



**USAID**  
FROM THE AMERICAN PEOPLE

**COLLABORATE. LEARN. ADAPT.**  
*For* **BETTER DEVELOPMENT  
RESULTS.**

IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**



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FROM THE AMERICAN PEOPLE

This tool was made possible by the support of the American People through the United States Agency for International Development (USAID). The tool was originally produced by Dexis Consulting Group under the LEARN mechanism out of the USAID Learning, Evaluation and Research (LER) Office in the Bureau for Policy, Planning and Learning (PPL). This version builds on the original and was produced by Social Impact, Inc. for USAID/Vietnam under the USAID Learns Activity.

**CLA MATURITY TOOL**

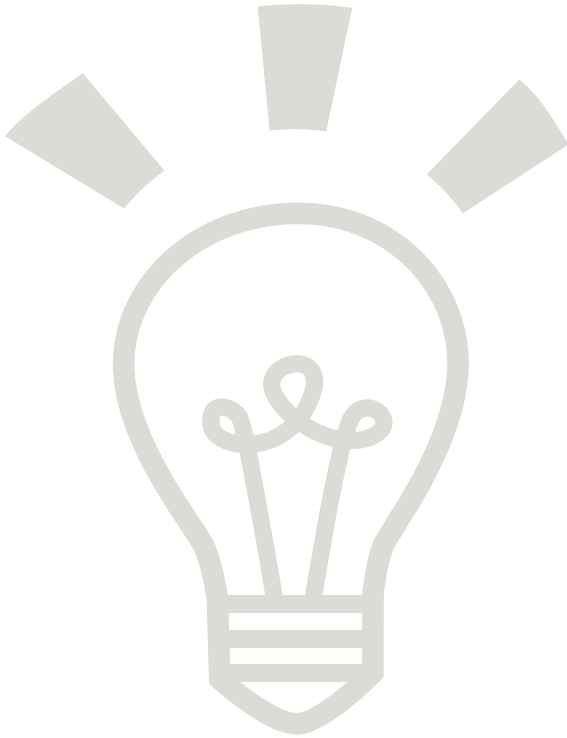
## COLLABORATING



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

## **COLLABORATING**



IMPLEMENTING PARTNER VERSION I

# **CLA MATURITY TOOL**

**COLLABORATING**  
INTERNAL COLLABORATION



IMPLEMENTING PARTNER VERSION I

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# KEY CONCEPTS



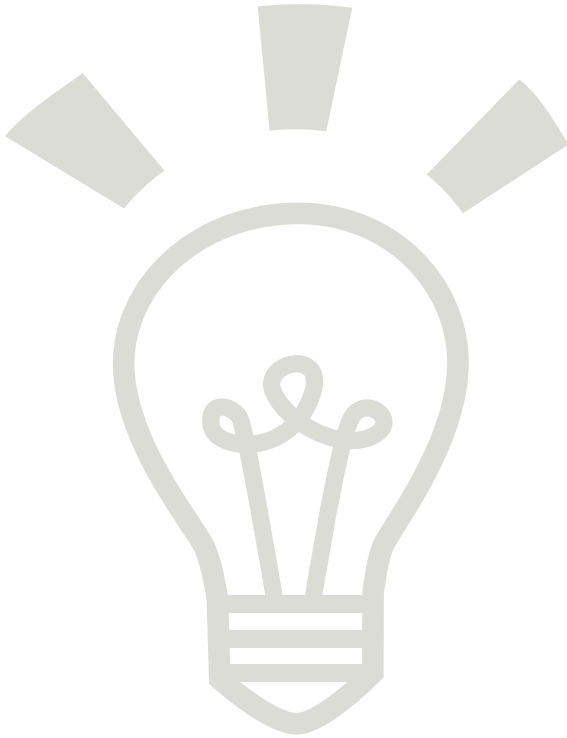
COLLABORATING

## **Internal Collaboration**

1. Identify and prioritize other colleagues/teams within the organization for strategic collaboration.
2. Decide how to engage those colleagues/teams.
3. Collaborate with those colleagues/teams based on decisions reached.

**CLA IN THE PROGRAM CYCLE**

**COLLABORATING**  
INTERNAL COLLABORATION



IMPLEMENTING PARTNER VERSION I

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# NOT YET PRESENT



COLLABORATING

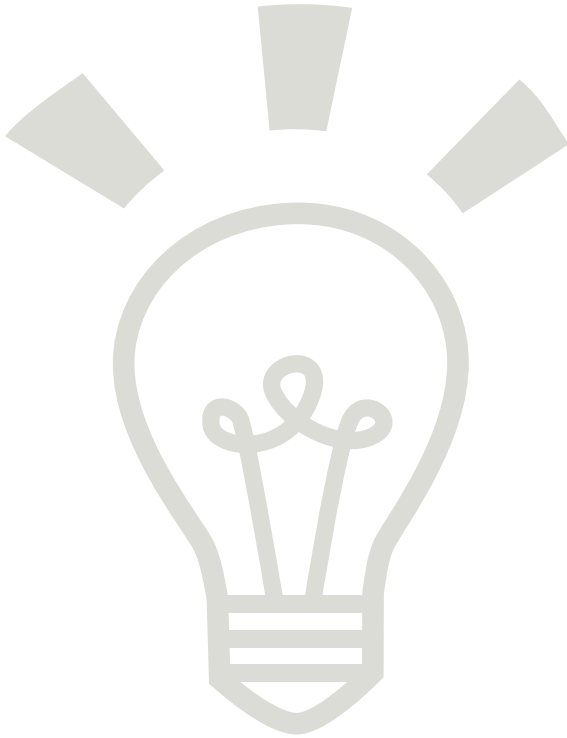
## **Internal Collaboration**

- ↗ We are not yet collaborating with other colleagues/teams within the organization.

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**COLLABORATING**  
INTERNAL COLLABORATION



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# EMERGENT



COLLABORATING

## **Internal Collaboration**

- We collaborate with other colleagues/teams in an ad hoc fashion.
- Information silos are common.

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INTERNAL COLLABORATION



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# EXPANDING



COLLABORATING

## **Internal Collaboration**

- We sometimes collaborate with other colleagues/teams.
- Intra-organizational collaboration is characterized by information exchange.

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INTERNAL COLLABORATION



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# ADVANCED



COLLABORATING

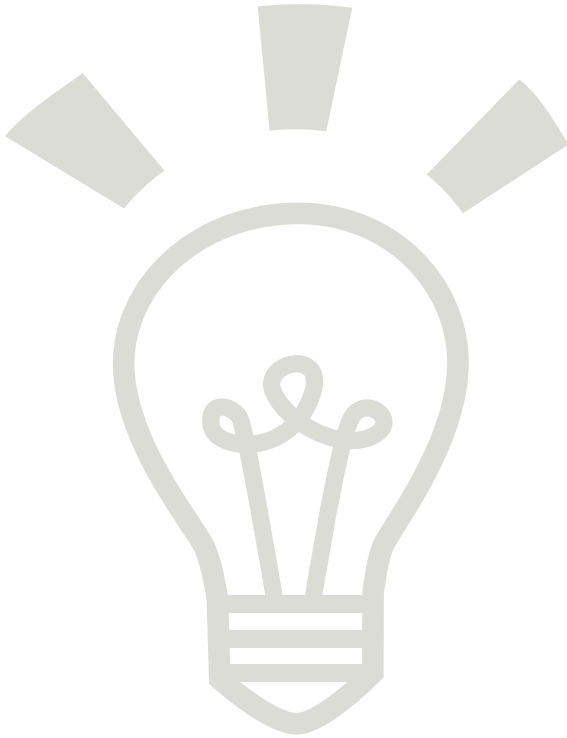
## Internal Collaboration

We usually:

- Identify other colleagues/teams who could have the greatest impact on planning and implementation.
- Make decisions about how to collaborate to increase efficiency and effectiveness.
- Collaborate strategically with those colleagues/teams based on decisions reached.

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**COLLABORATING**  
INTERNAL COLLABORATION



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# INSTITUTIONALIZED



COLLABORATING

## **Internal Collaboration**

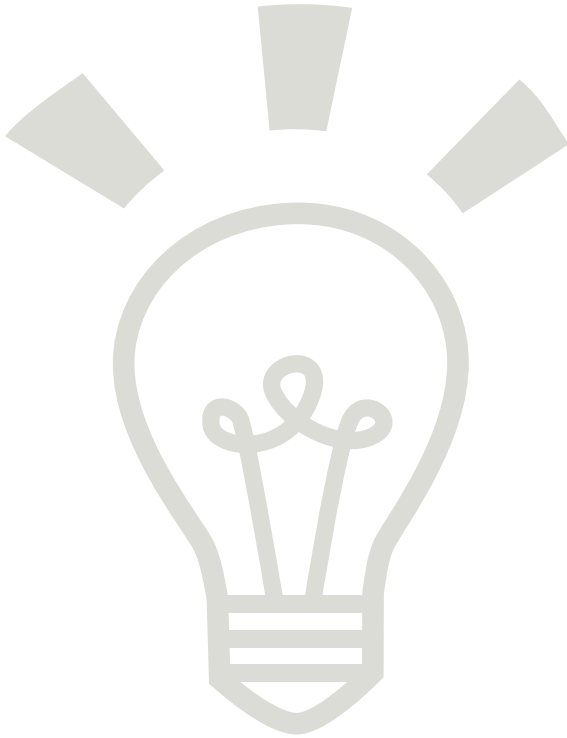
We consistently and systematically:

- Identify other colleagues/teams who could have the greatest impact on planning and implementation.
- Make decisions about how to collaborate to increase efficiency and effectiveness.
- Collaborate strategically with those colleagues/teams based on decisions reached.

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**COLLABORATING**  
EXTERNAL COLLABORATION



IMPLEMENTING PARTNER VERSION I

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# KEY CONCEPTS



COLLABORATING

## **External Collaboration**

1. Identify and prioritize key stakeholders for strategic collaboration.
2. Decide how to engage key stakeholders.
3. Collaborate with key stakeholders based on decisions reached.

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**COLLABORATING**  
EXTERNAL COLLABORATION



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# NOT YET PRESENT



COLLABORATING

## **External Collaboration**

- ↗ We are not yet collaborating with external stakeholders.

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**COLLABORATING**  
EXTERNAL COLLABORATION



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# EMERGENT



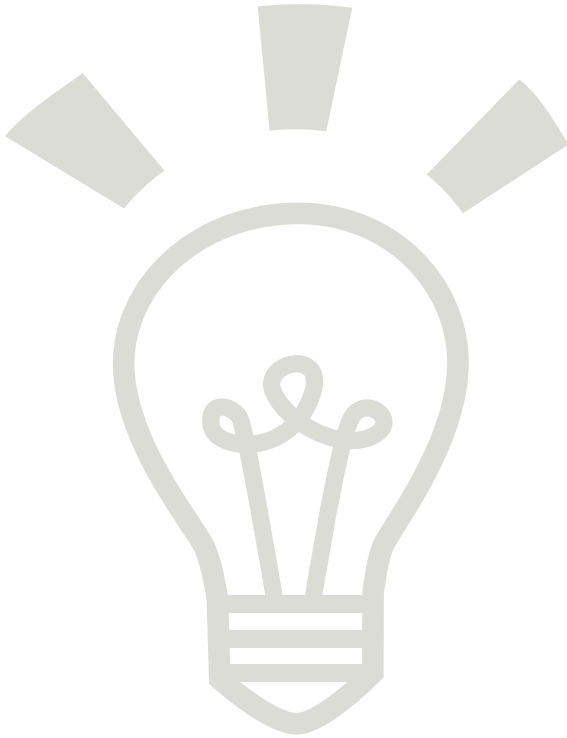
COLLABORATING

## **External Collaboration**

- Analysis of stakeholders is informal and undocumented.
- We collaborate with stakeholders in an ad hoc fashion.
- Stakeholders are informed of our plans and/or interventions.

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**COLLABORATING**  
EXTERNAL COLLABORATION



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# EXPANDING



COLLABORATING

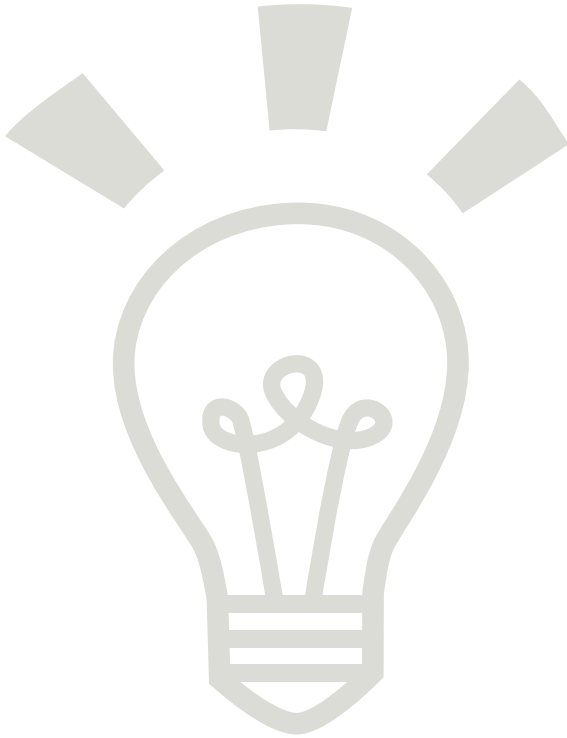
## **External Collaboration**

- Planning processes sometimes include a stakeholder analysis.
- We collaborate with other government, private sector, civil society, and/or local organization stakeholders when required to.
- Collaboration with additional stakeholders is limited to consultation/information gathering to inform our decisions.

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**COLLABORATING**  
EXTERNAL COLLABORATION



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# ADVANCED



COLLABORATING

## External Collaboration

We usually:

- Use stakeholder analysis to identify and prioritize stakeholders.
- Engage with key stakeholders to decide how to collaborate to increase efficiency and effectiveness.
- Collaborate strategically with key stakeholders based on decisions reached.

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**COLLABORATING**  
EXTERNAL COLLABORATION



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# INSTITUTIONALIZED



COLLABORATING

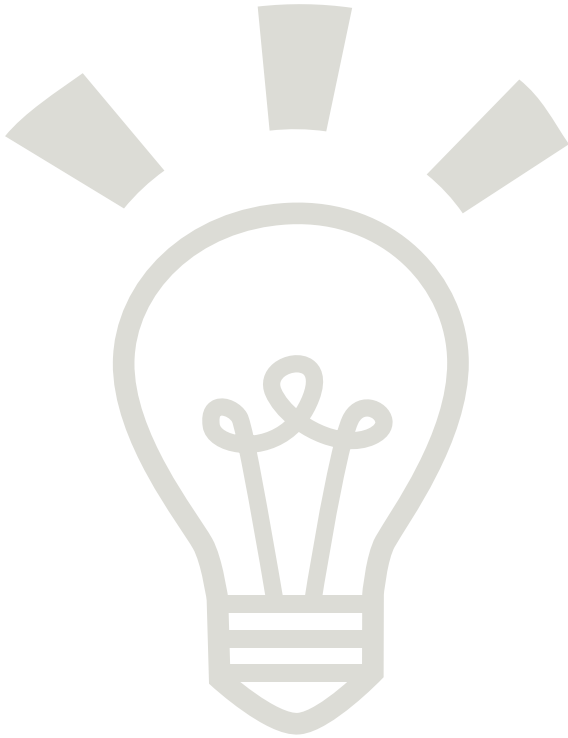
## **External Collaboration**

We consistently and systematically:

- Use stakeholder analysis to identify and prioritize stakeholders.
- Engage with key stakeholders to decide how to collaborate to increase efficiency and effectiveness.
- Collaborate strategically with key stakeholders based on decisions reached.

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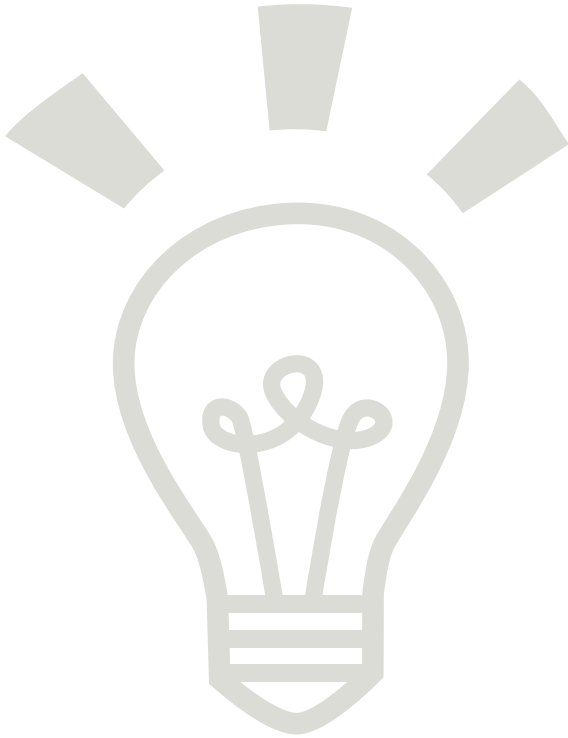
# LEARNING



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# CLA MATURITY TOOL

# LEARNING

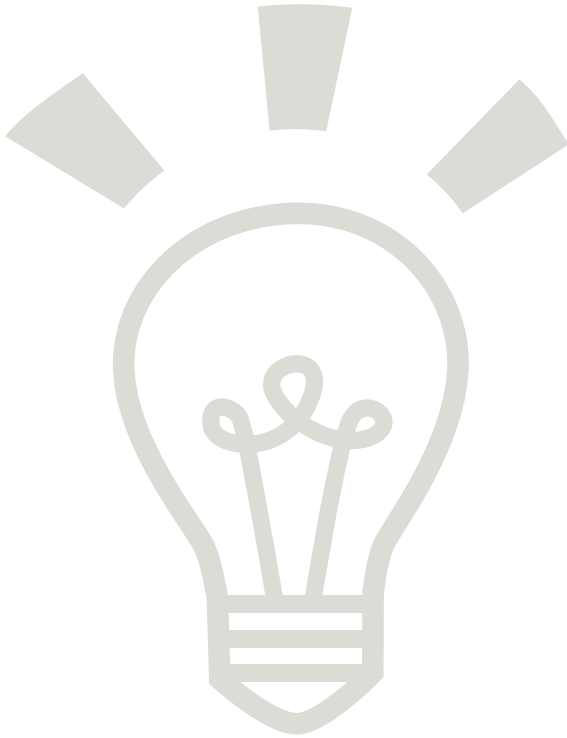


IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# LEARNING

TECHNICAL EVIDENCE BASE



IMPLEMENTING PARTNER VERSION 1

# CLA MATURITY TOOL

# KEY CONCEPTS



LEARNING

## **Technical Evidence Base**

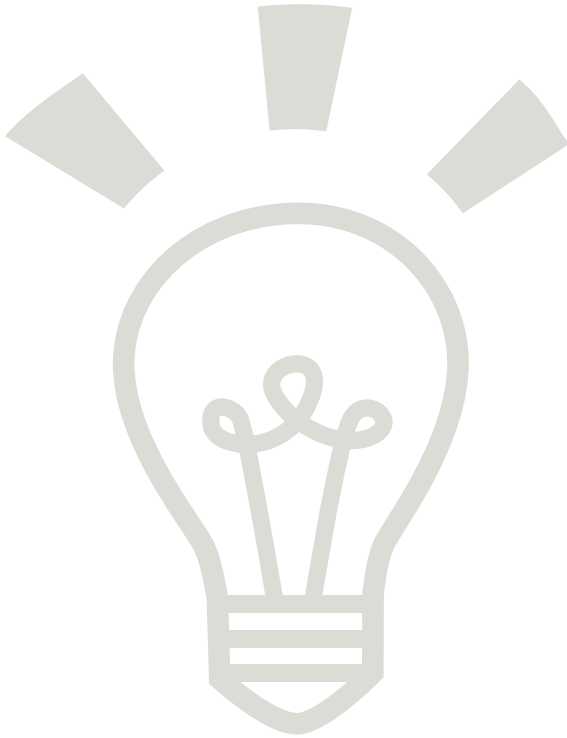
1. Track the technical evidence base.
2. Apply the technical evidence base in planning and implementation.
3. Contribute to/expand the technical evidence base.

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# LEARNING

TECHNICAL EVIDENCE BASE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# NOT YET PRESENT



LEARNING

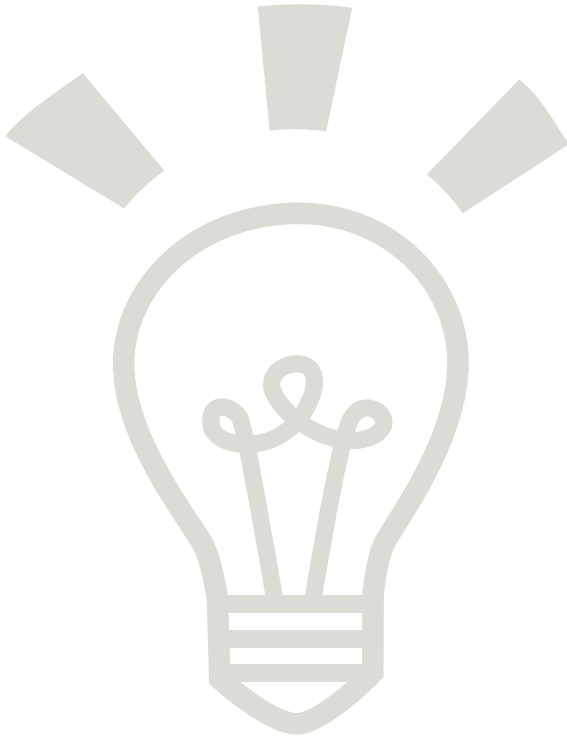
## **Technical Evidence Base**

- ↗ We are not familiar with the technical evidence base.

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# LEARNING

TECHNICAL EVIDENCE BASE



IMPLEMENTING PARTNER VERSION 1

**CLA MATURITY TOOL**

# EMERGENT



LEARNING

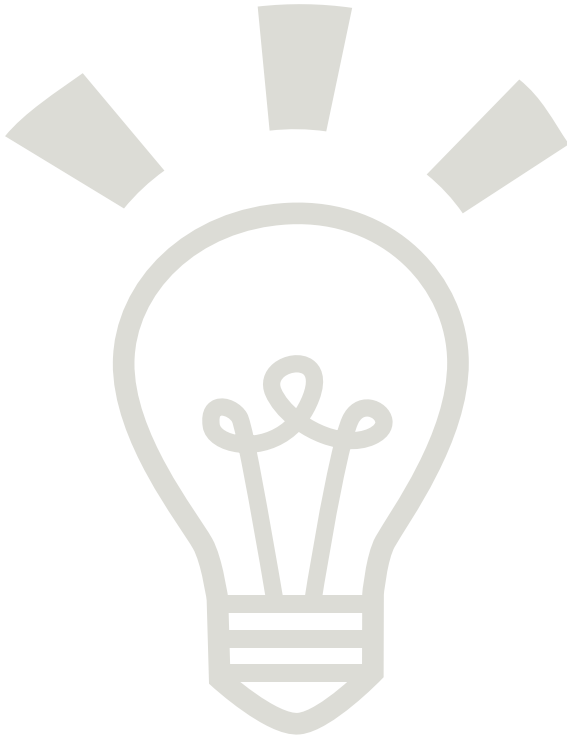
## Technical Evidence Base

- We informally track the existing technical evidence base.
- We have identified some knowledge gaps.

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# LEARNING

TECHNICAL EVIDENCE BASE



IMPLEMENTING PARTNER VERSION 1

# CLA MATURITY TOOL

# EXPANDING



LEARNING

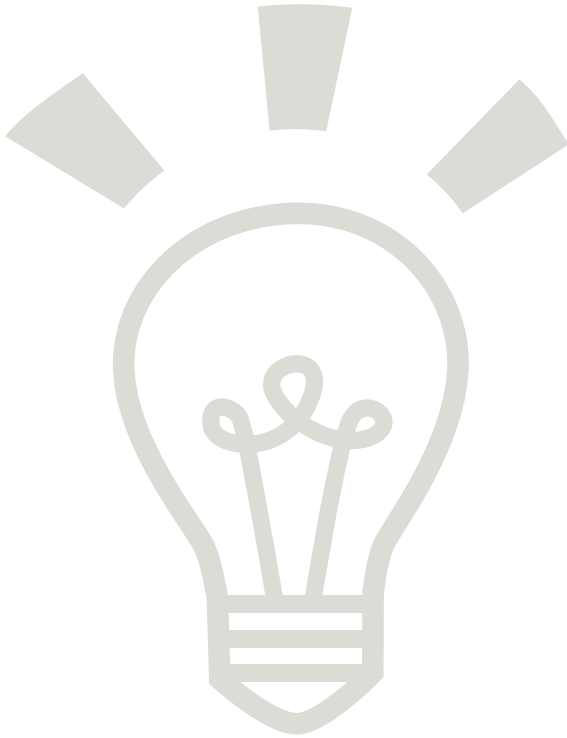
## **Technical Evidence Base**

- We primarily track and use internal reports to identify implications for programming.
- We fill knowledge gaps using informal or ad hoc approaches.

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# LEARNING

TECHNICAL EVIDENCE BASE



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LEARNING

## Technical Evidence Base

We usually:

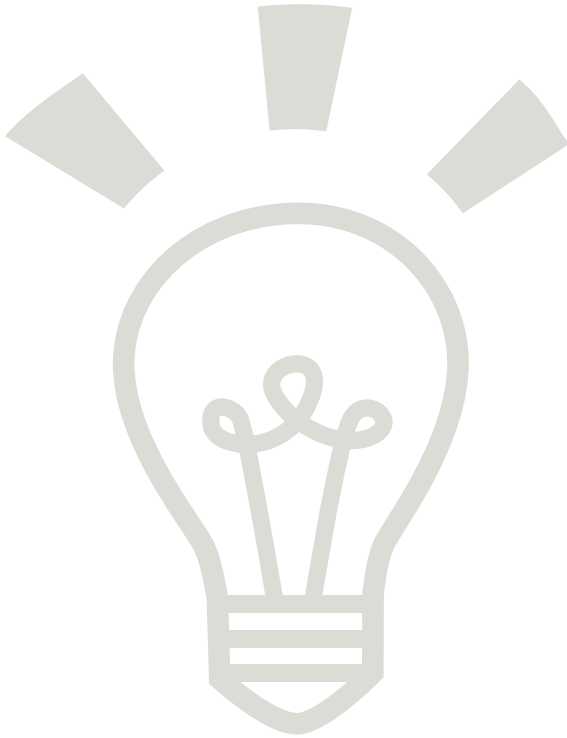
- Track the existing technical evidence base, including up-to-date research and subject matter expertise generated internally and externally.
- Use a mix of relevant knowledge types and sources to identify implications and inform planning and implementation.
- Fill gaps and contribute new knowledge to the evidence base through a mix of knowledge synthesis, research, piloting/experimentation, and evaluation.

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# LEARNING

TECHNICAL EVIDENCE BASE



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LEARNING

## Technical Evidence Base

We consistently and systematically:

- Track the existing technical evidence base, including up-to-date research and subject matter expertise generated internally and externally.
- Use a mix of relevant knowledge types and sources to identify implications and inform planning and implementation.
- Fill gaps and contribute new knowledge to the evidence base through a mix of knowledge synthesis, research, piloting/experimentation, and evaluation.

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**LEARNING**  
THEORIES OF CHANGE



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



LEARNING

## **Theories of Change**

1. Quality of theories of change.
2. Testing and exploration of theories of change.
3. Awareness among stakeholders about theories of change and the learning that results from testing them.

**CLA IN THE PROGRAM CYCLE**

**LEARNING**  
THEORIES OF CHANGE



IMPLEMENTING PARTNER VERSION I

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# NOT YET PRESENT



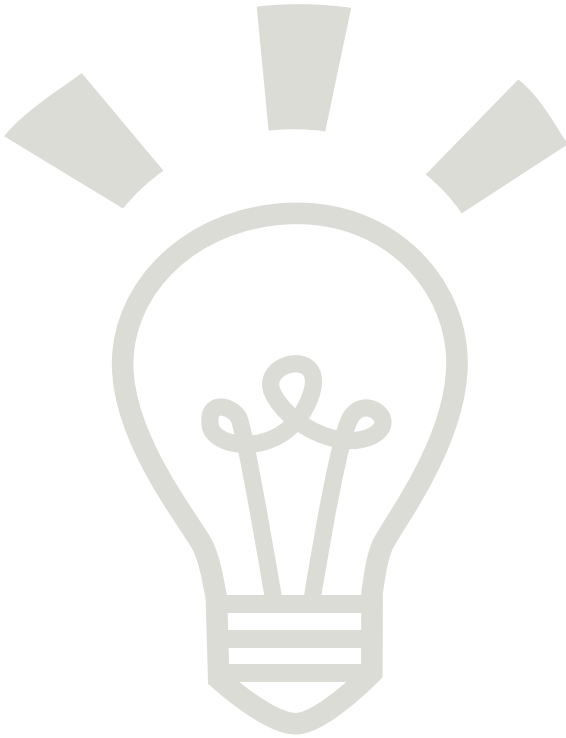
LEARNING

## **Theories of Change**

- ↗ We have not yet developed a theory of change.

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**LEARNING**  
THEORIES OF CHANGE



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# EMERGENT



LEARNING

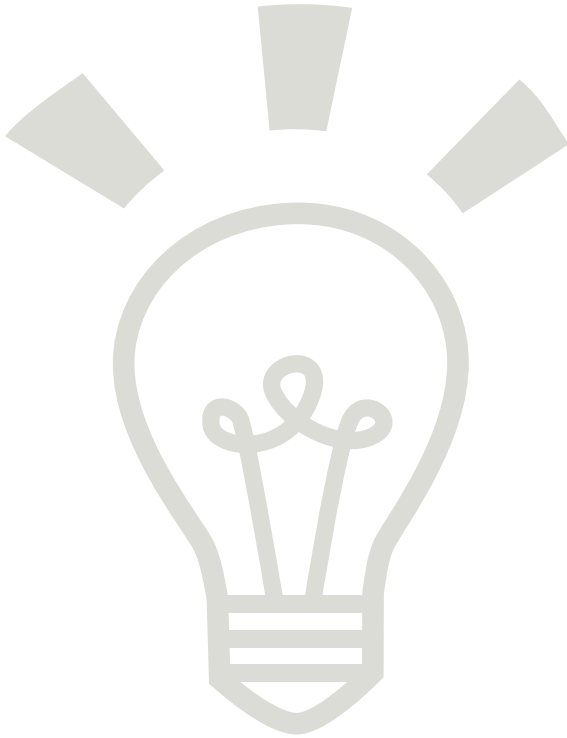
## Theories of Change

- Our theory of change is a simple If/Then statement that is not well connected to entry points in the local context.

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**LEARNING**  
THEORIES OF CHANGE



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# EXPANDING



LEARNING

## Theories of Change

- Our theory of change (TOC) is developed based on an understanding of the local context.
- Some aspects of our TOC are reviewed through M&E.
- Our TOC is shared and understood among a limited number of staff and key stakeholders.

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**LEARNING**  
THEORIES OF CHANGE



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**CLA MATURITY TOOL**

# ADVANCED



LEARNING

## Theories of Change

- Our context-driven theory of change (TOC) articulates clear entry points, interventions, assumptions, and outcomes.
- We check in on aspects of our TOC using a variety of learning approaches at least once per year.
- Our TOC is widely shared and understood by the majority of staff and key stakeholders.

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**LEARNING**  
THEORIES OF CHANGE



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LEARNING

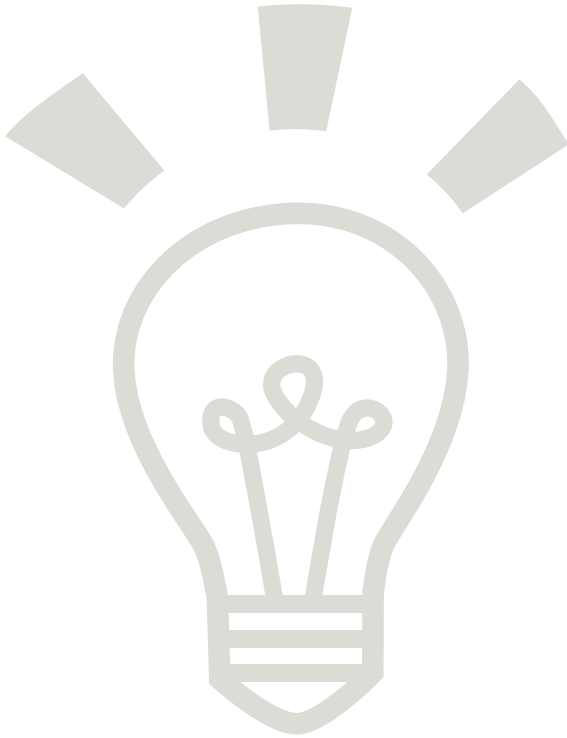
## Theories of Change

- Our context-driven, **high-quality** theory of change (TOC) is **developed with local stakeholders**.
- We systematically check in on aspects of our TOC—particularly **assumptions and progress towards outcomes**—and **modify theories** (when needed) based on learning.
- We **use and share** learning from exploring our TOC to **inform other stakeholders'** planning and implementation.

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# LEARNING

CONTEXTUAL AWARENESS



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# KEY CONCEPTS



LEARNING

## **Contextual Awareness**

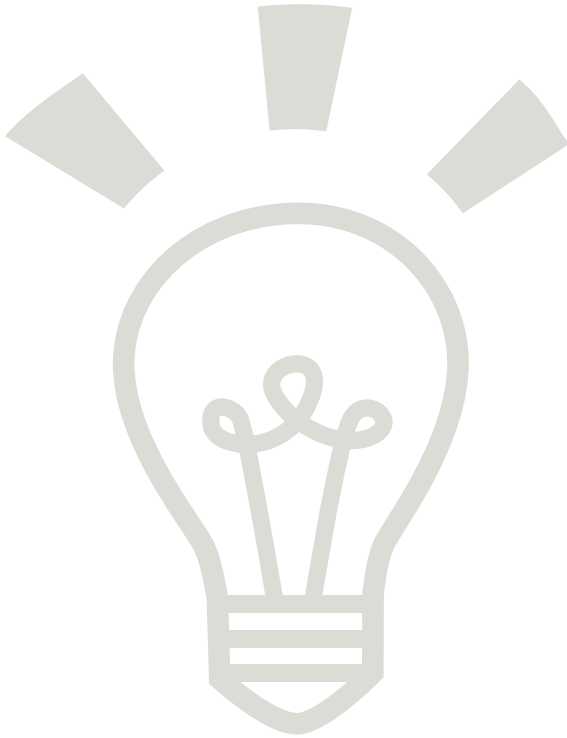
1. Identify risks and opportunities in the local context.
2. Monitor shifts in the local context.
3. Respond to and apply learning from monitoring.

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# LEARNING

CONTEXTUAL AWARENESS



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# CLA MATURITY TOOL

# NOT YET PRESENT



LEARNING

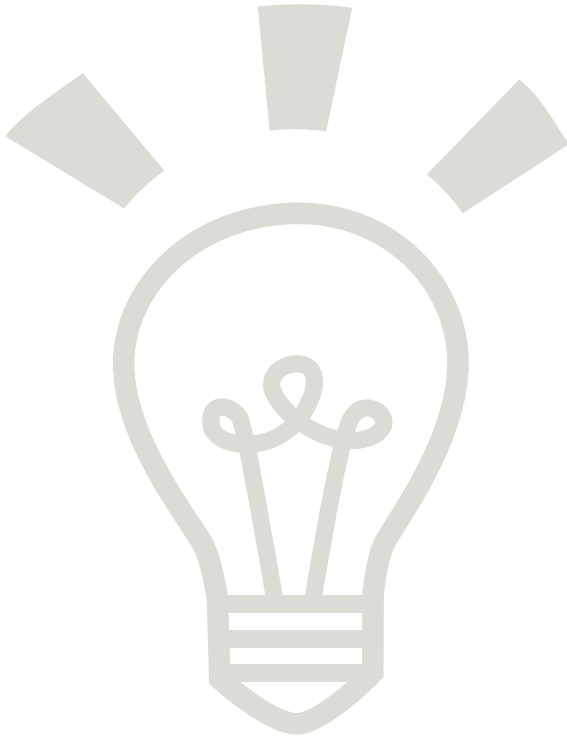
## **Contextual Awareness**

- ↗ We are not yet aware of how the local context affects our programming.

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# LEARNING

CONTEXTUAL AWARENESS



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# CLA MATURITY TOOL

# EMERGENT



LEARNING

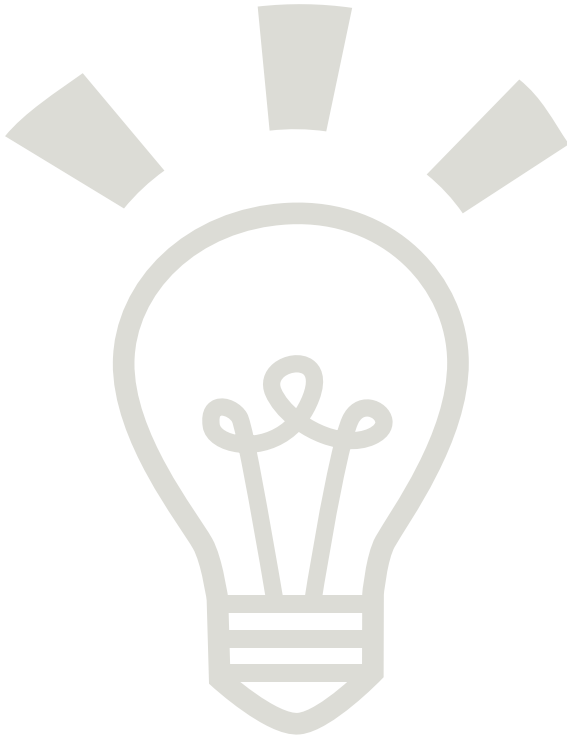
## **Contextual Awareness**

- We informally identify and monitor changes in the local context.

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# LEARNING

CONTEXTUAL AWARENESS



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# EXPANDING



LEARNING

## **Contextual Awareness**

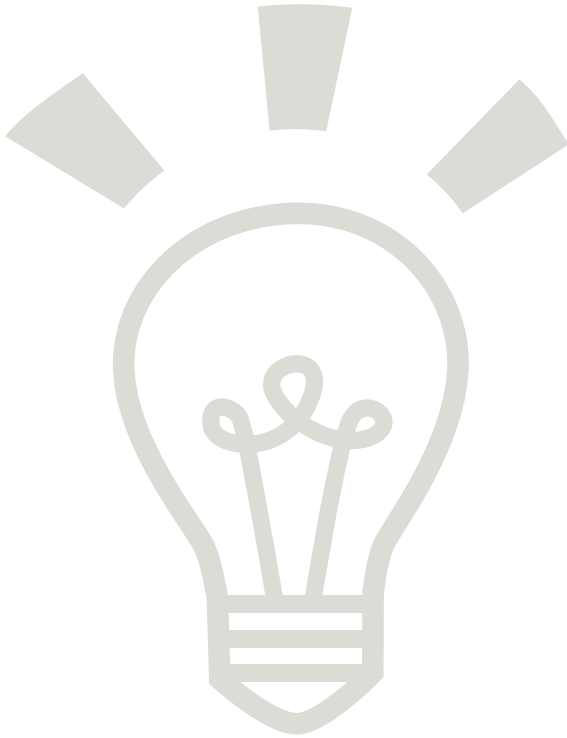
We sometimes:

- ↗ Identify risks and opportunities in the local context.
- ↗ Monitor shifts in the local context.
- ↗ Respond to and apply learning.

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# LEARNING

CONTEXTUAL AWARENESS



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LEARNING

## **Contextual Awareness**

We usually:

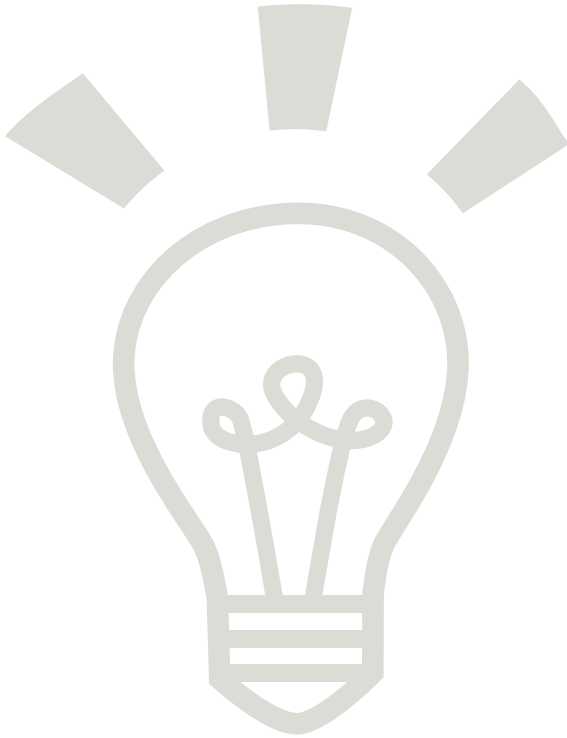
- Identify risks and opportunities in the local context.
- Monitor shifts in the local context.
- Respond to and apply learning.

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# LEARNING

CONTEXTUAL AWARENESS



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LEARNING

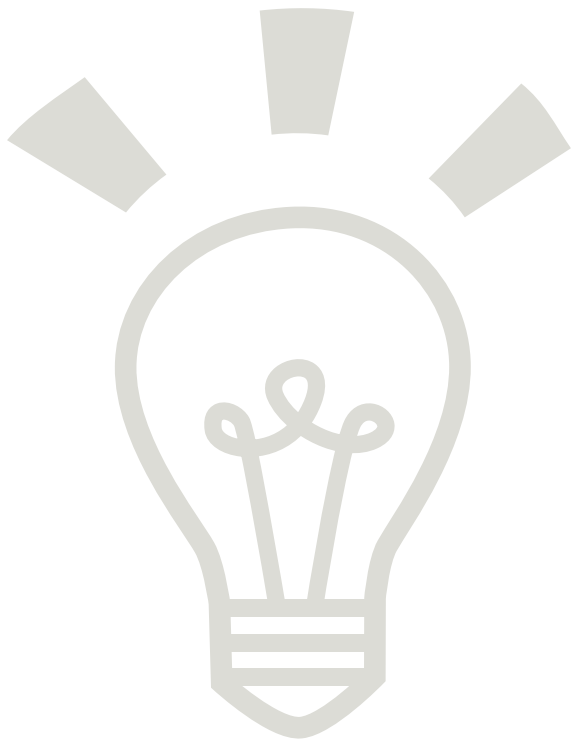
## **Contextual Awareness**

We consistently and systematically:

- Identify risks and opportunities in the local context and conduct scenario planning when appropriate to be ready for shifts in context.
- Monitor shifts in the local context.
- Respond to and apply learning.

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**LEARNING**  
M&E FOR LEARNING



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# KEY CONCEPTS



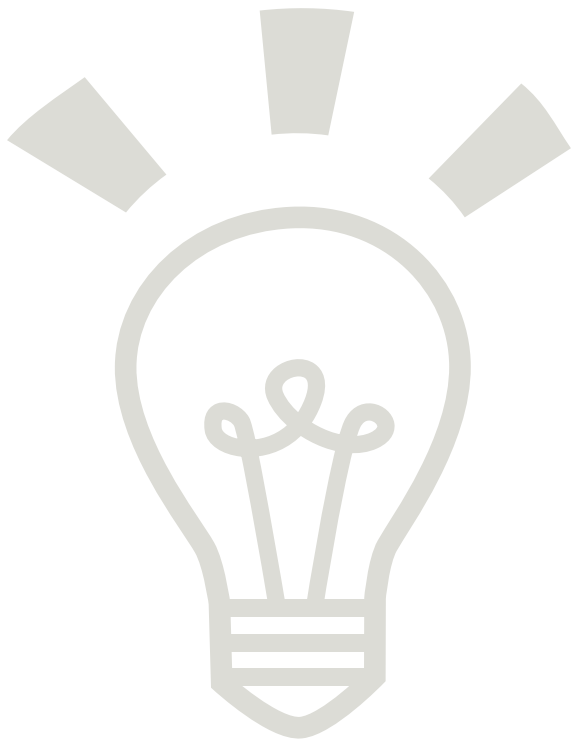
LEARNING

## **M&E for Learning**

1. Ensure relevance of monitoring data to decision-making.
2. Design and conduct research and internal evaluation activities to inform ongoing and future programming.
3. Align monitoring, evaluation, and learning efforts across the organization.

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**LEARNING**  
M&E FOR LEARNING



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# NOT YET PRESENT



LEARNING

## **M&E for Learning**

- M&E efforts are implemented primarily for meeting reporting requirements.

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**LEARNING**  
M&E FOR LEARNING



IMPLEMENTING PARTNER VERSION I

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# EMERGENT



LEARNING

## **M&E for Learning**

- Data from monitoring, research, and internal evaluation are **generally disconnected** from decision-making.

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**LEARNING**  
M&E FOR LEARNING



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# EXPANDING



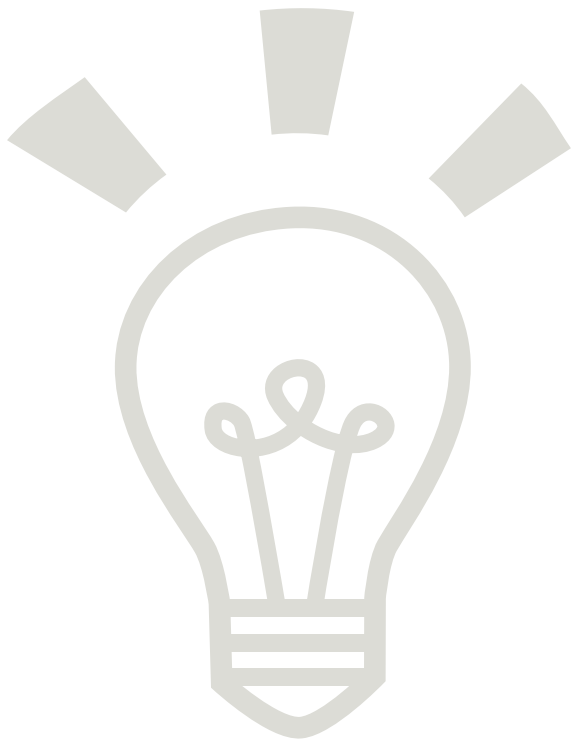
LEARNING

## M&E for Learning

- Monitoring data is sometimes relevant and of sufficient rigor to inform decision-making.
- We use research and internal evaluation findings to inform future strategies and programming.
- We align learning across multiple projects to inform future strategies and programming.

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**LEARNING**  
M&E FOR LEARNING



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# ADVANCED



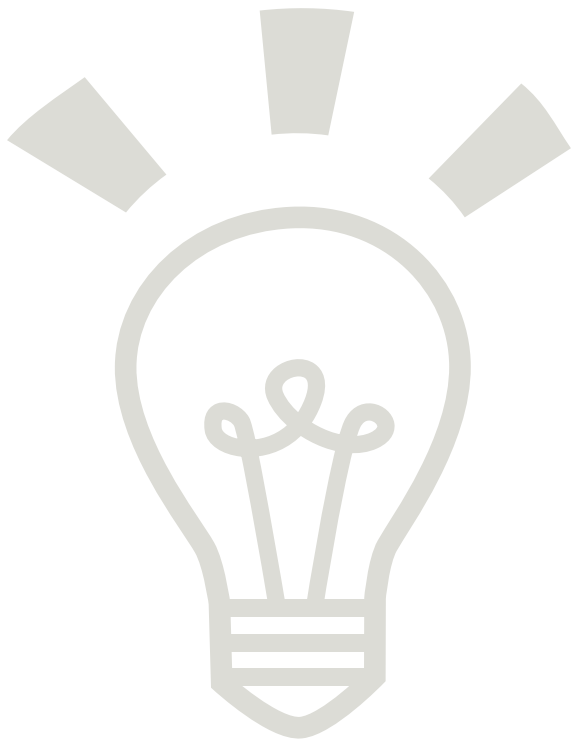
## LEARNING

### **M&E for Learning**

- We usually identify and collect good-quality, credible monitoring data that informs decision-making.
- We regularly design and conduct research and internal evaluations to inform ongoing and future strategies and programming.
- We intentionally design M&E efforts so resulting learning can be aggregated across the organization to inform ongoing and future strategies and programming.

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**LEARNING**  
M&E FOR LEARNING



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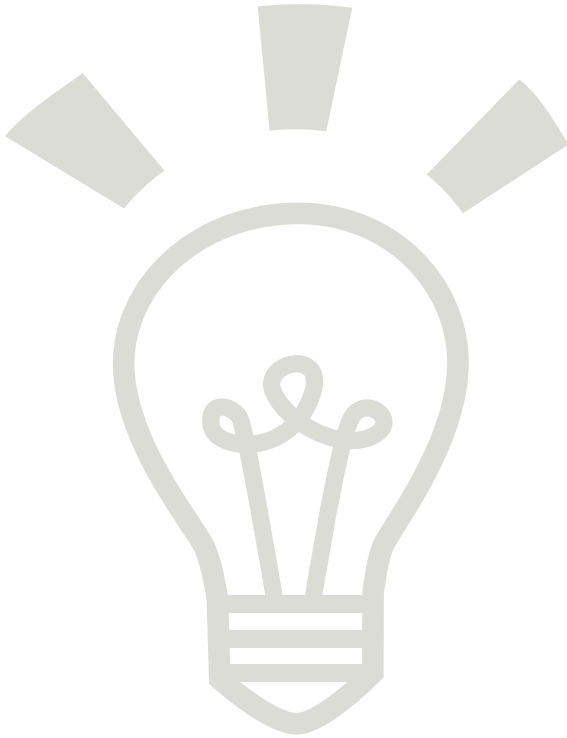
LEARNING

## M&E for Learning

- We consistently prioritize and collect high-quality, credible monitoring data that informs decision-making.
- We design and conduct timely research and internal evaluations that inform ongoing and future programming.
- We intentionally design M&E efforts so resulting learning can be aggregated across the organization and feeds up to inform achievement of organizational results.

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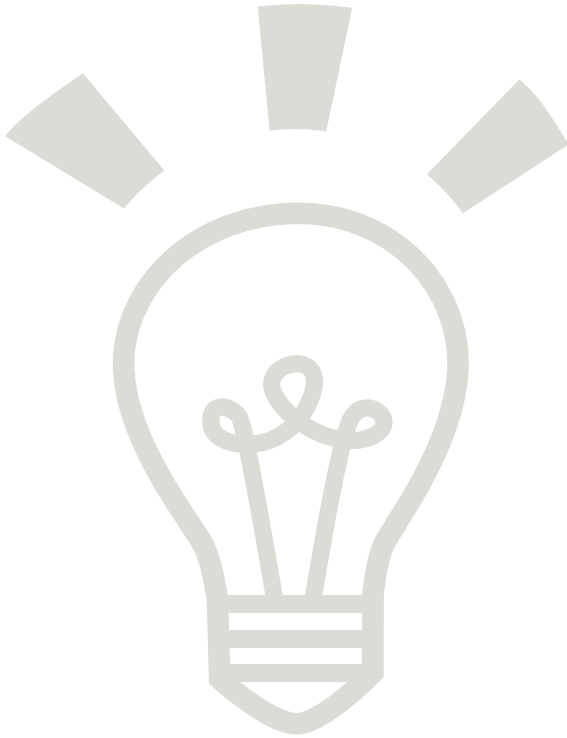
# ADAPTING



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## **ADAPTING**



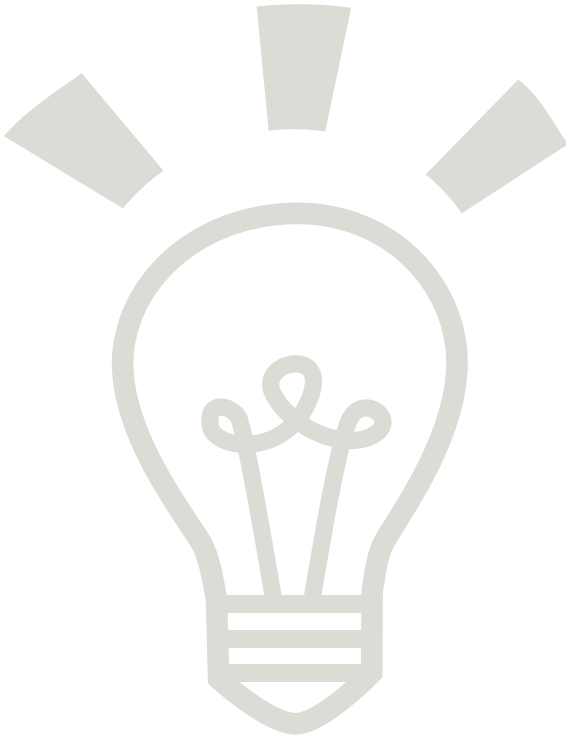
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# **ADAPTING**

PAUSE & REFLECT



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# KEY CONCEPTS



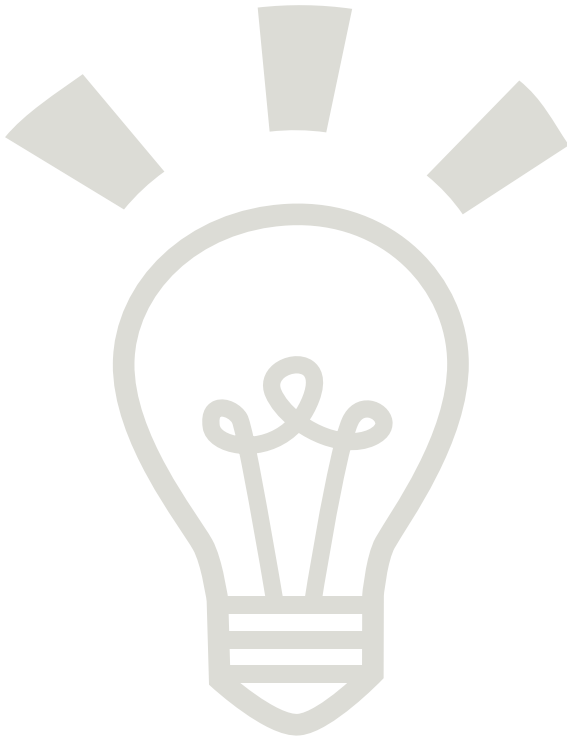
ADAPTING

## **Pause & Reflect**

1. Variety and purpose of pause & reflect (P&R) opportunities.
2. Timeliness of P&R opportunities to inform decision-making.
3. Quality of P&R opportunities.

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**ADAPTING**  
PAUSE & REFLECT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



ADAPTING

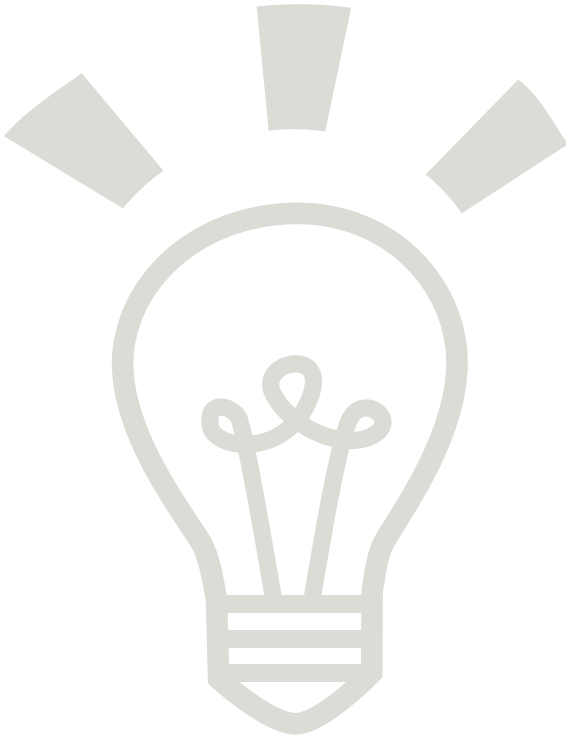
## **Pause & Reflect**

- ↗ We have not yet participated in pause & reflect opportunities.

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# **ADAPTING**

PAUSE & REFLECT



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# EMERGENT



ADAPTING

## **Pause & Reflect**

- ↗ Pause & reflect (P&R) opportunities are identified, but are not acted upon.

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# **ADAPTING**

PAUSE & REFLECT



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# EXPANDING



ADAPTING

## Pause & Reflect

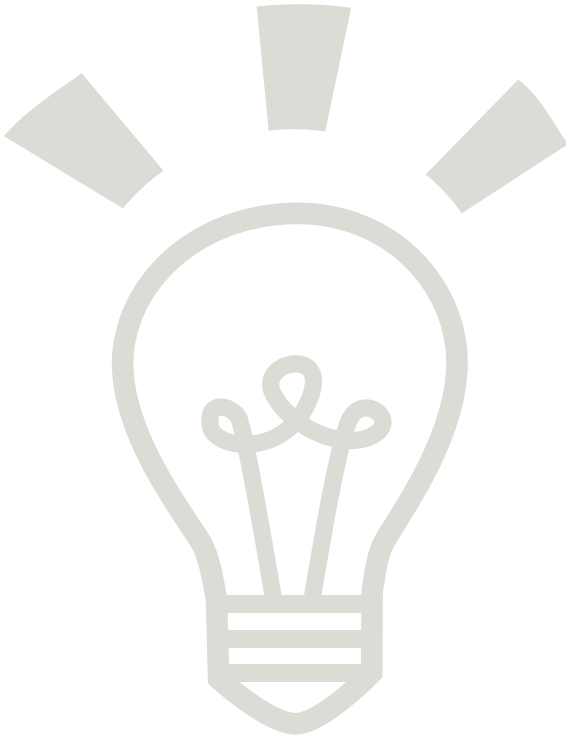
- We participate in ad hoc pause & reflect (P&R) activities focused primarily on learning from programming.
- P&R activities are not aligned to design, work planning, and implementation schedules.
- P&R activities are characterized by information dissemination and basic knowledge exchange.

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# **ADAPTING**

PAUSE & REFLECT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



ADAPTING

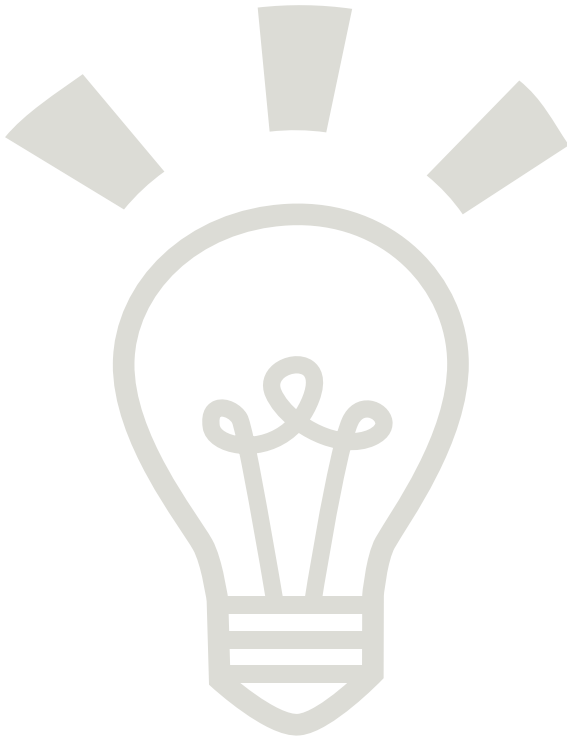
## Pause & Reflect

We usually:

- Host and attend a variety of relevant pause & reflect (P&R) activities to reflect on progress and learning to date.
- Hold P&R activities to feed into design, work planning, and implementation schedules so learning is generated when most usable.
- Facilitate P&R activities for staff and relevant stakeholders, using a variety of participatory approaches to encourage candid conversation.

CLA IN THE PROGRAM CYCLE

**ADAPTING**  
PAUSE & REFLECT



IMPLEMENTING PARTNER VERSION I

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ADAPTING

## Pause & Reflect

We consistently and systematically:

- Host and attend a variety of relevant pause & reflect (P&R) activities to reflect on progress and learning to date.
- Hold P&R activities to feed into design, work planning, and implementation schedules so learning is generated when most usable.
- Facilitate P&R activities for staff and relevant stakeholders, using a variety of participatory approaches to encourage candid conversation.

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**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

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# KEY CONCEPTS



ADAPTING

## **Adaptive Management**

1. Analyze learning from implementation and/or pause & reflect opportunities.
2. Inform decision-making.
3. Follow through on decisions reached to manage adaptively.

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**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



ADAPTING

## **Adaptive Management**

- ↗ We have not yet identified opportunities to apply learning or course correction.

CLA IN THE PROGRAM CYCLE



**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



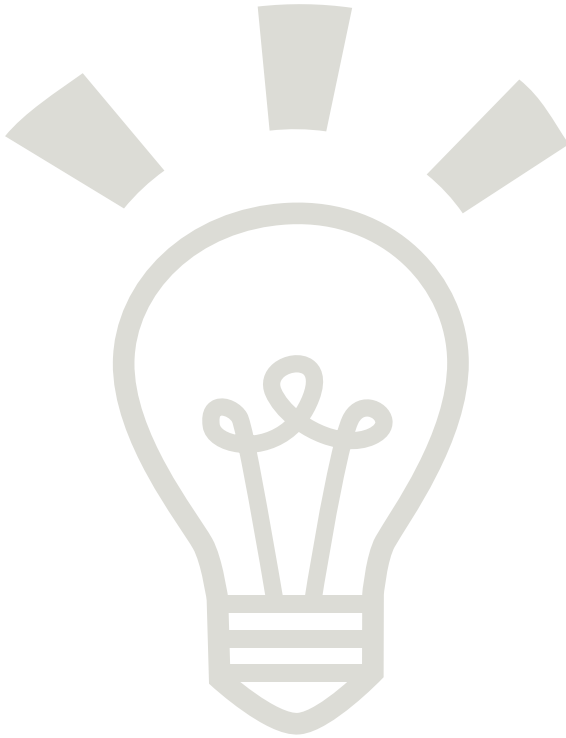
ADAPTING

## **Adaptive Management**

- We identify successes, challenges, and subjects that warrant further exploration within our project/organization.

CLA IN THE PROGRAM CYCLE

**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



ADAPTING

## **Adaptive Management**

We work with donors to:

- Identify program successes, challenges, and subjects that warrant further exploration.
- Use learning to inform decisions on maintaining or adapting current approaches.
- Sometimes take action based on decisions reached.

CLA IN THE PROGRAM CYCLE

**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



ADAPTING

## Adaptive Management

We usually:

- Work with key internal and external stakeholders to analyze successes, challenges, and failures to identify lessons and subjects that warrant further exploration.
- Use learning to inform decisions on maintaining, adapting, or discontinuing current approaches.
- Work with donors (as appropriate) to take action to adapt strategies and programming accordingly.

CLA IN THE PROGRAM CYCLE

**ADAPTING**  
ADAPTIVE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



ADAPTING

## **Adaptive Management**

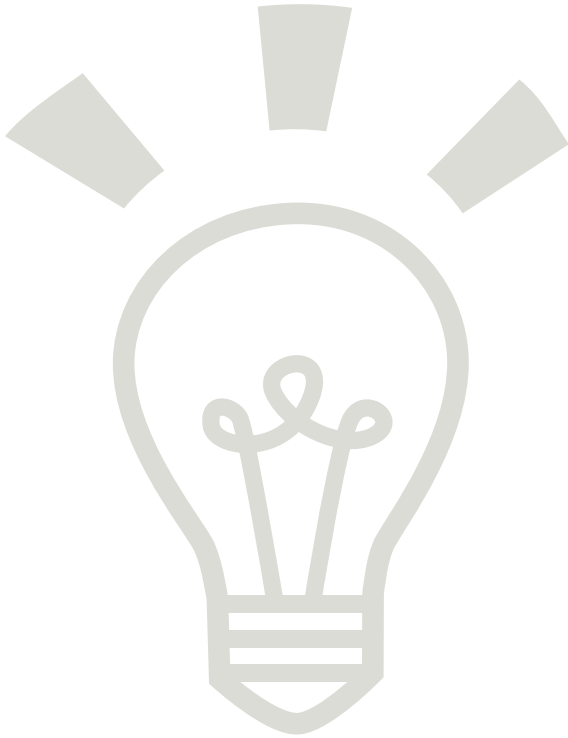
We consistently and systematically:

- Work with key internal and external stakeholders to analyze successes, challenges, and failures to identify lessons and subjects that warrant further exploration.
- Use learning to inform decisions on maintaining, adapting, or discontinuing current approaches.
- Work with donors (as appropriate) to take action to adapt strategies and programming accordingly.

CLA IN THE PROGRAM CYCLE



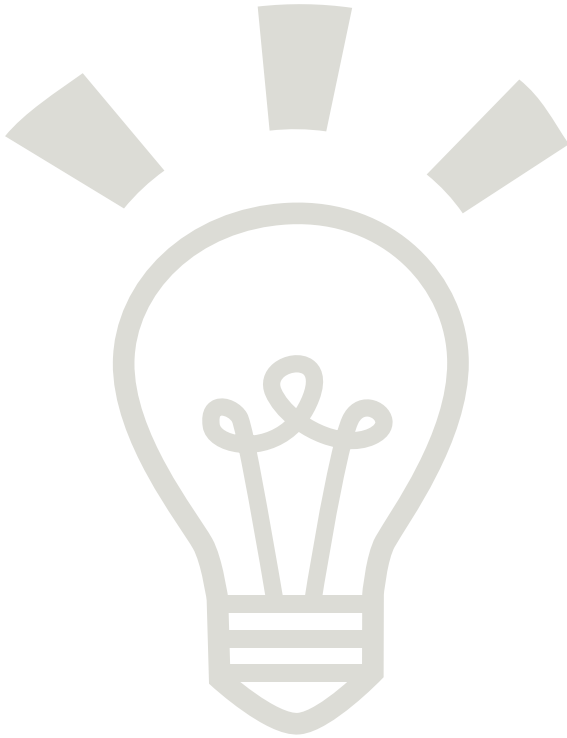
# CULTURE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# CULTURE

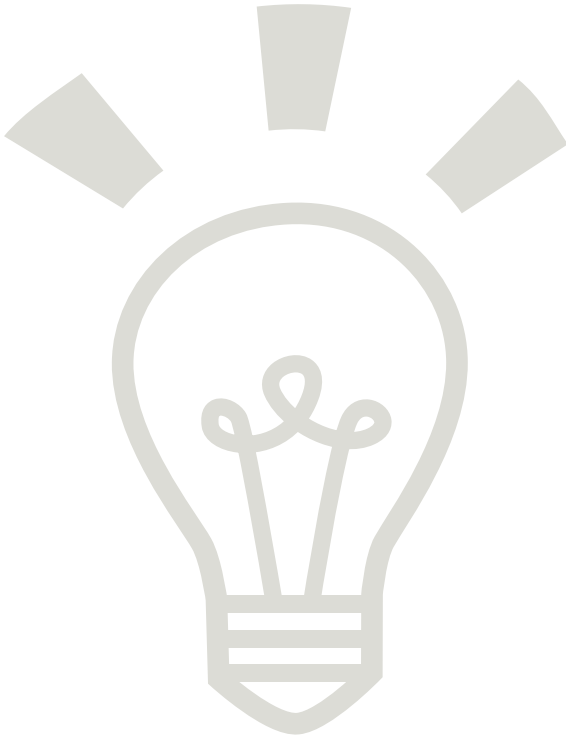


IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

## CLA MATURITY TOOL

# KEY CONCEPTS



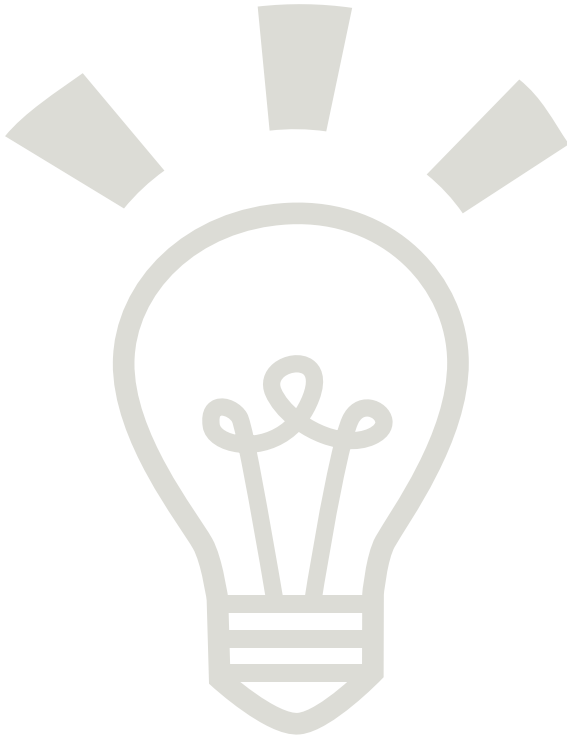
## CULTURE **Openness**

1. Sense of comfort in sharing opinions and ideas.
2. Openness to hearing alternative perspectives.
3. Willingness to take action on new ideas.

**ENABLING CONDITIONS**

# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# NOT YET PRESENT



CULTURE

**Openness**

- ↗ Openness to sharing and hearing alternative perspectives or trying novel approaches is not yet part of our organizational culture.

ENABLING CONDITIONS

# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EMERGENT



## CULTURE **Openness**

### Only certain individuals:

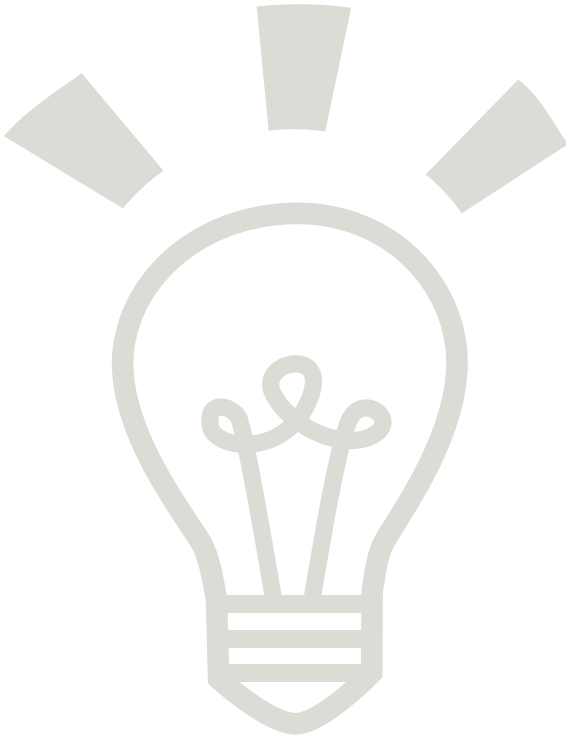
- Ask difficult questions or feel able to express unpopular viewpoints.
- Invite alternative perspectives.
- Are willing to explore untested or novel ideas.

**ENABLING CONDITIONS**



# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EXPANDING



## CULTURE **Openness**

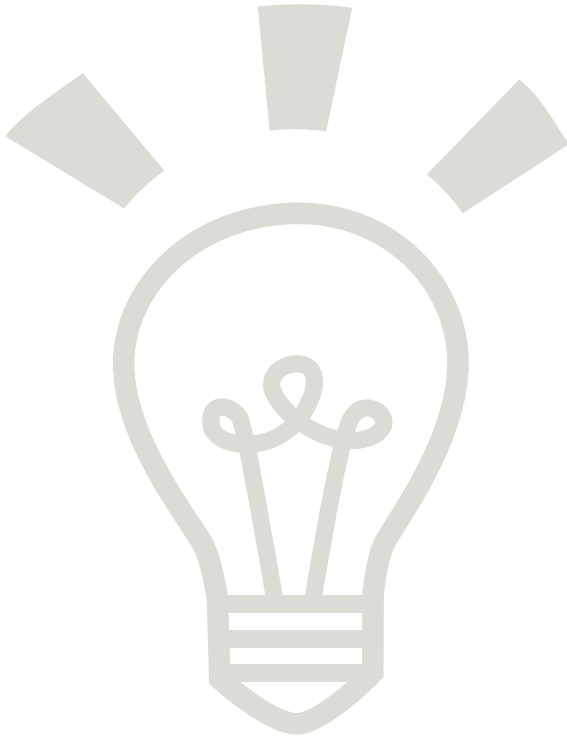
### A minority of staff:

- Ask difficult questions or feel able to express unpopular viewpoints.
- Invite alternative perspectives.
- Are willing to explore untested or novel ideas.

ENABLING CONDITIONS

# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# ADVANCED



## CULTURE **Openness**

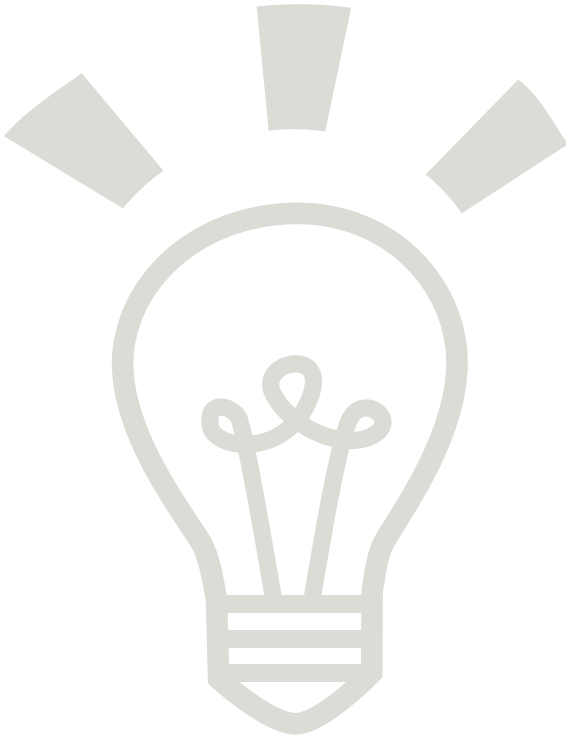
### The majority of staff:

- Ask difficult questions or feel able to express unpopular viewpoints.
- Invite alternative perspectives.
- Are willing to explore untested or novel ideas.

ENABLING CONDITIONS

# CULTURE

OPENNESS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# INSTITUTIONALIZED



## CULTURE **Openness**

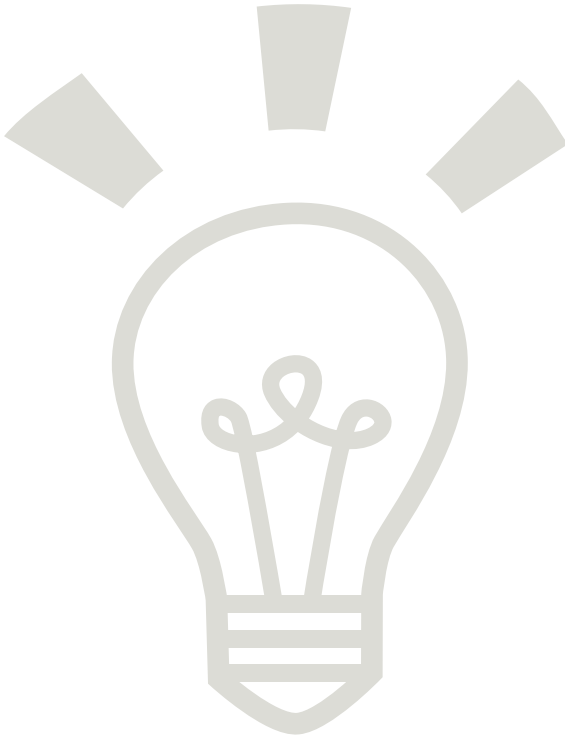
All staff throughout the organization, with the support of leadership, consistently:

- ↗ Ask difficult questions or feel able to express unpopular viewpoints.
- ↗ Invite alternative perspectives.
- ↗ Are willing to explore untested or novel ideas.

ENABLING CONDITIONS

# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# KEY CONCEPTS



CULTURE

## **Relationships & Networks**

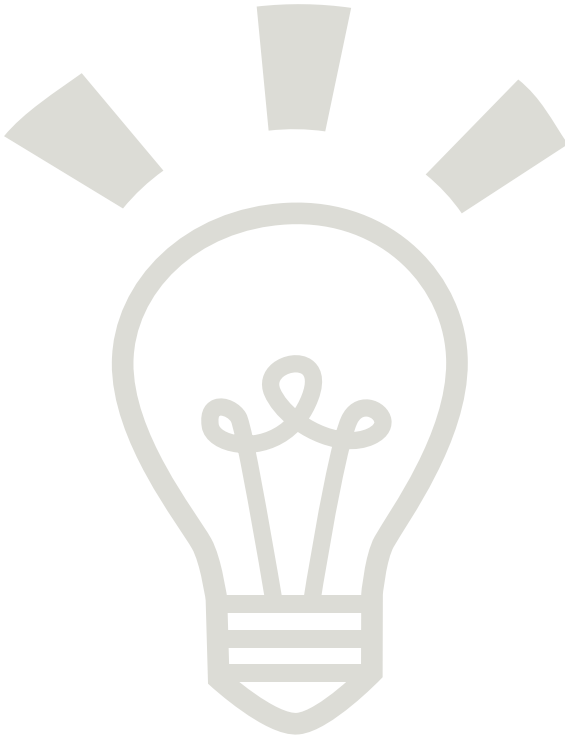
1. Development of trusting relationships.
2. Exchange of up-to-date information.
3. Use of networks across the system to expand situational awareness.

**ENABLING CONDITIONS**



# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



CULTURE

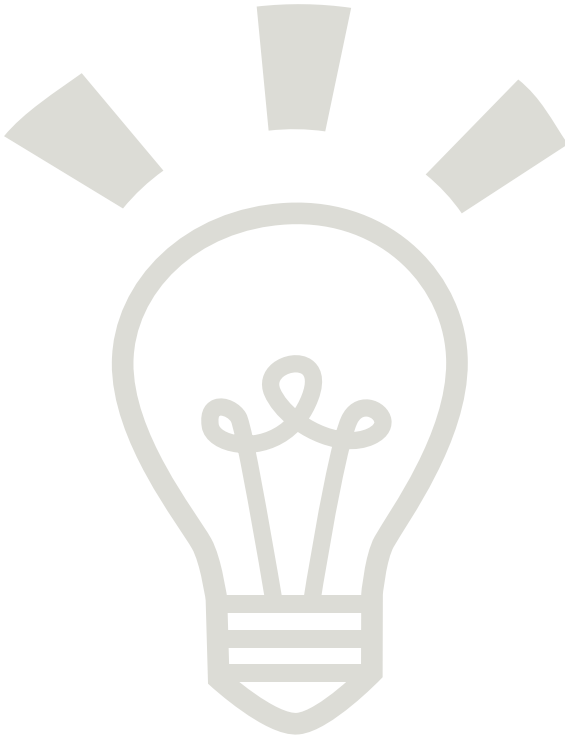
## **Relationships & Networks**

Staff are not yet leveraging relationships and networks.

ENABLING CONDITIONS

# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EMERGENT



CULTURE

## **Relationships & Networks**

### Only certain individuals:

- Have strong internal and external relationships and networks based on mutual trust.
- Consistently and transparently communicate with a wide range of stakeholders (as appropriate) to exchange up-to-date information and tacit knowledge.
- Use relationships and networks to remain aware of developments across the system that may affect the project/organization.

**ENABLING CONDITIONS**

# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EXPANDING



CULTURE

## **Relationships & Networks**

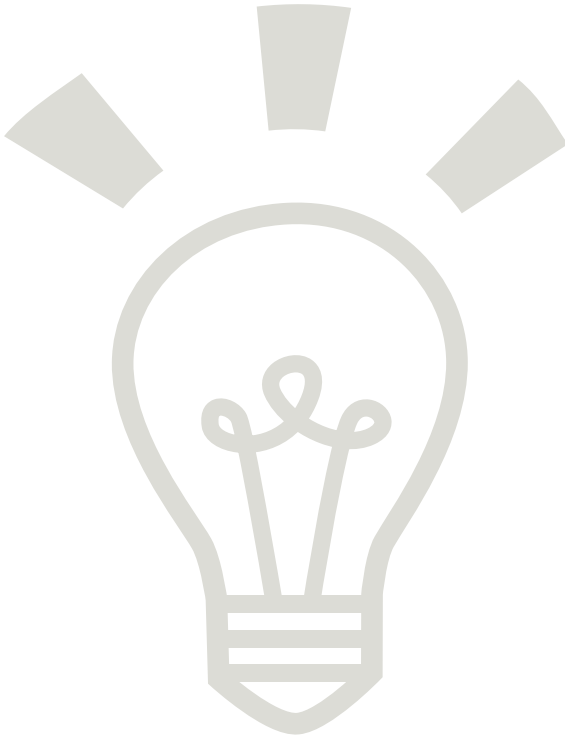
### A minority of staff:

- Have strong internal and external relationships and networks based on mutual trust.
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**ENABLING CONDITIONS**

# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



CULTURE

## **Relationships & Networks**

### The majority of staff:

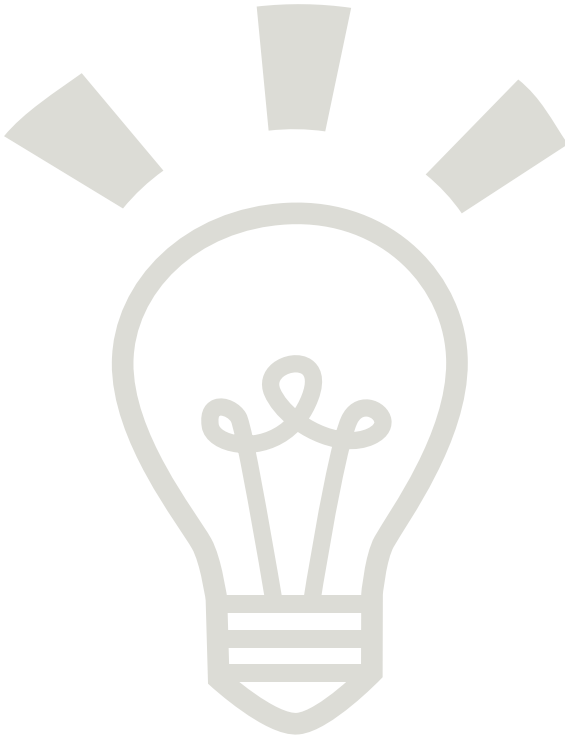
- Have strong internal and external relationships and networks based on mutual trust.
- Consistently and transparently communicate with a wide range of stakeholders (as appropriate) to exchange up-to-date information and tacit knowledge.
- Use relationships and networks to remain aware of developments across the system that may affect the project/organization.

**ENABLING CONDITIONS**



# CULTURE

RELATIONSHIPS & NETWORKS



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



CULTURE

## **Relationships & Networks**

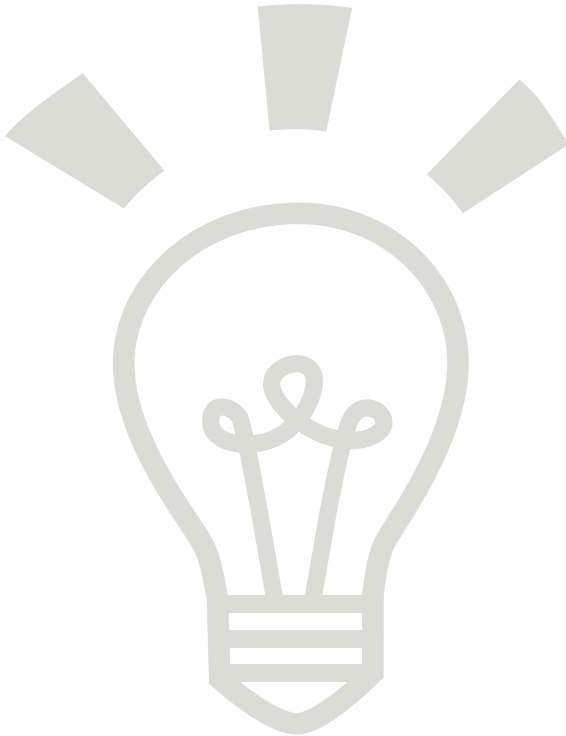
### All staff throughout the organization:

- Have strong internal and external relationships and networks based on mutual trust.
- Consistently and transparently communicate with a wide range of stakeholders (as appropriate) to exchange up-to-date information and tacit knowledge.
- Use relationships and networks to remain aware of developments across the system that may affect the project/organization.

**ENABLING CONDITIONS**

# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



CULTURE

## **Continuous Learning & Improvement**

1. Prioritization of learning and reflection.
2. Motivation for learning.
3. Use of iterative approaches that enable continuous improvement.

**ENABLING CONDITIONS**

# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



CULTURE

## **Continuous Learning & Improvement**

- ↗ Staff are only able to focus on personal learning and reflecting outside of regular working hours.

ENABLING CONDITIONS

# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



CULTURE

## Continuous Learning & Improvement

### Only certain individuals:

- Participate in learning and reflection opportunities.
- Are motivated to learn in order to improve organizational effectiveness and achieve shared goals.
- Use iterative approaches that enable continuous improvement.

ENABLING CONDITIONS



# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



CULTURE

## **Continuous Learning & Improvement**

### A minority of staff:

- Participate in learning and reflection opportunities.
- Are motivated to learn in order to improve organizational effectiveness and achieve shared goals.
- Use iterative approaches that enable continuous improvement.

**ENABLING CONDITIONS**

# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



CULTURE

## **Continuous Learning & Improvement**

### A majority of staff:

- Participate in learning and reflection opportunities.
- Are motivated to learn in order to improve organizational effectiveness and achieve shared goals.
- Use iterative approaches that enable continuous improvement.

**ENABLING CONDITIONS**

# CULTURE

CONTINUOUS LEARNING & IMPROVEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



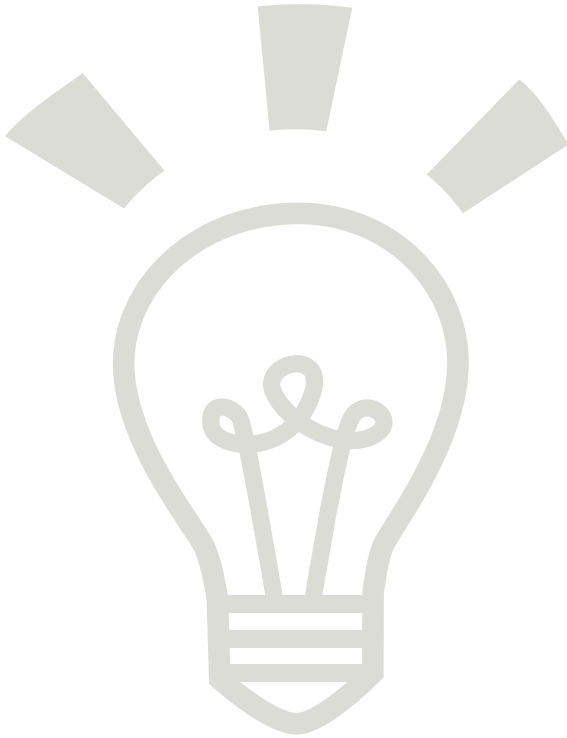
## CULTURE

### **Continuous Learning & Improvement**

- Staff throughout the organization, with the support of leadership, participate in learning opportunities and capture how they contribute to the organization's effectiveness.
- Staff are **consistently** motivated to learn in order to improve organizational effectiveness and achieve shared goals.
- Organizational leaders consistently encourage staff to use iterative approaches that enable continuous improvement.

ENABLING CONDITIONS

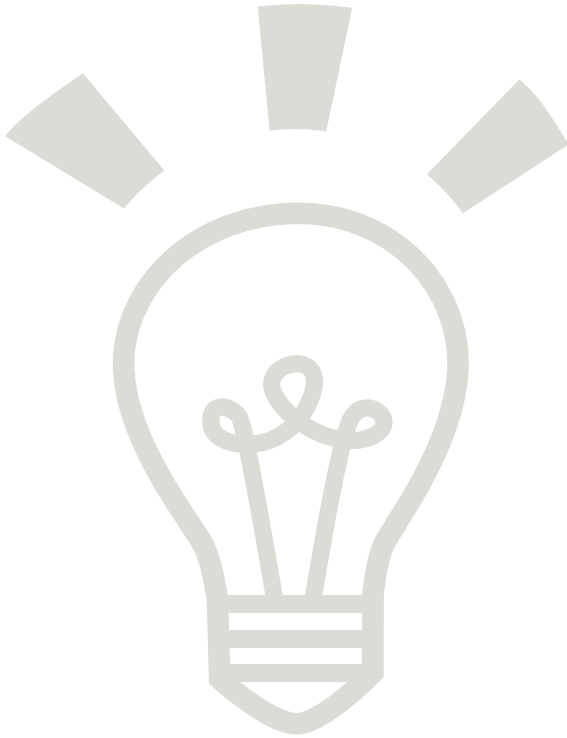
## PROCESSES



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

## PROCESSES



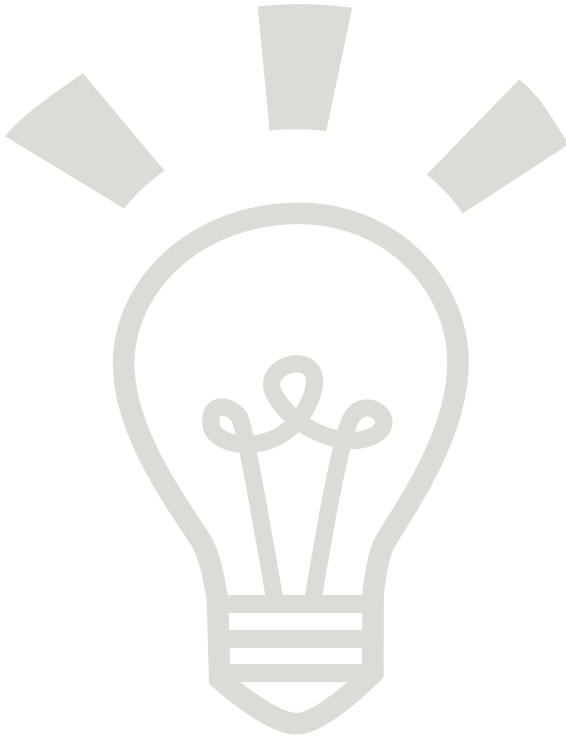
IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL



# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



PROCESSES

## **Knowledge Management**

1. Source various types of knowledge from stakeholders.
2. Distill knowledge.
3. Share knowledge with stakeholders.

**ENABLING CONDITIONS**

# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



PROCESSES

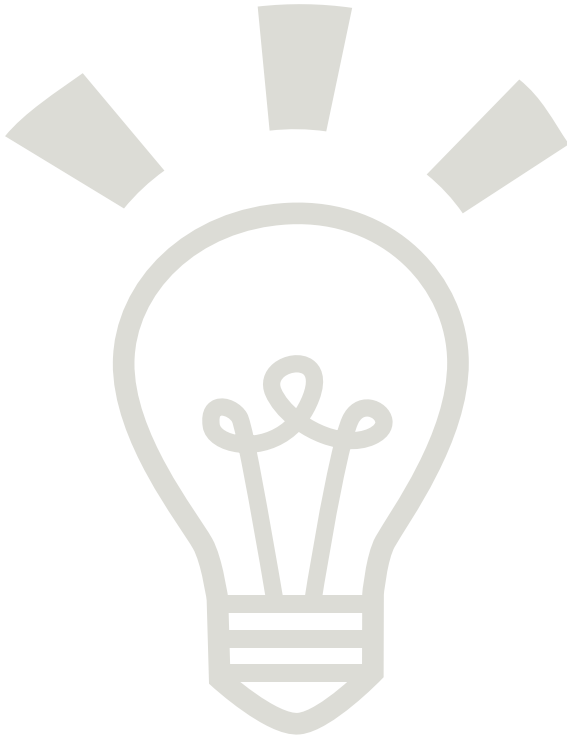
## **Knowledge Management**

- ↗ We are not yet sourcing, distilling, and/or sharing knowledge.

ENABLING CONDITIONS

# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



PROCESSES

## Knowledge Management

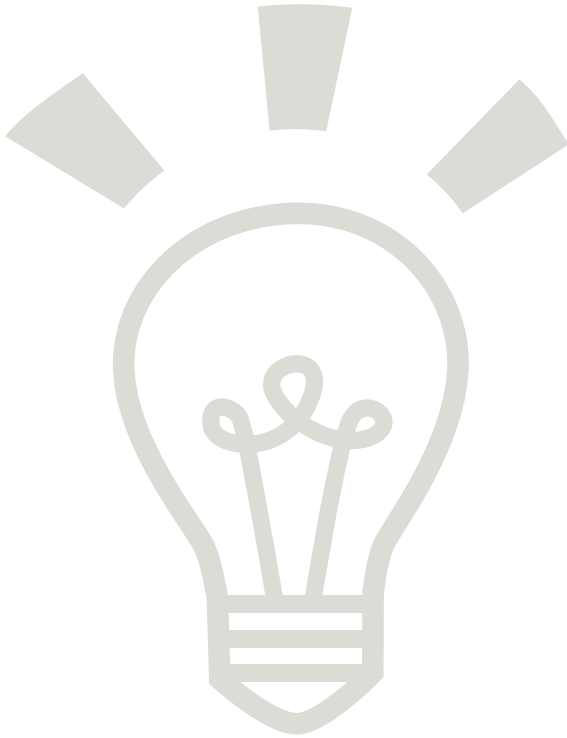
In planning and implementation, we rarely:

- ↗ Source relevant technical, contextual, and experiential knowledge from key stakeholders.
- ↗ Distill knowledge to inform decisions.
- ↗ Share knowledge strategically and in user-friendly formats to influence decisions among donors and other stakeholders.

ENABLING CONDITIONS

# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



PROCESSES

## Knowledge Management

In planning and implementation, we **sometimes**:

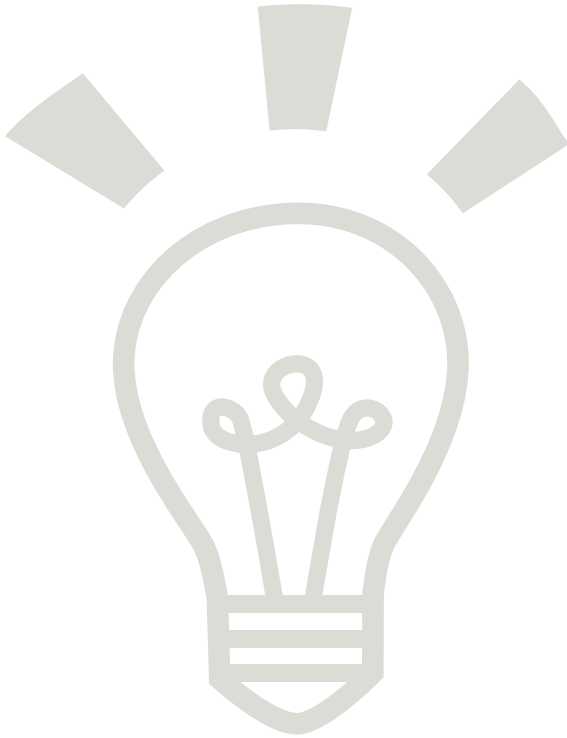
- Source relevant technical, contextual, and experiential knowledge from key stakeholders.
- Distill knowledge to inform decisions.
- Share knowledge strategically and in user-friendly formats to influence decisions among donors and other stakeholders.

ENABLING CONDITIONS



# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



PROCESSES

## Knowledge Management

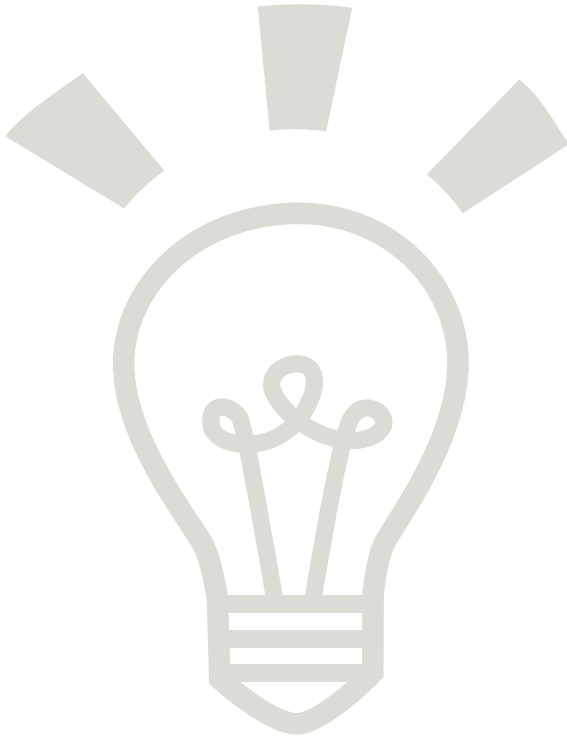
In planning and implementation, we **usually**:

- Source relevant technical, contextual, and experiential knowledge from key stakeholders.
- Distill knowledge to inform decisions.
- Share knowledge strategically and in user-friendly formats to influence decisions among donors and other stakeholders.

ENABLING CONDITIONS

# PROCESSES

KNOWLEDGE MANAGEMENT



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



PROCESSES

## Knowledge Management

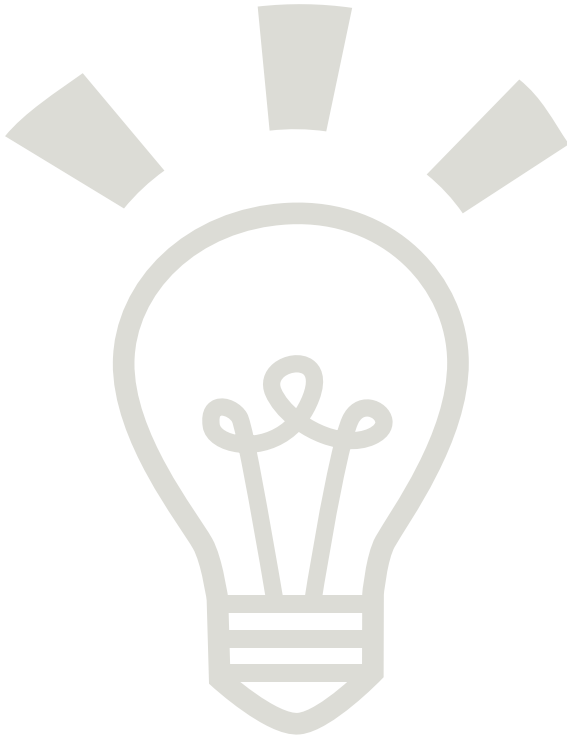
In planning and implementation, we consistently and systematically:

- Source relevant technical, contextual, and experiential knowledge from key stakeholders.
- Distill knowledge to inform decisions.
- Share knowledge strategically and in user-friendly formats to influence decisions among donors and other stakeholders.

ENABLING CONDITIONS

# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



PROCESSES

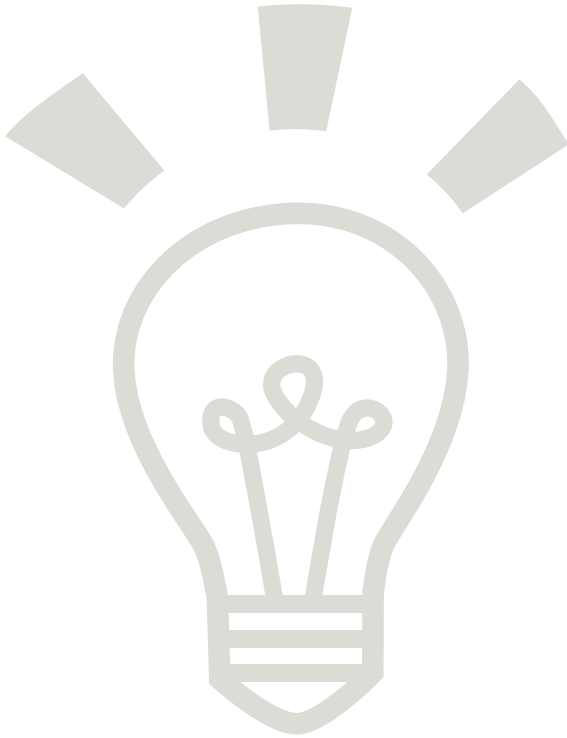
## **Institutional Memory**

1. Access to explicit knowledge.
2. Tacit knowledge capture.
3. Management of on-boarding and staff transitions.

**ENABLING CONDITIONS**

# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



PROCESSES

## **Institutional Memory**

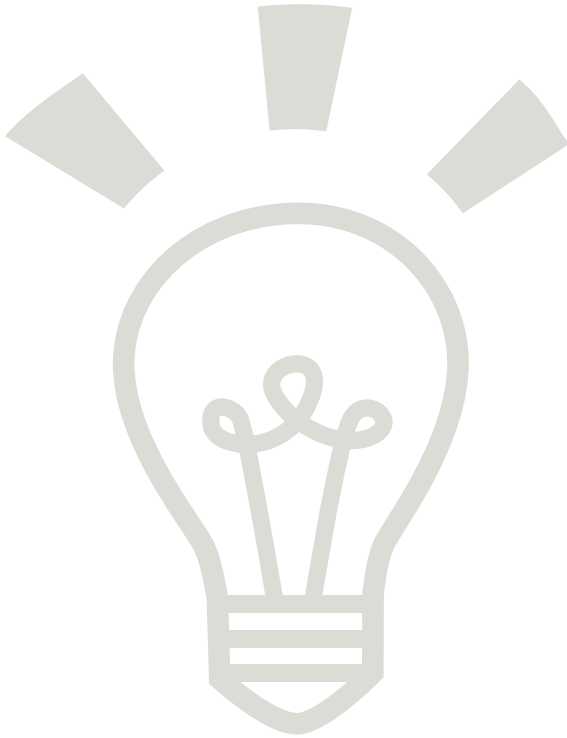
- ↗ We do not yet have processes in place to maintain institutional memory.

ENABLING CONDITIONS



# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



PROCESSES

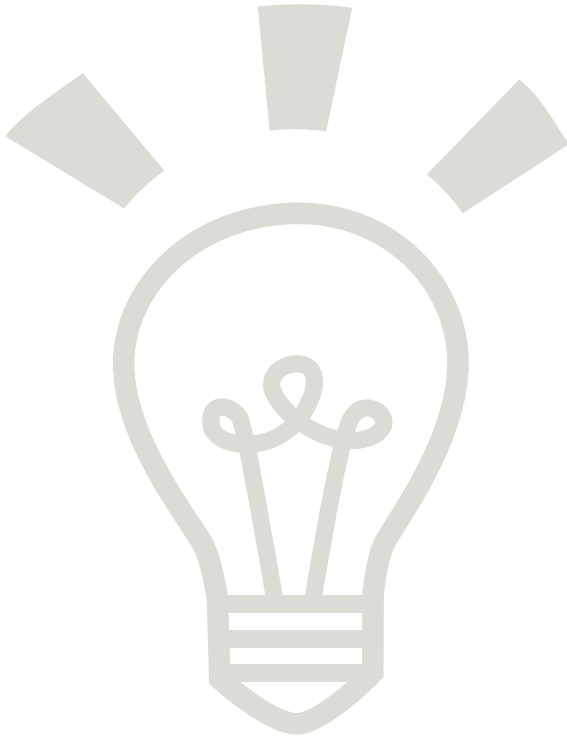
## **Institutional Memory**

- ↗ We have knowledge management guidance and tools that are **not in use**.
- ↗ We recognize we have tacit knowledge though it is **not discussed or documented**.
- ↗ On-boarding and transition processes are **articulated, but not implemented**.

ENABLING CONDITIONS

# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



## PROCESSES

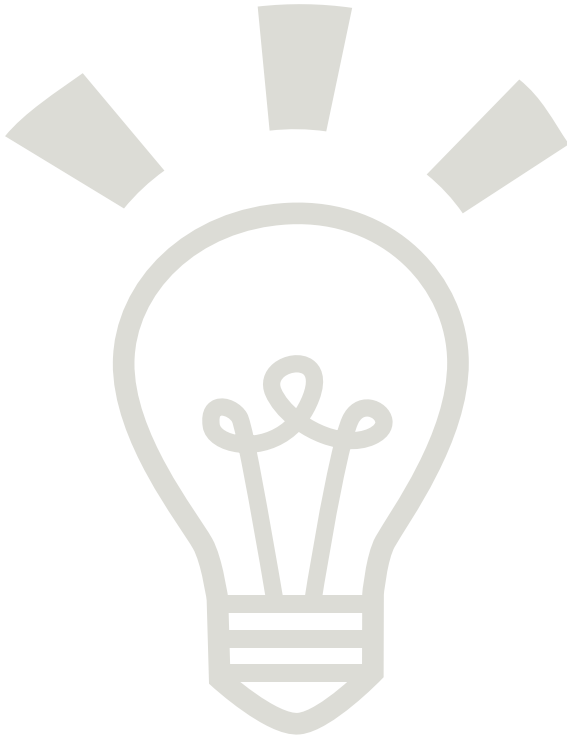
### **Institutional Memory**

- Staff use a knowledge management system for daily operational needs and basic access to organizational knowledge.
- We discuss tacit knowledge internally on an ad hoc basis.
- Ad hoc knowledge transfer between incoming and outgoing staff depends largely on individual initiative.

## ENABLING CONDITIONS

# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



## PROCESSES

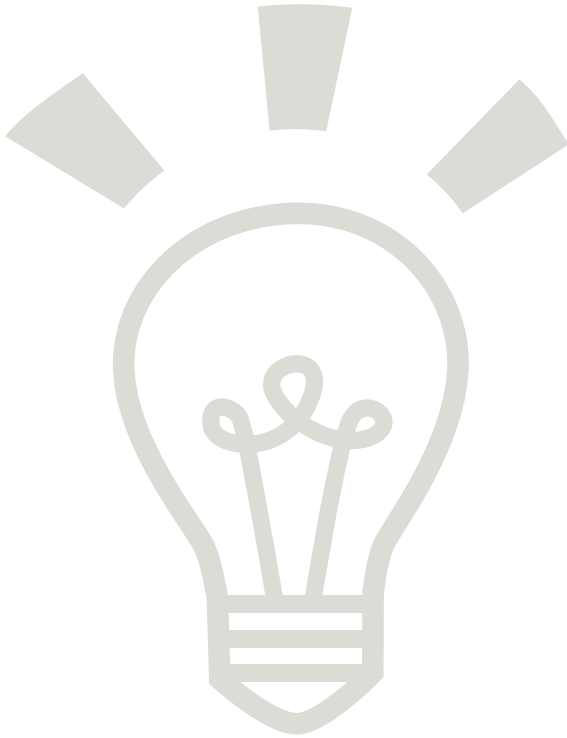
### **Institutional Memory**

- Staff and relevant stakeholders are able to access needed information and knowledge.
- We have a routine practice of discussing tacit knowledge in a variety of team/organizational forums.
- Departing and/or current staff usually transfer organizational knowledge, understanding of the local context, and key relationships to incoming staff and consultants.

## ENABLING CONDITIONS

# PROCESSES

INSTITUTIONAL MEMORY



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



## PROCESSES

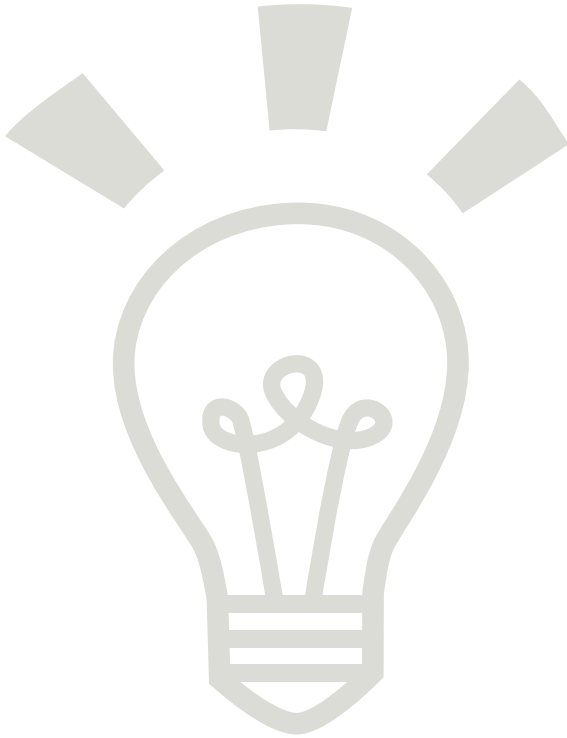
### **Institutional Memory**

- Staff and relevant stakeholders are able to easily access up-to-date information and knowledge in a timely manner.
- We consistently and systematically discuss and document our tacit knowledge so that it is available to the wider organization beyond the life of the project.
- Departing and/or current staff systematically transfer organizational knowledge, understanding of the local context, and key relationships to incoming staff and consultants.

## ENABLING CONDITIONS



**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



PROCESSES

## **Decision-Making**

1. Awareness of decision-making processes.
2. Autonomy to make decisions.
3. Appropriate stakeholder involvement in decision-making.

**ENABLING CONDITIONS**

**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



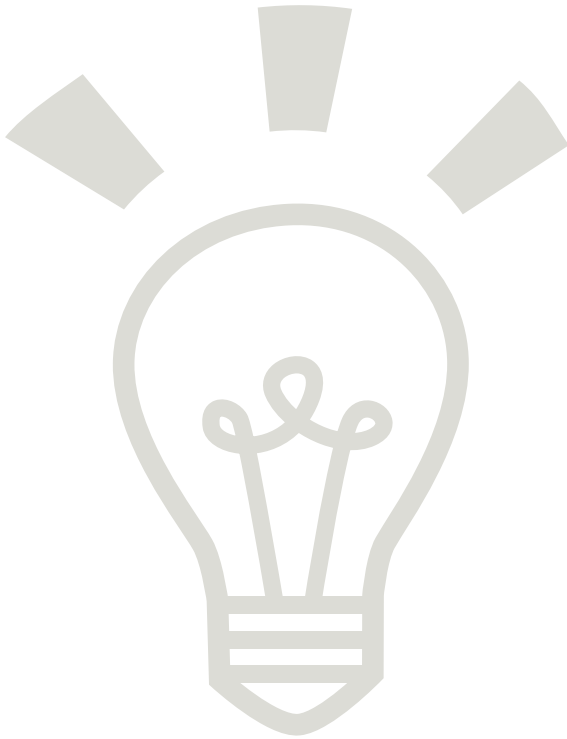
PROCESSES

## **Decision-Making**

- ↗ We do not yet have clarity around decision-making processes or authority.

ENABLING CONDITIONS

**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



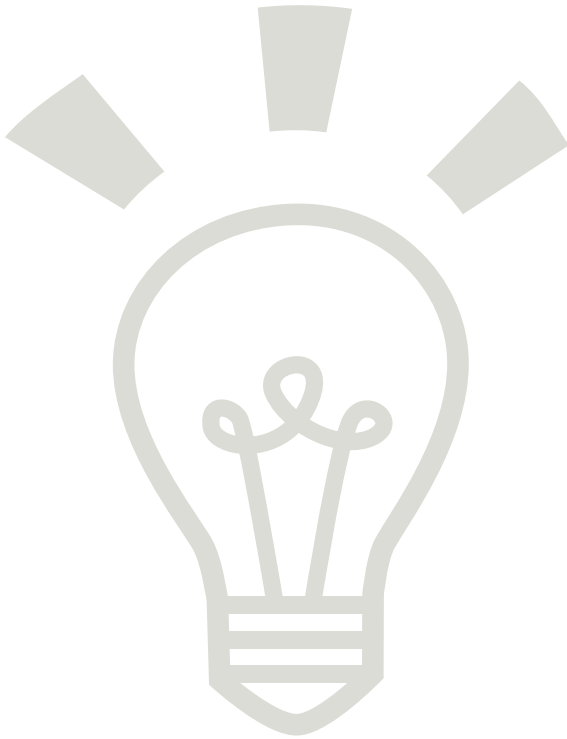
PROCESSES

## Decision-Making

- Only certain staff understand organizational decision-making processes or the scope of their own autonomy.
- Rationale for decisions taken is rarely documented and only shared with staff and stakeholders after the fact.

ENABLING CONDITIONS

**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



## PROCESSES

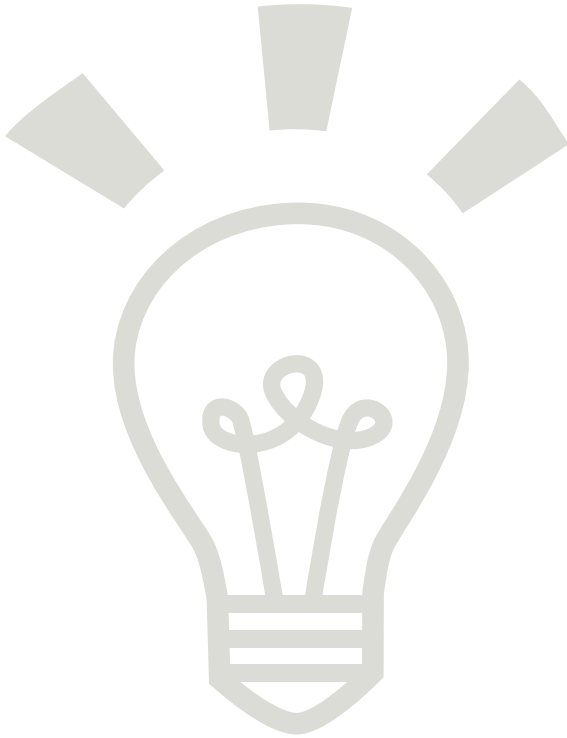
### Decision-Making

- A minority of staff understand organizational decision-making processes.
- The level of autonomy staff have to make decisions about their work differs according to the teams and individuals involved.
- Decisions are sometimes made after soliciting input from staff, and the rationale is documented and shared with them.

## ENABLING CONDITIONS



**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



## PROCESSES

### Decision-Making

- The majority of staff understand organizational decision-making processes.
- Staff are usually granted an appropriate level of autonomy to make decisions about their work.
- Decisions are usually made after soliciting input from appropriate internal and external stakeholders, and the rationale is documented and shared with them.

## ENABLING CONDITIONS

**PROCESSES**  
DECISION-MAKING



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



## PROCESSES

### Decision-Making

- The process for making decisions is **fully transparent**.
- Staff are **consistently** granted an appropriate level of autonomy to make decisions about their work.
- Decisions are **consistently** made after soliciting input from appropriate internal and external stakeholders, and the rationale is documented and shared with them.

## ENABLING CONDITIONS

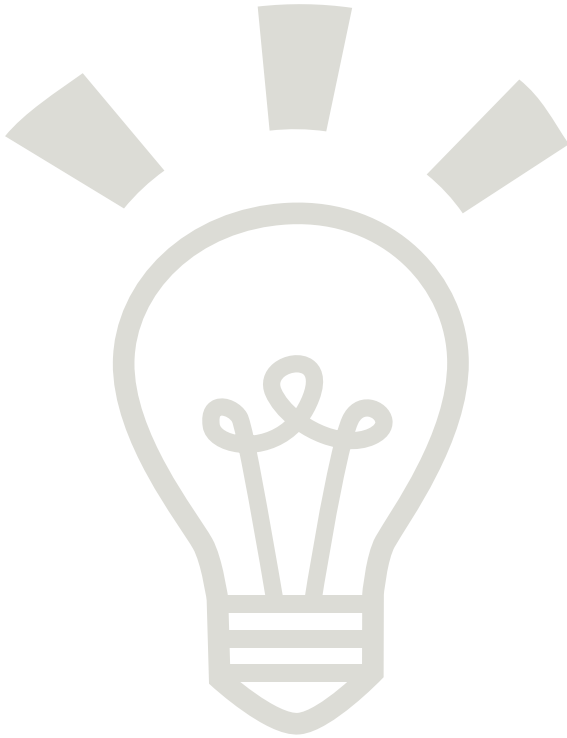
## RESOURCES



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

## RESOURCES

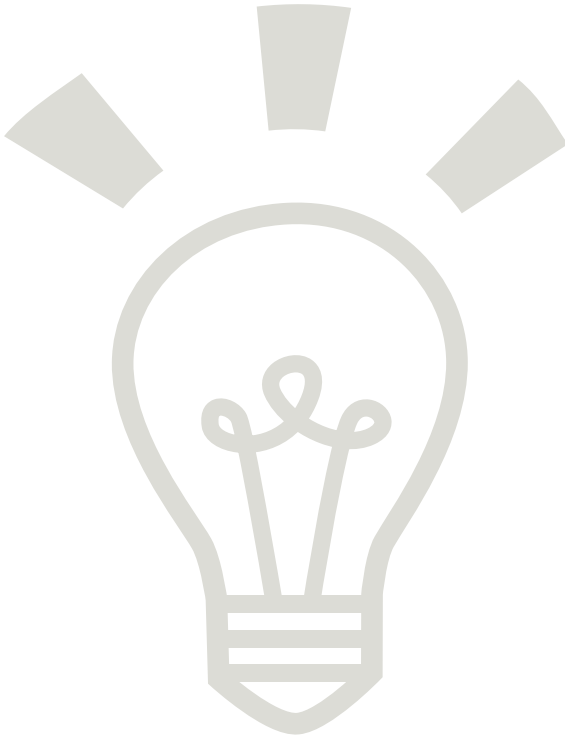


IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# RESOURCES

PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# KEY CONCEPTS



## RESOURCES

### **People**

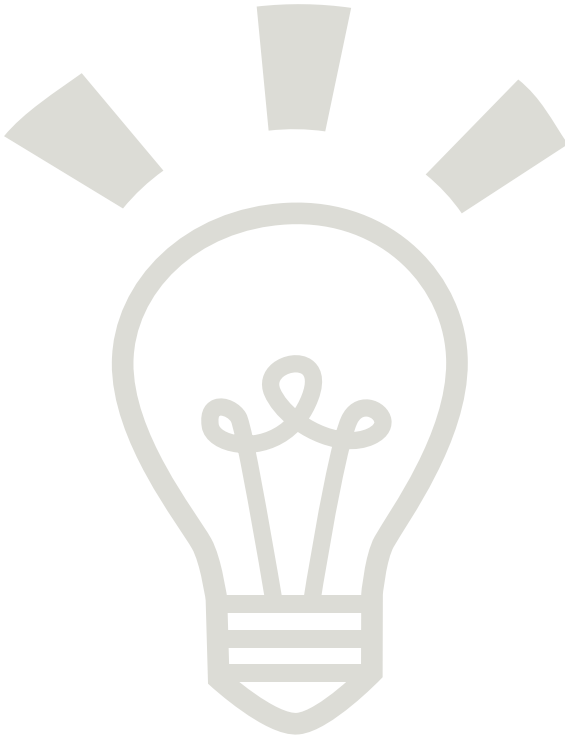
1. Roles and responsibilities vis-a-vis CLA.
2. CLA capacity development.
3. CLA skills in hiring and performance reviews.

**ENABLING CONDITIONS**



# RESOURCES

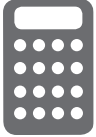
PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# NOT YET PRESENT



RESOURCES

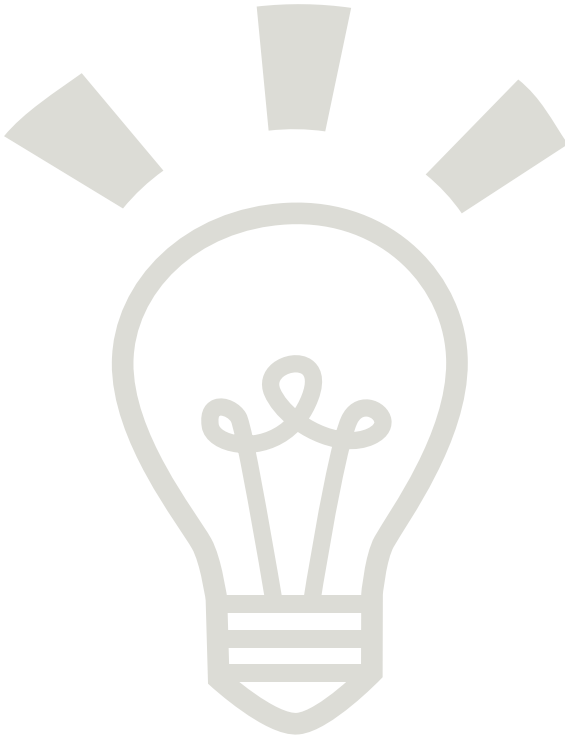
## **People**

- ↗ We are not yet leveraging our human resources to integrate CLA in our work.

ENABLING CONDITIONS

# RESOURCES

PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EMERGENT



## RESOURCES

### People

#### Only certain individuals:

- Incorporate CLA into their roles and responsibilities.
- Are trained in and recognized for CLA-related knowledge and skills.
- Are assessed for CLA-related skills to complement technical skills during hiring and performance reviews.

## ENABLING CONDITIONS

# RESOURCES

PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# EXPANDING



## RESOURCES

### **People**

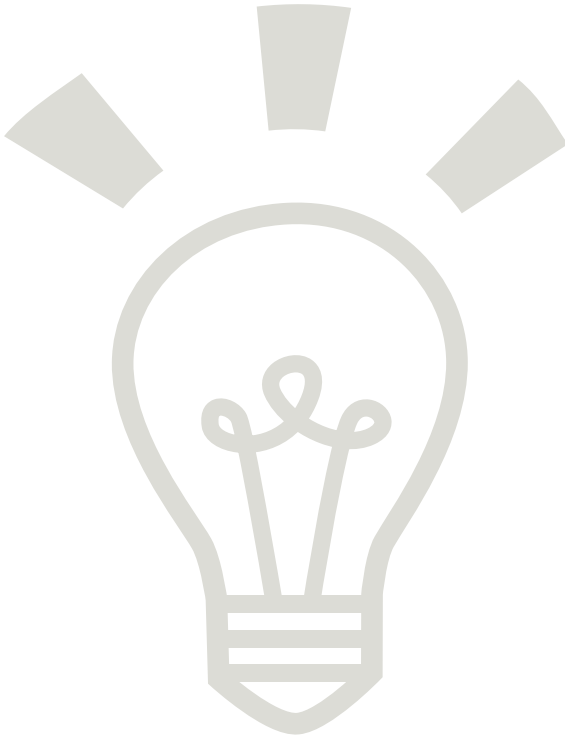
#### The minority of staff:

- Incorporate CLA into their roles and responsibilities.
- Are trained in and recognized for CLA-related knowledge and skills.
- Are assessed for CLA-related skills to complement technical skills during hiring and performance reviews.

## ENABLING CONDITIONS

# RESOURCES

PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# ADVANCED



## RESOURCES

### **People**

#### The majority of staff:

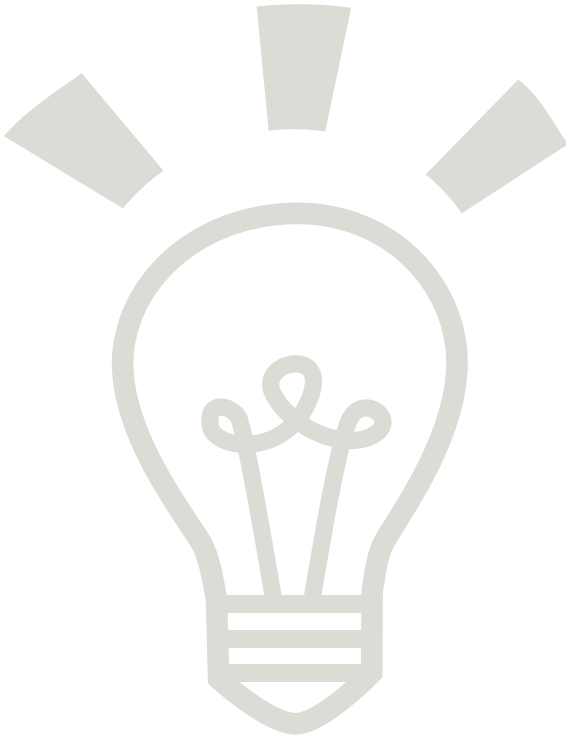
- Incorporate CLA into their roles and responsibilities.
- Are trained in and recognized for CLA-related knowledge and skills.
- Are assessed for CLA-related skills to complement technical skills during hiring and performance reviews.

## ENABLING CONDITIONS



# RESOURCES

PEOPLE



IMPLEMENTING PARTNER VERSION I

# CLA MATURITY TOOL

# INSTITUTIONALIZED



## RESOURCES

### **People**

#### All staff:

- Incorporate CLA into their roles and responsibilities.
- Are trained in and recognized for CLA-related knowledge and skills.
- Are assessed for CLA-related skills to complement technical skills during hiring and performance reviews.

## ENABLING CONDITIONS

**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# KEY CONCEPTS



## RESOURCES

### **Other Resources**

1. Time and budget for CLA activities.
2. Resource flexibility.
3. MEL and KM systems.

**ENABLING CONDITIONS**

**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# NOT YET PRESENT



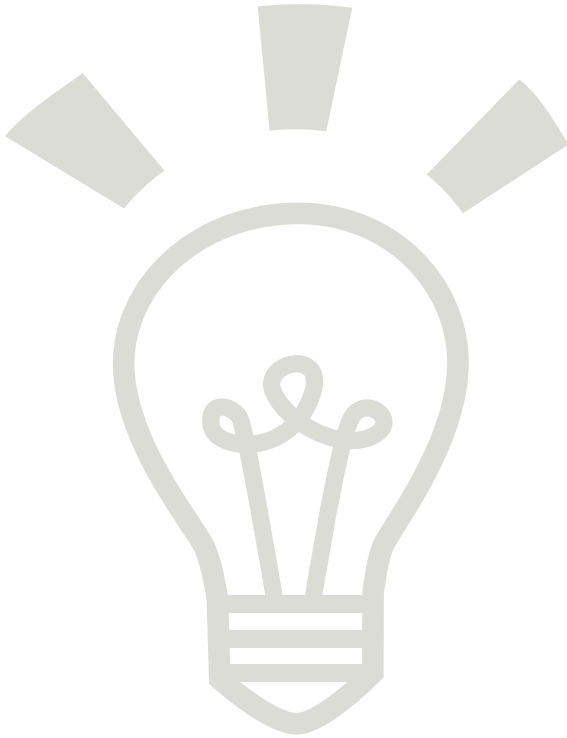
## RESOURCES

### **Other Resources**

- We are not yet allocating time, financial, or other resources for CLA activities or MEL and KM systems.

ENABLING CONDITIONS

**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EMERGENT



## RESOURCES

### **Other Resources**

- We allocate time and financial resources for CLA activities on an ad hoc basis.
- We shift resources (e.g., time/staff, budget) when directed by donors.
- We minimally invest in system(s) that fit a few of our MEL and KM needs.

## ENABLING CONDITIONS



**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# EXPANDING



## RESOURCES

### **Other Resources**

- We sometimes allocate time and financial resources for CLA activities.
- We can sometimes shift resources in response to adaptive management decisions.
- We invest in system(s) that fit some of our MEL and KM needs.

ENABLING CONDITIONS

**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# ADVANCED



## RESOURCES

### **Other Resources**

- We usually allocate time and financial resources for regular CLA activities.
- We can usually shift resources in response to adaptive management decisions.
- We sufficiently invest in MEL and KM systems.

ENABLING CONDITIONS

**RESOURCES**  
OTHER RESOURCES



IMPLEMENTING PARTNER VERSION I

**CLA MATURITY TOOL**

# INSTITUTIONALIZED



## RESOURCES

### **Other Resources**

We consistently:

- Allocate time and financial resources for regular and on-demand CLA activities.
- Build in buffers/slack to our resource allocation so that we are able to easily shift resources in response to adaptive management decisions.
- Make strategic investments in fit-for-purpose MEL and KM systems.

ENABLING CONDITIONS