International Development and Exchange

Education, civil society, health, and capacity development programs that enhance the ability of individuals, communities, and institutions to drive sustained, positive change and impact.

- **Hallmarks:**
  - customized training
  - specialized teacher training
  - teaching English as a foreign language
  - workforce development
  - child-labor combat through education
  - systemic organizational capacity development
Organizational Capacity Development

Current Performance & Results

Capacity Development

Optimal Performance & Results
Organizational Performance Analysis

- Why to analyze?
- What to analyze?
- How to analyze?

What are the different purposes of performance analysis?

Who wants to know what and for what purpose?
When can performance analysis go wrong?

- Unclear/mixed objectives → capacity development vs. decision making
- Used as a sole basis for partnership selection
- No felt need in the organization
- Donor imposed; no local ownership
- Want “quick and dirty” results
- External capacity ‘diagnosis’
- Not linked to change process
How to maximize benefits?

- Clarify purpose, outcomes and users
- Work with the organization’s leadership
- Be solution – not problem-oriented
- Embed in trusting partnership relationship
- Match organizational style and sophistication
- Bring in other views
- Do NOT rush!
Organizational Performance Analysis Tools

- Rapid Organizational Scan
- Needs Analysis
- 6 sigma
- PIA
- EFQM
- HICD
- HPT

World Learning
CONSIDER INSTITUTIONAL CONTEXT
Enabling environment
Mission
Goals
Strategies
Culture
Client, constituent, and community perspectives

DEFINE DESIRED PERFORMANCE
DESCRIBE ACTUAL PERFORMANCE
MONITOR AND EVALUATE PERFORMANCE
PERIODICALLY RE-ASSESS PERFORMANCE AND DATA QUALITY

MAINTAIN AND RE-ESTABLISH COMMITMENT OF HOST COUNTRY PARTNER ORGANIZATION AND STAKEHOLDERS GROUP

FROM USAID PRESENTATION AUGUST 22, 2011
World Learning’s Participatory Institutional Analysis

Competency Areas Analyzed
PIA’s Stages of Organizational Development

- Early/Start-Up
- Developing
- Integrating/Consolidating
- Mature
## Sample Indicators from PIA Core Matrix

**World Learning Participatory Institutional Analysis**

**Competency III: Human Resources**

<table>
<thead>
<tr>
<th>Stage of Development:</th>
<th>Early/Start-up</th>
<th>Developing</th>
<th>Integrating/Consolidating</th>
<th>Mature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Staff Roles</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Relationship of Staffing Structure to Strategic Objectives</strong></td>
<td>Little relationship between staffing structure and tasks needed to accomplish strategic objectives.</td>
<td>NGO reviews existing staffing structure in relation to work required and begins to make revisions, but has limited ability to actually recruit new people or alter existing staff structure.</td>
<td>Position descriptions developed and reviewed for fit with tasks needed to accomplish mission; some staffing changes occur as a result.</td>
<td>Clear relationship between the NGO’s current objectives and the functions to be performed by staff.</td>
</tr>
<tr>
<td><strong>Job Definition, Documentation &amp; Updating</strong></td>
<td>No organizational chart or individual job descriptions available. Small number of staff do whatever work needs to be done.</td>
<td>Job descriptions developed after recruitment rather than as a tool for recruitment; thus do not provide clear guidelines that outline areas of responsibility.</td>
<td>Jobs well-defined and documented in regularly updated job descriptions or team assignments.</td>
<td>Staff have input into revising and/or expanding their job descriptions.</td>
</tr>
</tbody>
</table>