DEI metrics:</b> Organisation actively tracks and strives for disaggregated data around DEI metrics such as religion, caste, gender, income, etc.; the data informs the programme strategy.

## 10 Programme Management

	Level 1	Level 2	Level 3	Level 4
<b>Theory of Change (ToC) and Results Framework</b> Source: Dasra	<b>ToC:</b> Programmes don't have a ToC but the team is able to articulate what they believe is the linkage between their activities and desired outcome.  <b>Results framework:</b> Does not have a results framework.	<b>ToC:</b> All programmes have a ToC including outcomes and corresponding time frames, but few programme-specific ToCs tie back to the organisation's mission. Nor does the organisation have an overall ToC.  <b>Results framework:</b> The organisation and/or programme(s) have a results framework but the activities are independent of the framework.	<b>ToC:</b> All programmes have a ToC including outcomes and corresponding time frames. ToCs are used sporadically to inform programme implementation. The ToCs of all programmes reflect the organisation's mission and collectively inform how the organisation articulates its ToC.  <b>Results framework:</b> The organisation and/or programme (s) have a results framework and the activities are aligned with the framework.	<b>ToC:</b> The ToCs of all programmes include outcomes, impact, and corresponding time frames. ToCs are used consistently to inform programme implementation. The ToCs of all programmes clearly reflect the organisation's mission and collectively inform how the organisation articulates its ToC.  <b>Results framework:</b> The organisation and/or programme(s) have a results framework that includes underlying critical assumptions for the successful achievement of targeted outcomes.

	Level 1	Level 2	Level 3	Level 4
<b>Programme Planning</b> Source: Ford Foundation	<b>Programme planning:</b> Organisation rarely performs programme planning and does not involve opportunity or needs assessments.	<b>Programme planning:</b> Organisation performs programme planning but does not involve formal opportunity or needs assessments.	<b>Programme planning:</b> Opportunity or needs assessments are conducted and documented; programme strategies are occasionally revised based on informal assessments.	<b>Programme planning:</b> Programmes are designed on the basis of documented opportunity or needs assessments; they are frequently reassessed to ensure that they are optimally effective.
<b>Programme Growth &amp; Replication</b> Source: Social Venture Partners	<b>Assessment for scale:</b> No assessment of possibility of scaling existing programmes; limited ability to scale, replicate, or deepen depth of existing programmes.	<b>Assessment for scale:</b> Limited assessment of possibility of scaling existing programmes and, even when judged appropriate, little or limited action taken. Some ability to scale, replicate, or deepen existing programmes.	<b>Assessment for scale:</b> Occasional assessment of possibility of scaling existing programmes and when judged appropriate, action occasionally taken. Able to scale, replicate, or deepen existing programmes.	<b>Assessment for scale:</b> Frequent assessment of possibility of scaling existing programmes and when judged appropriate, action always taken. Efficiently and effectively able to grow existing programmes to meet needs of potential service recipients in local areas or other geographies, or by deepening services.
<b>New Programme Development</b> Source: Social Venture Partners	<b>Assessment for development:</b> No assessment of gaps in ability of the current programme to meet recipient needs; limited ability to create new programmes. New programmes created largely in response to funding availability.	<b>Assessment for development:</b> Limited assessment of gaps in ability of existing programmes to meet recipient needs, with little or limited action taken. Some ability to modify existing programmes and create new programmes.	<b>Assessment for development:</b> Occasional assessment of gaps in ability of existing programmes to meet recipient needs, with some adjustments made. Demonstrated ability to modify and fine-tune existing programmes and create new programmes.	<b>Assessment for development:</b> Continual assessment of gaps in ability of existing programmes to meet recipient needs and adjustments always made. Organisation efficiently and effectively creates new, innovative programmes to meet the needs of potential service recipients in local areas or other geographies. Continuous pipeline of new ideas.

## 11 Legal and Compliance

	Level 1	Level 2	Level 3	Level 4
<b>Legal Obligations</b> Source: Ford Foundation	The organisation is legally registered, but is not aware of the compliance and regulatory requirements that need to be fulfilled by law.	The organisation is legally registered but struggles at times to fully comply with relevant laws as it does not have any staff or advisors who have the requisite knowledge and expertise with regulatory requirements.	The organisation is legally registered but struggles at times to fully comply with relevant laws even though it has staff or advisors who have the requisite knowledge and expertise with the regulatory requirements.	The organisation is legally registered and complies with relevant laws through staff or advisors who have the requisite knowledge and expertise with the regulatory requirements.
<b>Compliance</b> Source: The Bridgespan Group	Organisation does not have any set process and systems to support compliance of fiscal and regulatory requirements. Compliance is very rudimentary.	Organisation has a basic template that it follows to comply with fiscal and regulatory requirements. The staff has very limited knowledge.	Organisation has systems and processes in place to comply with requirements; it has staff who have general knowledge but not expertise in nonprofit sector needs.	Organisation has systems and process in place to comply with requirements; it has staff who have expertise in nonprofit sector needs.

## 12 Information Technology and Systems

	Level 1	Level 2	Level 3	Level 4
<b>Website</b> Source: Social Venture Partners	Organisation has no website of its own.	Organisation has a basic website containing general information, but little information on current developments. Site maintenance is a burden and performed only occasionally.	Organisation has a comprehensive website containing basic information on the organisation as well as latest developments. Most information is organisation-specific, and it is regularly maintained.	Organisation has a sophisticated, comprehensive, and interactive website, which is regularly maintained and kept up to date on the latest organisation developments; includes links to related organisations and useful resources on the topic addressed by the organisation.
<b>Database Management and Reporting Systems</b> Source: Social Venture Partners	There are no systems for tracking clients, staff, volunteers, programme outcomes, and financial information.	Databases and management reporting systems exist only in a few areas; systems perform only basic features and are awkward to use or used only occasionally by staff.	Database and management reporting systems exist in most areas for tracking clients, staff, volunteers, programme outcomes, and financial information; they are commonly used and helps to increase information sharing and efficiency.	Sophisticated, comprehensive database and management reporting systems exist for tracking clients, staff, volunteers, programme outcomes, and financial information; they are widely used and essential in increasing information sharing and efficiency.

## 13 Partnerships and Alliances

	Level 1	Level 2	Level 3	Level 4
<b>Partnership Strategy</b> Source: Dasra	<b>Networks:</b> Does not belong to any formal or informal network of similar or complementary organisations, and does not work in partnerships with any other nonprofit organisation, government entity, or private company.	<b>Networks:</b> Belongs to at least one formal or informal network of organisations. It is not an active participant in and/or contributor to the network's activities.  <b>Partnerships:</b> Has at least one informal partnership with another nonprofit organisation, government entity, or private company (they may be for knowledge sharing, training, joint advocacy, etc.). Level of integration is low.	<b>Networks:</b> Belongs to at least one formal network of organisations. It is an active participant in and/or contributor to the network on a consistent basis (eg, learns from other organisations, shares best practices, provides capacity-building support, pursues joint advocacy).  <b>Partnerships:</b> Has at least one formal partnership with another nonprofit organisation, government entity, or a private company, however, none of these involve joint programme delivery. They may be for knowledge sharing, training, joint advocacy, or other uses. Level of integration is low.	<b>Networks:</b> Holds a leadership position in at least a formal network of organisations. It leads the network's efforts (eg, in knowledge sharing, capacity building, joint advocacy, mobilising support for emergency action), and represents the collective externally.  <b>Partnerships:</b> The organisation has at least one formal partnership with another nonprofit organisation, government entity, or private company that involves joint programme delivery. Level of integration is high.

**Sources:** This toolkit integrates the best of existing knowledge and resources in one ready reckoner. We have made some edits to improve clarity or to fill gaps around newer tasks or sub-capabilities, especially those around DEI. A special thanks to our anchor partners A.T.E. Chandra Foundation, Ford Foundation, EdelGive Foundation, and CIFF for sharing their organisations' OD approaches for reference and providing input on this document.

Other sources that informed our work are listed as follows:

- Ford Foundation: [Organization Mapping Toolkit](#) (public domain)
- Dasra: [Ready, Set, Grow](#)
- USAID: [Organization Capacity Assessment \(OCA\) Tool](#)
- McKinsey & Company: [OCAT – Organization Capacity Assessment Tool](#)
- Social Venture Partners: [Organization Capacity Assessment Tool](#)
- Stanford PACS Centre on Philanthropy and Civil Society: "[Integrating Capacity and Strategy](#)" September 2015
- EY: "[Can PE win deals if it doesn't deal with DEI?](#)" December 2021
- Bill & Melinda Gates Foundation: "[DEI Progress Report](#)" 2022