

THE
PROFESSIONAL
ASSOCIATION
STRENGTHENING
PROJECT

MODULE 2

**Creating and
Nurturing an
Organization**

survive & thrive

professional associations, private sector and global health scholars
saving mothers, newborns and children

Acknowledgments

This module is part of a series of modules in the Professional Association Strengthening Project. The project has been completed under the auspices of the **Survive and Thrive** Global Development Alliance which includes a partnership of professional associations and the private sector with support from the United States Agency for International Development. The mandate of **Survive and Thrive** includes working to strengthen health professional associations in nations so they become vocal and effective advocates for professional education, clinical excellence, and evidenced-based practice in maternal, newborn and child health.

Contributors

The primary author for this module is Lisa Howard–Grabman Training Resources Group, Inc. with editorial assistance from Kate McHugh, American College of Nurse–Midwives.

Overall project management for the Professional Association Strengthening Project was provided by Kate McHugh, American College of Nurse–Midwives, Senior Technical Advisor.

Special thanks to the Contributors and Reviewers on this entire project which include professionals from the following health professional associations:



Sponsorship

The **Survive and Thrive** Global Development Alliance is a project supported by the United States Agency for International Development (USAID).



Special funding for this project came from the Laerdal Foundation of Norway. For this we give thanks to Tore Laerdal for his commitment to strengthening professional associations and his leadership within the Survive and Thrive partners community.



Where to find the complete the Professional Association Strengthening manual:

The complete set of Professional Association Strengthening modules can be downloaded for no fee at: www.StrongProfAssoc.org.

Copyright ©2016, American College of Nurse–Midwives.

Creating and Nurturing an Organization

This module contains content that is useful during the developmental stages of a professional association (PA). If you are starting a new organization and doing basic planning, the entire module will be helpful to you. If your existing association needs strengthening, you may find the materials from page 12 onward useful.

Creating and nurturing an organization is an exciting and sometimes daunting process that raises many questions: Where to start? How to go about it? How do we know if we are progressing? This module will help to answer those questions.

Objectives

- To define the core purpose/mission, values, vision, and goals of a PA and describe why it is important for PAs to develop and agree on them.
- To describe how to facilitate a process to help a PA agree on its core purpose/mission, values, and vision.
- To explain the different stages in the organizational development of a PA.
- To introduce other foundational elements of a strong organization, including strategy, structure, governance, leadership, relationships, resource mobilization, management and learning systems, and processes.
- To describe how to conduct a rapid assessment of a PA to identify strengths and areas in need of further development.

To get started, look at the organization's core purpose (often expressed as a mission statement), vision, values, and goals. If the association does not yet have these foundational elements in place, you can use the exercises in this module as they are presented or adapt them as needed to develop these key documents. If the association has already

developed and agreed on these key documents, you may want to review them.

Creating a Mission Statement

The mission statement reflects the purpose of the organization, its reason for being. It expresses why the organization exists. A sample mission statement is included in Tool 3. The following steps can be used to create an organization's mission statement. Record your thoughts in Tool 1.

1. Involve key stakeholders when creating a mission statement. Not only do they bring useful insights to the process, but their inclusion at this step will ensure they are invested in supporting the mission. Gather a group familiar with all aspects of your work. If the organization is already established, include staff and association members as well as others you aim to serve or would like to support you.
2. Ask participants to prepare by coming to the group with answers to the following questions:
 - Why does the organization exist?
 - Who do we plan to serve?
 - What services do we aim to provide?
 - Why should people join our association? How will they benefit?
 - How quickly will the responses to these questions change?
3. Review for your colleagues the importance of having a mission statement and its components. A mission statement should be a clear statement that describes where the organization is headed in the future and makes a distinct and compelling case for the needs it fulfills. This statement should be able to stand the test of time and serve to guide the organization for many years to come.
4. Hold several small meetings in which participants can share their thoughts, listen to one another, and begin to form a group perspective. Try to keep the mission

statement to 50 words or less. Be clear and to the point about what and who you are. Make sure it is easy to say and use simple words and clear phrases.

5. Hold as many formal meetings as needed for everyone to be happy with the final draft.
6. Post the final statement in a visible location as a constant reminder of the organization's overall purpose.

Creating a Values Statement

Successful organizations have affirmed and are committed to their values, beliefs, and principles. An organization's values underscore every decision made. When the organization's values and beliefs are clearly stated in a document, they can serve as guidance for everyone involved in the organization. Organizational values should continue to guide the organization regardless of changes in the external environment and internal strategies and approaches over time.

For example, a PA that values extraordinary service will continually assess how well it serves its members and take actions to ensure that performance is consistently assessed and improved.

In order to develop a values statement, the following basic steps are recommended:

1. Gather the most critical decision makers in the organization and ask them to come prepared to discuss their views on what values should guide the organization. You should come to this meeting with an agenda and values to share with the group. Take careful notes of the group's findings.
2. From your notes, compile a list of 6 - 8 core beliefs and values that were discussed and send this list out to be read, reviewed, and amended as necessary.
3. After receiving amended lists, schedule a follow-up meeting with key organizational members to finalize your stated values.
4. Write a statement that embodies your set of values in a clear, succinct way. The values statement needs to be memorable. Therefore, it should be short and should get to the heart of the organization.
5. Once you have a written statement, gather key organizational players together to check to make sure that they understand why the values statement is important and how they will share the values statement with

colleagues and clients.

6. Make sure that everyone in the organization receives a copy of the statement along with a clear explanation of the reasoning behind it.

Creating and Communicating an Organizational Vision

A vision expresses what an organization wants to look like in the future. It motivates and guides its members to move toward what they want the organization to become.

An effective vision needs to be the following:

- Desirable;
- Specific enough to provide real guidance but vague enough to encourage initiative and remain relevant under a variety of conditions;
- Able to create meaning in the working lives of staff;
- Able to ensure commitment;
- Able to energize people and motivate them to commit to new ways of operating;
- Easily understood and memorable; and,
- Written and expressed in the present tense as if what the organization wants to achieve is already happening.

A vision is not

- A statement of mission or purpose,
- A plan, or
- A to do list of what is needed to make the organization better.

Vision statements answer key questions, such as the following:

- What is the desired future for the organization?
- Who are the customers, those who receive products or services?
- How should the organization work with them? What is the ideal way to serve them?
- What should be the services/product(s)?
- How do you want to treat each other in the organization? How do you want to work together?

Exercise: Taking a Trip to Mars to Define Organizational Values

This is a game called the Mission to Mars, a classic exercise developed by Jim Collins to discover a PA's core values.¹ It essentially boils down to this: if you were to rebuild the company on Mars, and you could take 5 people with you, who would you take?

Here are 6 simple steps:

1. Gather the executive team and/or managers within the organization. If you are just starting out and don't have a team, get a friend, colleague, or your spouse.
2. Ask everyone the following question:

Imagine you have been asked to go to the planet Mars to recreate the best parts of the organization, but you only have 5 seats open on your space ship. Who do you send? Think of people who would create the right kind of culture that best represents the organization (your ambassadors). These are the people who have and display a true understanding of what the organization is about and how to act. They command the highest level of respect from their peers and display the highest level of competency. They are a slice of the organization's DNA. Do not send people based on performance! The highest performers aren't necessarily representative of organizational culture. This is important to note because we all tend to put high performers on the space ship.

For the PA that it just starting out, envision the 3 to 5 best employees and what they exemplify. Put them in the space ship and off they go. Don't use less than 5 if you have 15 or more employees.
3. Each person doing the exercise should write down the 3 to 5 people they choose. Beside each person's name, write the reason they have been chosen. What personal values do they exhibit? What characteristics? Why are they so good? What do they bring to the organization? What values do they bring to work, regardless of whether or not they are rewarded for doing so?
4. Go through everyone's lists and find the 3 to 5 most recurring names and the values that recurred most often.
5. Go through the list of 5 people. Where are the intersections? What are the values/characteristics that they all share? Now you are starting to get to the heart of the core values of the organization.
6. Ask yourself, do these values resonate? Are they real? Can the association get passionate about them? If the answer is yes to all of these questions, you have a good start in the process of discovering core values.

Process for Creating an Effective Vision

- **First draft.** The process often starts with some initial ideas/thoughts from a single individual, someone influential, often times the leader, that reflects his or her dreams as well as real marketplace needs.
 - **Messiness of the process.** Once the idea of creating a vision is initiated, then others throughout the organization need to be invited to contribute their ideas. A rule to remember: the more people who participate and are involved in the process of creating the vision, the more likely they are to feel committed to and motivated by the final results. By involving staff, you expand the feeling of ownership of the vision and reduce possible resistance to it. When people feel ownership of the vision, there is a greater chance that they will work to overcome barriers and take appropriate risks to achieve the vision.
- **Role of the head and the heart.** Throughout the activity, analytical thinking and a lot of dreaming or thinking outside the box are essential. In order for people to be committed to this new vision, they have to feel that their values, passion, talents, strengths, and interests will be well used.
 - **Time frame.** A vision can't be created in a single meeting; it takes several meetings and several conversations with different stakeholders and end users. But this process can't go on too long or people will become apathetic and cynical about the process. In terms of the timeframe expressed by the vision (eg, meet goal x within 5 years), there can wide range from 18 months to a decade or more. Recently, a growing number of organizations have been focusing on shorter timeframes of 2 to 3 years due primarily to constant changes in

The box below describes a half-day workshop

Exercise: Creating a Vision of the Organization in the Future

Example of a half-day stakeholder workshop

The facilitator should begin by welcoming participants to the workshop and sharing the objective of the workshop with them:

We are going to project ourselves into the future to envision what we want to see our association look like at the end of the next ___-year period. Through our work together today, you'll be able to provide your input into the creation of a vision statement for _____ professional association.

Check with participants to see which time period they would prefer to work on for this vision.

First we will take a few minutes for you to reflect individually on what you want to see and then we will work in small groups of 5-6 people each.

Individual Activity

- What specific positive changes would you like to see related to the association in [insert future date]? Think about how the association will be as an organization and the type of work that it will be doing then.
- Jot down some notes.

Small Group Activity

- Share the specific changes you would like to see in [insert future date].
- Create a newspaper story with a headline to report on the progress the association has made during the last _____ years. Be specific. You can illustrate your newspaper article or story with a picture or drawing if you like.
- You have 45 minutes.
- Be prepared to share your story as TV news broadcast.

Vision ____ [insert future date]: Reporting Out

When groups have finished (or in 45 minutes), invite each group to share its story or article as a TV broadcast news report.

Identifying Desired Results

After the groups have shared their news reports, give the following table task:

- Think about what you heard and observed in all the stories
- Discuss and agree on 3 - 5 key desired changes/results that the group as a whole wants to make in the association by ____ [insert future date]. The desired results should be specific, measurable, achievable, relevant, and time framed (SMART).
- Write each desired result on an index card using markers. Make sure your cards are legible and can easily be read by everyone.
- You have 30 minutes.

Desired Results: Reporting Out

1. *Invite each group to share its desired results, one result per table. Ask participants to listen closely. If a result from another table is similar to a result from their table, they should let the group know and the facilitator will post it next to the similar result(s) on the flipchart/wall.*
2. *Continue rotating to each group until all desired results have been posted.*
3. *Summarize what has been posted and ask the group whether any important desired results are missing. If there are any additional cards the group would like to add, they should write them and post them to the flipchart or wall.*
4. *Check with the group to see how they feel about the desired results that are posted. Are they motivating? Would these changes ultimately help the organization reach its goals? Would they help the association better accomplish its core purpose/mission?*
5. *Enlist a small group of adept wordsmiths to craft the ideas generated in the workshop into a vision statement that can be shared with the group. It may take some back and forth editing until it is in its final state.*

those organizations and their target communities. Determine what timeframe is appropriate for the organization's vision.

- **End product.** The process results in a direction for the future that is desirable, feasible, focused, flexible, and ultimately can be conveyed in conversation in five minutes or less. The final statement should be easily understood, memorable, and motivating.

Some Examples of Mission and Vision Statements

INTERNATIONAL CONFEDERATION OF MIDWIVES (ICM)

Vision

- ICM envisions a world where every childbearing woman has access to a midwife's care for herself and her newborn.

Mission

- To strengthen Midwives Associations and to advance the profession of midwifery globally by promoting autonomous midwives as the most appropriate caregivers for childbearing women and in keeping birth normal, in order to enhance the reproductive health of women, and the health of their newborn and their families.

INTERNATIONAL FEDERATION OF GYNECOLOGY AND OBSTETRICS

Vision

- FIGO has a vision that women of the world achieve the highest possible standards of physical, mental, reproductive and sexual health and wellbeing throughout their lives.

Mission

- FIGO is a professional organization that brings together obstetrical and gynecological associations from all over the world.
- FIGO is dedicated to the improvement of women's health and rights and to the reduction of disparities in healthcare available to women and newborns, as well as to advancing the science and practice of obstetrics and gynecology.
- The organization pursues its mission through advocacy, programmatic activities, capacity strengthening of Member Associations, education and training.

Setting Organization Goals

Organizational goals can serve as the milestones on the road toward the established, organizational vision. They help to align the organization's resources to achieve meaningful and observable results in service of the organization's mission and are rooted in the organization's values. Module 3 Strategic Planning provides more detailed information on how to set organizational goals and how to develop strategies to achieve them.

Stages in the Life Cycle of an Organization

From the time they are founded, organizations go through various stages of development. Since the early 1970s, different organization development theorists and practitioners have described various stages that reflect the characteristics of other life cycles (eg, human, plant, animal). At each stage, an organization should be aware of the different aspects of its growth. Table 1 presents the stages as described by Judith Sharken Simon.² You can assess where your association is in its life cycle using a tool such as the "Non-Profit Life Stage Assessment".

Organizational Structure

The structure of an organization is usually a reflection of its stage in development. During start-up, the organization may be informal, a small group of people who work together without any formal legal identity. As an association moves into its initial stages, its organizational structure may be quite simple, such as a small secretariat that includes a coordinator and possibly an administrative assistant. To accomplish its work, it may rely on voluntary ad hoc committees or task forces.

As the association grows, its structure reflects this growth by adding more roles, responsibilities, functions, and relationships. The structure should facilitate the achievement of the association's mission, vision, goals, and strategy. As the association develops, it is also important to consider organizational values and culture to determine how the association will be structured. There are several different approaches to structuring organizations.

Table 1: Stages in an Organization

Stage	Description	Crises and Responses
1. Birth/ Start-up	Imagine and inspire During this informal start-up phase, people get together to envision and create an organization. Key question to answer: <i>Can the dream be realized?</i>	Growth through creativity: crisis of leadership. The organization needs more formalized management practices. If founding leaders don't assume this responsibility, other leaders must be brought in.
2. Growth	Found and frame Key question to answer: <i>How are we going to pull this off?</i>	Growth through direction: crisis of autonomy. Lower level managers must be given more authority if the organization is to grow but senior level resists delegating authority.
3. Maturity	Ground and grow Key question to answer: <i>How can we build this to be visible?</i>	Growth through delegation: crisis of control. This happens when senior management fears that it is losing control and tries to exert control over employees who want to be more autonomous.
4. Sustain (or decline)	Produce and sustain Key question to answer: <i>How can momentum be sustained?</i>	Growth through coordination: crisis of red tape. This is when coordination processes and procedures become too onerous and bureaucratic that they cause delays in decision-making and inhibit problem-solving and innovation.
5. Revival/ renewal	Review and renew Key question to answer: <i>What do we need to redesign?</i>	Growth through collaboration. Use of teams, matrix type structures, simplification of formal systems, increase in educational programs, more sophisticated information systems). No formally defined crisis but possible exhaustion of employees who are tired by constant teamwork and pressure for innovative solutions.
6. Death	Eventually, organizations may cease to exist intentionally or as a result of having been unable to sustain themselves.	

Note. In 1972, Larry Greiner used empirical research to identify crises that often occur in each stage of development and how the organization can effectively manage them. See Greiner LE. Evolution and revolution as organizations grow. Harvard Business Review. <https://hbr.org/1998/05/evolution-and-revolution-as-organizations-grow>. Published 1998 [reprint from 1972]. Accessed April 13, 2016.

- **Functional structure.** The most common type of organizational structure, this approach organizes units around their functions, for example, technical support, marketing, communications, finance, human resources, etc. The functional structure works best in stable and certain environments in small to medium sized organizations in which there is routine use of technology, interdependence within functions, and organizational goals are focused on efficiency and technical quality.
- **Process structure.** In this relatively new approach, multi-disciplinary teams are structured around core processes (eg, product development, order fulfillment, customer support). The senior executive team is small, and process owners head the process units. This is a relatively horizontal, team-based structure. Process structures work well in uncertain and changing environments, in moderate to large sized organizations that use non-routine and highly interdependent technologies with customer-oriented goals.

- **Customer-centric structure.** Related to the process structure and sometimes known as front-back, this complex structure is organized around developing solutions for customers. Customer-facing units are supported by other units that develop products and manage the supply chain. The organization develops the best solution for the customer by bundling different products and services together. Customer-centric structures work well in highly complex and uncertain environments, in large organizations with a goal of customer focus and a solutions orientation.
- **Network structure.** This non-hierarchical, flexible, and versatile structure is used to manage diverse units within an organization or among multiple organizations. Partnerships are examples of network structures. Network structures function well in highly complex and uncertain environments with organizations of all sizes, particularly when there are organizational goals of specialization and innovation.

As you consider these different structures, you should also consider the following:

- Level of stability/uncertainty and rate of change in the environment/context;
- Size of the association;
- Stage of the association;
- Organizational mission, vision, goals;
- Organizational values and culture;
- The types of services and benefits to be provided to members and other stakeholders;
- Relationships with members, stakeholders, and other organizations;
- The organization's technical, managerial, and other business functions; and
- Resources the organization leverages and manages.

Becoming a Learning Organization

Learning is necessary for organizations to remain relevant and effective in this rapidly changing world. While many organizations recognize this, they may not take the time necessary to collect data, monitor progress, or reflect on what they are learning. As organizations grow, it becomes more challenging to generate, curate, and share the right

information with the right people at the right time and to effectively apply that learning. Failing to keep learning and growing can lead to stagnation and decline in the ability to fulfill the mission. Developing a culture of learning will help the association to better meet the needs of members, to face new challenges, and to more effectively achieve organizational goals in an ever evolving environment.

Organizational learning expert Michael Marquardt argued that a learning organization can more rapidly and successfully achieve its goals when it incorporates five subsystems to support learning:

1. **Learning dynamics at the individual, group or team, and organizational levels.** This learning subsystem is made up of
 - **Learning levels**, including individual, group/team, and organizational;
 - **Types of learning**, including adaptive learning that occurs upon reflection in response to having had an experience, anticipatory learning that occurs when you anticipate what may happen and plan your response; and action, the experience of action itself; and
 - **Skills people need to learn effectively**, including systems thinking, mental models (our assumptions about why and how things happen), personal mastery, self-directed learning, and dialogue.³ We usually learn best when we have a chance to reflect on our immediate actions. Building a mechanism to reflect on an experience immediately or as close as possible after it occurs (in after-action reviews, action learning projects,^{4,7} or other similar reflection processes) can help to strengthen an association's learning subsystem. See below for an example of an after-action review process.
2. **Organization transformation:** vision, culture, strategy and structure. This subsystem ensures that the organization's vision, culture, strategy, and structure reflect its commitment to learning and to work and productivity. Successful learning organizations gain commitment and support from top management. They create climates of continuous learning and improvement, simplify policies and structures around learning, reward individual and team learning, incorporate

learning in all policies and procedures, establish centers of excellence and demonstration projects, measure financial and non-financial areas as learning activities, create time and space for learning, and make learning intentional at all times at all places.³

3. **Empowering and enabling people.** Leaders within a learning organization model and demonstrate learning, invite others to champion learning processes and projects, and empower employees to learn and to innovate. The organization institutes personnel policies that reward learners, builds and supports self-managed work teams, balances family, work and learning needs, encourages and enhances participation of stakeholders, maximizes learning from partnerships and alliances and builds long-term relationships with them, and, provides educational opportunities for the communities in which they operate.³
4. **Knowledge management: acquisition, creation, storage, retrieval, transfer and utilization.** In learning organizations, everyone shares responsibility for collecting and transferring knowledge, they systematically capture relevant knowledge from other organizations and sources, and they organize internal learning events. The learning organization encourages creativity and provides opportunities and rewards for being creative and innovative. The organization develops organizational capability in data mining and analysis, maximizes knowledge transfer across boundaries, develops a knowledge base around organizational values and learning needs, creates mechanisms and reward systems for collecting and storing learning, and improves the transfer of training to on-the-job utilization.³
5. **Technology application: knowledge information systems, technology-based learning, and electronic performance support systems.** Successful learning organizations encourage and enable all staff to connect to the knowledge and learning; develop multimedia, technology and learning centers; develop and use a variety of distance-learning technologies; use technology to capture internal and external knowledge and ideas; acquire and develop competencies in groupware and self-learning technology; implement

and expand electronic performance support systems; plan and develop a just-in-time learning system; build internal courseware technology and capability; use the internet and intranets for training; and increase capabilities of management and human resources staff.³

Marquardt developed the Learning Organization Profile,³ a self-assessment that can be used to identify how well a PA is doing in each of the subsystem; the PA can then take steps to improve identified gaps by adopting some of the strategies described above.

Assessing the Association

Organizational assessments can provide valuable information about how an organization is developing. An assessment will provide information about the organization's strengths and identify areas in need of improvement. This module includes assessment tools that may be helpful.^{2,3}

The International Confederation of Midwives developed a self-assessment tool designed specifically for PAs that can provide information about the extent to which an organization has a strong foundation necessary for organizational health. This tool is called the Member Association Capacity Assessment Tool (MACAT). See Figure 1 below and Tools 2 and 3 at the end of this module. The MACAT tool is organized around 7 organizational themes:

- Governance
- Management practices and leadership
- Financial resource management
- Functions
- Collaboration, partnerships & networks
- Visibility including media relations
- Sustainability

The MACAT functions as a checklist, but if certain elements have not yet been put in place, it can be used to discuss the following:

- Questions about these elements.
- Are there other areas of development that don't appear in the assessment? If so, what are they?
- Barriers or obstacles that the organization has faced that have interfered with putting these elements in place.
- Which areas appear to be the strongest and why?

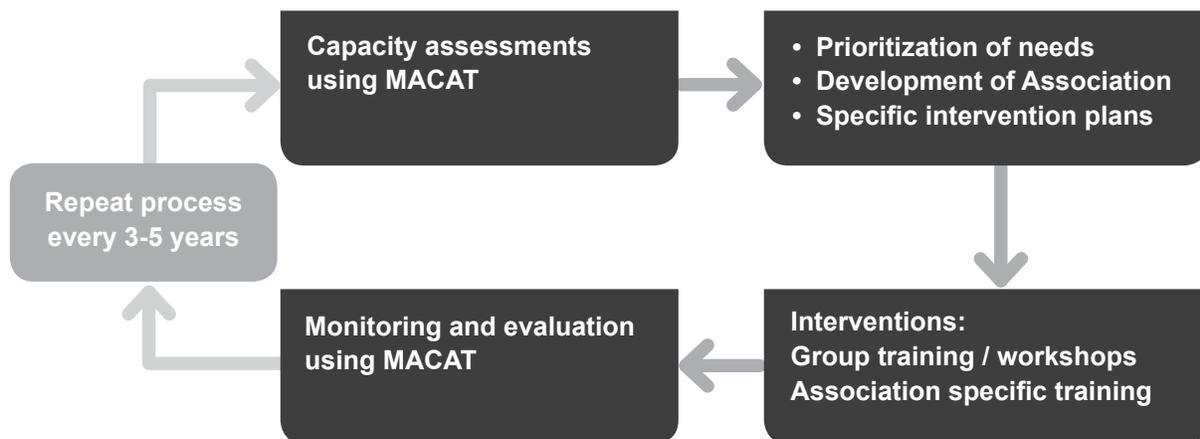
- Which areas need more attention?
- Of the areas that need more attention, which are priority? Which need to be done before others?
- What support is needed to put priority elements in place? How can the organization access this support? Who will lead these efforts? What resources do you

have internally and what resources will you need to seek externally?

The other modules in this series will provide help and guidance on many of the elements included in this assessment.

Figure 1. Member Association Capacity Assessment Tool (MACAT) Assessment Framework.

The results of the MACAT assessment and associated discussions can provide an organization with the information necessary to develop an organizational development action plan. The association can monitor progress on a monthly or quarterly basis and then repeat the assessment after an agreed upon timeframe (1-2 years) to assess progress overall. From International Confederation of Midwives. Member Association Capacity Assessment Tool (MACAT).



Source: <http://www.internationalmidwives.org/what-we-do/association-core-documents/macat.html>. Accessed April 13, 2016. Used with permission.

REFERENCES

1. Collins J, Porras JI. Building your company's vision. Harvard Business Review. <https://hbr.org/1996/09/building-your-companys-vision>. Published Sep-Oct 1996. Accessed April 13, 2016.
2. Simon JS. The Five Life Stages of Nonprofit Organizations: Where You Are, Where You're Going, and What to Expect When You Get There. Nashville, TN: Fieldstone Alliance; 2001.
3. Marquardt MJ. Building the Learning Organization. Boston, MA: Nicholas Brealey Publishing; 2011.
4. Argyris C. Reasoning, Learning, and Action: Individual and Organizational. San Francisco, CA: Jossey-Bass; 1982.
5. Argyris C, Putnam R, Smith DM. Action Science: Concepts, Methods, and Skills for Research and Intervention. San Francisco, CA: Jossey-Bass; 1985.
6. Limerick D, Passfield R, Cunnington B. Transformational change: towards an action learning organization. The Learning Organization. 1994;1(2):29-40. doi: <http://dx.doi.org/10.1108/09696479410060973>
7. Revans R. The ABCs of Action Learning. Bromley, UK: Chartwell Brat.
8. Pedlar M, ed. Action Learning in Practice. 4th ed. Aldershot, UK: Gower; 2011.

Tool 1: Worksheet for Mission, Values, and Vision Statements



Our Organization's Mission Statement

Our Organizational Values

Our Organization's Vision Statement

Source: <http://www.internationalmidwives.org> (please provide URL where the tool info was downloaded from) Accessed April 13, 2016. Used with permission.

Tool 2: Member Association Capacity Assessment Tool (MACAT)

International Confederation of Midwives

Name of Association: _____



Name of person completing the questionnaire: _____

Position in the Association: _____

Date completed: _____

Please place a tick in the appropriate column. Answer all questions in each section.

A. Governance			
A1. Board	Yes	No	N/A
1 The association has a Board and/or an Executive Committee governed by a constitution and by laws.			
2 The association has clearly defined roles and responsibilities for the Board/Executive and members.			
3 The Board/Executive meets at least twice a year.			
4 The Board/Executive Committee carries out the roles of strategy development.			
5 The Board/Executive Committee carries out the roles of policy formulation.			
6 The Board/Executive Committee carries out the roles of fund raising.			
7 The Board/Executive Committee carries out the roles of public relations.			
8 The Board/Executive Committee carries out the roles of financial oversight.			
9 The Board/Executive Committee carries out the roles of lobbying.			
A2. Vision, Mission	Yes	No	N/A
10 The association has clearly stated vision and mission statements.			
11 The mission is developed in collaboration with members in some way (email, or meetings).			
12 New members are have access and are orientated to the association's vision, mission, and goals.			
13 The activities of the association are consistent with the mission and vision.			
14 The vision and mission statements are shared with members, giving a sense of purpose and direction to the association.			
15 The vision and mission statements are reviewed and updated regularly with input from members at least every 3-5 years.			
A3. Goals and Strategies	Yes	No	N/A
16 The association has a clear strategic planning process.			
17 The association has a clearly written strategic plan with achievable long term and short term goals.			
18 The association's goals and strategies, developed with input from members, are in line with the mission and vision.			

Tool 2: Member Association Capacity Assessment Tool (MACAT) (Continued)

Please place a tick in the appropriate column. Answer all questions in each section.

19 Mechanisms exist for reviewing and updating association goals with input from members.			
20 The association has realistic budgeted operational work plans, aligned with the strategic planning process.			
21 The association monitors and evaluates the quality and impact of its work.			
22 The association uses evaluation results to influence service delivery planning.			
A4. Legal Status	Yes	No	N/A
23 The association is registered as an autonomous organisation according to the country's legislation.			
24 The association is part of another health care professional association: a. Obstetric association b. Nursing association c. Other			
25 If yes, to 24 above, the association has its own structure and decision making processes and tools that are documented and transparent.			
26 The association has a constitution developed and shared with members.			
27 The constitution is reviewed with input from members every 5 to 10 years.			
28 All new members have access to or are given a copy of the constitution.			
Additional comments: _____ _____ _____			
B. Management Practices and Leadership			
B1. Administrative Policies and Procedures	Yes	No	N/A
29 The association has policies and procedures for electing leaders and office bearers.			
30 The association has operational policies and procedures in place.			
31 The association has defined roles and responsibilities for the leaders, for staff, if any, and for members.			
B2. Infrastructure and Information Systems	Yes	No	N/A
32 The association has office/space to support and facilitate its daily work.			
33 The office/space is well equipped and maintained with relevant communication systems (telephone, email, fax, internet).			
34 The association has systems in place to process/manage information including an updated list of its members.			
B3. Authority and Accountability	Yes	No	N/A
35 Guidelines for the working relationship between the Board/Executive Committee, staff and members are clearly outlined in the policy documents.			

Tool 2: Member Association Capacity Assessment Tool (MACAT) (Continued)

Please place a tick in the appropriate column. Answer all questions in each section.

36 The Board/Executive Committee regularly informs members on the association's activities and at the annual general meeting.			
B4. Human Resources	Yes	No	N/A
37 The association staff, if any, are recruited in a transparent, competitive manner, to fulfil its needs.			
38 The association, if it has staff, has clear human resources and employment policies in place (employment contracts, salary structures and benefits, job descriptions).			
39 The association incorporates capacity building /development of staff as part of its annual plan.			
40 The association has information kits, policy manuals etc for its staff and members available on request.			
Additional comments: _____ _____ _____			
C. Financial Resource Management			
C1. Accounting	Yes	No	N/A
41 The association has an accounting system.			
42 The association has regular audits conducted yearly.			
43 The association's accounting system enables it to produce a financial report when required.			
C2. Budgeting	Yes	No	N/A
44 The association has an annual budget which is approved by the Board/Executive Committee.			
45 The association has a person specifically responsible for budget management.			
C3. Financial Information	Yes	No	N/A
46 Donors, members, or others can access financial information on request.			
47 The association produces annual financial reports which are reviewed and approved by the Board/Executive Committee.			
48 The association presents a full financial statement in its annual report.			
D. Functions			
D1. Membership Services	Yes	No	N/A
49 The association has mechanisms to identify the needs of its members.			
50 The association organises general meetings with its members annually.			
51 The association has a mechanism for recruiting new members.			
52 The association has mechanisms for membership retention.			

Tool 2: Member Association Capacity Assessment Tool (MACAT) (Continued)

Please place a tick in the appropriate column. Answer all questions in each section.

53 The association has a membership structure.			
54 The association has a membership fee structure.			
55 The association has mechanisms for updating its membership list.			
56 New members are oriented to the information available and how to request it.			
57 The association has mechanisms in place to make recommendations on salaries, and working conditions of its members.			
58 The association has mechanisms to provide continuing professional education for its members.			
D2. Advancing Professional Practice	Yes	No	N/A
59 The association develops or contributes to the development of professional standards for education and regulation.			
60 The association has capacity to support and publicly recognise positive quality practice by members (e.g. practice, education, research, policy, leadership etc).			
61 The association has mechanisms in place to share best practices and engage in mutual learning opportunities with other organisations.			
D3. Quality Control for Care	Yes	No	N/A
62 The association has mechanisms for providing guidance, advice and information to its members on quality of care.			
63 The association contributes to /advocates for the development and implementation of midwifery regulation.			
64 The association has mechanisms to assist its members in meeting any continuing competency requirements needed for licensure or renewal of license.			
65 The association has a regularly reviewed Code of Ethics for members or works within the ICM code.			
66 All new members have access to or are given the Code of Ethics in conjunction with other documents.			
67 The association is in attendance in situations where member midwives' professional practice is being questioned.			
68 The association is involved in human resources planning as it relates to MNCH practitioners and quality of health care provision.			
D4. Communication	Yes	No	N/A
69 The association has a clearly defined communication strategy for internal and external relationships.			
With members	Yes	No	N/A
70 The association has mechanisms for regular (at least quarterly) two way communication with its members.			
With MoH	Yes	No	N/A
71 The association has a mechanism to regularly inform MoH and other relevant bodies of activities and issues impacting on its members and the midwifery profession.			
72 MoH regularly inform the association of issues impacting on midwives, women, maternal newborn and child health.			

Tool 2: Member Association Capacity Assessment Tool (MACAT) (Continued)

Please place a tick in the appropriate column. Answer all questions in each section.

With Women, Donors, Civic Society	Yes	No	N/A
73 The association has communication systems in place such as newsletter and/or a website to communicate with all stakeholders (members, women, donors, civic society and grassroots NGOs such as WRA).			
D5. Advocacy	Yes	No	N/A
74 The association has systems in place to facilitate advocacy for women, midwives and newborns.			
75 There is a mechanism to provide advocacy training to association leadership and members (negotiation, public speaking, information kit, etc.).			
76 The association has representatives in key government committees and policy making bodies on maternal, newborn and child health and midwifery			
77 The association has guidelines for how to involve NGO partners in advocacy networks serving the interests of its beneficiary groups.			
D6. Service Delivery	Yes	No	N/A
78 The association has the relevant resources (human, capacity, financial material) to achieve its mission.			
79 The association has the tools to monitor and evaluate the quality and impact of its work.			
80 The association uses evaluation results to influence service delivery planning.			
Additional comments: _____ _____ _____			
E. Collaboration, Partnerships and Networks			
E1. With Women, Government and Other NGOs	Yes	No	N/A
81 The association involves women and families as true partners in service provision including planning, decision making, and civic activities.			
82 The association has established a collaborative relationship with the government.			
83 The association has collaborative relationships with national and international NGOs, including women's organisations.			
84 The association collaborates and networks with other health care professions associations in the country.			
E2. Relationship with Donors and the Private Sector	Yes	No	N/A
85 The association has mechanisms for maintaining relationships with current donors and establishing contact with potential ones.			
86 The association engages donors in a free and open dialogue.			
87 The association engages the private sector in open dialogue relating to health issues.			

Tool 2: Member Association Capacity Assessment Tool (MACAT) (Continued)

Please place a tick in the appropriate column. Answer all questions in each section.

Additional comments: <hr/> <hr/> <hr/> <hr/>			
F. Visibility including Media Relations	Yes	No	N/A
88 The association is approached by women and their families for information and advice on women's health issues.			
89 The Board/ Executive Committee and staff are recognised by their stakeholders as being highly skilled and credible in their field.			
90 The association is invited by government to provide midwifery expertise and contribute to policy and decision making in midwifery issues.			
91 The association promotes its image and uses the media for public education.			
92 The association develops positive relationships with the media.			
93 The association is invited to take part in civic matters organised by other organisations and by government.			
Additional comments: <hr/> <hr/> <hr/> <hr/>			
G. Sustainability	Yes	No	N/A
94 The association has a diversified funding base capable of sustaining its programs over the long-term.			
95 The association actively engages in fund raising and other resource mobilisation activities as a means of limiting its dependence on donors.			
96 The association regularly seeks expertise (among its leaders and members when possible) to write fundraising proposals and to help generate ideas for resource mobilisation.			
Additional comments: <hr/> <hr/> <hr/> <hr/>			

Source: <http://internationalmidwives.org/what-we-do/association-core-documents/macat.html> Accessed April 13, 2016. Used with permission.

Tool 3: Guidelines For Use of the MACAT

International Confederation of Midwives

Member Association Capacity Assessment Tool (MACAT)
Guidelines for Use

A. Introduction

The mission of the International Confederation of Midwives is to advance the profession of midwifery globally by promoting autonomous midwives as the most appropriate caregivers for childbearing women and in keeping birth normal, in order to enhance the reproductive health of women, and the health of their newborns and their families.

The Member Association Capacity Assessment Tool (MACAT) is one way of assessing the strength of an Association. Strong Associations are able to meet their organisational objectives. The purpose of the assessment is for the Association to identify its own needs including what activities should be carried out to make the Association stronger. The tool provides a framework to help the Association to decide what activities should be carried out. It does not dwell on the Association's weaknesses.

B. Who should administer the MACAT

1. The Association itself, represented by various combinations of people, such as:
 - a. A small committee representing all the stakeholders of the Association. This allows for a complete picture of the Association as perceived by all stakeholders.
 - b. A small committee including the Association's Executive Committee/Office Bearers. Where funds permit, the committee could be assisted by an external consultant to guide the process. The presence of a consultant is optional.
 - c. The Association's staff or volunteers. Where staff and volunteers, if any, perform the assessment, they need to be oriented to the Association and its functions so that they are

clear about how and what they are assessing and evaluating.

2. An external consultant should be given access to all documents, members and stakeholders of the Association. A non-member consultant provides an external objective perspective for the Association
3. Focus group discussions can be set up to collect more information and/or to substantiate responses.

C. How to administer the MACAT

Administering the MACAT involves responding to a series of items divided into seven sections. Some of the information is available from the Association's records and documents. It is important to make these available at the beginning of the assessment.

Step 1: A group of people or consultant is selected, as described in Section B, to conduct the assessment. An explanation of the purpose of the assessment and the process to be followed is given to the group. The group is facilitated to understand how the responses direct the group to the activities required to strengthen the Association.

Step 2: A trial-run on one section is conducted to orientate the group to the tool and demonstrate what information can be obtained from responding to the items under each section.

Step 3: The full assessment is carried out, i.e., the group responds to all the items under each section honestly and objectively. It is important that all items are responded to as each item represents an important aspect of the association.

D. How to respond to the items

Each section has subsections and items under each subsection. For example:

- Section A: Governance



Tool 3: Guidelines For Use of the MACAT (Continued)

- Subsection a1: Board
 - Item: The Association has a Board/ Executive Committee governed by a constitution and bylaws.

Expected Responses: Yes/No/N/A

The respondents will tick whatever is applicable.

Additional comments: Space is provided in the tool for respondents to make additional comments, explanations or information where the Yes /No response is not adequate.

E. Interpretation of results

Areas marked “No” and “N/A” require attention. These areas are collated and analysed, as indicative of the needs of the Association which will form the basis for strengthening interventions.

F. Developing interventions

The group uses the results to

1. Draw up a list of what is to be done (needs) to make the Association stronger.

2. Classify the needs according to what the Association can do on its own and those where the Association needs external support.
3. Prioritise the needs
4. Prioritise and inform the Association’s strategic and action plans and any proposals requesting external support.

G. Suggested approach

The MACAT is divided into 7 sections. The Association can choose to address one section at a time. For example, the Association can start by working on Governance. This means the Association responds to the items under Governance. It develops strengthening activities and works on strengthening Governance before proceeding to work on another section.

H. Monitoring and Evaluation

Follow up is encouraged after one to two years of implementing strengthening interventions. This can be done through re-administration of the MACAT and comparing the results of the first and second administrations.

Section A: Governance	
This section looks at the way the Association is structured and how it functions in terms of processes and directions.	
Board/ Executive Committee	A group of people appointed by the membership to act on behalf of the membership. The Board or Executive Committee usually consists of a chairperson, vice- chairperson, secretary and treasurer. They are elected for a specific period as determined by the Constitution of the organisation. The terms Board and Executive Committee can be interchangeable.
Goals	Goals are the achievements or results that are specific, measurable, attainable, realistic and time-targeted (SMART) towards which efforts are directed.
Governance	A set of processes, customs, policies and laws affecting the way an Association is administered or controlled.
Legal Status	The Association has legal recognition with such bodies as the Ministries of Health, and registering authorities. Most Midwives Associations are registered as charitable not-for- profit organisations.
Mission Statement	A brief description of an organisation’s fundamental purpose that serves as a baseline for effective planning.

Tool 3: Guidelines For Use of the MACAT (Continued)

Strategic planning	The process of making fundamental decisions and actions that shape and guide what an organisation is, what it does and why it does it, with a focus on the future. It involves intentionally setting goals and developing an approach to achieve those goals. It is best done with input from members and stakeholders.
Vision Statement	What the Association sees in the future if all its work achieves desired outcomes. This vision provides a framework for all strategic planning of the Association.
Section B: Management Practices and Leadership This section looks at the leadership of the Association, how it is managed and the composition of staff functions.	
Accountability	Often used synonymously with such concepts as responsibility and answerability, blameworthiness, and liability for one's actions.
Authority	Legal or rightful power.
Human Resources	The individuals who comprise the workforce of an Association, the staff.
Infrastructure	The physical and Associational structures necessary for the Association to be able to function. These structures could include appropriate office space, office furniture and equipment as well as access to communication systems such as email, telephones and internet.
Leadership	Organising a group of people to achieve a common goal.
Management	The planning and organising of projects and operations, allocating and directing practices and procedures. Management focuses on systems and structures.
Section C: Financial Resource Management This section looks at the financial situation of the Association; how it is managed and whether it is viable.	
Accounting	The art of recording, classifying, and summarising monetary transactions and events which are of financial character.
Budgeting	A list of all planned expenses and revenues. Budgeting means understanding how much money is available, how it is spent, and then planning how to best allocate it.
Section D: Functions This section looks at what the Association actually does to advance its members, midwifery practice, and the health of women, children and their families.	
Advancing Professional Practice	Ensuring that midwives practise according to the underlying belief of the profession thus creating a culture of excellence. This requires making clear a set of values and standards that influences practice behaviours to which all midwives can aspire. (Adapted from Girard, 2005)
Advocacy	Aiming to influence public-policy and resource allocation decisions within political, economic, and social systems and institutions.
Quality and Quality Assurance	The measure of excellence. Quality assurance refers to a program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility against an agreed set of standards.

Tool 3: Guidelines For Use of the MACAT (Continued)

Section E: Collaboration, Partnerships and Networks

This section looks at the place of the Association within the Health Care Professions, National Health System and others.

Collaboration	A process where two or more people or organisations work together in the interest of common goals.
Network	An interconnected group.
Partnership	A relationship between individuals or groups that is characterised by mutual cooperation and responsibility to achieve a specific goal.

Section F: Visibility Including Media Relations

This section looks at the way the Association presents itself and how well it is known.

Media (Public) Relations	Linkages with the media that facilitate an Association in getting a favourable, timely and wide-spread editorial coverage.
Visibility	The level of presence and accessibility of the Association.

Section G: Sustainability

This section looks at the long-term and future possibilities of the Association.

Resource Mobilisation	The ability of an Association to acquire resources and to mobilise people towards the achievement of its goals. (Adapted from Kendall, 2006)
Sustainability	Continuing development (“stewardship” and well established goals) of the Association to ensure its viability now and in the future.

Source: <http://internationalmidwives.org/what-we-do/association-core-documents/macat.html> Accessed April 13, 2016. Used with permission.