

**MANAGEMENT
AND ORGANIZATIONAL
SUSTAINABILITY TOOL**

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**MANAGEMENT
AND ORGANIZATIONAL
SUSTAINABILITY TOOL**

**MOST: A GUIDE FOR
USERS AND FACILITATORS**

**Family Planning Management Development
Management Sciences for Health**

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This User's Guide is designed to be used as a trainer's and facilitator's tool and as such the sample of the MOST instrument, workshop agenda, modules, forms, and pertinent instructions for participants are designed to be copied and used in the context of a MOST workshop. Any translations or adaptations of this User's Guide or of the MOST tool or process that are intended for publication require permission from the publisher.

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The Management and Organizational Sustainability Tool (MOST) was developed by the Family Planning Management Development Project (FPMD) of Management Sciences for Health (MSH) in collaboration with several organizations who field-tested the early versions of the tool and provided critical input.

MOST was developed by a team of MSH staff lead by Gerald Rosenthal, Barbara Tobin, Sarah Johnson, and Ann Buxbaum. It was introduced at a planning workshop with the Africa regional staff of the International Planned Parenthood Federation (IPPF) in Nairobi, Kenya in April 1997. It is built on FPMD's Framework for Institutional Development and is compatible with the Management Development Assessment (MDA) methodology also developed by MSH. MOST conforms to the principles of participation and self-determination that guide all of MSH's training and technical assistance activities, and provides an organization with a participatory, rapid assessment tool for identifying an organization's management status and making concrete plans for improvements.

In the course of its development over the last two years, MOST has been used in public- and private-sector organizations in numerous countries including, Bolivia, Brazil, Eritrea, Haiti, Tanzania, Paraguay, the United States, and Zambia. With the formal publication of the MOST, MSH encourages organizations to use and adapt it to their particular needs and to inform us of your success or ideas for improvements.

This Guide was written by Ann Buxbaum and edited by Janice Miller. Ceallaigh Reddy copy-edited the Guide, Ceallaigh Reddy and Nicole Seibert provided the page layout, and Linda Sutfeld coordinated the development of the cover design and the printing. We would also like to thank the numerous MSH staff who provided review and input during the various iterations of the tool when it was under development, as well as reviews of the drafts of this Guide—Jaime Benevente, Jean M. Bogard, Alison Ellis, Saul Helfenbein, Sallie Craig Huber, Karen Lassner, Mary O'Neil, Franz Simèon, and Sylvia Vriesendorp. In addition, the support and participation of Dr. Kodjo Efu, Director, Gottlieb Mpangile, and Antero Veiga of IPPF's Africa Regional Office played an essential role in developing the workshop format.

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We hope that health service organizations around the world will find MOST useful in making management decisions that will help their organizations become more effective and sustainable.

ABOUT MANAGEMENT SCIENCES FOR HEALTH

Management Sciences for Health (MSH) is a private, nonprofit organization dedicated to closing the gap between what is known about public health problems and what is done to solve them. Through technical assistance, training, systems development, and applied research, MSH helps decision makers throughout the world use techniques of modern management to improve the delivery of health and family planning services.

MSH collaborates with public- and private-sector counterparts in population, maternal and child health, information for management, drug management, health reform and financing, and management training. Since its founding in 1971, MSH has provided assistance in these areas to managers in over 100 countries. MSH's staff of 300 is based at its headquarters in Boston, two offices in Washington DC, and many field offices throughout the world.

The **Family Planning Management Development (FPMD)** project is a five-year worldwide project funded by the US Agency for International Development (USAID). The project provides management assistance to national health and family planning programs and organizations to improve the effectiveness of service delivery and increase program sustainability. Working in over 30 countries, FPMD provides technical assistance to public- and private-sector programs in strategic planning; business planning; operational planning; financial management; marketing, pricing, and costing; human resource management; management information systems; program evaluation; and coordination and collaboration between public and private sectors.

AN INTRODUCTION TO MOST

What is MOST?

The Management and Organizational Sustainability Tool (MOST) provides a framework for an organization to conduct its own management assessment and develop a concrete action plan to make organization-wide improvements. MOST is based on the strong belief that a well-managed organization is more likely to be sustainable—to be able to keep doing what it is doing in a changing environment, particularly as funders' priorities shift and traditional sources of revenues shrink. Therefore, the better your organization is managed, the closer it will come to maintaining a strong and flexible structure (organizational sustainability), making the most of its resources (financial sustainability), and delivering effective services (programmatic sustainability) for the foreseeable future.

MOST can help you and your staff to improve the management of your organization by:

- Assessing the current status of your organization's management capabilities and practices;
- Identifying changes that can be made to manage the organization more effectively;
- Making specific plans to implement these changes;
- Monitoring the resulting improvements.

The keystone of MOST is a facilitated three- to four-day workshop during which a cross-section of organizational staff and other key stakeholders work together to build consensus on a management assessment and to make a plan for change. During the MOST workshop, participants express their individual perceptions of the current level of management performance, share these perceptions, decide which aspects of management could be improved, and develop an action plan that specifies targets and actions for making the desired improvements. The MOST process continues after the assessment/planning workshop to include periodic reassessments and adjustments of the action plan to reflect situational changes over time.

Who Should Use this Guide?

This guide is designed to meet the needs of potential participants in and facilitators of a MOST workshop. It provides all the necessary information for senior management and participants to understand what MOST is and what it can do for their organization, as well as a complete set of facilitator's plans, guidelines, and workshop materials for conducting a MOST workshop.

How is the Guide Organized?

The Guide contains everything your organization needs to carry out the MOST process:

A general description of MOST for participants and facilitators, including:

- A presentation of the broad management areas and key management components that form the

core of MOST;

- An explanation and sample of the MOST instrument;
- A general description of the MOST workshop.

Details about the MOST workshop for participants and facilitators, including:

- An explanation of the roles of the facilitator and participants in conducting the workshop;
- A sample workshop agenda;
- Descriptions of the three workshop modules, including objectives, suggested duration, and a summary of activities.

Specific materials for facilitators to use to conduct a MOST workshop, including:

- A detailed plan for conducting the workshop;
- Sample forms for assessing the organization's stage of management development, developing consensus, summarizing assessments, and action planning.

What Kind of Organization Can Use MOST?

Any organization—regardless of its focus, complexity, or experience—can use MOST if senior management and other key decision makers:

- Have a clear understanding of and commitment to open self-assessment and consensual decision-making;
- Acknowledge that, despite some constraints beyond an organization's control, there are always some actions the organization can take to improve its management.

The first condition requires that you, as a senior manager, read this Guide carefully, feel comfortable with the process it describes, and express your full commitment to the staff and other key stakeholders who are about to engage in the process. To make the MOST experience effective, you should not only *say* that you support openness in the process, but *demonstrate* this support throughout the process, no matter what opinions are expressed by the participants. This commitment to openness will help ease the fears that participants may have about voicing honest opinions that could be viewed as criticisms of others or admissions of their own imperfections. With your leadership, commitment, and willingness to accept change, your staff and other stakeholders will be motivated to participate in implementing the resulting management changes.

The second condition requires that you encourage the participants to use their imagination and determination and find ways to overcome obstacles to improvement. Clearly, not all the actions required to improve management are within the control of your organization. Most organizations work within a legal and operational context that limits their ability to modify some management practices. For organizations that are part of larger institutions, such as public health clinics, family planning clinics affiliated with national or international organizations, or ministries operating within national political and

legislative authorities, many aspects of effective management will be determined outside of the organizational unit. But even within the limits of national policies, laws, and regulations, experience has shown that managers, staff, and other stakeholders can make significant improvements in organizational management and program effectiveness. MOST is intended to help your organization assess current management performance, make a collective commitment to improving that performance, and identify the tasks that the organization has the capacity to carry out, recognizing that some tasks might require technical support and/or additional resources.

BROAD MANAGEMENT AREAS AND MANAGEMENT COMPONENTS

Good management is essential to organizational development and sustainability. An organization succeeds because of *what it does* (a shared commitment to accomplish something useful and important) and *how it does it* (the way it functions, decides, evaluates, adapts, and delegates). These features of good management are embodied in four broad management areas: mission, strategy, structure, and systems.

Mission

An organization's mission is its purpose, the reason it exists. The mission provides the context within which the organization operates; it provides guidance, consistency, and meaning to the organization's decisions and activities. It is the glue that helps staff and other stakeholders collectively establish goals, move in a common direction, and focus on what they know and do best. It also motivates them to stretch their capacity and take on new challenges. It answers the question, "*Why do we do what we do?*"

Assuming that a mission exists, MOST will help your organization look closely at the extent to which the mission is relevant, known, and used:

- Does the mission reflect the current organizational purpose?
- Do all members of the staff and other stakeholders know and understand the mission?
- Does the organization use the mission to establish priorities and plan activities?

Strategy

Organizational strategies are the approaches that help an organization define its activities to fulfill its mission and meet its goals. It answers the question, "*How will we get to where we want to go?*"

Through the MOST process, your organization can determine whether its broad strategies and goals are consistent with its mission and responsive to the demands of the people you serve and should serve—your market. MOST will also help you determine whether you are reviewing these strategies often enough to test their continuing relevance to the internal and external environment:

- Do the organizational goals and strategies conform to the mission?
- Does the organization regularly assess the needs and desires of its clients and community—the market?
- Do the goals and strategies take into account these needs and desires?
- To what extent does the organization involve representative clients and community members in formulating the goals and strategies?

Structure

The structure of the organization is its framework, the skeleton upon which programs and projects are built. Structure addresses organizational policies, sources of authority, and distribution of responsibility. A well-defined structure can encourage individual initiative; with clear policies and lines of authority that are known and adhered to by everyone, staff can be free to make important decisions that pertain to their own work. The structure of the organization answers the question, “What is the framework and supervisory structure within which we operate?”

The MOST process will help your organization determine whether its structure is consistent with its mission and strategies:

- Are staff roles and responsibilities well defined?
- Are staff capable of consistently carrying out their roles and responsibilities?
- Are lines of authority and accountability clear to all staff?
- Do managers consistently delegate decision-making authority to the appropriate levels?

Systems

The systems are the interdependent functions that allow an organization to do its work. MOST addresses seven systems: organizational planning, the collection and use of information, quality assurance, management of supplies, financial management, sources of funds, and human resource development. Organizational systems answer the question, “*How does our organization carry out its activities?*”

The MOST process will help your organization assess its key systems:

- Does the organization have a planning process for modifying the mission, strategy, and structure as conditions change?
- Does the organization have an established, ongoing system for assessing and improving the quality of services provided to the internal and external clients?
- Does the organization routinely collect and use information to improve performance?
- Are supplies available when needed?
- Does the organization routinely collect financial information and use it to improve the management of funds?
- Is there a long-term strategy for generating revenues?
- Does the human resource development system select staff equitably? Does it provide the means to orient, support, develop, and regularly evaluate staff?

Management Components

Within these four broad management areas are 13 management components (listed in the chart below). Based on a set of statements describing stages of organizational development, MOST provides a process through which an organization can assess how well it is functioning in relation to each of these 13 components, and determine what steps it can take to function more effectively.

Management Areas	Management Components
Mission	Knowledge Application to programs and priorities
Strategy	Links to mission Links to clients, community, and markets
Structure	Roles and responsibilities Delegation of authority
Systems	Organizational planning Collection and use of information Quality assurance Management of supplies Financial management Revenues (sources of funds) Human resource development

THE MOST INSTRUMENT

The MOST instrument consists of a matrix that includes:

- The 13 management components that fall within the four broad management areas (described on the preceding pages);
- Four stages of management development;
- Characteristics that describe each management component at each stage of development;
- Blank spaces for participants to write one or two indicators to show that their organization fits a particular stage of development.

Stages of Management Development

As organizations grow, strengthen, and mature, they evolve through several stages of management development. Organizations pass through these stages at different rates and tend to remain at a particular stage until they have developed a clear mission, good management structures and systems, and skilled managers and staff who use these structures and systems effectively. Your organization, like most others, is likely to be at different stages for the different management components at any given time, because the components have received different levels of attention as the organization developed.

Management Characteristics

For each management component, MOST provides a statement that describes the common characteristics of organizations at each stage of development. These characteristics build on the characteristics of the previous stage(s). At the first stage, the characteristics describe an organization that is either just beginning to develop a particular management component or has not paid very much attention to that component. At the fourth stage, the characteristics describe an organization that is operating extremely effectively with regard to that component, and may need to direct its energies to components that are at lower stages of development.

Indicators

Because MOST workshop participants come from many parts of the organization, the participants often differ in their perceptions of whether or not the organization meets all the characteristics of a particular stage. To help resolve these different views, participants are asked to write one or two indicators that they believe show that the organization fits the characteristics of the stage they have selected.

What is an Indicator?

An indicator is a measure or observation that offers evidence of a general status or condition. It answers the question, "What can we see that tells us something is true?" *For example, a participant who places the organization in Stage 3 for knowledge of the mission might choose as an indicator that the mission is always presented during the orientation of new staff and other stakeholders. An indicator of Stage 2 for human resource development could be the frequent turnover of staff.*

Using the MOST Instrument

A sample of the instrument is provided on the following pages. To use the instrument, each workshop participant draws on his or her experience and judgment to assess the organization’s stage of development for each of the 13 components. To do this, for each management component listed in the left-hand column, the participant reads through the characteristics that mark the four stages of development and circles the number in the column that he or she believes best represents the current stage of development of the organization. (Selecting this number indicates that the organization fits *all* the characteristics below it. If only some of the characteristics apply, the participant should circle the number of the previous stage.) In the blank box below the characteristics of the selected stage, in the row marked “Indicators,” the participant writes one or two specific, concrete observations that provide evidence that the organization is at that stage of development (see the examples in the following pages).

After this individual exercise, the participants repeat the process in groups, sharing their assessments, discussing their indicators, and working together to reach consensus on the appropriate stage and indicator(s) for each management component. Finally, they join together to pool their small-group results and work with the entire group to form consensus on the current stage of development for each management component.

Sample of MOST Instrument Completed by One Participant

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Mission: Knowledge	No formal mission statement exists specifically for the organization, or a mission statement exists but is outdated or inconsistent with the current organizational purpose.	The organization’s mission is known only by senior staff.	The mission has been shared with staff and other stakeholders, but clients and partner agencies are not generally aware of the mission.	The mission is known and understood by staff, clients, and partner agencies through one or more channels: <ul style="list-style-type: none"> • presented and explained during orientation of new staff; • referred to in planning with partner agencies; • explained to clients who take part in key programs; • featured in policy manual; • posted prominently in offices and facilities; • featured in brochures, flyers, and other documents.
Indicators			<i>Example: We presented and discussed the mission in staff and board meetings earlier this year, but have never circulated it beyond the organization.</i>	

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Mission: Application to Programs and Priorities	Program activities and priorities are routinely defined without reference to mission.	The mission is sometimes referred to during activity planning and priority setting but has no actual influence on decisions.	The mission is often referred to during activity planning and priority setting and used as the broad framework for decisions.	Activities are always selected or rejected and priorities established with respect to the mission.
Indicators	<i>Example: I can't remember anyone ever mentioning the mission in a planning meeting.</i>			
	1	2	3	4
Strategy: Links to Mission	Organizational strategies are developed without reference to the mission, in response to funders' requirements, individual preferences, and other mandates and inputs.	Mission statement is sometimes referred to in formulating organizational strategies, but other inputs predominate.	Mission serves as a general guide to the development of organizational strategies.	All organizational strategies are checked to be sure they conform to the mission.
Indicators		<i>Example: Even though our strategic plan begins by citing the mission, most of our key strategies refer to the requirements of our major donor.</i>		
	1	2	3	4
Strategy: Links to Clients, Community, and Markets	Organizational strategies are formulated with little concern for the perspectives of clients and the demands of the market (the wider community).	Client and community perspectives are discussed in formulating organizational strategies, but there is no systematic assessment of these factors (e.g., no market studies, no client interviews). There are no mechanisms for involving community/clients in formulating strategies. There is no analysis of competing services.	Client needs and desires have been assessed, and markets for expanded and targeted services and products within the community have been defined. These single assessments are used repeatedly over time to guide the development of strategies. Community/clients are only sporadically involved in formulating organizational strategies. Analysis of competing services is carried out sporadically.	The needs and desires of clients and the demands of the community are frequently re-assessed to identify changes over time and provide the basis for developing organizational strategies. Clients and community are systematically involved in formulating organizational strategies. A mechanism is in place for regularly analyzing competing services.
Indicators	<i>Example: We have never made an effort to find out what our reputation is in the wider community—in fact, we haven't even surveyed our clients.</i>			

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Structure: Roles and Responsibilities	Because staff roles (and board roles, if a board exists) are not clearly defined, responsibilities are distributed on an ad-hoc basis or according to the perceived needs of the moment, with little regard for the organization's mission and strategies.	Roles and responsibilities of staff and board are defined on paper and are linked to the organization's mission and strategies, but actual assignments do not always conform to the written descriptions.	Roles and responsibilities are clearly assigned to different staff and board levels, but those who are designated to fill those roles do not consistently have the background, training, or capabilities required.	Roles and responsibilities are clearly assigned to different staff levels, and those who are designated to fill those roles have the background, training, and capabilities required. If there is a board, the board sets policy, the staff implements it.
Indicators				Example: <i>This year we redefined all key staff jobs and shifted some jobs and people around, with the participation and agreement of those involved. The board redefined its role as well and has removed itself from day-to-day decisions, which it used to try to oversee.</i>
	1	2	3	4
Structure: Delegation of Authority	The director makes all significant decisions for every part of the organization. Other staff are not allowed to make decisions appropriate to their level of responsibility.	Some decisions are made by senior staff, but there are no clear criteria for the consistent, systematic delegation of authority.	There are clear criteria for delegation, but they are not always consistently observed when critical decisions must be made under pressure.	A formal system of delegation is established based on job responsibilities and is incorporated into position descriptions and the policy manual. The system is observed in management practice, regardless of the pressures of the moment.
Indicators			Example: <i>I'm supposed to coordinate our annual meeting, and my supervisor and I agreed on all the details. But then she personally contacted several community leaders and gave them information about the meeting that contradicted what I had told them.</i>	

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Organizational Planning	Plans exist only for specific projects or programs. Goals and objectives are primarily set by funders. There is no integrated organizational plan or planning process for the long term (3–5 years).	Project and program plans are integrated into short-term (annual) organizational plans, with goals and objectives set by funders. The organization still lacks a long-term plan.	A long-term plan has been developed for a 3–5-year period, with goals and objectives that reflect the organizational vision and mission, but the plan has little relevance to short-term (annual) plans. The long-term plan is rarely referred to between planning exercises, and each new long-term plan is developed with only superficial reference to the prior plan.	The long-term plan is followed and monitored and serves as the framework for short-term annual plans. Each new strategic planning exercise begins with a careful analysis of successes and failures in adhering to the prior plan.
Indicators		<i>Example: Our biggest donor requires us to submit annual work plans. We keep talking about strategic planning, but we never seem to find the time to do it.</i>		
	1	2	3	4
Systems: Collection and Use of Information	The only systems for collecting and reporting routine data are those required by external funders. Data are often inaccurate and reports are rarely submitted on schedule. The reports are not used by those who have collected and submitted the data.	Records are generally kept and routine reports submitted on schedule as required by funders, but the data are often inaccurate. Those who submit the data and write the reports do not get regular feedback.	Records are generally kept and reports submitted as required by funders. Regular feedback is given to those who submit the data, but information is rarely used for management decisions.	The data routinely collected are accurate, and the reports are timely. The information in the reports is consistently used to support management functions and policy decisions, as well as to meet the requirements of funders.
Indicators		<i>Example: We usually get our monthly reports in on time. We only get feedback when our data are found to be inaccurate.</i>		
	1	2	3	4
Systems: Quality Assurance	The organization has focused on access and productivity, with little attention to the quality of services. Activities have not been defined to assess and improve quality, and no staff have been trained in this area.	The organization acknowledges that quality of services is important, but no staff have been trained in this area, so the organization must rely on outside agencies or consultants to implement quality initiatives.	The organization has instituted some activities, with external advisors, to assess and improve quality (e.g., continuous quality improvement [CQI], quality management, client interviews, formal quality studies) but has no mechanism for sustaining these activities over time. No staff have been assigned to manage the ongoing program.	There is an established, ongoing system for assessing and improving all client services. One or more staff members have been trained and assigned to manage the quality assurance system. Staff in the central office and clinics or other facilities have been trained in quality assessment and improvement. Quality assurance is an integral part of the organization's mission and plans.
Indicators			<i>Example: We had a CQI workshop last year and made some exciting changes. But it took too much time, and our department has stopped holding CQI sessions. I don't know about the other departments.</i>	

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Management of Supplies	There is no logistics system in place.	The logistics system allows the organization to record the inflow and dispersement of supplies.	The logistics system allows the organization to link supplies to utilization and to reduce losses caused by outdated or unused supplies.	The logistics system not only links supplies to utilization but also provides information used to project future requirements and reduce gaps in inventory.
Indicators		Example: <i>For every delivery of medicines, we fill out a form. Every day we track the medicines dispensed. But we can't always tell when we'll run out because the two forms are kept in different places, and we don't usually compare them.</i>		
	1	2	3	4
Systems: Financial Management	Expenditures are tracked by budget line item (e.g., inputs: salaries, utilities, materials) and are recorded as they occur.	Expenditures are not only tracked by inputs, but are also linked to services and materials purchased, and to the activities they support. Financial reports are not used to analyze costs.	The financial system produces income/revenue data and cash flow analyses; costs are allocated by cost centers (e.g., products/outputs, service units, sets of services). Financial reports are sometimes used to analyze costs.	Financial reports are linked to budgets and are consistently used for management decisions.
Indicators				Example: <i>Whenever we plan, our financial officer sits with us and helps us develop a budget that covers every activity. She enters expenditures against the budget, reports to us monthly, and alerts us if we seem to be overspending. Project directors are responsible for working within their budgets and adjusting activities as needed.</i>
	1	2	3	4
Systems: Revenues (Sources of Funds)	The organization operates with a single source of revenue, usually one large funder, whose mandates shape strategies and programs.	The organization has devised, but not yet implemented, a strategy for building a local constituency and obtaining some revenues from clients and the local community.	Although the organization has built a local constituency, which results in significant revenues from clients and the community, it still lacks a diversified funding base.	The organization has a long-term revenue-generating strategy, balancing diverse sources of funding. Long-term and short-term plans are congruent with projected revenues and revised as needed to conform to actual revenues.
Indicators	Example: <i>We get 97% of our funds from one source. We've tried to diversify our funding, but we haven't gotten very far in identifying other sources.</i>			

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Human Resource Development (HRD)	The organization has no budget or staff directly responsible for HRD. Job descriptions are lacking for some jobs. Personnel policies (on job classification, compensation, hiring/promotion, grievances, work hours) are unclear. Systems have not been established for performance planning and review, training, or maintenance of employee data. New staff are oriented on an ad-hoc basis.	HRD functions are not adequately funded and are assigned to inexperienced staff. Job descriptions are written but not kept up to date. Personnel policies are incomplete. Systems are still lacking for performance planning and review, and for maintenance of employee data. There is no training plan, and training does not always reflect the organization's mission and goals or staff development needs. There is an orientation process for new staff.	HRD functions are funded and are assigned to experienced staff, but HRD staff are not involved in organizational planning. Job descriptions are updated periodically. Personnel policies have been developed and disseminated. A performance planning and review system exists, but is not consistently implemented. Employee data is incomplete. The training plan is not linked to the organization's mission and goals or to staff development needs.	HRD staff work with senior management to develop plans. Job descriptions are kept current. A personnel policy manual is available to all staff and is the basis of management practice and employee policy decisions. Performance planning and review are carried out consistently. The training plan directly supports the organization's mission and goals and responds to staff development needs.
Indicators			<i>Example: Our new personnel director put together a policy manual and met with all the staff to explain it. So far, she hasn't been included in the meetings where senior managers make the big program decisions. As to performance planning and review, we are supposed to do it every six months, but it often slips when we're busy.</i>	

THE MOST WORKSHOP

The MOST process is applied through a structured workshop in which a cross-section of the organization's staff and other key decision makers participate. Over three to four days, the facilitator helps participants pool their individual and collective experience with and knowledge of the organization to achieve the products of the workshop: a better picture of the current management status of their organization and a plan making significant management improvements.

Workshop Participants

Ideally, the workshop should include between 12 and 25 participants. Fewer than 12 participants limits the richness of discussions; more than 25 requires more time to integrate small-group products into consensus and may strain the three- to four-day format. The participants should include key senior staff and a mix of other stakeholders (for example, board members, central and regional staff at all levels, and service providers).

Workshop Purpose

MOST provides a framework and starting point for an ongoing organizational discussion about crucial management practices. The initial MOST workshop is often the first opportunity for staff and key stakeholders at various levels of responsibility to talk with each other about issues that can powerfully affect their daily work and to compare and examine their perceptions. The process is designed to validate the contributions of each participant. Within a highly structured and focused environment, participants are encouraged to express their views, listen carefully to the views of their colleagues, and seek consensus on where their organization stands in the key management areas, where it should be, and how they propose to get there.

Reaching Consensus

Consensus is central to the MOST workshop and is based on two assumptions. The first is that no single member of an organization possesses the complete truth—that every person at all levels of the organization possesses some part of the truth and that an accurate picture is best obtained by pooling these individual perceptions. The second assumption is that carefully chosen indicators can provide convincing factual evidence and allow a group of people to come to agreement on what may initially seem to be incompatible viewpoints.

The organization reaches consensus not by voting but by patiently sorting through all opinions and coming to a decision that each member can accept and work with, even if it does not completely match his or her preference.

Anticipated Outcomes of the Workshop

By the end of the workshop participants will have made key decisions about how well the organization is functioning and will have defined specific activities for making improvements. Other outcomes include:

- A collective assessment of the current status of development of the 13 management components;
- An agreed-upon set of target indicators whose presence will demonstrate an improvement in each management component;
- Priority management components and their target indicators that the organization will focus on improving in the upcoming year.
- A set of tasks for reaching the target indicators of the priority components, categorized as:
 - tasks that the organization can implement without additional assistance or significant new resources;
 - tasks for which the organization will need outside technical and financial support;
 - tasks for which the organization will need additional human resources.
- An action plan for carrying out the selected tasks;
- A list of short-term activities for following up on the MOST workshop.

Developing an Action Plan

The MOST workshop results in a concrete plan for making the desired changes to strengthen management performance. This action plan usually covers one or two years, broken down by quarters or months. To help ensure that the action plan will be implemented successfully, you should:

- Secure the commitment and active involvement of the organization's leaders, especially in regard to potentially difficult resource decisions.
 - Assign responsibility for tasks only to someone who agrees to take on the task—preferably someone who is in the room during the action planning process. It is unfair and unrealistic to hold people accountable for tasks they have not agreed to carry out.
 - Plan realistically—allow more time than seems necessary to complete each task.
 - Include incremental improvements—small steps are often more feasible than giant leaps and may therefore be more effective in moving the organization towards its target indicators.
 - Remember that change is often met with resistance. Carefully consider the organizational factors that will foster or impede change, and seek ways to address these factors, perhaps with outside assistance.
-

CONDUCTING THE WORKSHOP

The Role of the Facilitator

At first glance, the MOST process seems simple. The instrument is easy to use, and the implementation modules and forms follow a logical sequence. But, despite this apparent simplicity, a skillful, perceptive facilitator can make all the difference between a superficial MOST experience and one that motivates your organization to achieve higher levels of management performance.

The facilitator contributes in several important ways:

Workshop flow. Each task in the MOST workshop builds on the output of the previous tasks, the action plan being the cumulative result of all the work that has gone before it. It is the facilitator's responsibility to maintain the logical flow, so the participants use the results of each task as the context for the next, building momentum towards the final action plan.

Time management. The facilitator balances the participants' need to discuss difficult issues in depth against the need to adhere to the schedule and complete both the assessment and planning aspects of the workshop. An effective facilitator recognizes and deals with the stumbling blocks that can distract the participants and divert their energy into unproductive discussions.

Workshop Pace. Because different groups work at different paces, the facilitator should be sensitive to how each small group and individual participant is functioning, and lend support where necessary. It is very useful to check in with the participants at the end of each day, or more often if needed, to hear about their achievements and frustrations in carrying out the workshop exercises and to make minor adjustments in the schedule if needed.

Objectivity. As an outsider who maintains as much objectivity as possible, the facilitator can make sure that all voices are heard without giving undue weight to participants who hold a higher position in the organization.

Conflict resolution. The MOST process often releases strong emotions and brings to light longstanding areas of disagreement that cannot be ignored but can best be handled by a facilitator with skills in group dynamics and conflict resolution.

Clarification. Certain terms and concepts (for example, indicator, mission, consensus, sustainability) may mean different things to different people. It is important for the facilitator to clarify any ambiguous terms and concepts, to be sure all the participants are working from a common base of understanding.

Teamwork. One important result of a MOST workshop is that the participants see themselves as a team with shared responsibility for carrying out the action plan and moving the organization towards its management targets. The facilitator should recognize and draw on the complementary skills and

experience of the participants to create a strong, motivated team that will continue to work together in the future.

To carry out all these tasks, the facilitator must ask the right questions, probe the responses, help participants to negotiate areas of disagreement, and guide them in identifying relevant, feasible strategies for improving management. It is part of his or her job to be alert to any confusion in terms or concepts, and to clarify them (often more than once). It is helpful to illustrate a term or concept with concrete examples, preferably contributed by the participants. To avoid fruitless debates over alternative definitions, the facilitator can emphasize that although there may be several acceptable definitions of a term, one definition has been chosen for use during the MOST workshop.

One of the facilitator's biggest challenges may be to dispel the sense of futility that some MOST groups feel when they are a small part of a large, powerful decision-making organization. If the criteria for undertaking MOST have been met, the leaders of the organization will be committed to the process and ready to accept proposed changes. The facilitator may wish to cite examples of groups that have made realistic and substantive management improvements despite the constraints imposed by the laws, policies, and programs of their larger organizational structure. The participants should recognize that they have the power to make changes by fully understanding the elements of MOST, working together as a team, and mastering the process so they can conduct it on their own in the future.

The Role of the Participants

Despite the valuable role played by the facilitator, it is the participants who do the work. This is the feature that distinguishes MOST from other kinds of assessments—even those in which the opinions of staff and other stakeholders are solicited by skillful evaluators. The MOST process not only draws on the insights of staff and other stakeholders; it compels them to listen carefully to each other, consider the merits of differing viewpoints, and reach common ground on the basis of evidence that they can all accept. Their energy, involvement, and mutual respect are the cornerstones on which the MOST process is built.

If you want the participants to be invested in the MOST process, they should fully understand the purpose and objectives of the workshop, the anticipated products, the objectives for each module, and what activities they will be doing to reach those objectives. The following descriptions of the opening Session and the three workshop modules should help prepare the participants for their role. The facilitator should make sure this information is shared with the participants ahead of time and then review it with them at the beginning of the workshop.

THE WORKSHOP AGENDA

The workshop is composed of an opening session and three modules, as shown on the following sample agenda.

THE MOST WORKSHOP: SUGGESTED AGENDA				
Hour	Day 1	Day 2	Day 3	Day 4
9:00-12:30	<p>OPENING SESSION Participants introduce themselves</p> <p>Facilitator:</p> <ul style="list-style-type: none"> defines objectives and expectations for the workshop describes links between management and sustainability <p>MODULE I: Where are we now?</p> <p><i>Plenary Session</i> Discuss links between good management and sustainability</p> <p>Define broad management areas and management components, with functions and importance of each component</p> <p>Introduce MOST instrument Explain stages of development: a way to measure organizational progress</p> <p>Explain and illustrate indicators</p> <p>Discuss MOST process: pooling individual assessments to reach consensus</p>	<p>MODULE I (continued): Where are we now?</p> <p><i>Small-group work</i> Continue working towards consensus</p> <p><i>Plenary</i> Share small-group findings</p> <p>Reach consensus on stages and indicators for each management component</p> <p>MODULE II: Where are we headed?</p> <p><i>Small-group work</i> Identify target indicators for next level of development</p>	<p>MODULE III: How will we reach our targets?</p> <p><i>Plenary</i> Agree on tasks that will help move organization towards target indicators, resources needed</p> <p>Discuss implications for organization</p> <p><i>Small-group work</i> Prepare action plan: tasks, time frame, people responsible</p>	<p><i>Plenary</i> Develop plan for follow-up activities</p>
12:30-1:30	Lunch	Lunch	Lunch	Lunch

THE MOST WORKSHOP: SUGGESTED AGENDA				
Hour	Day 1	Day 2	Day 3	Day 4
1:30-4:00	<p>Begin assessment:</p> <p><i>Individual work</i> Each participant applies the MOST instrument to the organization</p> <p><i>Small-group work</i> Reach consensus on stages and indicators</p> <p><i>Plenary Session</i> Review progress of small groups and discuss any problems that have emerged</p>	<p><i>Small-group work, continued</i> Propose strategies to move organization to the next stage of development</p> <p><i>Plenary Session</i> Share small-group findings</p> <p>Reach consensus on targets and strategies</p>	<p><i>Plenary Session</i> Present and synthesize action plans</p>	<p>(If more time is needed) Complete follow-up plans</p>

THE WORKSHOP OPENING AND MODULES

THE OPENING SESSION

Objectives

At the end of this session, participants will have:

- Shared their expectations for the workshop;
- Discussed the rationale and proposed agenda for the workshop;
- Explored the relationship of links between management and sustainability and the relationship of the MOST process to these concepts;
- Reviewed the MOST instrument, with an emphasis on the meaning and importance of indicators.

Suggested Duration 2 hours

Summary of Activities

After the participants and the facilitator introduce themselves and share their expectations, the facilitator leads a discussion of all the items in the objectives for the opening session, listed above. Participants should feel free to express any concerns about the process or the products of the workshop, both in this session and throughout the rest of the workshop.

MODULE I: WHERE ARE WE NOW?
ASSESSING THE CURRENT STATE OF DEVELOPMENT
OF MANAGEMENT COMPONENTS

Objectives

At the end of this module, participants will have:

- Explored the meaning of the four broad management areas and the 13 management components;
- Generated consensus on the organization's current status in relation to each management component;
- Formed a working team that represents all organizational divisions and levels, and draws on the contributions of each member.

Suggested Duration 1–1.5 days

Summary of Activities

After the facilitator leads introductory discussions of management areas and components, each participant works independently with the MOST instrument, reviewing the characteristics of the four stages of development for each of the 13 management components and determining which stage best fits the organization. Each participant writes one or two indicators to support his or her choice of stage of development for each management component. The participants then engage in a series of small-group and plenary discussions in which they negotiate and reach consensus on the stage of development and indicators that most accurately reflect the organization's current status for each management component. (A MOST Assessment Consensus Form is provided to facilitate this process.)

**MODULE II: WHERE ARE WE HEADED?
DETERMINING TARGET INDICATORS, SELECTING
PRIORITY COMPONENTS, AND IDENTIFYING TASKS**

Objectives

At the end of this module, participants will have:

- Agreed on one or two target indicators for each management component;
- Selected the management components the organization will focus on improving during the coming year;
- Determined the tasks needed to reach the target indicators for the selected components.

Suggested Duration 1 day

Summary of Activities

The participants review the stages and indicators produced in Module I. They then work in small groups to identify (for each management component) one or two target indicators that will be used to measure progress towards the next higher stage of development. The emphasis is on identifying indicators that will represent small but clearly visible changes—changes that do not always represent all the characteristics of the next stage of development, but may strengthen the current status by adding some characteristics from the next stage.

In plenary, the group agrees on which components the organization will work on in the coming year. They then return to their small groups and identify tasks that will help the organization to reach the target indicators for the selected components.

MODULE III: HOW WILL WE REACH OUR TARGETS? DEVELOPING AN ACTION PLAN

Objectives

At the end of this module, participants will have:

- Identified the internal and external resources needed to carry out each task in Module II;
- Prepared an action plan;
- Identified possible activities for following up on the MOST workshop.

Suggested Duration 1 day

Summary of Activities

In plenary, the participants review the tasks proposed by the small groups and reach consensus on the tasks they will undertake as an organization to reach their target indicators. To draft the final list of tasks, they carefully consider the resources needed to carry out each task and the extent to which these resources exist or can be found within or beyond their organization.

Using the MOST Action Plan Form provided, the participants develop an action plan that delineates for each management component:

- One or more target indicators;
- Tasks that need to be carried out to reach the targets;
- An approximate time line for undertaking and completing the tasks.
- People responsible for each task;
- Human, financial, and material resources required.

Finally, they identify follow-up activities that could help them maintain and enhance the MOST process.

FACILITATOR'S PLAN

The following is a *suggested* plan for implementing the MOST workshop. It is a synthesis of the experience of previous MOST facilitators and is meant to be a guide rather than a rigid prescription. The last column is for the facilitator to use during and after the workshop, to write impressions, ideas, and tips to keep in mind in planning future MOST workshops.

MODULE 1: WHERE ARE WE NOW?

Workshop Activity	Facilitator's Role	Resources Required	Facilitator's Notes/Comments
<p>1. Presentation of the structure of the MOST instrument:</p> <ul style="list-style-type: none"> C The broad areas and key components of management C How organizations progress—stages of development, characteristics C How we determine current stage of development and monitor improvements 	<p>Lead discussion.</p>	<p>Transparencies of the MOST instrument</p>	
<p>2. Understanding the MOST instrument</p>	<p>Distribute MOST instrument.</p> <p>Distribute and discuss handouts with definitions and descriptions of each management component</p> <p>Walk the group through the instrument</p>	<p>A copy of the MOST instrument for each participant</p> <p>Handouts on components</p> <p>Transparencies or flip charts if desired</p>	
<p>3. More about indicators.</p>	<p>Define indicators, give examples, provide handouts. Conduct mini-exercise on indicators, drawing examples from the group, first from unrelated areas (indicators of wealth, or education, or power, for example) and then related to the MOST characteristics.</p> <p>Post the examples on a flip chart and display for the duration of the workshop, to reinforce the participants' understanding.</p>	<p>Handouts describing indicators based on page 7 of this Guide and any other materials of facilitator's choice</p>	

Workshop Activity	Facilitator's Role	Resources Required	Facilitator's Notes/Comments
4. The MOST process: Sharing individual assessments for reaching consensus	Explain: This exercise gives each participant the chance to apply MOST individually, and develop a shared assessment of the current stage of development of each management component.	A copy of the MOST instrument for each participant	
5. Independent work: Participants independently complete the MOST instrument to describe the current status of the organization. For each component, they select the stage that they believe best fits the organization, and identify one or two indicators to support their choices.	Clarify: Remind the participants that the organization must fit <i>all</i> the characteristics of the stage they select. Assure participants they can skip areas where they have no knowledge. Provide any guidance needed, answer questions.		
6. Small-group work: In groups of 4 or 5, participants review the choices proposed by each group member. Together they discuss any differences and begin to seek a consensus stage of development and supporting indicators for each component.	<p>To expose participants to varied perceptions, form small groups that include people from different parts of the organization. Circulate among groups, offering guidance and clarification where necessary. Encourage participants to be brief, to write only 2 to 3 words to describe each indicator.</p> <p>Note: Emphasize that consensus is achieved by listening, discussing, sharing evidence, and reaching agreement on the current stage of development. Consensus is <i>not</i> a vote: every member of the group must be able to live with and support the group's decision.</p>	One Assessment Consensus Form for each group	

Workshop Activity	Facilitator's Role	Resources Required	Facilitator's Notes/Comments
7. Plenary discussion: Participants reassemble and discuss the process of reaching consensus, the problems they encountered and how they resolved them.	Bring participants back into plenary after they have had enough time to experience the challenge of seeking consensus, particularly in the selection of indicators. Use this Session to clear up areas of confusion, returning to the discussion of indicators if necessary.		
8. Small-group work (continued): Small groups continue the task of seeking consensus and complete the MOST Assessment Consensus Form.	Again, circulate and offer guidance as needed.		
9. Plenary discussion: Participants review the results of the work of the small groups; the entire group negotiates and comes to agreement on the stage of development and supporting indicators for each management component.	Lead discussion to help participants negotiate their differences and reach consensus. Remind participants that the results of this process will provide the input for the work of Module II.		

MODULE II: WHERE ARE WE HEADED?

Workshop Activity	Facilitator's Role	Resources Required	Facilitator's Notes/Comments
1. Plenary discussion: Participants review current stages and indicators produced in Module I. 2. Small-group work: Referring to consensus indicators, each group identifies one or two target indicators that will demonstrate improvement in each component.	Lead participants in review process. You may wish to reconfigure the small groups so that participants can share their perspectives with new group members.	Flip chart	

MODULE III: HOW WILL WE REACH OUR TARGETS?

Workshop Activity	Facilitator's Role	Resources Required	Facilitator's Notes/Comments
<p>1. Plenary discussion: Participants select priority management components for the organization to work on during the upcoming year .</p> <p>2. Small-group work: Each group determines the key tasks required to reach the target indicators of the priority components.</p> <p>3. Plenary discussion: The group identifies resources needed for tasks.</p> <p>4. Plenary discussion: The group agrees on the tasks to be undertaken.</p>	<p>Guide the discussion emphasizing the need to focus on a few priority components; those improvements that:</p> <ul style="list-style-type: none"> C can be quickly accomplished, or C are needed as a basis for other improvements, or C will have the greatest impact on the management of the organization <p>Guide small groups in thinking through each task, identifying and sequencing all the steps involved in carrying it out.</p> <p>Prepare list of all proposed tasks for each component. Guide participants in carefully considering the resources—human, material, and financial—needed to carry out each set of tasks, and in classifying them as:</p> <ul style="list-style-type: none"> C Those tasks that the organization can implement without additional assistance or significant resources C Those tasks for which the organization will need to seek additional resources <p>Assist participants to reach consensus on the tasks they will undertake as an organization to reach their target indicators. Encourage them to be realistic about what management changes they can effectively undertake, given their current and future responsibilities.</p>	<p>Flip chart for each small group</p> <p>Flip chart</p>	

SAMPLE WORKSHOP FORMS

The following section contains all the forms that the facilitator needs to conduct the MOST workshop. These forms are designed to be photocopied for use by the workshop participants. The forms are:

- C MOST Instrument
- C MOST Consensus Form
- C MOST Action Plan Form

THE MOST INSTRUMENT

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Mission: Knowledge	No formal mission statement exists specifically for the organization, or a mission statement exists but is outdated or inconsistent with the current organizational purpose.	The organization's mission is known only by senior staff.	The mission has been shared with staff and other stakeholders, but clients and partner agencies are not generally aware of the mission.	The mission is known and understood by staff, clients, and partner agencies through one or more channels: <ul style="list-style-type: none"> • presented and explained during orientation of new staff; • referred to in planning with partner agencies; • explained to clients who take part in key programs; • featured in policy manual; • posted prominently in offices and facilities; • featured in brochures, flyers, and other documents.
Indicators				
	1	2	3	4
Mission: Application to Programs and Priorities	Program activities and priorities are routinely defined without reference to mission.	The mission is sometimes referred to during activity planning and priority setting but has no actual influence on decisions.	The mission is often referred to during activity planning and priority setting and used as the broad framework for decisions.	Activities are always selected or rejected and priorities established with respect to the mission.

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Strategy: Links to Mission	Organizational strategies are developed without reference to the mission, in response to funders' requirements, individual preferences, and other mandates and inputs.	Mission statement is sometimes referred to in formulating organizational strategies, but other inputs predominate.	Mission serves as a general guide to the development of organizational strategies.	All organizational strategies are checked to be sure they conform to the mission.
Indicators				
	1	2	3	4
Strategy: Links to Clients, Community, and Markets	Organizational strategies are formulated with little concern for the perspectives of clients and the demands of the market (the wider community).	Client and community perspectives are discussed in formulating organizational strategies, but there is no systematic assessment of these factors (e.g., no market studies, no client interviews). There are no mechanisms for involving community/clients in formulating strategies. There is no analysis of competing services.	Client needs and desires have been assessed, and markets for expanded and targeted services and products within the community have been defined. These single assessments are used repeatedly over time to guide the development of strategies. Community/clients are only sporadically involved in formulating organizational strategies. Analysis of competing services is carried out sporadically.	The needs and desires of clients and the demands of the community are frequently re-assessed to identify changes over time and provide the basis for developing organizational strategies. Clients and community are systematically involved in formulating organizational strategies. A mechanism is in place for regularly analyzing competing services.
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Structure: Roles and Responsibilities	Because staff roles (and board roles, if a board exists) are not clearly defined, responsibilities are distributed on an ad-hoc basis or according to the perceived needs of the moment, with little regard for the organization's mission and strategies.	Roles and responsibilities of staff and board are defined on paper and are linked to the organization's mission and strategies, but actual assignments do not always conform to the written descriptions.	Roles and responsibilities are clearly assigned to different staff and board levels, but those who are designated to fill those roles do not consistently have the background, training, or capabilities required.	Roles and responsibilities are clearly assigned to different staff levels, and those who are designated to fill those roles have the background, training, and capabilities required. If there is a board, the board sets policy, the staff implements it.
Indicators				
	1	2	3	4
Structure: Delegation of Authority	The director makes all significant decisions for every part of the organization. Other staff are not allowed to make decisions appropriate to their level of responsibility.	Some decisions are made by senior staff, but there are no clear criteria for the consistent, systematic delegation of authority.	There are clear criteria for delegation, but they are not always consistently observed when critical decisions must be made under pressure.	A formal system of delegation is established based on job responsibilities and is incorporated into position descriptions and the policy manual. The system is observed in management practice, regardless of the pressures of the moment.
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Organizational Planning	Plans exist only for specific projects or programs. Goals and objectives are primarily set by funders. There is no integrated organizational plan or planning process for the long term (3–5 years).	Project and program plans are integrated into short-term (annual) organizational plans, with goals and objectives set by funders. The organization still lacks a long-term plan.	A long-term plan has been developed for a 3–5-year period, with goals and objectives that reflect the organizational vision and mission, but the plan has little relevance to short-term (annual) plans. The long-term plan is rarely referred to between planning exercises, and each new long-term plan is developed with only superficial reference to the prior plan.	The long-term plan is followed and monitored and serves as the framework for short-term annual plans. Each new strategic planning exercise begins with a careful analysis of successes and failures in adhering to the prior plan.
Indicators				
	1	2	3	4
Systems: Collection and Use of Information	The only systems for collecting and reporting routine data are those required by external funders. Data are often inaccurate and reports are rarely submitted on schedule. The reports are not used by those who have collected and submitted the data.	Records are generally kept and routine reports submitted on schedule as required by funders, but the data are often inaccurate. Those who submit the data and write the reports do not get regular feedback.	Records are generally kept and reports submitted as required by funders. Regular feedback is given to those who submit the data, but information is rarely used for management decisions.	The data routinely collected are accurate, and the reports are timely. The information in the reports is consistently used to support management functions and policy decisions, as well as to meet the requirements of funders.
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Quality Assurance	The organization has focused on access and productivity, with little attention to the quality of services. Activities have not been defined to assess and improve quality, and no staff have been trained in this area.	The organization acknowledges that quality of services is important, but no staff have been trained in this area, so the organization must rely on outside agencies or consultants to implement quality initiatives.	The organization has instituted some activities, with external advisors, to assess and improve quality (e.g., continuous quality improvement [CQI], quality circles, total quality management, client interviews, formal quality studies) but has no mechanism for sustaining these activities over time. No staff have been assigned to manage the ongoing program.	There is an established, ongoing system for assessing and improving all client services. One or more staff members have been trained and assigned to manage the quality assurance system. Staff in the central office and clinics or other facilities have been trained in quality assessment and improvement. Quality assurance is an integral part of the organization's mission and plans.
Indicators				
Systems: Management of Supplies	There is no logistics system in place.	The logistics system allows the organization to record the inflow and dispersement of supplies.	The logistics system allows the organization to link supplies to utilization and to reduce losses caused by outdated or unused supplies.	The logistics system not only links supplies to utilization but also provides information used to project future requirements and reduce gaps in inventory.
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Financial Management	Expenditures are tracked by budget line item (e.g., inputs: salaries, utilities, materials) and are recorded as they occur.	Expenditures are not only tracked by inputs, but are also linked to services and materials purchased, and to the activities they support. Financial reports are not used to analyze costs.	The financial system produces income/revenue data and cash flow analyses; costs are allocated by cost centers (e.g., products/outputs, service units, sets of services). Financial reports are sometimes used to analyze costs.	Financial reports are linked to budgets and are consistently used for management decisions.
Indicators				
	1	2	3	4
Systems: Revenues (Sources of Funds)	The organization operates with a single source of revenue, usually one large funder, whose mandates shape strategies and programs.	The organization has devised, but not yet implemented, a strategy for building a local constituency and obtaining some revenues from clients and the local community.	Although the organization has built a local constituency, which results in significant revenues from clients and the community, it still lacks a diversified funding base.	The organization has a long-term revenue-generating strategy, balancing diverse sources of funding. Long-term and short-term plans are congruent with projected revenues and revised as needed to conform to actual revenues.
Indicators				

Management Components	Stages of Development and Characteristics			
	1	2	3	4
Systems: Human Resource Development (HRD)	The organization has no budget or staff directly responsible for HRD. Job descriptions are lacking for some jobs. Personnel policies (on job classification, compensation, hiring/promotion, grievances, work hours) are unclear. Systems have not been established for performance planning and review, training, or maintenance of employee data. New staff are oriented on an ad-hoc basis.	HRD functions are not adequately funded and are assigned to inexperienced staff. Job descriptions are written but not kept up to date. Personnel policies are incomplete. Systems are still lacking for performance planning and review, and for maintenance of employee data. There is no training plan, and training does not always reflect the organization's mission and goals or staff development needs. There is an orientation process for new staff.	HRD functions are funded and are assigned to experienced staff, but HRD staff are not involved in organizational planning. Job descriptions are updated periodically. Personnel policies have been developed and disseminated. A performance planning and review system exists, but is not consistently implemented. Employee data is incomplete. The training plan is not linked to the organization's mission and goals or to staff development needs.	HRD staff work with senior management to develop plans. Job descriptions are kept current. A personnel policy manual is available to all staff and is the basis of management practice and employee policy decisions. Performance planning and review are carried out consistently. The training plan directly supports the organization's mission and goals and responds to staff development needs.
Indicators				

MOST ASSESSMENT CONSENSUS FORM

Instructions to Participants

1. After you have individually selected the stage of development for each management component that you think best describes your organization and chosen one or two indicators to support your selection, the facilitator will form groups of up to five people.
2. In your small group, use this form to enter the number of the stage of development each person chose and briefly note their corresponding indicators.
3. Discuss each management component in turn, exploring any differences in your perceptions. Remember that:
 - C Everyone's viewpoint is equally valid because it represents that person's individual experience.
 - C All the characteristics of a given stage of development must be present to place the organization at that stage. If any single characteristic is absent, your organization fits an earlier stage.
4. For each management component, come to consensus on the stage of development that best describes the organization, citing one or two indicators that you all agree support your decision.

Management Component	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Group Consensus
Mission: Knowledge	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Mission: Application to Programs and Priorities	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators

Management Component	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Group Consensus
Strategy: Links to Mission	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Strategy: Links to Clients, Community, and Markets	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Structure: Roles and Responsibilities	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Structure: Delegation of Authority	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators

Management Component	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Group Consensus
Systems: Organizational Planning	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Systems: Collection and Use of Information	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Systems: Quality Assurance	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators

Management Component	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Group Consensus
Systems: Supply Management	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Systems: Financial Management	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators
Systems: Revenues (Sources of Funds)	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators

Management Component	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Name of Participant	Group Consensus
Systems: Human Resource Development	Individual Stage Selected					Consensus Stage
	Individual Indicators					Consensus Indicators

MOST ACTION PLAN FORM

Instructions: Make as many duplicates of this form as are needed to encompass all the tasks in the action plan.

Target Indicators by Management Component	Tasks	Resources Needed (Human, Financial, Material)	Persons Responsible	T I M E L I N E											
				1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
				M O N T H S											
				1	2	3	4	5	6	7	8	9	10	11	12

Target Indicators by Management Component	Tasks	Resources Needed (Human, Financial, Material)	Persons Responsible	T I M E L I N E												
				1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter			
				M O N T H S												
				1	2	3	4	5	6	7	8	9	10	11	12	

Target Indicators by Management Component	Tasks	Resources Needed (Human, Financial, Material)	Persons Responsible	T I M E L I N E											
				1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
				M O N T H S											
				1	2	3	4	5	6	7	8	9	10	11	12