Tools &Techniques – learning activities /LenCD

Introduction

This section gives a brief introduction to many different approaches, tools and techniques that can support learning for individuals, through groups and organisations, to sectors. It is important to note that the approaches, tools and techniques listed below go beyond the realms of formal study and training. What is offered here is based on a much broader concept of learning and acquiring knowledge to align with the broader concepts of CD now prevalent. There is an assumption that, in the context of CD, learning and change are inextricably linked.

The list is organised simply in alphabetic order, with indications given in each approach about the level at which it would most likely be effective. Those levels, which have multiple linkages between them, are broadly as follows:

- **Learning Practices for Individuals**
  Training individuals has long been a core element of many CD initiatives. However, as noted in the introduction to the guidelines, there is now an emerging consensus that this is not necessarily the most effective use of resources, and that while this approach will always have its place, it is most appropriately situated as just one option in a range in use within CD strategies.

- **Learning Practices for Individuals and Groups**
  Approaches in this group can support learning for both individuals and groups. The list is not exhaustive, and there might be overlap with other domains. The selection of approaches given can be considered when the capacity need is to support the learning of individuals and peer groups, either within an organisation, or across multiple organisations.

- **Learning Practices for Organisations and Sectors**
  Generally these processes are more complex because they are dealing with a higher order of system complexity, whether applied to single organisations, or a large and diverse group across a sector. Any comprehensive intervention at organisational or sector level is likely to use a range of different tools and techniques, which may include, but not be limited to, training and other practices targeted at individuals and groups in order to contribute to higher level goals. Care is needed in planning, designing and implementing any intervention to ensure the right combination from the vast array of tools and techniques available

There is a great deal of overlap between many of the approaches described below. For example, degree level study of individuals can, in the right circumstances, contribute a great deal to the learning in their organisations. And an organisational development process might result in a great deal of learning for the individuals and groups who participate in the activities. The enabling environment is influenced by factors that go beyond the scope of learning, most notably political will, economic factors and the socio-cultural context. In general these factors need to be addressed in different ways, but learning programmes have the potential for positive impact even at the broader environmental level.

Some approaches listed below, especially communication and knowledge management, can be considered as cross-cutting. However, because each can have a clear and specific role to play in particular circumstances, they are dealt with here as approaches within the array of choice, in order to present some specific tools and resources.

The final point to note is that many of the resources list below are from academic and corporate sources. Where possible links are given to development based or oriented resources and case studies, where they have been identified. Unfortunately, as yet, for many of the approaches, tools and techniques offered below, it would appear that they have yet to be written up in the development context.

Blended learning

Application level: Individuals and groups
Blended learning is helpful for any need that needs to be addressed through both theory and practice. It is also helpful for processes where large numbers of people in different locations need to learn the same thing.

Blended learning:
Blended learning is the combination of different training and learning technologies, activities and events. It most usually combines a mixture of e-learning and interactive human contact. The blend selected can be problem focused or person focused. Benefits of blended learning are that it enables quality assessment of e-learning processes and can facilitate rapid roll-out of learning programmes to large groups. It can be very cost effective, but this depends significantly the development costs. Disadvantages are similar to those for e-learning and distance learning, namely that it requires reliable Internet access, and that relatively high levels of English language and study skills are usually a prerequisite. It needs skilful design and management to ensure the right balance between the e-learning and face-to-face interaction components of the blend.

Resources

Examples

Coaching and Mentoring

Application level: Individuals and Groups
Coaching and mentoring can be useful in many settings, especially as part of leadership development programmes, as follow up to training activities and anywhere that young or middle level managers and professionals could benefit from focused and structured guidance from more experienced colleagues.

Coaching and mentoring are both activities that have long been a central feature of management, professional and leadership development programmes in the corporate world, and they are increasingly being use within development agencies. There are many different definitions and applications of the words, and each can be used to describe a range of different activities and approaches. A useful

overview of both subjects can be found on the UK based Chartered Institute of Personnel and Development website.

In general, though not definitively, coaching tends to be more focused on workplace challenges and issues and will be time bounded. Mentoring is more often a long-term process of supporting an individual's career and personal development. The coach or mentor needs to be a knowledgeable and experienced person who is able to give regular, though not necessarily frequent, time to support the development of an individual or group. Both processes are dialogues focused on improvement of performance, and or the achievement of professional or personal goals. Both may be concerned with a broad spectrum of needs from working to close technical knowledge gaps, through advising and motivating, to unleashing potentials.

While line managers may use coaching and mentoring techniques in the course of routine staff supervision, coaches and mentors are generally people from outside the individual's line management structure. Also, while advisors may adopt coaching and mentoring techniques, it is often national or regional personnel of seniority and maturity who are the best placed to be coaches and mentors to their young colleagues. These individuals may be in other organisations, or even in other countries, as in the example of the International Policy Fellowship in Eastern Europe.

A variation on the standard coaching approach is peer coaching, wherein two or more people working at the same level come together regularly and use a structured review process to help each other reflect on work activities.

Resources
http://www.cipd.co.uk/subjects/lrnanddev/coachmntor/?area=hs

Examples
The case study of the innovative International Policy Fellowships (IPF) mentoring programme is written up in: *Ownership, Leadership and Transformation: Can We Do Better for Capacity Development?* 2003 Carlos Lopez and Thomas Theisohn, UNDP-Earthscan, available at http://www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=5015

Communication

Application level: Groups, Organisations and Sectors
The communication techniques below are powerful tools to use for working on issues that have a defined stakeholder group who have local knowledge and wisdom to contribute to both the identification and solution of problems within their domain. They are best used for challenges that cannot be resolved by technical solutions. Communication processes can be used with any group, organisation or community where there are long-term, or emerging, problems that affect their circumstances and for which their engagement will be essential to successful resolution.

Multiple aspects of CD, TC and TA require the experts and facilitators involved to have communication skills as one of their core capacities. Communication is also one of the essential underpinning

foundations of change management. The focus in this section is on communication techniques that bring groups together to connect and surface their collective knowledge and wisdom, and by so doing enhance and support learning and change within those groups.

The World Café is a conversation process that enables people to link together and build on their collective ideas to discover new insights into the questions or problems under consideration. One of the assumptions in the World Café approach is that any group of people has a collective intelligence that can be brought to bear on the issues that are of concern to them. Through its use of relationships and cross-pollination of ideas World Café style conversations enable groups to share and learn together.

Open Space Technology is a process for allowing participants in a meeting to work on the issues of most concern to them, relevant to the main subject of the meeting. It is most usually associated with large meetings called for specific purpose, but it can also be a useful technique for groups who meet regularly. Its particular use for learning is that it can be used to allow participants to explore emergent learning from their experience together with colleagues.

Future Search is a large group planning process that works on a whole system approach, by bringing together all the people connected to a task or challenge. The process involves the group identifying their shared past, present and values, and using these as a springboard to visioning and planning a future that is grounded in their own history and reality. This is again a process that works on the basis of surfacing collective wisdom and it relies on mutual learning by stakeholders as the catalyst for voluntary follow-up action.

Resources
www.theworldcafe.com   www.openspaceworld.com is the website of the Harrison Owen, the originator of Open Space Technology. www.openspaceworld.org is another comprehensive resource site run by volunteers.   www.futuresearch.net
Examples

Customised Training

Application level: Individuals and Groups
Customised training is very effective for the development of specific technical skills needed for project implementation, for example, a vaccination component of a health project. They are also useful in circumstances where system compliance is needed, for example training finance staff to have sufficient technical knowledge and understanding of a donor's systems to be able to ensure accurate financial management and reporting.

As noted above, training has long been a favoured methodology within technical cooperation. The approaches in the section for learning practices for individuals can also be applied to groups within organisations. More common however, when the target audience is a group rather than an individual, is for customised training to be commissioned. In theory customised training should be more focused on

the needs of the participants, but this depends very much on the quality of both the training needs assessment, and the design of the training. The most substantive and up-to-date assessment of training and its impact is available in the World Bank Institute's Internal Evaluation Group's 2008 study '*Using Training to Build Capacity*. This report has identified some of the critical gaps in the planning and implementation of training for capacity development and suggests ways to make training a more effective tool. Some of the report's findings link to the issues of '*transfer of learning/training'* discussed in the '**External Training Courses'** section above.

The majority of courses offered are, for a variety of reasons, stand alone events. Modular programmes, that offer training inputs in conjunction with other activities, may offer more potential for positive impact. One of the most important aspects of well designed modular programmes is that they allow time for implementation between modules. If, when the participants return for the next module, they are given time to discuss the successes and challenges of their implementation of learning, it helps both to solve any challenges and to ground the learning. Another feature that can be built into modular programmes is a reflection process, based on the experiential approaches discussed above. This too can help to consolidate and ground learning, at the same time as overcoming implementation challenges. Another supportive strategy for modular programmes is to have the organisation appoint 'training mentors' who are able to offer both practical and theoretical support to the participants between modules as they attempt to implement their learning.

Resources
Using Training to Build Capacity: evaluation study report available at http://siteresources.worldbank.org/EXTTRABUICAPDEV/Resources/full_doc.pdf
Examples

Degree level study overseas

Application level: Individuals
Tertiary study overseas is most appropriate for young professionals whose development will be enhanced by academic study opportunities that are not available to them in their own country. Also where there is no pool of personnel with a sufficiently high level of academic knowledge to contribute to the technical development of sectors.

Giving scholarships for individuals for degree level study at a university overseas has long been a central feature of many donors' technical cooperation programmes. Most usually, but not exclusively, the focus is on graduates being enabled to study at masters and doctoral levels. A very comprehensive review of the benefits and drawbacks of this approach is offered in the study '*Generations of Quiet Progress: An Impact Assessment of ATLAS/AFGRAD',* which looked at the impact of 40 years of USAID scholarship support for degree level study in the US*. The conclusions of this study were that, long term, degree training at US universities resulted in many positive and quantifiable impacts at both individual and organisational level, with some qualification of results according to sector and other circumstances. The study did not find evidence of significant brain drain, which is an oft cited criticism of such schemes. Other bi-lateral donors, for example France, are assessing and re-thinking their scholarship programmes.

Some of the disadvantages arising from overseas study programmes are the problems covering positions and workload during absences of years, brain drain, and about how individuals are able to adapt and use their new knowledge on return in cases where the study programme was not a direct fit with their work responsibilities, or where the environment is resistant to the introduction of new ideas.

Resources
Generations of Quiet Progress: An Impact Assessment of ATLAS/AFGRAD available at http://www.aaionline.org/files/ATLAS_AFGRAD_Generations_of_Quiet_Progress.pdf
Examples

Distance learning

Application level: Individuals
Distance learning works best for people who do not have high quality tertiary education available to them locally, who need higher education in order to develop potential and advance in their professional careers but whose financial or personal circumstances do not allow them to go abroad to study.

Many universities - a very impressive example is the University of South Africa (UNISA) which is a dedicated, open distance learning institution - now offer a wide range of distance learning opportunities for people who are not able to attend study programmes in person. Many people in these circumstances join very similar programmes to those who can go abroad and in this way they can both gain knowledge and earn qualifications. (However it has to be noted that distance learning programmes can also be relatively expensive, and the extent to which donors may be supporting this type of learning has not yet been documented.)

The way that study programmes are structured can depend on a number of factors, most notably the subject and length of the course. With the continuing development of communication technology distance learning programmes are increasingly incorporating features such as online tutorials and group seminars. There is often flexibility about the timing of the study, which is helpful to people with demanding commitments. The drawbacks are that students do not get the benefits of being part of a student group and can often feel isolated. While one important requirement for this type of programme is reliable and affordable access to the Internet there are others that are equally important. First is language skills, many programmes are in English and a high level of reading and writing ability is needed for academic study. The other important factor is to have a pre-existing level of study skills. Many people in developing countries have not had an educational experience that equips them to make effective use of what is on offer in distance learning programmes and they can struggle without support. There are ways to ensure that all of these requirements are met, but they all take time and resources to put in place before embarking on the main study programme.

The term e-learning can be used for distance learning programmes. It can also be used to describe any technology-supported learning system, which may take place within one organisation, and not therefore, necessarily at a distance.

Resources
Probably the world's largest distance learning facility is www.unisa.ac.za

Examples
The work of the Global Development Learning Network as a source of distance learning is written up in: *Ownership, Leadership and Transformation: Can We Do Better for Capacity Development?* 2003 Carlos Lopez and Thomas Theisohn, UNDP-Earthscan, available at http://www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=5015

E-learning

Application level: Individuals and Groups:
For learning needs that have high knowledge or technical components. For working on processes with groups who are geographically distant.

E-learning is the term that classifies a range of technology-supported and web based learning systems. These learning systems offer individual and flexible learning opportunities without requiring direct human interaction so they are good for people who do not have easy access to learning resources or facilitators.   E-learning can happen across distances and borders or within one organisation and not therefore, at a distance. While e-learning can be very cost effective it does have drawbacks in that students are isolated and need to have a high level of English language and study skills, together with good quality and affordable Internet access. The other problem is that e-learning offers little in the way of support for adaptation and application of new learning in the workplace.

Resources
Examples

Experiential Learning

Application level: Individuals and Groups
All of the experiential learning processes listed under this heading are very useful for advisors who are working alongside counterparts, and or tasked with building the capacity of teams, and need tools to ground learning into everyday work practices. Experiential learning processes are also good for training follow up activities. Another very effective application is as tools for participatory monitoring of project activities, not only for learning activities, but for all aspects of implementation.

Experiential learning is a broad generic heading for numerous structured processes which can support individuals to learn from their workplace experiences. The common feature of all the practical

applications of experiential learning that follow is that they are concerned with workplace learning. They are all processes which support individuals and groups to use their daily working experiences as sources of learning in order to improve their work practices. The processes all need to be set up and structured in order to give participants an introduction to the ideas and how to use them, and this will usually require a skilled facilitator to get things started. The introduction and facilitation of first applications can be done very effectively in the workplace and does not require attendance at an external training course. Once learned, many of these processes can be implemented without further external facilitation. Another important, and useful, feature of these processes is that, if properly structured and facilitated, they can provide safe settings for individuals to share and work on problems without risking any blame or loss of face.

Resources

The concept of workplace experience as a source of learning and development was first introduced in 1984 by Professor David Kolb, who specialises in organisational behaviour. Since then his work has been developed and adapted in numerous ways in both the corporate and education worlds. It has also spawned some theories of different learning styles which have also been applied to many different disciplines. More about Kolb's theories can be found on http://www.learningfromexperience.com/. The Research Library section of this site contains many useful documents, including the original article on the experiential learning cycle and a 2008 paper on management learning. Many other websites also have information and explanations about Kolb's work. A very comprehensive and practical generic resource for learning and teaching can be found on http://www.learningandteaching.info/index.html

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Action-Reflection-Learning-Planning Cycle (ARLP)

The ARLP has been developed to overcome the frequently observed problem of activities leading straight to the planning of more activities without any time being taken to reflect on and learn from those already completed. It is, therefore, a simple but very effective model for structuring reflection and learning processes in order to ensure that future planning reflects learning from what has gone before. The Community Development Resource Association in South Africa has worked with this model extensively and has been influential in introducing its use to many development organisations.

Resources

See www.cdra.org.za Bookshop and Dialogue Resources sections

Action Learning Sets (ALS)

An Action Learning Set (ALS) is typically a group of 5 or 6 people who work together, or who are from different departments or organisations but have similar work interests. The ALS works best for people who are dealing with problems that do not have clear cut technical solutions. The ALS members will meet together every few weeks for a day or half a day. The basic principle is grounded in ARLP (above) and the structure gives each person in the group a turn to present a current challenge in their work. The key feature of the ALS is that group members cannot give advice when they have heard about a problem, they can only ask questions of the presenter. Because giving advice, rather than asking questions, is such a common feature of how people respond when hearing about a problem, it is helpful to have a facilitator in the first instance, someone who can introduce and maintain the rules and discipline of ALS. Guidance notes for using ALS can be found on the website of Bond.

Action Research

Action research is a learning and change methodology now in use in many different disciplines where professional development is needed. It is particularly well established as a methodology in education and health sectors worldwide. It can be used by individuals and groups. It is a tool for learning by reflection and at its simples action research starts with the question '*How can I/we improve my work?'* As with all such tools over the years many different variations have been developed, some prioritising technical aspects of the methodology, while others focussing more on values. There is no one right method, the choice should be made depending on circumstances.

Action research is an appropriate tool to use with people who already have a level of technical skills and competence in their area of operations, but have a need or desire to overcome specific challenges within their sphere of responsibility. It could, therefore, be used with middle level managers who are struggling with staff problems, or with educators who want to adapt their teaching practice to be more relevant for their students.

Critical Incident Analysis (CIA)

This tool can be used either by individuals or groups to help reflect on something that has happened in order to learn from the experience. It is used in many different disciplines, including teaching and medicine, emergency response and leadership development. The critical incident can be any type of problem or challenge that has arisen in the person or group's work. It does not necessarily have to be a problem, it might be an event that was interesting, has provoked an emotional response, or exposed a gap in understanding. It might be a problem that has already been solved, but understanding about its cause is needed to help to prevent reoccurrence. The process involves working through a series of questions designed to help analyse the causes, the person or group's response, and then identify what can be learned from what happened. Many websites carry information about, and examples of, Critical Incident Analysis.

Resources
For a guide to critical incident analysis and examples of how it has been used in practice see http://www.leap.org.za/.   Also, on the US Government's Education Resources Information Center's website http://www.eric.ed.gov/ - document EJ504450 - *The Value of Critical Incident Analysis as an Educational Tool and Its Relationship to Experiential Learning*

Examples
See LEAP (above) which is a South African voluntary organisation using learning approaches to deal with land tenure problems for poor and vulnerable farmers.

On-the-job

On-the-job training could also be included in the *Experiential Learning* section above. Key features of on-the-job training is that it happens in the trainee's workplace, on a one-to-one basis, using all the documents, tools and other resources that they will need to use for their work when they are fully trained. The process should have a clear set of learning objectives and a structured set of inputs and activities to achieve them. This process takes place over time, and requires understanding that the trainee will not be able to deliver on the tasks in question until the training is finished.

On-the-job training is generally believed to be most effective for vocational and technical skills development. This can include accounting skills. On-the-job training is also one the most effective mechanisms to follow up transfer of learning/training after and external or customised course, in situations where it is understood that the trainee will face practical implementation challenges.

Resources
A helpful discussion of on-the-job training is available from CIPD at http://www.cipd.co.uk/subjects/lrnanddev/designdelivery/otjtrain.htm

Examples

Work-based learning

Work-based learning is an emerging discipline for experiential learning in the workplace. This theory is based on the model of eight different types of intelligence (verbal-linguistic, logical-mathematical, body-kinaesthetic, spatial, musical, interpersonal, intrapersonal and naturalistic), through which everyday experiences produce implicit knowledge. Various reflection techniques, including action research, are then used to make implicit knowledge explicit and from this to construct meaning and concepts which can be applied into the work.

Resources
A good introductory discussion of different definitions of work-based learning, and links to other sources is available at http://www.icvet.tafensw.edu.au/resources/workbased_learning.htm

Examples

Work/Job shadowing

Work or job shadowing is the term used to describe one person in close observation of another doing their routine work. It is an activity often used in management training programmes as a practical way of giving a new or potential managers some understanding of the challenges that managers face. It requires an experienced manager to be willing to have someone accompany them throughout their working day, and to discuss the events and issues that have arisen. This might be done in different periods of time depending on circumstances, perhaps one day a week for a few months, or a block of weeks or months together.

Work shadowing is good for any situation where there are experienced managers who are willing to have new or potential managers shadow their routine activities. This type of activity is best utilised as part of a large development programme, rather than as a stand alone event.

Resources
Examples

Whole person learning

Whole person learning approaches recognise that when individuals make choices and act (or not) it is on the basis of much more than their intellectual capacity. Some approaches work with the emotional-spiritual-physical-intellectual model, while other use the eight different intelligences mentioned in the **'Work-based Learning'** section above. A facilitator working with the whole person approach will draw on a much broader range of tools and activities, for example art and drama, than one who is using standard training techniques that target only intellectual ability.

Whole person learning is a very important approach for audiences whose capacity to learn and change is blocked by strong cultural or experiential influences – this could include women who have been socialised into positions of disadvantage, or survivors of conflict who are traumatised by their experiences.

Resources
Examples

Exposure:

Application level: Individuals and Groups
For anyone who could benefit from seeing new or different ideas in action. For those who would benefit from introduction to new ideas and practices

Exposure visits take people to see what others are doing in similar work situations to themselves. Attending conferences and other events provide exposure to new ideas and influences within sectors. Exposure visits can make learning about new ideas more practical and grounded in reality. Bringing people together in this way is a good approach for stimulating the spread of good practice and the fertilisation of innovation. They are most effective when clear learning objectives have been specified at the start, the visit is appropriately structured, and there is effective follow up afterwards to support the application of new ideas.

The drawbacks are that exposure visits can be expensive and far from cost effective, as often they are structured around clear learning objectives, and there is no follow up. Unfortunately exposure visits have also become part of the *perverse incentives* of CD practice, as they are frequently listed as an expectation by potential participants, who appear to be more interested in the travel than the learning.

Resources
Examples

External Training Courses

Application level: Individuals
External training courses are very useful for a number of capacity development needs that individual staff may have, particularly in technical subjects such as accounting and computer and ICT skills. They are also good for the foreign language development necessary for negotiating with and reporting to donors, most notably English.

External training courses are those offered by providers outside the individual's organisation, either in country or overseas. The provider may be a private company or not-for-profit organisation. The content and curriculum of the courses will be predefined by the provider and advertised for open access registration of participants, who may come from a wide range of different backgrounds. The course length will vary according to the subject, and may be full or part time depending on the target audience and amount of content to be covered. For example study for a financial qualification may be offered in the evenings, over a period of years, depending on the level of the qualification. Other subject such as staff management might be offered as a one-week full time event. There are two main drawbacks to most external training courses. Firstly, they cannot be specifically tailored to the particular needs of each participant. Secondly, they rarely have any pre-testing or follow-up activities built in, which means that their impact is difficult to gauge, and very often the participants have little or no support in trying to apply their learning in the workplace.

There is now a body of study, knowledge and practice developing around the subject of '*transfer of learning*' or '*transfer of training*'. This work has identified the factors within the work setting and actions by others that are needed to support individuals to transfer their learning from an external learning situation, e.g. a training course, to their work. A training consultant in America, Don Clark, has made his experience of this issue available on his website.

Resources
Don Clark has information about Transfer of Training and many other related subjects on his website
http://www.nwlink.com/~donclark/hrd/learning/transfer.html

Examples

Knowledge Management

Application level: Organisations and Sectors
Knowledge management is particularly relevant in sectors where there are rapid advances in knowledge, e.g. health; where the sector's mandate is knowledge based, e.g. education and training. It is also an important mechanism to ensure cohesion in multi-disciplinary sectors with multiple stakeholders, such as decentralisation processes. Knowledge management approaches can also be effective tools for monitoring and evaluation in complex environments.

Knowledge management is something that has a very simple description and a very complex reality. There is no one universally agreed definition of knowledge management, and the discipline is growing and developing constantly. A summary definition is the process by '*which organizations generate value from their intellectual and knowledge-based assets*'. This creates the need to gather together and document what staff and other stakeholders know about the organisation's areas of interest, and then finding ways to share that collected data back to those who need it to enhance their job performance. Knowledge management often depends heavily on technology, but it is a much broader concept than the technological aspects of application. The UNDP Capacity Development Resource, *Knowledge Services and Learning,* analysed the relevance of knowledge management for development organisations.

In the corporate world attention is now being paid to the subject of **Social Capital** as an important factor in an organisation's capacity to manage knowledge. The emerging theory is that, in the context of ever increasing complexity of operating environments, it is no longer only staff skills that are an important resource, but also their knowledge based relationships and networks that add value to their performance.

Resources
http://www.cio.com/article/40343/Knowledge_Management_Definition_and_Solutions

Examples

Leadership Development

Application level: Individuals and Groups

LDP are helpful in situations where there is a general need to develop the next generation of leaders, for example where there is not yet an obvious group of potential and eventual successors to the current leadership. LDP also work in situations where new challenges are emerging, for which no one yet has the experience to offer sector leadership, for example in a country's response to an emerging HIV AIDS epidemic. Another effective use of LDP is to help women overcome the glass ceiling that prevents them from having voice and influence, and from holding senior positions within organisations and institutions.

Leadership development programmes (LDP) are processes designed to enhance the leadership skills of existing and potential leaders within systems. To be effective LDP need, firstly, to be specifically tailored to the culture and context of the participants and, secondly, to happen in the context of an enabling environment. In this context an enabling environment is one that allows sufficient operating space for the participants to implement their learning in support of both personal and organisational development. There is little point in sending people on LDP if the political environment in which they work is such that they have no opportunity to practice what they are learning in order to bring about change in their own performance or within their organisations.

The most effective LDP will comprise not only training modules, but also supplementary activities such as exposure visits, and coaching or mentoring. They will also be long-term and modular, allowing time for the application of techniques to be followed by review and reflections between inputs and activities. There are innumerable leadership theories available to form the basis of what is offered in an LDP. In the corporate world the Situational Leadership and Emotional Intelligence models are popular, often in combination. Some programmes also introduce Appreciative Inquiry (AI) as a very effective leadership tool.

Resources
Examples
The report of a leadership development programme at the local level in Central America is available at http://content.undp.org/go/cms-service/download/asset/?asset_id=1634034

Organisational Development, Change and Learning

Application level: Organisations and Sectors

Organisational development, change management and organisational learning approaches can be considered for any organisation or system that is not performing to optimal levels and does not yet have the capacity to fulfil its mandate. These approaches are best used when the development of capacity calls for multiple aspects of the system to be learning and developing in tandem.

There are three primary bodies of knowledge and practice that need to be taken into consideration in the design and planning of any intervention that has a primary purpose of developing an organisation or

sector. Organisational development theory is inextricably linked with that of change management and organisational learning (which is also approached under the heading of learning organisations). All of these subjects are far too vast and complex to be covered in depth here. What follows is, therefore, a brief description of each with some links to helpful website and resources. After that there are short descriptions of some tools and techniques that are have been found to be useful and effective in many different settings.

Organisational development

Organisational development can be defined as the discipline aimed at improving the effectiveness of organisations by means of systematically planned interventions. Many of the principles involved can be applied to sectors.   An effective organisation is defined as one in which both the organisation and the individual can grow and develop. The UK based Chartered Institute of Personnel and Development has a helpful summary introduction to the subject and its academic origins on its website.

Resources
http://www.cipd.co.uk/subjects/corpstrtgy/orgdevelmt/orgdev.htm

Change management

Change management is the term for describing planned processes for moving a group, organisation or sector from its current state to a future desired state. Facilitators may be internal or external to the system that needs to change, and they will call on a wide range of tools and techniques to implement their plans. In the past much change management work was rooted in very logical and linear cause and effect thinking, which has recently come under substantive challenge from various sources. Many now argue that change cannot be managed; it can only be stimulated and facilitated. Both living systems theories and complexity theories are now being used to illustrate the very complex web of elements and their relationships which must be taken into consideration in any attempt to facilitate change within a system, whatever its size, nature and purpose.

Increasingly people seeking to initiate and implement projects that intervene into systems are being required to be able to articulate their **theory of change**. There are various ways in which a theory of change can be defined, the most common elements in all of them are: the desired results or goal; the assumptions underpinning the plan, which may arise from a particular choice of theory about the situation under consideration; and, the interventions that will be used to achieve the results. These are put together to describe the overall change framework. Many projects are planned without any articulation of the change theory being used, if indeed one exists. The lack of a clear theoretical basis for the choice of project modalities may be one factor contributing to poor impact.

Resources
The ECDPM Study *'Capacity, Change and Performance'* offers analysis of current systems thinking on change in relation to capacity development. Another helpful resource is the ODI Working Paper 285 *'Exploring the science of complexity: Ideas and implications for development and humanitarian efforts'* http://www.odi.org.uk/resources/details.asp?id=3855&title=odi-working-papers

Organisational learning – learning organisations

Peter Senge, the person generally considered to be the world's leading expert on organisational learning says that the term was originally coined to point out '*How a group of people collectively enhance their capacities to produce the outcome they really wanted to produce*.' In practical terms organisational learning means embedding learning practices into all aspects of an organisation's functioning in order that it can constantly and routinely learn from its everyday work and thereby improving the quality and relevance of what it does. The work on organisational learning now encompasses a vast body of academic study and practice. The Society for Organisational Learning (SoL) that Senge founded has a very comprehensive website with many resources and links offered by a broad community of individuals and organisations concerned with its study and practice.

The most comprehensive study specifically focussing on organisational learning in the development sector is '*Development and the Learning Organisation*' a joint publication of Oxfam GB, Oxfam America and IDS. Application of organisational learning practices in NGOs is covered in some of the papers and practice notes on the INTRAC Praxis Programme website, some of which offer a useful cross-cultural perspective.

Resources
http://www.solonline.org/ Roper, Laura with Jethro Pettit and Deborah Eade *Development and the Learning Organisation: A Development in Practice Reader* 2003 Oxfam GB, Oxford http://www.intrac.org/pages/en/praxis-publications.html
Examples

Partnerships and networks

Application level: Organisations and Sectors
Partnerships and networks work to address many different needs, at multiple levels from local to global initiatives. Both are particularly helpful for sharing knowledge and experience across borders, and networks are emerging as an important mechanism for developing research capacity.

The emphasis on the Accra Agenda for Action on the development of South-South cooperation and support for capacity development calls for new approaches to partnerships and networks. When appropriately structured, and based on a genuine desire for two-way learning in support of capacity development objectives, partnerships provide unique opportunities for mutual learning, especially between Southern and Northern actors. Networks are increasingly being seen a valuable structures for learning, especially for research.

Partnerships can take many forms and at their best represent the coming together of diverse actors with mutual interests and the ability to share and work together towards achieving a common goal. At the

highest level and example is the India-Brazil-South Africa Trilateral partnership promoting coordination on global issues. At the grassroots a partnership may be a group of civil society organisations agreeing to work together to deal with a crisis in the geographic area they work in. Partnerships are important mechanisms for supporting learning because they can make knowledge and resources, human and other, available across borders and connect peers with mutual interests.   Networks also offer opportunities for generation of knowledge through sharing experiences and providing a forum for debate and the exchange of good practices. There are many examples of both partnerships and networks where one member has offered training and other capacity development support to other members. The WBI has recently published some interesting Capacity Development Briefs on understanding the contribution that partnerships and networks can make to capacity development.

Resources
WBI Capacity Development Briefs are available at http://www.worldbank.org/capacity

Examples
A case study about twinning academic institutes in Tanzania and Norway is written up in: *Ownership, Leadership and Transformation: Can We Do Better for Capacity Development?* 2003 Carlos Lopez and Thomas Theisohn, UNDP-Earthscan, available at http://www.capacity.undp.org/index.cfm?module=Library&page=Document&DocumentID=5015

Supplementary Approaches

Participatory self assessment is about involving the whole organisation in assessment of its own strengths and weaknesses, current challenges and future needs. This can be a time consuming process because it might require many people to participate in a range of different assessment activities. However the benefits of this, as opposed to the more habit of having external experts do assessments, it that it gives a much more accurate picture of the existing knowledge, skills, values and understanding within the system. One of the arguments against this approach is that a system might not know enough to do a comprehensive assessment of its capacity. The important point is that identifying the level at which an organisation is able to assess itself is a very important factor in reaching an accurate assessment. Participatory self assessments have two other important benefits. Firstly if done correctly they are learning exercises in and of themselves, and secondly, they build ownership of the changes that need to be made, from a realistic starting point. There are many ways in which this can be done, see some examples in the links below.

Resources
Lusthaus, Adrian et al. (2002) Organisational Assessment, A Framework for Improved Performance, IDB/IDRC paper. And http://www.comminit.com/en/node/201165/36

Examples
http://data.iucn.org/dbtw-wpd/edocs/2009-028.pdf

Appreciative Inquiry (AI) is described by the people who developed the method, David Cooperrider and Diane Whitney, as being '*the coevolutionary search for the best in people, their organizations, and the relevant world around them*'.   As a method it approaches problem solving and future planning from a positive, '*what if the best happened*?' perspective, rather than by analysing the problem and its causes, which can create negative and demoralising side effects. AI uses carefully constructed questions to surface a system's potential to imagine and innovate as a way of unleashing positive potential. AI is a very popular approach in the corporate world where is it used for many purposes, including leadership development.   Practical application of AI can take many forms: a model called the 4 D is one of the most common tools for putting AI into practice. The four Ds are Discover, Dream, Design, Destiny (some say Delivery). Another model is the 4 I – Initiate, Inquire, Imagine and Innovate.

Team building is a popular tool in many corporate setting. Team building is generally concerned with two key issues. Firstly, building relationships between individuals in order to improve their everyday communication in the workplace. Equally important is the issue of bringing all members of a team together to inspire them with a common goal to which they can commit. There are many different team theories through which team functioning can be viewed, and each of those might indicate a different approach to team building activities. Team building is often an important objective of organisational retreats, especially in cases where staff normally work in different locations.

Resources
http://appreciativeinquiry.case.edu/ , http://www.strengthsbasedpractice.com.au/
Examples