This project is funded by the European Union

Guide for trainers

CSO Management - Practical tools for organisational development analysis

Publisher: Technical Asssistance for Civil Society Organisations – TACSO
Regional Office
Potoklinica 16, Sarajevo, Bosnia and Herzegovina
www.tacso.org

For publisher: Emina Abrahamsdotter
Regional Training Coordinator

Authors: Simon Forrester, the Eurasia Social Change Collective

Proofreading: Ian Rohr

Design: Šejla Dizdarević, digITarija

Date: August 2011

The TACSO project is being implemented by a SIPU International-led consortium consisting of the following organisations:

The Swedish Institute for Public Administration - SIPU International
www.sipuinternational.se

Civil Society Promotion Centre
www.civilnodrustvo.ba

Human Resource Development Foundation
www.ikgv.org

Foundation in Support of Local Democracy
www.frdl.org.pl

Partners Foundation for Local Development
www.fpdl.ro

Guide for trainers

CSO Management - Practical tools for organisational development analysis

CONTENTS

Introduction

Introduction

This Guide for Trainers is based on the 'CSO Management— Practical Tools for Organisational Development Analysis' Manual and the subsequent e-learning course of the same title conducted April–July 2011. In order to benefit fully from this Guide, users are strongly recommended to familiarise themselves with the above Manual itself[1], as this will be used as the main reference throughout for instructions and training materials.

The intended audience for the Guide includes trainers, consultants and CSO staff with an interest in the topic of CSO Management. It is assumed that the users would have had some previous exposure as trainers or facilitators, and that they would be familiar with the basic elements of preparing and delivering training and workshop sessions to a wider audience. It is also assumed that the users would be in possession of basic insights and practical experiences with Institutional Development and Organisational Development (ID/OD) in order to bring the material to life. Ideally, users would have followed TACSO's e-learning course on the same topic, though this is not a prerequisite.

Structure of the Guide

The Guide has been divided into seven modules:

- Module 1: Introduction to ID/OD
- Module 2: Basic Question (BQ)
- Module 3: Quick Scan
- Module 4: Environmental Scan
- Module 5: Institutiogramme
- Module 6: Integrated Organisation Model
- Module 7: Strategic Orientation

[1] http://tacso.org/documents/otherdoc/?id=4071

To make cross-referencing easy for the user, each module follows the same fundamental structure as below.

Name of module	Title
Brief summary	What is the module about?
Learning objectives	What should participants learn?
Tools and exercises	Which tools are being introduced? Which exercises are being offered to participants?
Duration	How long will the module take to deliver?
References	Which presentation materials and references are required reading?
Facilitation tips and steps	What are useful tips which will help facilitation of the module? Which steps should be followed when facilitating the tools?
Questions for further reflection	These questions are meant to stimulate discussion in plenary among participants and with the trainers. They are optional and can be used before or during a presentation to help reflection.
Recap or quiz	These are questions the trainer may ask participants in order to check learning. They are optional.

The modules presented in this Guide can either be delivered as stand-alone half or full day sessions or as a full five-day training course. The latter would probably only apply to experienced trainers or would require a Training of Trainers in the topics in advance.

All modules are supported by full PowerPoint (PPT) presentations. That means that by using the PPT presentations the trainer should be able to present the gist of each module, including proposed group exercises and questions for reflection. However, it is ultimately up to the individual trainer whether they wish to use the PPTs in their entirety or whether to apply a more selective approach. It is also up to the trainer whether they prefer to use flipcharts for some of the illustrations or key points instead of only PPTs. Generally, it is recommended to vary the training delivery by a mix of PPT, flipcharts, storytelling, plenary reflection and group work. In

Annex 1 you will also find a list of possible quiz questions you can use as a trainer to check the participants' understanding of the various tools.

In order to help you as a trainer to explain the tools presented we will provide you with a step-by-step approach to guide your session and the practical application of the individual tools. The step-wise approach implies a certain sequence in the tool application based on several years of practical experience with what works best. However, this should not mean that you must apply the tools mechanically. It could be that specific steps do not apply in your case or that you will invest less or perhaps more time during various stages in the process. The choice is yours.

All tools assume that you have reserved between two–four hours for each tool. Participants used to trainings and with experience in organisational analysis may need less time than other people. Similarly, if participants expect ample time for extended debate where people are used to exchanging views at length you will, of course, need more time. It is most important that after learning about each tool participants walk away with a feeling that they spent their time well and that the outcome has generated new insights into their own organisation.

In order for the users of the Guide to gain more confidence in delivering the various modules it is recommended that trainers start off by delivering individual sessions. This will enable the trainer to receive feedback from participants and get more familiar with the practical application of the various modules and tools and the most effective learning styles before offering a full course.

A useful way to create a 'safe environment' for the less experienced trainer, who may already be working in a CSO or know colleagues doing so, would be to conduct individual modules together with their own staff and colleagues. The advantage is that the trainer and the participants already know each other, which may make communication easier, while the staff from the organisation in question may already be somewhat familiar to the trainer, making it easier for the trainer to relate to the practical experiences that participants would likely be sharing.

Participatory interactive training

The modules presented here are designed to increase participation and interaction amongst participants. It is NOT meant as simple lectures where participants are merely passive recipients of information. On the contrary, all modules and exercises are developed in order to maximise participation and learning.

An important way to stimulate learning is to make consistent use of participants' own experiences, taking examples from their own organisations. It is only when people can relate and use a tool or an instrument within their own context that learning is maximised. It also means that the trainer does not have to have all the answers to any question imaginable, like a university lecturer, but instead should focus on improving the collective learning process of participants at all times.

The exercises in this Guide are all based on group work where the trainer will start by delivering a set of instructions to the participants, after which participants are expected to interact with each other in order to come up with collective answers for plenary discussions. It is recommended that case work be based on real life cases. What this means is that the tools and exercises should focus on cases of the participants themselves, not text book cases. In practice, after a tool has been introduced and demonstrated by the trainer participant groups would then apply the tool to a real setting of their own. In that way it is ensured that everything going on during the training relates to the participants' own contexts.

Another aspect of participatory training is for the trainer to encourage the full participation of all participants. Some people find it easy to share their views or opinions whereas others may be more hesitant to do so. It is the responsibility of the trainer to stimulate the participation of everybody. This means asking quieter participants their opinion as well as ensuring that very talkative participants do not dominate everybody else.

Workshop materials and resources required

In order to create the best environment it is recommended to arrange the training in a well-lit room with plenty of wall space available for posters and space for people to move around. Normally a U-shaped table and chair setting is a good option because it allows everybody to see what is going on and makes it easier for participants to interact.

The following materials are required for all training sessions. It may be that it is not possible to access all of these materials in which case the trainer should think of suitable alternatives.

- training room;
- tables and chairs for all participants;
- 10 thick marker pens (black, blue, red, green);
- two flipchart papers/pads;
- two flipchart stands;
- 50 coloured cards (10 x 5 cm);
- blu-tack (reusable adhesive for sticking paper onto the walls, often also white);
- ball-point pens for all participants;
- writing pads for all participants;
- PPT projector or LCD for presentations;
- masking tape for putting flipchart sheets on the walls;
- scissors;
- stapler.

Training needs assessment

Before conducting a training it is important to ensure that the people that are approached or have indicated an interest in the training are also the 'right people'. In other words, the trainer would need to assess the learning needs of participants in advance to increase the likelihood of a successful training. This can be done simply by asking people what they expect from the course in terms of learning objectives and what they are willing to contribute as individuals and then compare this with the learning objectives of the specific modules themselves. It is better to spend time in advance ensuring that the training will be directed towards the relevant people with a need and desire for the training than to only find out later that the audience was not the intended target group for the training. A simple example of a training needs assessment is given below:

- why would you like to participate in a course on CSO management?
- what is your experience with management within an organisation?
- what is your specific experience within the field of organisational development and institutional development?
- what are your personal learning objectives for this course?
- how do you hope or expect to be able to translate your learning objectives into real action within your own working setting?
- in which of the topics of this course do you expect to be able to contribute the most as a resource person?

Evaluating the training

After the completion of the course it is important to evaluate what people thought of the training. The feedback from participants is very valuable to check what worked well, as well as which adjustments may be required for future trainings in order to get an even better result. A simple example of an evaluation form is provided below:

- overall, what have you learnt from this course?
- how will you apply your learning in practice?
- to what extent did it meet your expectations? (rate 1=top to 4=bottom)
- which sessions were most useful to you and why?
- how did the background materials assist your learning?
- what is your feedback to the trainer?
- how could this course be improved?

Preparation by participants prior to the training

In order to focus most of the time on practical exercises during the training itself it is expected that participants would have received and familiarised themselves with relevant chapters from the ‘CSO Management—Practical Tools for Organisational Development Analysis’ Manual in advance. Though it is not realistic to expect people to have read the entire manual in advance they should at least have read the relevant chapters before the sessions begin. Without this the trainer will most probably have to set aside more time during the training itself for introducing the various tools than they would if people come into the training prepared.

Let’s get started!

Introduction ID-OD

Summary	▪ A general introduction to the field of ID/OD; ▪ debates the increasing importance of ID/OD and the role of CSOs; ▪ examples of institutions and organisations are provided in order to distinguish these and to demonstrate various forms of both; ▪ the various stages of the ID/OD process are introduced for overview.
Learning objectives	▪ To know the background for an increasing ID/OD focus; ▪ to reflect on the role and position of CSOs in society; ▪ to agree on some basic definitions of institutions and organisations; ▪ to introduce the ID/OD process and its specific elements.
Tools and exercises	▪ Matrix distinguishing institutions from organisations; ▪ definition of abstract and concrete institutions; ▪ definition of institutional development and organisational development.
Duration	▪ Approximately three hours, including group exercises.
References	▪ Pages 14–29 in the Manual on ‘CSO Management’; ▪ PPT slides.

Facilitation tips and steps

- This is the first module of the course and it is therefore important that you ensure that all participants get an opportunity to reflect together on the concepts of ID/OD presented in the slides. It may be that people need some extra time to digest all the new information. The slides propose a certain flow to the presentation that you can use to guide the session;
- in our experience, participants often struggle with distinguishing organisations from institutions and support to OD or ID, which is why this module spends a good amount of time trying to clarify this. People may often be using the terms interchangeably which is unhelpful for clarity as well as for an ID/OD analysis. As a trainer you should ensure that you can help participants to distinguish the various concepts from the start;
- the matrix ‘Distinguishing institutions from organisations’ is very useful to this end if you ensure full participation from everybody. Instead of showing the complete matrix immediately it is recommended that you construct the matrix on the wall in advance with the four categories but leave the content of each of the 24 examples blank;
- the trainer first introduces the four categories to participants to ensure they are well understood. Thereafter the trainer distributes to the participants all 24 variations which have been written up on individual cards beforehand and asks participants to place them in the proper categories on the wall with blu-tack;
- initially the cards may be placed wrongly here and there: this normally generate lots of useful discussion. Asking the groups to agree on where to put the cards as the discussion continues means that participants are usually able to place most cards correctly. The exercise ensures that participants can distinguish the concepts confidently;
- the last part of the session provides an overview of the various stages of the ID/OD analytical process. It is important that this is explained clearly by the trainer because the modules also follow this sequence. The overview also demonstrates our interpretation of what a full ID/OD analysis contains, emphasising internal as well as external aspects of the organisation under analysis.

Questions for further reflection

- Do you also think that CSOs are well positioned to support capacity development on behalf of the government? What gives CSOs an advantage?
- Have you had any experiences with working with the government in partnership via your CSO? How did it go and was it an equal partnership?
- Who is to decide whether any organisation has become an institution?
- Would you consider CSOs themselves to have become an institution in society? What is required to justify this? Please debate for and against this proposition.

TACSO — *CSO Management*

Guide for Trainers

CSO Management

Practical Tools for Organisational Development Analysis

Introduction

TACSO — *CSO Management*

Overall objectives:

- To enhance knowledge and skills of CSO staff from the region on CSO management in general;
- To provide CSOs with tools and approaches to assess their own organisation from a management perspective;
- To get exposure to tools to help conduct context analyses of the environment surrounding the CSOs;
- To help CSOs develop strategic plans for their organisation and design interventions for their realisation;
- To inspire, motivate and encourage CSOs to plan and work for more effective performance and action.

TACSO — *CSO Management*

What this course is about

- Your organisation is our main case throughout;
- What goes on inside—strengths and weaknesses?
- What goes on outside—opportunities and threats?
- How do you strike a good balance between your focus and that of other organisations?
- Most importantly, how do you translate a good ID/OD analysis into improved performance?

TACSO — *CSO Management*

Structure of the modules

- Module 1: Introduction ID/OD
- Module 2: Basic Question
- Module 3: Quick Scan
- Module 4: Environmental Scan
- Module 5: Institutiogramme
- Module 6: Integrated Organisation Model
- Module 7: Strategic Orientation

TACSO — *CSO Management*

Introduction to Institutional Development and Organisational Development

Module 1

TACSO — *CSO Management*

Learning objectives

- To know the background for an increasing ID/OD focus;
- To reflect on the role and position of CSOs in society;
- To agree on some basic definitions of institutions and organisations;
- To introduce the ID/OD process and its specific elements.

TACSO — *CSO Management*

Why ID/OD focus of CSOs?

- Lack of attention to local conditions by governments and donors;
- Donor and government funded efforts often not sustained;
- Limited involvement of CSOs and some suspicion of their role;
- Recognition that long-term sustainability demands good knowledge of local conditions;
- Development must be integrated into local context to endure;
- CSO role most prominent within areas not covered effectively by government or donors;
- CSOs used as vehicles for local development initiatives and networking.

TACSO — *CSO Management*

The challenge of CSOs

- Capacity of CSOs varies greatly, potential huge, but how to benefit?
- Professionalising and scaling-up demands fundamental capacity and flexibility;
- CSOs need long-term strategies and plans to remain relevant and to be able to respond;
- Challenges remain numerous for CSOs but most capacity can in fact be developed by CSOs themselves;
- ID/OD offers insights into how CSOs can analyse own situation and how to respond effectively to internal and external changes.

CSO Management

Please reflect in groups:

- Being a CSO, you are probably already convinced that you play an important role in your country;
- However, government representatives sometimes claim that CSOs are not representing civil society but only their own political interests.

Questions:

1) Is this criticism sometimes correct in your opinion?
2) Should CSOs perhaps become even more transparent than governments to avoid such criticism?

CSO Management

What is an institution?

- Let us look at some definitions of what we are talking about?
- Institutions are 'complexes of norms and behaviours that persist over time by serving collectively valued purposes', Norman Uphoff.

Examples:

- Politics, the rule of law, market systems, cultural practices, religion and money;
- If they disappeared or changed we would notice!

CSO Management

Institutions more concretely

- Let us distinguish 'abstract' and 'concrete' institutions;
- Abstract institutions = norms and behaviours that persist over time;
- Concrete institutions = defined as physical organisations with formal structures, systems and mandates;
- Concrete institutions represent or regulate abstract institutions—an organisational expression of abstract institution.

Examples:

- Abstract institution = politics;
- Concrete institution = political parties;
- Abstract institution = money;
- Concrete institution = bank.

CSO Management

Institution vs. organisation

- Institutions may be abstract—long term;
- Institutions may be concrete organisationally;
- 'Organisation' is defined as a stable collective of people with common interests, coordinated behaviours, some permanence;
- How do we distinguish institutions from organisations in their various forms, and even informal groups of people?

CSO Management

CSO Management

CSO Management

Please reflect in groups:

- Provide five examples of abstract institutions in your country;
- Describe how these abstract institutions are represented through concrete institutions with an organisational expression;
- What positive or negative roles do these institutions play with relevance to the work of your organisation?

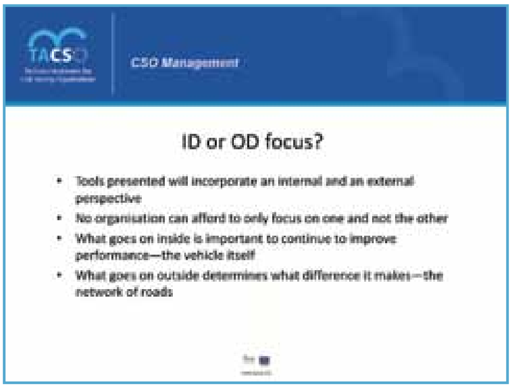
CSO Management

Institutional Development (ID)

Can be defined as:

- Support to the creation or reinforcement of a group or collective of organisations in a given setting to achieve long-term objectives on a sustainable basis.
- Focus of analysis is *predominantly external* to the individual organisation when it comes to the interaction between different parties involved.

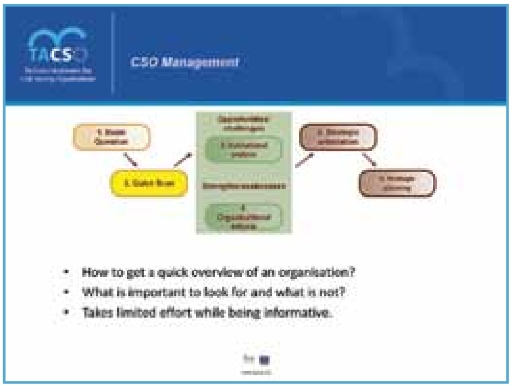

CSO Management
Organisational Development (OD)
Can be defined as:
• Measures to improve the performance of an organisation by developing its internal capacity to plan, manage and execute development interventions professionally and sustainably.
• Focus of analysis is *predominantly internal* to the individual organisation.


CSO Management
ID or OD focus?
• Tools presented will incorporate an internal and an external perspective
• No organisation can afford to only focus on one and not the other
• What goes on inside is important to continue to improve performance—the vehicle itself
• What goes on outside determines what difference it makes—the network of roads

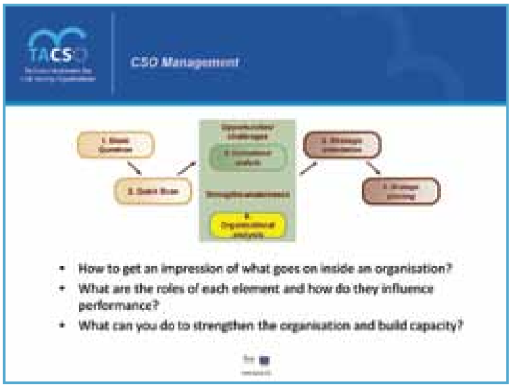

CSO Management
Overview ID/OD process
• There is a certain sequencing to our proposed analytical ID/OD process;
• You may choose to only carry out some of the stages;
• It is their relevance to your situation that should determine which stages are important;
• ID/OD process consists of six stages which guide the whole process.


CSO Management
Overview ID/OD process


CSO Management
• What are we trying to find out through ID/OD?
• What is the question we want to answer?
• Basic Question (BQ) guides ID/OD process;
• All tools generate information to answer BQ.


CSO Management
• How to get a quick overview of an organisation?
• What is important to look for and what is not?
• Takes limited effort while being informative.


CSO Management
• What surrounds our organisation?
• What is helpful to our goals/what may hold us back or stop us?
• How to make the most out of the context and networking.


CSO Management
• How to get an impression of what goes on inside an organisation?
• What are the roles of each element and how do they influence performance?
• What can you do to strengthen the organisation and build capacity?


TACSO
CSO Management
2. Quick Scan
Strengths/weaknesses
Given our analysis, what are our options to answer our BQ?
How to make use of strengths and limit the effect of weaknesses.
How to take advantage of opportunities and protect ourselves against threats.


TACSO
CSO Management
2. Quick Scan
Strengths/weaknesses
How to translate our chosen strategic objectives into an overall plan.
What will be our concrete activities?
Who will be responsible for what?

The Basic Question

Summary	▪ An introduction to 'how to focus an ID/OD analytical process'; ▪ ensures that the problem owners of an ID/OD process are clearly defined from the start, including beneficiaries; ▪ identifies critical factors which will help monitor whether the ID/OD analytical process and planned actions lead to actual improvements; ▪ explains how to identify a real life case for tool application.
Learning objectives	▪ To learn about the key elements of Basic Question (BQ) formulation; ▪ to formulate a BQ in a real own context; ▪ to distinguish internal from external organisational factors in a BQ; ▪ to critically assess BQs for improved clarity and to eliminate common mistakes in BQ formulation.
Tools and exercises	▪ BQ core elements; ▪ critical factors in BQ formulation; ▪ criteria to measure success.
Duration	▪ Approximately four hours, including group exercises.
References	▪ Pages 30–39 in the Manual on 'CSO Management'; ▪ PPT slides.

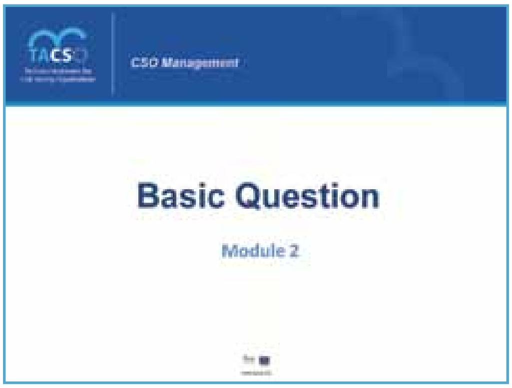
Facilitation tips and steps

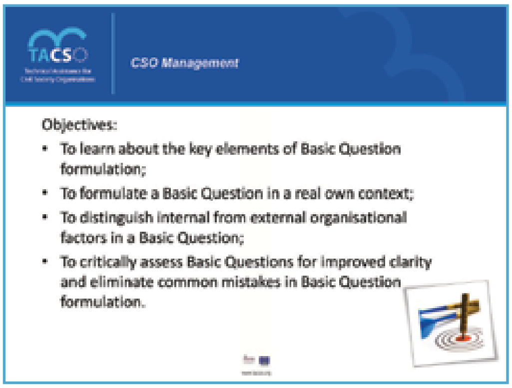
- Formulating a BQ may take quite some time, depending on how many people are involved, how comfortable they are at speaking in public, and whether there is general trust. Therefore set time aside for preparation and explain the overall purpose to the participants;
- a thorough BQ session normally takes between two–four hours, depending on the facilitation skills of the presenter as well as the contribution of the participants. If some of the issues brought up are considered sensitive or controversial this may make the session more difficult to facilitate and require more time to prepare;
- when you have presented the BQ as a tool, using the PPTs, ask participants which organisation(s) will be used for a real life case (instructions are found in the slides). The session cannot continue before a real life case has been identified. In larger groups, either choose more than one case or have the groups working on the same case since they will often come up with different answers;
- people should discuss in small groups (three–five people) for 30 minutes what they see as the most significant challenges for their organisation which would necessitate conducting an ID/OS process. Tell the groups to use markers to write down on coloured cards (in clear writing) and with only a few words (three–five) what they have identified;
- put up the cards on a flipchart that everybody can see and read them aloud to check if their meaning is understood. Discuss what the background or root causes for these challenges are to ensure a common understanding and see if everything has been captured on cards. Add new cards if necessary;
- now discuss whether the problems are mostly due to actors and factors outside the organisation or are more based on internal challenges. The problems may involve a combination of the two. Ask people to reflect on and write down on cards what differences they would like to see in their organisation and why. Put the completed cards up on a flipchart;
- based on the previous discussions ask each group to formulate a BQ of one or two sentences within 30 minutes and check if the provided contributions from participants have been properly incorporated. This step normally leads to lots of discussion as people will most likely emphasise their points to be highlighted and as such it requires patient and competent facilitation;
- after an energetic discussion it should be possible to formulate draft BQs that everybody can ‘live with’, though they may not yet be perfect in their wording. Ask each group to record the agreed draft sentence BQ on a flipchart so that everybody can read it.

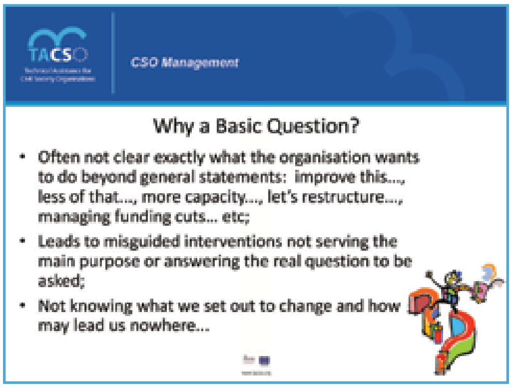
- the BQ formulation will subsequently be presented by each group explaining the background for their final formulation. Ask if all people can approve of the BQ and whether the BQ answers all the criteria required. Remind people that the BQ is the start of the ID/OD process and that it may need further adjustments as you move through other tools which may generate new information.

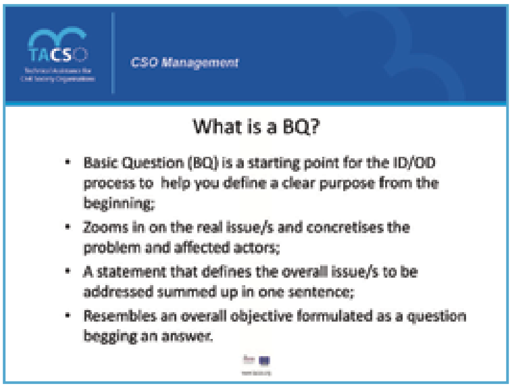
Questions for further reflection

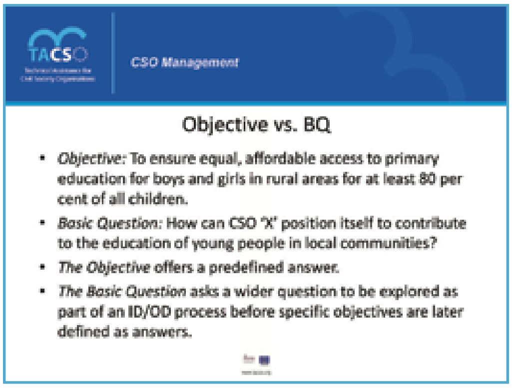
- What would you consider a relevant issue for your organisation to explore in more detail through the use of a BQ in order to begin an ID/OD process?
- is your BQ likely to be mostly an internally directed question or is it also about your relations to external actors or organisations?
- who should take part in formulating your BQ, i.e. which stakeholders should be involved in order to get their views in order to ensure relevance and ownership?
- what would be the most important performance criteria to be able to judge whether you have answered the BQ later on, and what will be different afterwards?
- are there internal or external politics you need to be aware of which may make it difficult to formulate the BQ the way it actually should be? What can you do about this?

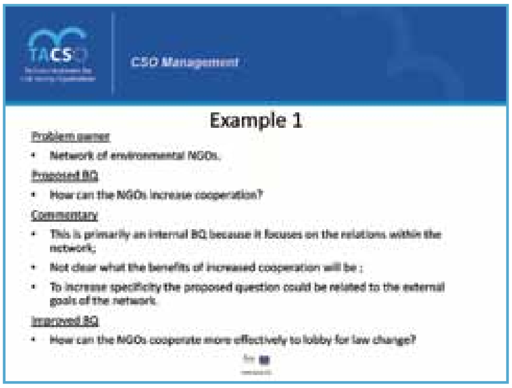

TACSO
CSO Management
Basic Question
Module 2

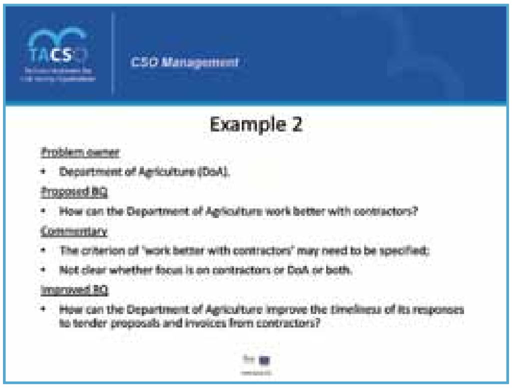

TACSO
CSO Management
Objectives:
• To learn about the key elements of Basic Question formulation;
• To formulate a Basic Question in a real own context;
• To distinguish internal from external organisational factors in a Basic Question;
• To critically assess Basic Questions for improved clarity and eliminate common mistakes in Basic Question formulation.

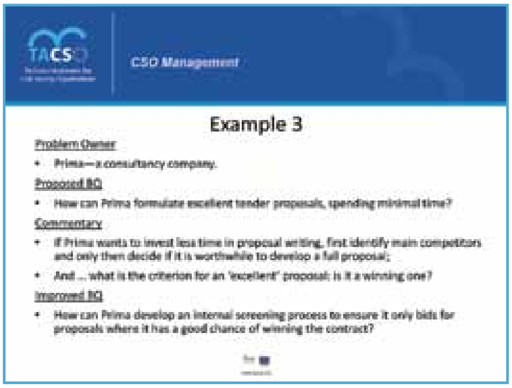

TACSO
CSO Management
Why a Basic Question?
• Often not clear exactly what the organisation wants to do beyond general statements: improve this..., less of that..., more capacity..., let's restructure..., managing funding cuts... etc;
• Leads to misguided interventions not serving the main purpose or answering the real question to be asked;
• Not knowing what we set out to change and how may lead us nowhere...


TACSO
CSO Management
What is a BQ?
• Basic Question (BQ) is a starting point for the ID/OD process to help you define a clear purpose from the beginning;
• Zooms in on the real issue/s and concretises the problem and affected actors;
• A statement that defines the overall issue/s to be addressed summed up in one sentence;
• Resembles an overall objective formulated as a question begging an answer.


TACSO
CSO Management
Objective vs. BQ
• Objective: To ensure equal, affordable access to primary education for boys and girls in rural areas for at least 80 per cent of all children.
• Basic Question: How can CSO 'X' position itself to contribute to the education of young people in local communities?
• The Objective offers a predefined answer.
• The Basic Question asks a wider question to be explored as part of an ID/OD process before specific objectives are later defined as answers.


TACSO
CSO Management
Example 1
Problem owner
• Network of environmental NGOs.
Proposed BQ
• How can the NGOs increase cooperation?
Commentary
• This is primarily an internal BQ because it focuses on the relations within the network;
• Not clear what the benefits of increased cooperation will be ;
• To increase specificity the proposed question could be related to the external goals of the network.
Improved BQ
• How can the NGOs cooperate more effectively to lobby for law change?


TACSO
CSO Management
Example 2
Problem owner
• Department of Agriculture (DoA).
Proposed BQ
• How can the Department of Agriculture work better with contractors?
Commentary
• The criterion of 'work better with contractors' may need to be specified;
• Not clear whether focus is on contractors or DoA or both.
Improved BQ
• How can the Department of Agriculture improve the timeliness of its responses to tender proposals and invoices from contractors?


TACSO
CSO Management
Example 3
Problem Owner
• Prima—a consultancy company.
Proposed BQ
• How can Prima formulate excellent tender proposals, spending minimal time?
Commentary
• If Prima wants to invest less time in proposal writing, first identify main competitors and only then decide if it is worthwhile to develop a full proposal;
• And ... what is the criterion for an 'excellent' proposal: is it a winning one?
Improved BQ
• How can Prima develop an internal screening process to ensure it only bids for proposals where it has a good chance of winning the contract?

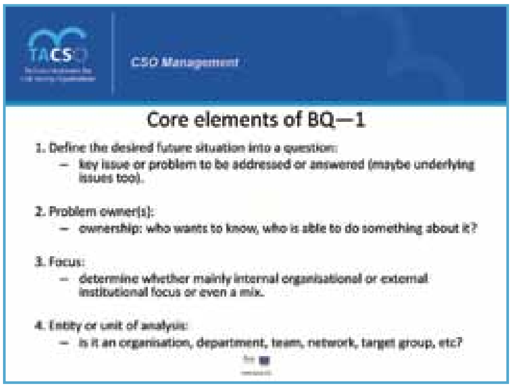

CSO Management
Common mistakes in BQ formulation
• Too much internal focus: me, myself, I;
• Too much external focus: all about the others;
• Mistaking symptoms for problems: no hear, no see;
• Not sure who will be responsible: pointing fingers;
• Solution already evident: rhetorical question.
MIS.TAKE

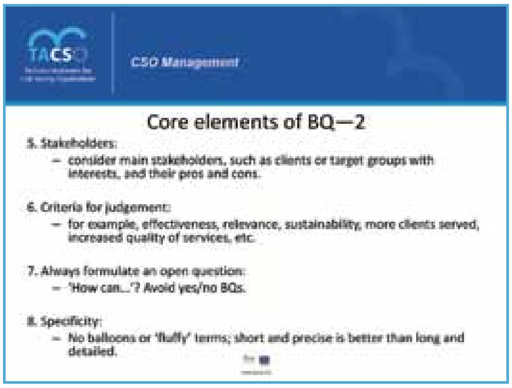

CSO Management
Make it a common product
• BQ must ideally represent common agreement among case-owners on purpose, focus and results of the process.
• Powerful way to identify the actual challenge that will drive the ID/OD process and analysis.
• Formulated by a group of key actors, the BQ can serve as a common reference point throughout.


CSO Management
Were we successful?
• How to know if we have answered the BQ.
• What will be different in the future—evidence?
• How can we measure this objectively?
• Must be built into the BQ from the start.

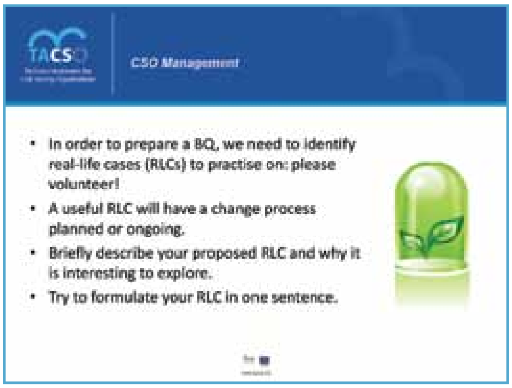

CSO Management
Criteria to measure success—1
Suitability:
• Is the organisation fit or suitable to carry out required activities in order to deliver specified services?
Legitimacy:
• Is there general acceptance and legal positioning of the organisation in its environment in the eyes of the stakeholders?
Relevance:
• Are organisational deliverables relevant to the needs and desires of its intended target group, or serving the donor only?
Effectiveness:
• Is the organisation able to organise and coordinate its work to enable it to do what it has planned?

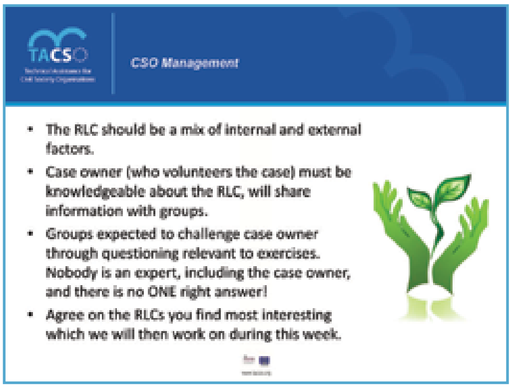

CSO Management
Criteria to measure success—2
Efficiency:
• Are resources used economically in order to produce services or products at the smallest possible costs while ensuring quality?
Flexibility:
• Is the organisation able to adapt itself to changing circumstances, including new target groups, and maintain the same performance?
Transparent and democratic:
• Are internal policy and/or decision-making processes taking place in a transparent participatory manner, open to public scrutiny?
Continuity and sustainability:
• Are products and services delivered ensuring sustainability and continuity of the organisation?


CSO Management
Core elements of BQ—1
1. Define the desired future situation into a question:
– key issue or problem to be addressed or answered (maybe underlying issues too).
2. Problem owner(s):
– ownership: who wants to know, who is able to do something about it?
3. Focus:
– determine whether mainly internal organisational or external institutional focus or even a mix.
4. Entity or unit of analysis:
– is it an organisation, department, team, network, target group, etc?


CSO Management
Core elements of BQ—2
5. Stakeholders:
– consider main stakeholders, such as clients or target groups with interests, and their pros and cons.
6. Criteria for judgement:
– for example, effectiveness, relevance, sustainability, more clients served, increased quality of services, etc.
7. Always formulate an open question:
– 'How can...'? Avoid yes/no BQs.
8. Specificity:
– No balloons or 'fluffy' terms; short and precise is better than long and detailed.


CSO Management
What qualifies as a good BQ?
'How can MALAIKA maintain a good balance between their programs, capacities and available resources in order to increase their impact on the target group?'
'How can FORAN's research results and capacity building activities become recognised as effective responses to emerging issues relevant to stakeholders while maximising its commercial potential?'
• If the BQ is meaningful and clear to the organisation it is good enough to guide them!
• Can the BQ be improved during the ID/OD process? Absolutely!


TACSO
CSO Management
• In order to prepare a BQ, we need to identify real-life cases (RLCs) to practise on: please volunteer!
• A useful RLC will have a change process planned or ongoing.
• Briefly describe your proposed RLC and why it is interesting to explore.
• Try to formulate your RLC in one sentence.

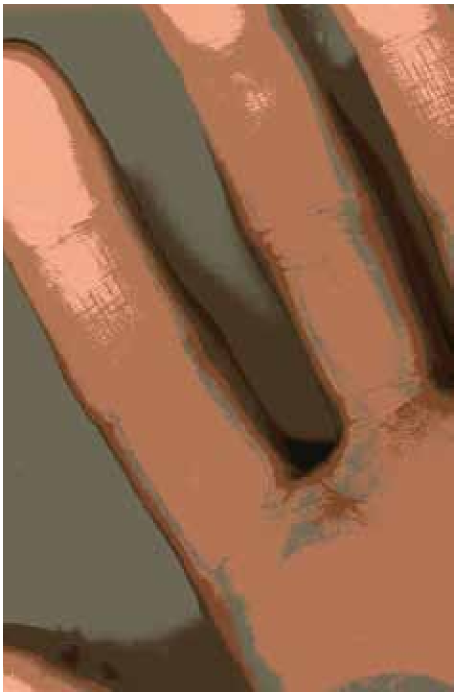

TACSO
CSO Management
• The RLC should be a mix of internal and external factors.
• Case owner (who volunteers the case) must be knowledgeable about the RLC, will share information with groups.
• Groups expected to challenge case owner through questioning relevant to exercises. Nobody is an expert, including the case owner, and there is no ONE right answer!
• Agree on the RLCs you find most interesting which we will then work on during this week.


TACSO
CSO Management
Group reflection:
• In your organisation are there perhaps some internal politics or interests which may influence the formulation of the Basic Question?
• What can you do about it, in order to still end up with the best possible Basic Question, owned by most of the stakeholders?


TACSO
CSO Management
Group task:
• Formulate a Basic Question for your case organisation
• Use all eight elements of the Basic Question formulation process, including the criteria to help us later measure if we were successful
• Present your BQ for reflection and feedback

Quick Scan

Summary	▪ Quick Scan helps to take a limited but focused perspective on an organisation; ▪ it is an objective factual approach that assists in categorising information; ▪ is light in approach, stresses publicly available information; ▪ may be helpful in identifying further information needs for the ID/OD analysis.
Learning objectives	▪ To be able to conduct a Quick Scan in a real own context; ▪ to determine what is enough information for an initial impression of an organisation; ▪ to know how to identify information gaps which may need to be addressed later on.
Tools and exercises	▪ Quick Scan; ▪ definition of core elements of Quick Scan.
Duration	▪ Approximately three–four hours, including group exercises.
References	▪ Pages 40–49 in the Manual on 'CSO Management'; ▪ PPT slides.



Facilitation tips and steps

- The ‘trick’ with conducting a Quick Scan is to ensure it is indeed rather quick, factual and objective, without costing too much time and effort. In reality, a Quick Scan can be carried out by a small team of staff using mostly published information or limited own observations;
- depending on the size of the organisation, the scan should not take more than a couple of days. Getting the information may initially take some time but once you have it, scanning the information and organising it into mission, inputs, outputs and users/effects should be possible without too much additional effort;
- a Quick Scan remains at the borders of the organisation, looking at input, output, mission and effects at user level. It can never be a substitute for a detailed organisational analysis but it may help getting some initial impressions established. For training purposes you can use any organisation from one or more participants as a case and let that be the focus of the Quick Scan;
- as a trainer, once you have introduced the background for the tool the best way to describe the Quick Scan is to show the scan elements as on the slide, since this immediately shows what to focus on and what not. Make sure to clearly distinguish input, output, mission and effects at user level from the start as done on the slides. Experience tells us that knowing the difference between outputs and effects/users presents trouble for most participants. The various steps in presenting the tool are further elaborated on below.
- when instructing the participants, first ask them to choose an organisation in each group that they are familiar with. Then ask each group to first draw a big Quick Scan model on a flipchart paper for an overview. Then let them identify the following elements:
    - what is the mission of the organisation?
    - what are the main inputs of the organisation?
    - what are the outputs of the organisation (products/services, quantity and quality). In other words, what does it deliver in concrete terms?
    - who are the intended users/target groups of the organisation?
    - what are the intended or actual effects and impact of what the organisation does, i.e. what has changed as a result of the organisation’s outputs?
- each group will write their findings on coloured cards indicating positive or negative aspects concerning inputs, mission and outputs, and users and effects and then stick the cards onto their Quick Scan model on the wall. Ensure they discuss whether they have a clear understanding of all cards;

- in the end, each group presents the results of the scan back in plenary, as well as an initial impression of the overall health or performance of the organisation as seen from the outside.

Questions for further reflection

- What is the reason for the existence of your organisation? Why was it set up in the first place? Do you have a mission statement? Are you happy with this or is it not precise enough. If not, what is missing? A good mission statement is one that your intended users or beneficiaries can identify with and understand as well;
- what does your organisation actually do? How can we tell what comes out of your organisation, i.e. your outputs? Are they easy to identify? Are they products or services, or perhaps even networking activity? Is there a clear link between your inputs and outputs?
- how would you describe your organisation's own inputs which make it possible for it to function? Please describe staffing, knowledge, financial resources, dependency on donor funding or other sources. Is your staff qualified enough, are they working full time or are they mostly volunteers? What does that mean for the functioning of your organisation?
- though you may have a clear idea about who your users are, are they also fully aware that you are working for them? How do you know that they benefit from your outputs? Are they just passively receiving your outputs, for example, attending your trainings, or do they actually do something with it afterwards, such as use their knowledge to do something they would otherwise not have done? How do you know for sure that you are making a difference?
- if somebody were to conduct a Quick Scan of your organisation what do you think they would find, and would that provide them with a fair picture of what you do? If not, why do you think that is? Maybe you are not well known or perhaps there is very little information available about what you do. This could even be something to address as part of your ID/OD process.

CSO Management

Quick Scan

Module 3

CSO Management

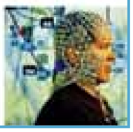
Objectives:

- To be able to conduct a Quick Scan in a real own context;
- To determine what is enough information for an initial impression of an organisation;
- To be able to constructively examine Quick Scans of peers for improvement and added clarity.

CSO Management

What it is:

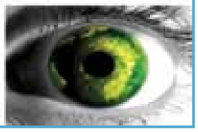
- Taking an outside perspective—a 'light' organisational analysis;
- Focuses on the borders of an organisation and the environment;
- Leaves the inside of the organisation untouched for the moment;
- Is non-intrusive, does not raise expectations;
- Reviews inputs, mission and outputs, users and effects.



CSO Management

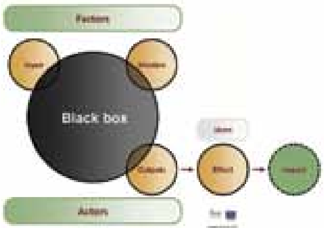
Usage and advantages

- Helps with preparing and deciding on the need for further analysis before committing substantial resources. For example, quick scan for short listing of small grants recipients;
- Particularly helpful if considering partnerships or wider networking;
- Quite objective, factual.



CSO Management

Quick scan elements



CSO Management

Core elements

Mission:

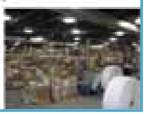
- Why was the organisation founded, main purpose?
- What does the organisation believe in/core values?
- What target groups does it intend to serve or collaborate with?
- What is the main approach to accomplishing the mission?

CSO Management

Core elements

Input:

- Main type of resources used to produce products or services.
- Money, staff, means of transport, buildings, knowledge, technology, access to information.
- Input sources: donors, voluntary contributions, government, private investors, members, own resources.
- Scale of inputs, size of organisation.
- Stability and longevity.



CSO Management

The challenge of CSOs

- Capacity of CSOs varies greatly, potential huge, but how to benefit?
- Professionalising and scaling-up demands fundamental capacity and flexibility;
- CSOs need long-term strategies and plans to remain relevant and to be able to respond;
- Challenges remain numerous for CSOs but most capacity can in fact be developed by CSOs themselves;
- ID/OD offers insights into how CSOs can analyse own situation and how to respond effectively to internal and external changes.


TACSO
CSO Management
Core elements
Users/effect:
• Who are the intended beneficiaries of services or products?
• Are users passive receivers or active partners?
• Are target groups general or very specific?
• Public image—what is perception by users and other stakeholders?
• Is there a link between mission statement and actual target group?
• Actual effect of delivering the outputs; do they change anything?


TACSO
CSO Management
How to collect information
• Information readily available from Internet or reports
• Talk to users of services, read newspapers
• Use your own networks too
• Avoid an in-depth study—a 'slow scan'
• No need for a visit at this moment.
Google


TACSO
CSO Management
Institutions more concretely
• Let us distinguish 'abstract' and 'concrete' institutions;
• Abstract institutions = norms and behaviours that persist over time;
• Concrete institutions = defined as physical organisations with formal structures, systems and mandates;
• Concrete institutions represent or regulate abstract institutions—an organisational expression of abstract institution.
Examples:
• Abstract institution = politics;
• Concrete institution = political parties;
• Abstract institution = money;
• Concrete institution = bank.


TACSO
CSO Management
Group reflection:
• If an outsider were to conduct a Quick Scan of your organisation, what do you think they would find?
• Do you think your organisation would appear like you would want or hope it to, based on publicly-available information?

Environmental Scan

Summary	▪ A simple yet powerful tool that spots and categorises external factors and actors; ▪ a systematic overview of external factors and actors of importance to an organisation's ability to achieve long-term objectives; ▪ divides into categories supplies, demand, policy setting and collaboration/competition; ▪ presents a picture of opportunities and challenges within and outside the influence of CSOs.
Learning objectives	▪ To learn how to conduct an Environmental Scan in a real own context; ▪ to identify demand, supply, policy and competitive/ collaborative environment factors; ▪ to distinguish opportunities and challenges within and outside the influence of the organisation.
Tools and exercises	▪ Environmental Scan model; ▪ definition of scan categories; ▪ circle of influence.
Duration	▪ Approximately four hours, including group exercises.
References	▪ Pages 51–59 in the Manual on 'CSO Management'; ▪ PPT slides.

Facilitation tips and steps

- The Environmental Scan is at first glance a simple yet complex tool which can help create a powerful overview of an external setting for an organisation. As a trainer, proper facilitation is key to a useful exercise, particularly when it comes to defining the four categories: supplies, demand, policy setting and collaboration/competition. The categories are all external to the organisation which for many newcomers to ID/OD represents an entirely different mindset;
- most participants tend to focus more on what goes on inside their own organisation and what they do in terms of activities and less on the external environment in which they operate, apart from some vague considerations or when they have no choice but to respond to an often negative factor. The challenge of using this tool is to become more aware of what goes on around an organisation AND to ask oneself how much influence you can exercise over external factors;
- thus the circle of influence is in fact more important for participants to be aware of than simply identifying the external factors during the application of the tool. The circle of influence is another way of assessing control by the organisation and to reflect on how to exercise more influence in future by taking advantage of opportunities and protecting against threats;
- for participants working for organisations operating in a networking fashion or in a multi-actor setting, an Environmental Scan may be relatively easier to conduct. But if most participants have never really had to deal with other organisations as partners or competitors the scan may take more time and effort to conduct;
- when applying the tool in practice, it must first be agreed which organisation participants are going to scan. In the PPTs an example is provided to demonstrate the tool. When asking participants to form groups use the same real life cases (RLC) as selected during the Basic Question formulation process. Using the same RLC has the benefit of building on the insights already gained by the groups during Basic Question and then taking another step toward Environmental Scan, which is our first instance of an external analysis;
- once the groups have been confirmed ask them to draw the Environmental Scan with the required lines and categories. They should put the name of the organisation in the middle of the paper and the circle of influence on the wall;
- in a brainstorm fashion, let the groups explore all the various factors and actors that they consider to have a positive or negative impact on their Basic Question. Use yellow cards for threatening factors and actors and green cards for positive opportunities which have not yet been made use of;

- ask groups to put the cards in the correct categories and decide whether they are to be placed inside or outside the circle of influence. Groups should check if the cards are clear or, if there is disagreement amongst participants, explore why that is. Groups should preferably limit themselves to a maximum of ten yellow cards (threatening factors) and ten green cards (opportunity factors) in order to keep it manageable;
- ask groups to mark their chosen yellow and green cards on the wall according to which of them they find will have the highest relevance to answering their Basic Question and which you therefore have to take into consideration;
- analyse which of the identified factors and actors are possible for the organisation to influence and how, in order to improve the performance and impact of the organisation. Also identify which actors and factors cannot be influenced directly and what implications this may have;
- all groups present their findings in plenary for feedback from other groups, as well as questions and answers. Each group takes note of feedback and decides whether to make adjustments to their analysis. Ask for any lessons learnt which may be of relevance to answering the Basic Question.

Questions for further reflection

- Which external factors do you see as the biggest challenges to your organisation which you need to keep in mind in order to not let them make you too weak? How will you protect yourself against them?
- what are the most promising external opportunities which you could take advantage of in order to increase your impact and make a difference to your intended users?
- consider which of your identified factors are within your potential influence and identify exactly how you will exercise this influence in order to benefit from opportunities or to reduce the potential negative impact of a threat;
- to what extent has your current way of operation taken full account of all external factors surrounding you? Why do you think this is so and what do you need to do to adjust your way of working in the future?

CSO Management

Environmental Scan

Module 4

CSO Management

Objectives

- To learn how to conduct an environmental scan in a real own context;
- To identify demand, supply, policy and competitive/ collaborative environmental factors;
- To distinguish opportunities and challenges within and outside the influence of the organisation.

CSO Management

Why an Environmental Scan?

- Often people complain about feeling powerless against negative factors in their environment or get frustrated when other organisations take advantage of positive external developments.
- An Environmental Scan helps you to reflect in a systematic way and take action or adapt yourself to your environment.
- Conducting an Environmental Scan helps you in identifying the potential positive or negative impact of relevant factors in the environment.

CSO Management

What is an Environmental Scan?

- A powerful tool that spots and categorises factors and actors.
- An overview of external factors and actors that are of importance to your organisation's ability to achieve long-term objectives.
- A scan of external factors concerning access to supplies, demand, policy setting and collaboration/competition that help or hinder the delivery of CSO's outputs.
- A picture of opportunities and challenges within and outside the influence of CSOs that helps focus your efforts on the most important external factors.

CSO Management

CSO Management

How does it work?

Let's take an example of the Basic Question:

‘How can we ensure sustainable and effective delivery of training services to CBOs while donor interest in the health sector is declining?’

Now we need to explore the external factors that come into play in relation to this Basic Question.

CSO Management

Factor categories

We consider factors and actors in four main categories:

- Demand
- Supply
- Policy/general
- Collaborative/competitive actors

CSO Management

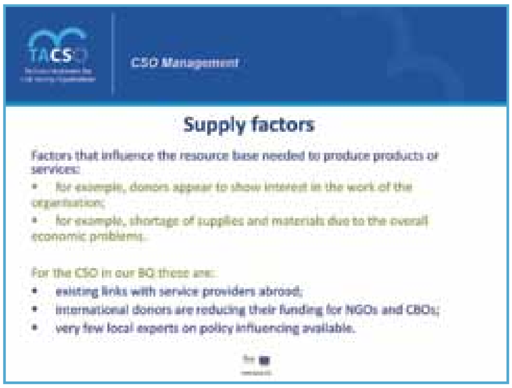
Demand factors

Factors that influence an existing demand for your services, or reveal a need to consider ways to create such a demand:

- for example, positive interest of the target group for project services;
- for example, limited knowledge or interest from target group.

For the CSO in our BQ these are:

- increasing demand for diverse training subjects from CBOs;
- there are few training services on subjects of policy influencing (lobbying and advocacy).


CSO Management
Supply factors
Factors that influence the resource base needed to produce products or services:
• for example, donors appear to show interest in the work of the organisation;
• for example, shortage of supplies and materials due to the overall economic problems.
For the CSO in our BQ these are:
• existing links with service providers abroad;
• international donors are reducing their funding for NGOs and CBOs;
• very few local experts on policy influencing available.


CSO Management
Policy or general factors
Policy or general factors that are of relevance to your field of work are related to the presence or absence of important (formal and informal) legislative or regulatory frameworks that are of importance to the organisation and its users:
• for example, political stability and reduced political interference;
• for example, lack of government incentives for local business development.
For the CSO in our BQ these are:
• central and local government is open for cooperation with civil society organisations;
• government funds are limited and mainly financed from external sources.


CSO Management
Competitive, collaborative or opposing actors
An assessment of the presence and behaviour of actors (organisations and individuals) in terms of potential collaboration, competition or opposition:
• for example, commitment of the government to cooperate;
• for example, competition from other CSOs that provide similar services.
For the CSO in our BQ these are:
• good relations with Ministry of Health
• many competitive NGOs are offering the same training services.


CSO Management
Circle of influence: in or out?
This indicates whether the identified factors can be:
• partly or fully influenced by the organisation in question; or,
• whether the factor is too distant, meaning that the organisation can merely appreciate its existence though not really exercise influence.
Note: the same factor can be influenced by different organisations to a different extent:
• for example, changing of the law is outside the circle of influence for a single organisation whereas it is within such a circle for a powerful alliance of likeminded CSOs.


CSO Management
Influence: opportunity or challenge?
The potential influence of a factor can be distinguished into:
• positive (potentially helping = opportunity), and,
• negative (potentially hindering = challenge).
Opportunity
Many CBOs interested in services
Challenge
The government has limited funds


CSO Management


CSO Management
Please reflect in groups:
• Provide five examples of abstract institutions in your country;
• Describe how these abstract institutions are represented through concrete institutions with an organisational expression;
• What positive or negative roles do these institutions play with relevance to the work of your organisation?


CSO Management
Group task:
• Based on your BQ, for each of the four categories of factors (access to supplies, demand, policy setting and collaboration/competition), identify at least two opportunities and two threats using the environmental scan.
• Select the most important factors that help (= opportunity) and hinder (= challenge) the delivery of CSO outputs of relevance to your BQ.


TACSO
CSO Management
Group reflection:
• Who would you typically want to involve in the Environmental Scan exercise?
• Usually there are many opportunities and challenges. How do you reach consensus over the most important ones?

Institutiogramme

Summary	▪ A tool which creates a visualisation of the relations between various parties active in a certain area or sector; ▪ helps to identify relevant actors in the institutional setting and to depict the nature of their relations and interdependencies; ▪ results in a map of actors with key positions and power that helps in analysing potential for developing and/or improving relations.
Learning objectives	▪ to make an institutiogramme in a real own context; ▪ to identify and analyse relations with and among actors who can influence the performance of your organisation positively and negatively; ▪ to define possibilities for cooperation and assess risks of competition/conflicting interests in the institutional setting.
Tools and exercises	▪ Institutiogramme model; ▪ radian institutiogramme; ▪ network institutiogramme.
Duration	▪ Approximately three hours, including group exercises.
References	▪ Pages 61–66 in the Manual on 'CSO Management'; ▪ PPT slides.

TACSO Regional Training „CSO Management", Macedonia, 2010

Facilitation tips and steps

- Creating an institutiogramme should not take more than around two–three hours. However, application of the institutiogramme requires good knowledge of the existing actors and their relations. As a trainer you should ensure that the groups will base their institutiogramme on their RLCs where they are supposed to have some knowledge about the existence of external actors and their relationships;
- It is recommended for the purposes of practice to start with creating a radian institutiogramme before moving on to a more complex networking institutiogramme. This is because a radian institutiogramme is normally easier to do as it describes existing relations between your organisation and other organisations. A networking institutiogramme, on the other hand, requires knowledge of relations between several other actors which is harder to identify but nevertheless important to know in a highly competitive or politically sensitive setting. The steps are further described below;
- ask the groups to put up a flipchart paper on the wall and to put the name of their RLC on a card to be placed in the middle. Then ask participants to identify actors considered important to the organisation and the BQ (maximum of ten). This includes actors supportive of what the organisation does but also actors in opposition to what you do or even neutral actors with a potential role in the achievement of long-term goals. Put all the names of organisational actors on cards;
- ask the groups to place the actors around the case organisation on the wall and have them check if the names of all actors are clear (no abbreviations!). You may also ask participants to place the actor cards near to or further away from the case organisation in the centre to indicate how close the relationship is at this moment;
- now ask participants to indicate with arrows the types and directions of relations between their organisation and other actors. If you have different coloured markers available ask them to use colours to indicate types of links. For example, green may mean ‘money flows’, red could be ‘politics’ or ‘power’, blue could be ‘information exchange’, and so on. Ask groups to indicate if arrows are one-way, e.g. service provided from one to another, or if the relation is perhaps mutual, where an actual exchange takes place, indicated by an arrow pointing in both directions;
- when all actors have been connected appropriately have the groups agree on the intensity of the relations at this moment, with thick arrows indicating high intensity and thin arrows indicating limited intensity;

- finally, ask groups to discuss what the institutiogramme tells them about their case organisation and its relations with others, such as:
  - which types of information are surfacing which may provide input to answering your Basic Question?
  - which types of relations do you need to pay more attention to in the future, why and how?
  - if you were to create an institutiogramme with relations the way you would want them in the future, what would it look like and what would you have to do to make this happen?
- if you decide to develop a networking institutiogramme and not a radian institutiogramme, the approach remains the same with the following differences:
  - instead of putting your organisation at the centre, start by putting all actors on cards on the wall in no particular order;
  - link all actors with each other, including actors which you may at present have no links to but where their mutual links may have positive or negative influences on your own goals;
  - in order to avoid ending up with an image resembling a 'spaghetti' of actors with arrows all over the wall, start with a few actors only (five–six) and link them appropriately before you move on to including other actors in order to maintain a good overview of your networking institutiogramme.

Questions for further reflection

- Who are the most powerful actors operating in your working area, what makes them powerful, and have you already established good relations with them? Why or why not?
- looking at the various actors around you, are the relations between some of them of potential benefit to your long-term goals and, if so, what could you do to benefit fully from their presence?
- where do you feel that you need to establish contact with important actors with whom you have so far not been dealing and what makes you an attractive actor to them, i.e. what is it in for them?
- do you think other actors would agree with how you have depicted them in your institutiogramme and why do you think they may see things differently?

CSO Management

Institutiogramme

Module 5

CSO Management

Objectives

- To make an institutiogramme in a real own context;
- To identify and analyse relations with and among actors who (can) influence the performance of your organisation;
- To define possibilities for cooperation and assess risks of competition/conflicting interests in the institutional setting.

CSO Management

Why institutiogrammes?

- Organisations that understand and consciously create and make use of relationships with other actors are more successful than others.
- An institutiogramme helps you to visualise the relations (or their absence) with and between various actors in your field of work.
- Making an institutiogramme assists you to map your institutional setting, clarify the intensity and nature of relationships among the actors, and spot the gaps (opportunities).

CSO Management

What is an institutiogramme?

- A visualisation of the relations between various parties active in a certain area or sector.
- A tool to identify relevant actors in the institutional setting and depict the nature of their relations and interdependencies.
- A map of actors with key positions and power that helps in analysing the potential for developing and/or improving relations.

CSO Management

When is an institutiogramme useful?

If your Basic Question relates (partly) to the institutional setting of your organisation, that is, your BQ makes other actors and your relationships (or their absence) with them relevant to your analysis:

- For example, how can we improve cooperation with local government authorities to enhance the effectiveness of our work in protecting consumer interests => Relevant actors: local authorities, other like-minded CSOs, consumer groups, companies;
- Or, if during the environmental scan you identified potential partners/collaborators/competitors and you want to analyse this potential.

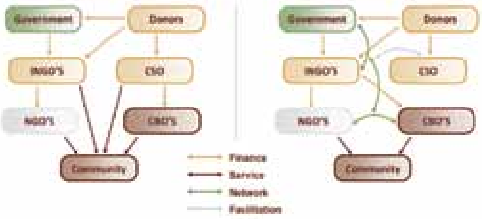
CSO Management

The institutiogramme is a map depicting:

- relevant actors in the environment
- types of relationships (hierarchical, financial, cooperation, operational)
- the intensity of existing relationships
- The basis for analysis to identify potential for improved relationships

It can be used as a snapshot of existing relations or as a desired future depiction of how you would like to see institutional relations between you and other actors.

CSO Management



CSO Management

Institutiogrammes can be radian or network

- Radian: your organisation is placed in the middle, only depicting your links to external actors. Simple overview which does not explore other relations between the actors themselves.
- Network: here you add the relationships between the actors to learn more how they operate together. More complex and informative overview but may be difficult to read—too many arrows.
- Choice of radian or network depends on what is important for you to know.
- The following slides show the differences graphically.


CSO Management
Ministry of Agr
Credit Co-ops
Agricultural producers
Commercial banks
Agricultural CSO
Middlemen
Farm associations
Dairy industries
Shops and outlets
Products and services
Financial flows
Political ties
Radian institutiogramme


CSO Management
Ministry of Agr
Credit Co-ops
Agricultural producers
Commercial banks
Agricultural CSO
Middlemen
Farm associations
Dairy industries
Shops and outlets
Products and services
Financial flows
Political ties
Network institutiogramme


CSO Management
Institutions more concretely
Let us distinguish 'abstract' and 'concrete' institutions;
Abstract institutions = norms and behaviours that persist over time;
Concrete institutions = defined as physical organisations with formal structures, systems and mandates;
Concrete institutions represent or regulate abstract institutions—an organisational expression of abstract institution.
Examples:
Abstract institution = politics;
Concrete institution = political parties;
Abstract institution = money;
Concrete institution = bank.


CSO Management
Group task:
Make a radian institutiogramme putting your own organisation in the centre (maximum ten actors)
Analyse the institutiogramme and identify the three most important opportunities/threats with a relevance to your BQ
Summarise your key learnings from the institutiogramme: what your organisation needs to do to respond effectively.


CSO Management
Group reflection:
What are the most important actors that currently affect the work of your organisation?
How do you normally monitor and manage the quality of your relationship with them?
Do you ever map external actors systematically?

The Integrated
Organisation Model

Summary	▪ A tool to describe, analyse and diagnose organisations in their immediate environment; ▪ summarises five external and six internal elements that jointly determine the performance of an organisation; ▪ complements other external analysis tools and helps to recheck external factors (opportunities and threats) identified to far; ▪ complements external assessment tools by identifying internal organisational factors that help or hinder performance (strengths and weaknesses).
Learning objectives	▪ To be able to conduct a full IOM assessment in a real own context; ▪ to be able to assess strengths, weaknesses, opportunities and threats (SWOT analysis) and how these relate to the Basic Question; ▪ to finalise a complete SWOT analysis in preparation for Strategic Orientation.
Tools and exercises	▪ IOM model; ▪ full SWOT analysis.
Duration	▪ Approximately four hours, including group exercises.
References	▪ Pages 69–94 of the Manual on 'CSO Management'; ▪ PPT slides.

Facilitation tips and steps

- IOM is a comprehensive tool yet it can also be used to simply establish an overview of the vital elements of an organisational analysis. Thus you can choose to apply parts of the IOM or to do a full IOM diagnosis;
- depending on where you are in your ID/OD process you may already have conducted an analysis of factors and actors using the Quick Scan, the Environmental Scan and the institutiogramme. Whereas the external analysis of factors and actors prompts us to identify opportunities and threats, looking inside the organisation enables us to identify current strengths and weaknesses, ultimately leading to a complete SWOT analysis;
- as a trainer, the best value you can offer is to introduce the IOM framework and then let participants reflect on the various elements from an organisation known to them, either as a RLC or simply by considering their own organisation;
- one way of introducing the tool is to start the session by asking participants to imagine they have been offered to join an attractive new organisation. Put people in small groups of two–three and instruct them that they are allowed to ask three questions each to help them decide whether or not to join this new organisation. Ask the groups to write their questions on coloured cards;
- now put the questions up on the wall and group them against each of the IOM elements whereby you demonstrate the different categories in practice, using people’s own contributions. This is normally the most effective way to introduce the tool before going into case work;
- now it is time for real group work. Ask groups which have worked together on the BQ until now to get back into their groups and identify strengths, weaknesses, opportunities, and threats. Have them write these on cards using different colours. Each group should then draw an IOM on flipchart paper and place the cards on their drawing according to the IOM elements;
- to keep things manageable you may ask people to identify two cards for each IOM element. Check all the cards one last time to ensure the colour coding is correct and they are clear to everybody. Once all cards have been duly debated and clarified, indicate which cards are most relevant to potentially provide answers to the Basic Question;
- this session is an important preparation for completing the SWOT analysis and is essential in order to provide input to the next step in the ID/OD process: Strategic Orientation. In the Manual you will find an annex with an elaborate IOM checklist of questions people could ask under each category. However, remember that you will never need to ask all the questions proposed: they are only meant to inspire;

Questions for further reflection

- How can we ensure that we make use of current strengths in our next strategy? If we were to ask outsiders to indicate what they thought of as our strengths, would they mention the same points? Are some of our weaknesses so prominent that they make us extra vulnerable to external threats? What would it take to turn a weakness into a future strength?
- have we already covered all external actors and factors using previous tools or does the IOM come up with additional information which we should take into consideration?
- do we generally agree on the findings of our IOM analysis? If we have strong disagreements, how come? Is it because we use different words or is it perhaps because we have different perspectives?
- based on our IOM model with all the cards, does our organisation look healthy or do we have serious challenges we need to face up to, and what would those challenges be?


CSO Management
Integrated Organisation Model (IOM)
Module 6


CSO Management
Objectives:
To be able to conduct an IOM assessment in a real own context;
To be able to assess strengths, weaknesses, opportunities and threats and how these relate to the Basic Question.


CSO Management
Why an Integrated Organisation Model?
People by nature are biased towards certain elements they consider to be of crucial importance to the organisation.
Using an IOM helps in ensuring a complete and comprehensive assessment.
The IOM stresses that the different elements influence each other (= integrated).


CSO Management
What is the Integrated Organisation Model?
A tool to describe, analyse and diagnose organisations in their immediate environment.
A tool that summarises relevant five external and six internal elements that jointly determine the performance of an organisation.
A tool that complements earlier ID/OD tools that were introduced and helps ensure a complete and comprehensive overview of external factors (opportunities and threats).
A tool that complements the external assessment by helping to identify internal factors that help or hinder performance (strengths and weaknesses).


CSO Management
SWOT defined
Strengths—internal factors within the control of the organisation that are currently helping performance.
Weaknesses—internal factors within the scope of control of the organisation that are currently hindering performance.
Opportunities—external factors that if taken advantage of may help performance in the future.
Threats—external factors that if not responded to or protected from may hinder performance in future.


CSO Management
How does it work?
The IOM introduces five external and six internal elements that jointly determine organisation performance.
Questioning these elements, in light of your BQ, helps you identify those aspects of the organisation that help and those that hinder.
The helping and hindering aspects, both external and internal, provide a so-called SWOT inventory which becomes key input to a strategic orientation exercise.


CSO Management
The Integrated Organisation Model
Factors: economic, technical, political, socio-cultural influences
Input
Mission
Organisation
Outputs
Actors: suppliers, financiers, competitors, partners, peer groups


CSO Management
Mission: reason of being for the organisation, reflecting the main purpose for which the organisation exists.
Output: actual material and immaterial products and services that are being produced and delivered by the organisation to its immediate users.
Input: all financial and non-financial means the organisation uses for producing outputs (e.g. staff, building and equipment, information, finance).
Factors: political, economic, social, technical and cultural factors that influence the organisation but are not under the control of the organisation.
Actors: entities that may influence the performance of the organisation (e.g. government agencies, donors, customers, target groups, other CSOs).

TACSO Regional Training „CSO Management“,
Former Yugoslav Republic of Macedonia, 2010

Strategic Orientation and Planning

Summary	▪ SOR is a tool that finalises an ID/OD analytical process by translating previous analytical work into strategy formulation; ▪ it is a systematic tool which concretises the consequences of a SWOT analysis by formulating it into a concrete strategic plan for action; ▪ SOR helps to check overall relevance of proposed strategic options against BQs to ensure a focused response; ▪ SOR ensures that the feasibility of strategic options are checked against the existing organisational capacity before a final decision is taken.
Learning objectives	▪ To be able to conduct a strategic orientation and planning process for institutional and organisation development; ▪ to be able to assess strengths, weaknesses, opportunities and threats and how these may inform the identification of strategic options; ▪ to translate strategic options into strategic planning with outputs and activities for implementation.
Tools and exercises	▪ Strategic options matrix clustering opportunities and threats; ▪ SOR matrix assessing the feasibility of proposed strategic options against internal strengths and weaknesses; ▪ Overview of entire Strategic Orientation and Planning process.
Duration	▪ Approximately six hours, including group exercises.
References	▪ Pages 97–105 in the Manual on ‘CSO Management’; ▪ PPT slides.

Facilitation tips and steps

- This tool presupposes that participants have already been through several other analytical steps and exercises. Thus it is assumed that participants have already developed a Basic Question, identified opportunities and threats as well as strengths and weaknesses for a complete SWOT analysis using various tools, such as IOM, Quick Scan, the Environmental Scan and/or the institutiogramme;
- as a trainer you must make sure that a full SWOT analysis is already available to each group which will work on developing a strategic orientation process. The information generated through the SWOT analysis is a prerequisite before you can proceed with SOR: without this information analysis you are not yet ready to conduct a SOR, let alone instructing participants how to do so! Key facilitation steps are outlined below;
- SOR is the most challenging of all the tools presented in this Guide and normally presents obstacles and hurdles to participants before they start getting a clearer overview. Therefore, hands-on facilitation is a must. In the PPTs ample instructions have been provided but they may require careful demonstration examples before they are clear to participants;
- however, before initiating exercises first reconfirm that all participant groups have a Basic Question which will guide the entire analysis. Reconfirm that a full SWOT analysis has been conducted, including identified external opportunities and threats as well as internal strengths and weaknesses;
- then ask groups to first cluster or group their identified opportunities and threats which may have things in common. It is possible that some opportunities and threats may be grouped together. It may also be that some of these may stand out as single opportunities and threats thus justifying their own cluster. Once clustered, ask the groups to give each cluster a heading as a way to get an overview;
- the next step is for the groups to formulate a response to each cluster to address identified opportunities and threats. These responses, in fact, become draft strategic options which would best help the organisation protecting itself against threats and taking advantages of opportunities;
- groups should review their draft strategic options against their Basic Question in terms of relevance to answer the BQ. The trainer must help the groups to score each strategic option against the key criteria of the BQ to determine if the options will have a high, medium or low significance in answering the BQ. Select the options with high or medium probability only, typically two–three options;
- next, groups must check the feasibility of selected draft strategic options against the existing capacity of the organisation. This is where identified strengths and

weaknesses come in. Each strategic option must be scored against existing strengths and weaknesses to determine to which extent they will further (strengthen) or hinder (weaken) the organisation's realisation of the options in question (see SOR matrix in PPT slides). In the end, select the options with the highest scores;

- it may be that groups come across a significant weakness which may result in low scores for all options. This does not in itself mean that all options are not feasible, but that the organisation may have to start by addressing this particular weakness before it proceeds with selecting and implementing chosen strategic options;
- once strategic options have been chosen groups must confirm what their strategic goals are going to be. In fact, the selected strategic options will in most cases, by implication, become your strategic goals. However, ask the groups to check if the final formulation of the strategic goals is clear to all group members, including what they would mean when put into practice;
- finally, if time permits, ask groups to conduct detailed strategic planning where they identify a limited number of results to be achieved for each strategic goal, as well as associated activities. Have groups check whether they will be able to resource the chosen priorities with staff, money, etc, including who will lead on their implementation and realistic deadlines for their completion.

Questions for further reflection

- Have we already covered all external actors and factors using previous tools, or does the IOM come up with additional information which we should take into consideration?
- do we generally agree on the findings of our IOM analysis? If we have strong disagreements, how come? Is it because we use different words or is it perhaps because we have different perspectives?
- based on our IOM model with all the cards, does our organisation look healthy or do we have serious challenges we need to face up to, and what would those challenges be?
- how can we ensure that we make use of current strengths in our next strategy? If we were to ask outsiders to indicate what they thought of as our strengths, would they mention the same points? Are some of our weaknesses so prominent that they make us extra vulnerable to external threats? What would it take to turn a weakness into a future strength?

CSO Management

Strategic Orientation and Planning

Module 7

CSO Management

Objectives

- To be able to conduct a strategic orientation (SOR) and planning process for institutional and organisation development.
- To be able to assess strengths, weaknesses, opportunities and threats and how these may inform the identification of strategic options.
- To translate strategic options into strategic planning with outputs and activities for implementation.

CSO Management

Why Strategic Orientation and Planning?

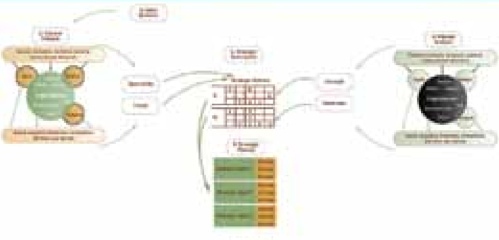
- So far we have done an assessment of the current situation (SWOT inventory).
- Assessment of the present is meant as a basis for decision-making about the future (strategising) in terms of what to do with what priority.
- The SOR is a systematic approach to move from assessment to strategy formulation for institutional and organisational development.

CSO Management

What can be done with it?

- Ensuring the development of a relevant and ambitious but feasible strategy for organisational improvement.
- Getting clarity on which options you have in dealing with current situation/s.
- In a systematic way, come to an informed selection and prioritisation of your options in light of available capacity.

CSO Management



CSO Management

How does it work?

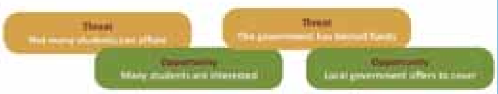
1. Reconfirm your Basic Question, for example, *'How can the Ministry of Education become more effective in addressing the education needs of ethnic minorities?'*
2. Identify external opportunities and threats.
3. Identify internal strengths and weaknesses.

This is your SWOT inventory which will serve as a basis for the future strategy development processes.

CSO Management

How does it work (cont.)?

4. Cluster opportunities and threats



CSO Management

How does it work (cont.)?

5. Formulate strategic options = a statement that reflects a possible future response to a cluster of opportunities/threats. For example, *'Develop a quality curriculum for students in consultation with local education officers …'*
6. Review strategic options in light of BQ (see next slide).
7. Check feasibility of proposed strategic options in light of strengths and weaknesses, using a Strategic Orientation Matrix (see slide 13).

CSO Management

Cluster opportunity + threat	Strategic option	Criteria	Score: high, medium, low
Threat Not many students can afford our fees	To develop a quality curriculum for students in consultation with local education officers to ensure ownership and increase chances of local government providing co-financing	Basic Question: suitability, legitimacy, relevance, effectiveness, sustainability and flexibility	
Opportunity Many students are interested in our curriculum			
Threat The government has limited education budget			
Opportunity Local government offers to cover tuition fees in our areas			

CSO Management

	Strategic option 1	Strategic option 2	Strategic option 3
Strength 1			
Strength 2			
Strength 3			
Subtotal			
Weakness 1			
Weakness 2			
Weakness 3			
Subtotal			
Total			

To what extent does strength 1 help in achieving strategic option 1?
0 = not at all
+ = a little
++ = reasonably
+++ = a lot

To what extent does weakness 1 hinder in achieving strategic option 1?
0 = not at all
- = a little
-- = reasonably
--- = a lot

CSO Management

	Strategic option 1	Strategic option 2	Strategic option 3
Strength 1	+++	0	+++
Strength 2	++	++	0
Strength 3	0	+	+
Subtotal	+5	+3	+4
Weakness 1	-	---	-
Weakness 2	0	-	--
Weakness 3	-	0	0
Subtotal	-2	-4	-3
Total	**+3**	**-1**	**+1**

CSO Management

How does it work (cont.)?

8. Formulate strategic goals
9. Draft Strategic Plan

CSO Management

Case-based homework/group assignment

BQ: *'How can the District Health Department in Province Faraway ascertain the effective and affordable delivery of primary health services to the rural population in the province?'*

Step 1: Formulation of strategic options

Step 2: Draft Strategic Plan

CSO Management

Case-based homework—SWOT inventory

Opportunities:

1. District Commissioner gives high priority to public health issues;
2. Health budget grows at least 10 per cent per year over the coming three years;
3. Health services of non-governmental organisations are well appreciated;
4. Clear political trend towards decentralisation.

Threats:

1. Rapid population growth;
2. Growth of infectious diseases (typhoid, dysentery);
3. Public health services have a bad reputation;
4. Fragmentation of donor efforts.

CSO Management

Case-based homework—SWOT inventory

Strengths:

1. Employees are motivated;
2. Division of responsibilities is clear and logical;
3. Transparent budgeting procedures;
4. Dedicated and trustworthy management.

Weaknesses:

1. Operational strategies not available;
2. Management has little experience with policy development;
3. Weak monitoring system;
4. Many civil servants aspire to position in capital.

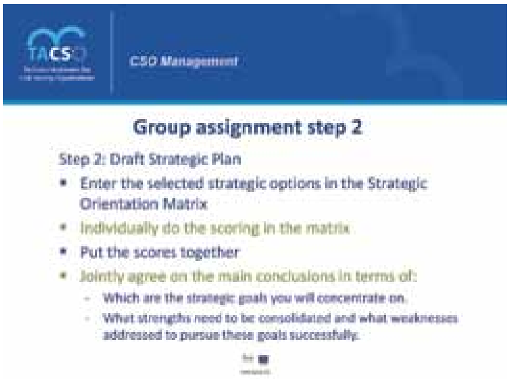
CSO Management

Group assignment step 1

BQ: *'How can the District Health Department in Province Faraway ascertain the effective and affordable delivery of primary health services to the rural population in the province?'*

Step 1: Formulation of strategic options

- Review the list of opportunities and threats
- Individually formulate at least three strategic options
- Share these with your group members and jointly select from three to at most five strategic options that are most relevant given the BQ.


TACSO
CSO Management
Group assignment step 2
Step 2: Draft Strategic Plan
Enter the selected strategic options in the Strategic Orientation Matrix
Individually do the scoring in the matrix
Put the scores together
Jointly agree on the main conclusions in terms of:
Which are the strategic goals you will concentrate on.
What strengths need to be consolidated and what weaknesses addressed to pursue these goals successfully.


SUCCESS

Annexes

Annex 1

Trainer recap or quiz to check learning (correct answers highlighted in yellow)

Module 1: Introduction ID/OD

An abstract institution can be defined as:

- politics, marriage, money;
- an international supermarket chain;
- a very important organisation.

Explanation:

Abstract institutions such as politics, marriage and money have been around for a long time and most people appreciate or accept their existence. If they would suddenly disappear we would in most cases feel something was missing. However, as abstract institutions, they do not in themselves have a concrete form.

A concrete institution is:

- complexes of norms and behaviours that persist over time;
- a local credit organisation;
- a bank, government, council of elders.

Explanation:

Concrete institutions are the formalisation of abstract institutions into something resembling organisational forms, i.e. they represent abstract institutions. An international bank is the concrete representation of the abstract institution of money. Government is the same representation of politics or the rule of law, etc.

An organisation is:

- a group of people meeting by chance;
- fans at a football match shouting slogans;
- a group of people working together to achieve long-term goals.

Explanation:

An organisation will represent a more formal set up, often at a physical location with an office or the like, where people have decided to work together to accomplish common goals. Initially, an organisation can consist of just a few people but as organisations grow they will normally develop procedures, structures, systems, hire more staff, and so on in order to function increasingly effectively and efficiently.

The ID/OD process consists of (please list them):

- four steps;
- five steps;
- six steps.

Explanation:

The six steps are Basic Question, Quick Scan, Institutional Analysis, Organisational Analysis, Strategic Orientation, Strategic Planning.

CSOs are:

- politically independent;
- politically dependant;
- can be both, depending on the local context.

Explanation:

CSOs are as different as any other type of organisation, depending on their leaders, their staff and the political context they have to operate in. Sometimes CSOs may be forced to enter into the political scene to effect real change. At other times, CSOs may feel they need to maintain their independence to secure their credibility, and therefore stay away from politics.

Module 2: Basic Question

Basic Question is about:

- defining the solution from the beginning;
- something that helps you to focus;
- ensuring that you can control the opinions of others.

Explanation:

Basic Question is a starting point for an analysis when you may not yet know the solution to the problem. By asking the question, you at least know what to focus your analysis on. Basic Question is, in fact, a way to ensure that we capture the opinions of others and reach a common understanding of the problem, which also increases the ownership and commitment to find answers to the question.

The best Basic Question will contain:

- mostly an internal focus on the organisation;
- mostly an external focus on outside the organisation;
- a combination of the two.

Explanation:

The hard part is to obtain a balance between an internal and external focus. If too internal, then we may only learn about what goes on inside but not necessarily what external effect an internal improvement may have for performance. If too external, on the other hand, it may no longer be a question that concerns or can be addressed by our organisation but more a general problem that may be outside the influence of the individual organisation.

A Basic Question is best developed by:

- external stakeholders;
- external consultants;
- staff of the organisation in question.

Explanation:

In most cases staff will be the ones who will have to find the answers. Though they may need to consult with external stakeholders and consultants to ensure a well reflected focus, the staff must make sure that they themselves own, understand and are willing to do something about finding the answers.

A Basic Question will:

- always stay the same;
- will change all the time;
- will sometimes require adjustment.

Explanation:

Though it is not recommended to change your Basic Question every week, because it then loses its strength, you should be open to making adjustments. For example, it could be that your analysis has alerted you to new information and perspectives that you might not have considered in the beginning but which you now realise are important in order to ensure a meaningful Basic Question.

Module 3: Quick Scan

A Quick Scan helps you to:

- identify the answer to your Basic Question immediately;
- get an initial impression before you proceed further in your analysis;
- spy on another organisation without them knowing it.

Explanation:

A Quick Scan it not a full analysis: it is simply a way to get a quick impression or overview. The advantage is that you can do it from a distance without raising any expectations or taking up people’s time if you are not yet sure what it is you are after.

A Quick Scan looks mostly at the:

- inside of the organisation;
- outside of the organisation;
- borders of the organisation.

Explanation:

A Quick Scan is not an in-depth internal analysis of the organisation nor is it a detailed external analysis. Instead it is an analysis used to get an initial impression by looking at the borders only. If, after this initial analysis, you decide that you need more information, you may have to decide to use more detailed tools.

Core elements of a Quick Scan are:

- mission, input, output, users/effect;
- as much as you can cover in a short time;
- strategy, systems and structure.

Explanation:

This should be your main source of information at this stage.

Module 4: Environmental Scan

An Environmental Scan is used to:

- protect the organisation from pollution;
- identify threats and opportunities;
- generate frustration.

Explanation:

The most important outcome of an Environmental Scan is to identify significant opportunities and threats which the organisation needs to be aware of. If you are not aware of these you may suddenly find yourself vulnerable to events that you never realised might influence you or you miss out on realising opportunities that would have made you stronger.

An Environmental Scan consists of:

- four categories: policy, demand, supply, competition/collaboration;
- three categories: demand, supply and inputs;
- two categories: threats and opportunities.

Explanation:

By using these four categories you do, in fact, become able to identify threats and opportunities for later use and get a better overview.

Circle of influence means:

- that you are under the influence of others;
- that you can influence others;
- a combination of the two.

Explanation:

The circle of influence is your own assessment of what your options are for influencing matters around you. Instead of simply assuming that you have no influence, you will often be able to respond and perhaps even turn a threat into a future opportunity. Where you draw the circle also indicates your level of confidence. However, whatever confidence you may have it will only be through actual action that you can verify your real influence: it is not a given but will in most cases be a combination of influencing and being influenced by others.

Module 5: Institutiogramme

An institutiogramme shows:

- who the most important current partners are to you;
- who the most important future partners are to you;
- all organisations operating within the general environment of importance to you.

Explanation:

An institutiogramme demonstrates both existing and potential future partners who may play a role for the organisation in question. How you rate the importance of other organisations is ultimately up to you, based on your analysis. The tool itself helps you get an overview of the general environment, not your answers.

In an institutiogramme it is useful to:

- determine what kind of exchanges exist between your own organisation and others;
- emphasise the political influence that is most important;
- realise that in the end only financial flows matter.

Explanation:

You will decide what is most important to pay attention to. As a tool it simply helps you to structure the type of exchanges. It does not tell you what is best, only you can do that based on your context.

Module 6: Integrated Organisation Model

An IOM model consists of:

- nine elements (minus external ones);
- 11 elements (including external ones);
- six elements (only the black box internally).

Explanation:

Eleven is the answer. An IOM model includes internal elements, those on the border, and external elements.

When conducting an IOM analysis, a healthy organisation would be one which shows that:

- the organisation or its director manage to keep all of the IOM elements in good balance;
- the organisation does not have any weaknesses to hinder its progress;
- there are clear answers to all the questions you may ask.

Explanation:

No organisation is perfect: they will all have their strengths and weaknesses. That is normal. A healthy organisation is one where it is possible to openly discuss all elements and find a way to maintain a balance so that all IOM elements may support each other, even if there may be problems that still need to find their right solutions.

Module 7: Strategic Orientation

A SOR analysis is especially useful in order to:

- finalise your basic question;
- eliminate threats to your organisation by avoiding them;
- weigh your best options before you decide your course of action for the future.

Explanation:

SOR is primarily a tool to help you systematically reflect on your available options. By listing those options and scoring them against your criteria for success and your Basic Question you should have a better chance of addressing key issues facing you than, for instance, if you would only have tried to protect yourself against threats.

Grouping threats and opportunities into options as part of SOR helps to:

- ensure you get depressed about how bad things really are;
- get a realistic picture of how they may be related and could be addressed in combination;
- lose the overview completely.

Explanation:

However worried you may at times get as you look at threats, or how exciting your opportunities may appear, the real trick about strategic planning is knowing how all factors relate and how they can be effectively addressed together.

REGIONAL PROJECT OFFICE
Potoklinica 16
71 000 Sarajevo, BOSNIA AND HERZEGOVINA
Phone no: +387 (0)33 532 757
Web: www.tacso.org
E-mail: info@tacso.org

ALBANIA
Rr “Donika Kastrioti”, “Kotoni” Business Centre, K-2
Tirana, ALBANIA
Phone no: +355 (4) 22 59597
E-mail: info.al@tacso.org

BOSNIA AND HERZEGOVINA
Kalesijska 14/3
71 000 Sarajevo, BOSNIA AND HERZEGOVINA
Phone no: +387 (0)33 656 877
E-mail: info.ba@tacso.org

CROATIA
Amruševa 10/1
10000 Zagreb, CROATIA
Phone no: +385 1 484 1737/38/3
E-mail: info.hr@tacso.org

KOSOVO UNDER UNSCR 1244/99
Str. Fazli Grajqevci 4/a 10000
Pristina, KOSOVO under UNSCR 1244/99
Phone no: +381 (0)38 220 517
E-mail: info.ko@tacso.org

FORMER YUGOSLAV REPUBLIC OF MACEDONIA
11 Oktomvri 6/1-3 1000
Skopje, Former Yugoslav Republic of MACEDONIA
Phone no: +389 2 32 25 340
E-mail: info.mk@tacso.org

MONTENEGRO
Dalmatinksa 78
20000 Podgorica, MONTENEGRO
Phone no: +382 20 219 120
E-mail: info.me@tacso.org

SERBIA
Španskih boraca 24, stan broj 3
11070 Novi Beograd, SERBIA
Phone no: + 381 11 212 93 72
E-mail: info.rs@tacso.org

TURKEY OFFICE ANKARA
Gulden Sk. 2/2 Kavaklidere – 06690
Ankara, TURKEY
Phone no: +90 312 426 44 5
E-mail: 1info.tr@tacso.org

TURKEY OFFICE ISTANBUL
Yenicarsi Caddesi No: 34 34433 Beyoglu
Istanbul, TURKEY
Phone no: +90 212 293 15 45
E-mail: info.tr@tacso.org

www.tacso.org