

## Annex 1 – The nine-box tool: framework for gender organisational diagnosis (Novib 1996a)

### Introduction

To get insight into the functioning of an organisation we need to ask questions about:

**A:** Who influences whom and about what? This question relates to power and resource allocation and to who reaps the benefits.

We call this the **political point of view** on an organisation.

**B:** How are social, technical and financial resources organised in order to produce the desired output in the most efficient manner?

We call this the **technical point of view** on an organisation.

**C:** Who talks to whom about what? This question relates to the relations, network, values, standards, beliefs and interpretations shared by staff.

We call this the **cultural point of view** on an organisation.

For an organisation to be able to function three crucial elements are needed:

**A:** A MISSION/MANDATE

With this we mean goals and strategies, including all the managerial processes, to realise that goal.

**B:** AN ORGANISATIONAL STRUCTURE

With this we mean clarity on tasks, responsibilities and authorities within the organisation, ways of working, flow of information and communication and learning within the organisation and between external actors.

**C:** HUMAN RESOURCES

With this we mean staff recruitment, staff development, performance appraisal and non-financial reward and incentive systems, and attitudinal issues.

When putting these three viewpoints and three crucial elements in the form of a framework nine building blocks of an organisation can be identified:

	Mission/Mandate	Organisational Structure	Human Resources
<i>Technical Point of View</i>	<p><b>Box 1</b> <i>Policies and Action</i></p> <ul style="list-style-type: none"> <li>○ analysis</li> <li>○ policy</li> <li>○ activity plan</li> <li>○ budget</li> <li>○ monitoring and evaluation</li> <li>○ impact</li> </ul>	<p><b>Box 4</b> <i>Tasks and Responsibilities</i></p> <ul style="list-style-type: none"> <li>○ tasks and responsibilities</li> <li>○ coordination/ consultation</li> <li>○ information system</li> <li>○ gender infrastructure</li> </ul>	<p><b>Box 7</b> <i>Expertise</i></p> <ul style="list-style-type: none"> <li>○ quantity</li> <li>○ quality/recruitment</li> <li>○ wages</li> <li>○ job description</li> <li>○ appraisal</li> <li>○ training</li> </ul>
<i>Political Point of View</i>	<p><b>Box 2</b> <i>Policy Influence</i></p> <ul style="list-style-type: none"> <li>○ role of management</li> <li>○ people influencing the organisation from within</li> <li>○ people influencing the organisation from the outside</li> </ul>	<p><b>Box 5</b> <i>Decision-making</i></p> <ul style="list-style-type: none"> <li>○ adequate information</li> <li>○ participation in discussion and decision-making</li> <li>○ conflict management</li> </ul>	<p><b>Box 8</b> <i>Room for Manoeuvre</i></p> <ul style="list-style-type: none"> <li>○ space for organising</li> <li>○ physical infrastructure</li> <li>○ reward/incentive systems</li> <li>○ diversity of styles</li> <li>○ career opportunities</li> </ul>
<i>Cultural Point of View</i>	<p><b>Box 3</b> <i>Organisational Culture</i></p> <ul style="list-style-type: none"> <li>○ image</li> <li>○ ownership</li> <li>○ woman friendliness</li> <li>○ reputation</li> </ul>	<p><b>Box 6</b> <i>Cooperation and Learning</i></p> <ul style="list-style-type: none"> <li>○ teamwork</li> <li>○ support</li> <li>○ networking outside of organisation</li> <li>○ reflection/innovation</li> </ul>	<p><b>Box 9</b> <i>Attitude</i></p> <ul style="list-style-type: none"> <li>○ enthusiasm</li> <li>○ commitment</li> <li>○ willingness to change</li> <li>○ stereotyping</li> </ul>

### Using the framework for organisational gender diagnosis

This framework helps us to get an insight into the functioning, and therefore the strengths and weaknesses, of an organisation. Based on strengths and weaknesses a choice can be made which building blocks of an organisation need to be addressed in order to improve its functioning. This can be formulated in the form of an objective that we want to reach after a certain

period. Next we look for a strategy for improving the functioning of an organisation: which elements should be addressed to reach the objective? We can start with a certain weak or strong building block, i.e. an entry point, and deal with others one by one. We follow a route through the organisation (a strategy). After having reached the critical building block we have reached the objective, i.e. the exit point.

### *Different steps to take*

- 1: Indicate the strengths and weaknesses of an organisation by using the framework and questions per building block.
- 2: Analyse which aspects can be changed. Here information on external opportunities and threats can be useful.
- 3: Based on the strengths and weaknesses, and external influencing factors, formulate a concrete objective to improve the gender practice of the organisation. Identify one of the building blocks that corresponds with that objective (the exit point).
- 4: Decide how you want to reach your exit point. For example by starting with some of the stronger building blocks and working your way through to the weaker ones. Or by starting with building blocks that are easier to tackle. Indicate your 'route' or strategy by drawing arrows through the different building blocks. In other words: start at an entry point to reach the exit point.
- 5: Identify activities that strengthen the building blocks of the organisation, starting with your entry point and ending with the exit point.

*How to identify strong and weak building blocks*, by using the framework for Organisational Gender Diagnosis and some of the leading questions presented below:

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## MISSION/MANDATE

*(refers to the goal and strategy, including all the managerial processes needed to realise the goal)*

### *Block 1: Policies and Action*

- are the mission and mandate of the organisation based on a thorough analysis of the context, including gender relations?
- does the organisation have a clear policy which includes a gender policy?
- does the gender policy include an activity plan with time frame (e.g. moment for monitoring and evaluation) and allocation of responsibilities?
- are adequate financial resources allocated for the implementation of the gender policy?
- does the organisation conduct its monitoring, evaluation and strategic planning in a gender disaggregated manner?
- does the product of the organisation contribute to empowerment of women and changing unequal gender relations at target group levels?

### *Block 2: Policy Influence*

- do management and the Board take responsibility for policy development and implementation in the field of gender?
- does management promote internal consultations on issues related to policy development and implementation?
- are there many interactions with external stakeholders, such as beneficiaries (women and men), pressure/interest groups, researchers, consultants, gender networks and institutes, politicians, donor agencies, etcetera.
- are opinions of external stakeholders valued and taken seriously by management?

### *Block 3: Organisational Culture*

- does gender fit into the image of the organisation according to staff?
- does everyone feel ownership over the gender policy?
- do women within the organisation, and among beneficiaries, perceive the organisation to be woman-friendly?
- does the organisation comply with gender sensitive behaviour, for example in terms of the language used, jokes and comments made, images and materials displayed and procedures on sexual harassment?
- does the organisation have a reputation of integrity and competence on gender issues? For example among women's organisations and (outside) individuals with commitment to gender issues?

## ORGANISATIONAL STRUCTURE

*(tasks, responsibilities and authorities within the organisation; ways of working and the way people are grouped and coordinated to accomplish the tasks: flow of information, communication and learning within the organisation and between the organisation and external network)*

### *Block 4: Tasks and Responsibilities*

- are tasks and responsibilities in the field of gender clearly demarcated?
- are there effective mechanisms for coordination, consultation and organisational gender learning between various parts of the organisation, both horizontally and vertically?
- is there sufficient information to do the job well?
- is staff with specific gender expertise and responsibilities located at key positions in the organisation?

- is the existing gender structure (e.g. women's/gender unit versus one or more individuals at decentralised locations, or one full-time staff member versus several part-time staff members) the most appropriate one?

### *Block 5: Decision-making*

- are decisions being made on the basis of monitoring and evaluation exercises, among others in the field of gender?
- is staff, including gender specialists, participating in decision-making processes?
- are decisions (in the field of gender) dealt with in a timely manner?
- are conflicts in the workplace dealt with adequately, for example around issues of sexual harassment, dealing with resistance to gender or side effects of affirmative action?

### *Block 6: Cooperation and Learning*

- does the organisation promote teamwork, involving both women and men and including gender focal persons?
- do staff members support each other in problem solving and identification of new challenges in the field of gender?
- does the organisation promote exchange, collaboration and other forms of interaction with women's organisations and organisation/institutions/individuals active in the field of gender?
- are new, innovative ideas and practices welcomed, reflected upon and incorporated into existing practices?

## HUMAN RESOURCES

*(staff recruitment, staff development, performance appraisal and non-financial reward and incentive systems, attitudinal issues)*

### *Block 7: Staff and Expertise*

- is the management committed to promoting female representation at all levels of the organisation, including the Board?
- is this commitment translated into concrete targets and a time frame?
- is new staff selected on the basis of gender sensitivity and capacity to deal with gender issues in very practical terms?
- do men and women receive equal wages for equal work?
- are job descriptions clearly defined (as far as gender is concerned)?
- are gender issues discussed during performance appraisal interviews?
- is there a gradual increase of gender expertise among all staff members, e.g. as a result of training?

### *Block 8: Room for Manoeuvre*

- does the organisation allow space for staff who wish to organise around parts of their identity (e.g. sex, ethnicity, religion, age, sexual preference, physical ability)?
- does the organisation have an adequate infrastructure to enable female staff to carry out their work (e.g. in relation to safe working environment, toilet facilities, transport arrangement, working hours)?
- is good performance being rewarded, including in the field of gender, e.g. by making good practices available to others, both inside and outside the organisation, or by congratulating individual staff members?