



INFLUENCING LEADERSHIP FOR BETTER RESULTS

(Experience from CSOs and public service institutions)

VBNK Annual Impact Assessment

November 2014



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I. INTRODUCTION

VBNK strives to learn from our own experiences. We are guiding ourselves applying our standards to project design, monitoring, evaluation and reporting of our programme activities.

In your hands you have the 7th annual impact assessment titled “*Influencing Leadership for Better Results – Experiences from CSOs and Public Institutions*”, produced by VBANK. The annual impact assessment purpose is to look back at the year that passed and to study our influence on clients and partners work. Or to use the common vocabulary in development circles: what *effect* did we have?

The annual impact assessment (IA) has been focused on selected themes¹ for inquiry. Accompanying research questions, specific methodologies such as focus group discussions, stories of significant change and in-depth interviews has allowed us to investigate whether our service delivery is producing expected positive changes and possibly other unintended effects as well including of course sometimes also the negative effects of the application of learning by participants.

In the IA 2014 we have selected four key interventions, two each in the public sector and NGO sector. The theme for 2014 is **Influencing leadership for better results**. It is indeed a challenging topic. However, it is the belief in VBANK that everyone in a workplace can and should be a leader, at least over oneself. The four selected projects include:

- ✓ Fostering Enabling Leadership in Cambodian NGOs (commonly called Leadership Development Programme “LDP”)
- ✓ Leadership and Management Development Programme for Senior and Middle Managers of Civil Servants (LMDP)
- ✓ Activity-Based Budgeting (ABB)
- ✓ Building Capacity for Impact-Focus (BCIF)

Even those projects target various staff levels from field staff to top management, all these projects involve activities to increase the empowerment, initiative and independent analysis leading to improved leadership and management skills of both the self and subordinates.

Our **overarching objective** for 2014 with this impact assessment is to investigate the former training programme participants on how they have been able to take more initiative, being influential and exercising leadership in their organisations. We wanted to know whether VBANK activities have encouraged them to do things differently, to speak out and make more positive and constructive proposals to improve the work.

We also wanted to see how their organisations responded to those activities, what constraints participants faced in applying what they learned. This is the challenge for everyone leaving the somewhat laboratory-like capacity building environment to try out new skills in real life with colleagues and stakeholders who do not share, or even know, the participants’ capacity building experience. To take on a leadership role to change the organisation should be even more challenging than just introducing a new technical innovation or methodology.

¹After six years’ experience we became more selective and decided annually on special themes: *Daring to Share from Their Hearts* (2008); *Learners Celebrating Success* (2009); *Rising to the Challenge* (2010); *Are there Shifts in Thinking and Ways of Behaving?* (2011); *Selected Case Studies on Facilitating Learning and Change* (2012); and *Influencing accountability and empowerment* (2013).

Our research approach was quite straight-forward. In interviews and focus group discussions we asked a large number of participants how they have applied their learning in terms of expressing and applying personal and organisational leadership and what resistance they have met. In all we have from each project interviewed the following numbers:

- In the LDP we have interviewed all 59 participants. Out of these, 34 were women and 25 men. Half of the participants were working in senior management or were second line managers. The other half was equally divided between finance and administrative staff on one side and field staff at the other side. Each participant interview took about one hour. In addition, participants were interviewed in group.
- In the LMDP we sampled 36 participants from 23 different ministries. Among those 7 were females. We also interviewed eight of their supervisors (one female) to verify the findings and give further feedback. Each individual interview took about 1.5 hours and the 1 focus group discussions took about 2.5 hours.
- In the Activity-Based Budgeting project we interviewed 21 staff, among them 6 women, from both central office in Phnom Penh and the branches and sub-branches in Kampot and Preah Vihear provinces. In-depth interviews were made with the key informants (3 staff) managing the Community Based Health Development (CBHD) programme, and general interviews with the remaining 18 staff members.
- In the BCIF project, we have interviewed 14 participants in the VBNK activities from all four participating partners. Six were women. Data collection was made through interviews and document reviews.

VBNK appointed small teams led by a team leader to prepare and carry-out the impact study. Interviews and other data collection were carried out during September and October 2014.

The **assessment methods** emphasised (i) reviewing pre- and post-tests and other evaluations of the activities; (ii) reviewing the reports from the projects and programmes; (iii) facilitating one-to-one interviews and small-group discussions with participants and their supervisors; and (iv) analysing and reporting the findings.

The **IA Report 2014** required each team leader to: (1) give a brief background of the project, (2) describe the process for the IA, (3) present the findings (outputs, use of outputs and outcomes) from the process, (4) analyse the outcomes included unintended effects.

Their findings were reported and collated into this report.

II. SUMMARY OF RESEARCH

1. THE FOSTERING ENABLING LEADERSHIP IN CAMBODIAN NGOS (LDP)

1.1. Background

The Cambodian society, like all societies has its cultural patterns, its traditions and in terms of leadership and empowerment, its inherited views of power and submission, giving orders and following orders. Also the Cambodian civil society is of course embedded in this national and ethnic context, even if foreign ideas and values have shaped much of the formal structures. Sometimes the Cambodian cultural patterns clash with the more technocratic ideas brought in by primarily Western countries and their promoters in the form of development partners, international NGOs and countless individual experts and volunteers.

Modern leadership skills, being able to link the tradition with modern requirements of sharing power and information in a global environment, and taking responsibility by reducing power distances² and dealing with formal accountability are much needed. VBNK finds itself particularly suited to bring about this development, with Khmer staff having a long experience of merging formal organisational requirements with traditional ideas of behaviour, to make management and their organisations more effective and in phase with the modern times.

VBNK, with funding from BfdW, launched in 2013 a 3-year programme, to develop a modern and well-adapted leadership course for Cambodian civil society leaders and staff. Over the course of three years, this programme aims at working directly with around 60 participants from 15 Cambodian CSOs to develop their self, their interaction with subordinates and colleagues and their ability to influence and change their organisations, ultimately leading to better work in the target communities and more empowered community members. 50 percent of these are women.

The programme is divided into five learning modules focusing on various aspects of leaderships skills:

Module 1 (*Me and My Leadership*) focused on the self and how to be aware of oneself in the interaction with others. This module dealt with participants' ability to control and redirect inner frustrations, anger and other emotions resulting in more constructive dialogue when dealing for example with subordinates and colleagues.

Module 2 (*Me and My Organisation*) focused on organisational aspects and how behaviours influence the organisation and creates organisational cultures. It also explored how organisational change came about.

Module 3 (*Me and My Relationships*) dealt with interpersonal skills in order to develop positive relationships, build a healthy team and enable effective teamwork through effective communication in the team and in the organisation.

Module 4 (*Identifying and address blocks to learning*) explores what helps and hinders community learning and to examine how organisations can change their ways to better support learning.

² The concept of Power Distance was introduced by the Prof Geert Hofstede. Another source of information on behaviours based on cultural values can be found in the World Values Survey.

1.2 Findings

85 % of the respondents claim they have increased their skill and amount of self-reflection. They think more before they act, they let their frustrations rest before it is expressed to consider the right words in order to avoid potential conflict and exacerbate existing conflicts at the workplace. They reflect on the source of their anger (which might not be work-related at all).

Many have mentioned that the first module has helped them to understand their own thinking process and the emotions created by it.

"I often keep this message in me: 'What is my contribution to this issue?'. I ask myself this question when I have a problem." (Ms. Sovanna, from PK)

These processes of self-discovery seem to be the strongest among the field staff.

25% indicate they are happier at work through the support from the LDP. A majority of those are women in finance and administration units. Almost all of them had worked between 5 to 12 years, indicating that LDP has given their life at work a boost. The course has made them more aware of their communication and as this staff category often acts as information channels between management and staff it improves the work environment overall when they can address issues more constructively and with patience, addressing the challenges focused on solutions more than blaming.

Half of the participants are in middle and top management positions. They tend to talk more about the staff than themselves. Anyway, they said they had improved their listening skills and staff seems to appreciate that. They react slower and with more after-thought, thereby reducing the blaming of staff. They have also taken initiatives to improve policies, guidelines and strategic planning, and they report they have a stronger dedication to their organisation.

Managers reported that in particular the idea promoted by LDP on *situational leadership* has taking root in their work. They also reported that they have delegated more and been giving more independence to their staff to carry out their tasks.

Echo-training has been consistently used by the participants when they have been back to their organisations and even in community-work. They have also shared the training materials with their colleagues.

"I like what I learn from LDP a lot. There are many new ideas and concepts and tools I have got from the programme and I share it also with the communities I work with." (Sophanna, field worker from SSO)

In more limited tasks, managers give the task (or even do it and the staff just observe and learn), follow it closely and give immediate feedback when finished, to improve performance. In all, it seems managers are delegating more, being more adapted to the requirements of the situation and make more time to really follow what their subordinates actually are doing.

Any leader for a team has to deal with resolving conflicts. LDP has provided the managers with better skills to resolve conflicts without becoming part of the conflict themselves:

"Before attending the LDP training I was bad in problem solving. As manager, I involve in resolving conflict of others. I had experience that my way of dealing with the conflict got me into the conflict. I eventually become the person in conflict. Now I use the 10 golden rules and I am more careful in my approach to dealing with conflict." (Ms. Sovanna, from PK)

Evidence of organisational change is harder to find through an individual leadership programme like LDP. It is also challenging to measure *attribution* to specific activities or modules in the LDP, as organisational change ideally comes through broad organisational collaboration, consultation and ultimately decisions by the board, sometimes more than a year or two after the initial deliberations. However, LDP can surely be said to contribute to organisational change. LDP seem to up and smooth the change processes as personal mind-

sets are changed, and tools provided by LDP to efficiently analyse the organisations have been used to understand the best path for the intended change.

The interviews reveal that participants are contributing with pride to various processes in their workplaces.

Several organisations have developed their system for human resources management and M&E, where learning from LDP has been applied. A few organisations have in their new instructions delegated more M&E responsibilities to field staff. They also try to make project staff taking more responsibility for budgets, even creating those themselves, which is an indicator of changed habits. In the Cambodian context, the “money management” is usually firmly in the hands of financial departments which many times lead to increased bureaucracy and less independence for project staff.

The LDP seem to be most effective when the managers, in particular the executive director of the organisation is also participating. Those who had not their upper management taking part, faced more challenges to promote change. This also led to limited expectations from the participants. Additionally, lower-level participants might not fully understand that their applying of learning might not always require explicit approval from their executive director.

1.3 Analysis and Conclusions

LDP has created change on a personal level, while it is unsure how much change is created in the participants organisations. There is of course no mechanism that by default says that if participants apply their learning, tangible organisational change will follow. Not even if it is the director that participates in the LDP.

On a personal level, LDP has led the participants into an exploration of their inner selves. In the Cambodian context, this kind of self-reflection is not very much practiced, as it requires an inner positioning with regards to values and identity that might trigger an “inner request” to challenge power. The education system, which is not encouraging personal positioning and opinions, is a reflection of this, with its focus on rote learning and copying from the blackboard. In such an environment, there is no benefit doing (i.e. learning) lots of self-reflection.

LDP has successfully opened up that door for many participants, showing them how knowledge and decision-making are connected with their inner selves and emotions.

This personal change can only spread as much as the prevailing organisational culture allows. However, when the directors participate in the LDP, there is a stronger momentum for organisational change, as a result from LDP. Where only lower level staff participate, (short-term) organisational changes are harder to create from a programme like LDP. Being a leader in one-self, having no supervisory role is normally not enough to create organisation-wide sustained change. There is a need also to have something larger to manage and to lead and to change, or personal access and trust from an individual who has this role.

The fact that lower level staff seems to have reflected most, and also applied more of their learning from LDP, can indicate that they actually feel less restricted to explore, by various factors such as status and responsibilities. It is also likely they are younger than the managers, and thus more open to personal change and learning new ways of being.

It is probably impossible to attribute immediate major changes in the organisations from a programme like LDP. The decision-making processes in most organisations are complex and involves various interests and functions. This is especially true for the development of organisation-wide and integrated systems like M&E, finance and human resources.

However, what we can clearly see is that staff is more confident when they understand themselves. They participate more actively in organisational development efforts such as strategy planning and policy development.

With regards to the programme design, in terms of meeting the first objective some expectations might be set a bit high. This is particularly true for the specific objective related to the results in the communities. It is likely over-optimistic to be able to build a significant pathway of changes from building individual character and skillset of participants in LDP, to see real change in the lives of people in a rural community. With regards to organisational changes, a thorough evaluation study would likely reveal detailed lessons for the future design of LDP. We can see that many participants do things differently and they are likely to exercise a higher level of influence, but if their impact will be sustained remains to be seen as it also relates to the organisational culture and their position within the organisation.

One important observation is that lower level staff, who are also less likely to be managers, are more inclined to self-observation and self-development. The course could in this sense be seen as a trainee-course developing their personal leadership style preparing them for future leadership positions. Those who already are leaders however, might have a bigger need to find hands-on solutions for their everyday leadership challenges. The interviews indicate they are in need of talking about how to deal with others, not themselves. This implies that a future LDP course could actually have two paths: one for younger apprentices with ambitions to attain organisational leadership and be managers. The second path would then be for seasoned leaders in need of enhancing their skills to deal with daily issues. For the latter group, more intense leadership coaching, and reducing big group trainings, could be an effective way to create quick and positive organisational change. An additional third path could be for staff without supervisory responsibilities that need to exercise a more informal leadership.

2. THE ACTIVITY-BASED BUDGETING

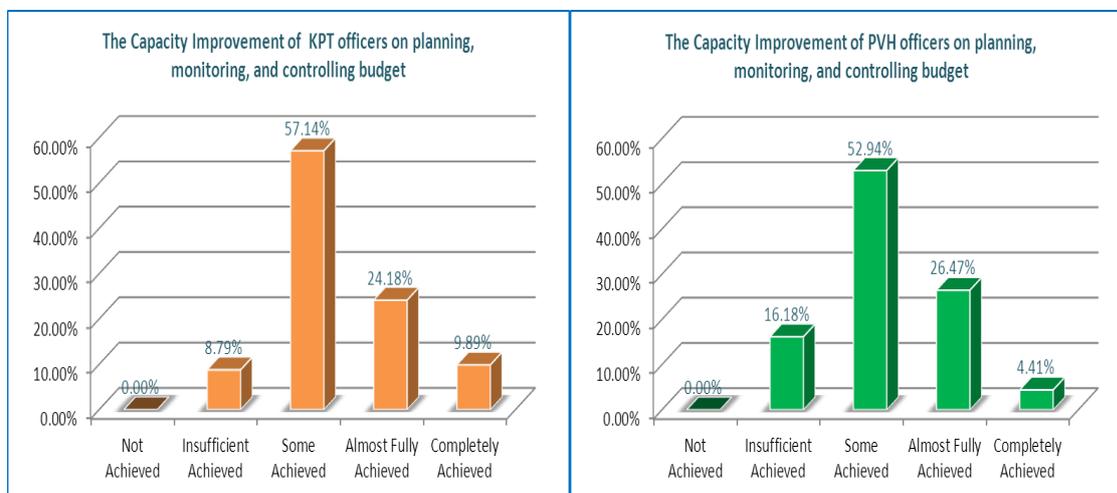
2.1 Background

The Danish Red Cross (DRC) is a funding partner of Cambodian Red Cross (CRC). DRC and CRC had observed that the financial budgeting skills in the branch and in particular their sub-branch offices were low. There were disconnects between the activities and the budget and reporting. Updating and reviewing budgets were a major challenge as well as clearly connect budget with activities. Under that circumstance it is of course difficult to plan properly and know clearly how money is spent and also not to spend too little or too much.

VBNK was contracted to build the capacity of CRC staff in the branch and sub-branch offices in Kampot and Preah Vihear. A 1-year programme was implemented beginning in February 2013 and finishing in December 2013. During this programme VBANK made two field visits, two trainings on activity-based budgeting, two follow-up coaching sessions and one day of M&E training and an annual planning workshop. A Budget Manual was developed to be used by CRC staff.

2.2 Findings

After the programme, the participants rated it as follows:



In both Preah Vihear and Kampot, slightly more than 50% said that the objectives of the programme were achieved to some extent (representing the middle of the scale). About 30% rated the programme as better than that (“almost fully achieved” or “completely achieved”) and 9% in Kampot and 16% in Preah Vihear rated the programmes “having reached the set objectives as “insufficiently achieved”.

The difference in rating between Kampot and Preah Vihear can be a result of their history: the Kampot branch has been around for a long time and have more experienced staff, while staff in Preah Vihear are younger and lack experience and they are new in the organisation.

Overall, staffs has indeed been able to take more ownership of their tasks, even the evidence for this is not uniform. It is depending on their initial skills and experience, and to be involved at this level of the budget process is new for them. The lower rating also came from sub-branch staff with less initial experience and less skills.

During the Impact Assessment, interviews reveal that staff has gained skills and confidence to work more independent. They know how to do it technically. They need to consult less with higher and more skilled levels and they have a more thorough understanding of the terminology. This gives them confidence to give own input and contribute more effectively in team meetings. Meetings at the province level are more smooth and effective when the districts have been able to prepare their budget documents in advance and on their own. The ownership of both funds and activities has increased at the sub-branch level at the districts.

Also the accountabilities have been strengthened. The controlling role at the provincial level increase with the new work division, but it has become clearer to the sub-branches in the districts what the role is of the provincial branch. The controlling function is better respected, and it is easier to get answers on the questions to the sub-branches.

2.3 Analysis & Conclusions

The activities based budgeting capacity building programme showed that increased technical capabilities is a path to increased ability to lead and manage, but even more, that when organisations that trust their lower levels to cope and manage with also more advanced tasks, the organisation thrive.

When the CRC sub-branch offices learned how to adapt and adjust their budgets, their confidence increased and the branch offices at the provincial level could spend more time on overseeing, support and quality control the sub-branch offices more effectively. The change is also likely to release time for the branch offices to think more on strategy to achieve the objectives for the CRC work in the province.

The change was not much challenging for CRC in Kampot and Preah Vihear, as the major work plans are already set from the head office in Phnom Penh. A clear command structure has in this case eased the transition of work tasks from the branch offices to the sub-branch offices. It has more been a question of who is supposed to fill in the updated figures in the budget sheets.

The question can be asked, whether organisational change might be easier to accomplish with gradual minor adjustments like this, step-by-step, that do not threaten existing power balances in the organisation?

3. LEADERSHIP AND MANAGEMENT DEVELOPMENT PROGRAMME FOR SENIOR AND MIDDLE MANAGERS OF CIVIL SERVANTS (LMDP)

3.1 Background

The Ministry of Civil Service contracted VBNK to design and deliver series of leadership and management training programme to strengthen the capacity of senior and middle level managers of the Government Civil Servants. The programme focuses on increasing the participants' confidence, knowledge and skills, as well as to provide them with selected tools, so they get support to use their potential to perform their work in their ministries and departments more effectively.

The programme is targeted for 700 participants include:

- 100 participants are senior level managers of the civil servants in Phnom Penh;
- 300 participants are middle levels managers of civil servants in Phnom Penh; and
- 300 participants are middle levels managers of civil servants in provinces.³

The programme included nine training topics⁴ and three topics are covered in this Impact Assessment (Organisational Effectiveness Skills, Conflict Management and Resolution, and Performance Management) delivered (from June to July 2014)⁵.

In the Conflict Management and Resolution Skill component, participants learned how to identify various levels and reasons for conflict. They learned various ways to manage conflict in their work place. In the Performance Management Skill component, the participants learned ways to motivate and manage their staff performance more effectively. The Organisational Effectiveness Skill component helped them see the importance of having clarity with regards to line management and communication and to keep the management structures within their respective departments updated and relevant.

The Ministry of Civil Services (MCS) carried out the evaluation process immediately after the delivery. At the end of each training topic, the staff of the MCS distributed an evaluation form to each participant to fill in. The staff of MCS then collected and made the summary of the evaluations and shared the results with VBNK.

The participants were asked to evaluate the achievement of the course objectives and to indicate their levels of satisfaction of the training/ workshop i.e. the management of the training programme, the trainers, the methodologies, material and the relevant of the contents. Each participant was asked to score between 1 and 4. Score 1 meant *not achieved or not satisfied* and score 4 meant *fully achieved or fully satisfied*.

In summary, the average score was 3⁺ for all training topics.

³ Originally planned for all provinces and divided into 3 regions include: Preah Sihanouk province (region 1), Siem Reap province (region 2) and Kratie province (region 3). Later, the ministry decided to spread the training programme to just 13 provinces.

⁴ The 9 training topics include: (1) Organisational Effectiveness Skills; (2) Conflict Management and Resolution; (3) Performance Management; (4) Implementation of the HR Policy (HRM); (5) Improving Service Quality and Delivery; (6) Managing Changes; (7) Management Principles and Practices; (8) Planning and Managing Capacity Development; and (9) Workforce Planning.

⁵ Topic #1 took place on 26 June 2014 for senior level managers. Topic #1, #2 & #3 took place in 30 June to 4 July for middle level managers (group 1) and from 14 – 18 July for group 2, in Phnom Penh. Same topics #1, #2 & #3 were delivered from 28 July to 1 August to middle level managers in Preah Sihanouk province.

In addition to the evaluation of the achievement of course objectives, the participants were also asked to assess their level of satisfaction on an overall aspect of the training delivery.

The average score was 3⁺⁺ for all aspects of the training. We therefore can conclude that the participants feel generally satisfied with an overall aspect of the training programme delivery. In particular, they find this programme helpful to increase their knowledge and understanding which can be used as a guide to perform their work.

We randomly selected 36 participants and 8 of their supervisors (30 in Phnom Penh and 14 in Sihanouk Ville, 7 females, 1 female supervisor) for interview, representing 23 departments and/or Ministries and various position titles ranking from Director of Departments to Officials. The interviews generally took place in two forms. One was individual interview and the other was focus group discussion/ interview (we did one FGD with the participants in Sihanouk Ville). We also tried our best to seek for interview as many participants as we could within the period of time we had for this assessment. This meant that in some cases we also did some phone call interviews. The reason to select the participants' supervisors was in order for us to triangulate the responses we got from the participants and confirm their level of application of learning.

The preliminary impact assessment was conducted after a period of approximately one to two months from the end of the first 3 training topics (June – July 2014). Each interview with individual respondents took approximately 1:30 hours and focus group discussion took approximately 2:30 hours (see appendix 2 for Questionnaire of the interview and FGD).

3.2 Findings

Overall, course evaluations show a high degree of satisfaction of the achievements, generally reaching 3 out of 4 on a scale from 1 to 4 for all objectives. Participants were even more satisfied with the course delivery and trainer's performance.

All 36 respondents had reported about their course in writing and verbally to their line supervisor. They had also shared the materials. They also discussed their learning in day-to-day interaction with colleagues at the workplace.

The programme is still on-going, and the delivery of the components in the impact assessment was delivered only 1-2 months before the interviews for this impact assessment. Despite this some respondents did still report that things had changed at their workplace. The component focusing on conflict management and resolution skills had made an immediate impact as they said they had become more considerate and tolerant when receiving feedback from colleagues and staff. One manager had even put a small box in the office where staff could appraise his work and behaviour. The trainings have increased their motivation and discipline.

At the organisational level, some efforts had been made to make process more effective. Some led and contributed to their workplace meetings in a different way from before and they had increased their participation. Some had made amendments to their work place policies. In one place they had set up information boards to tell who was in and out of office.

It is harder to directly see if other more long-term processes like formal updating of job descriptions had been initiated through the programme, but the fact that interviewees mentioned also those processes in coincidence with the training programme, indicates that

the programme has made them more active and they are reflecting on the contents of the training/course.

One example of how an individually empowered participant, was a mid-level official at the Ministry of Education, Youth and Sport (MoEYS), who found out that one of his staff members were under threat of being fired by his superiors (possibly because s/he had raised the ire of some high level official). He then raised his voice and said there was nothing in the staff members work performance that indicated that he should be dismissed. Even if the staff member could not get the same position back, the staff member could be re-located to another unit.

Overall, several respondents who are mid-level managers, highlight that it seems they have got more responsibilities and receive better delegation.

The programme has helped a majority of participants to think both deeper and broader about their tasks, reflecting on their role and responsibility. Some line managers better understand their role in following up on the staff performance, and they do in that process also learn how to better plan the work.

The main reason not to be able to change is weak authority. Staff is due to the organisational culture not empowered to take own initiatives. Not even when VBNK requested an interview with lower-rank officials, some could not say yes or no without a written request from VBNK to their supervisor allowing them to be interviewed.

Respondents also say that there are too many layers to go through for “bottom-up proposals”. (This is of course also a reason why it is difficult to find tangible and sustained impacts on this level for this impact assessment.) Industrious and creative lower rank officials have to go through many check-points explaining what they want to do, which was very demotivating.

The same apply for this programme as for the LDP. Organisational change initiatives and organisational change is not a one-man show. Most organisational innovations needs to be anchored with various stakeholders and also checked against overarching policies and even legislation on some cases. This is particularly true in the government.

The interviews with respondents’ supervisors (8 persons) were made to see if they had noticed any differences, and to confirm the participants’ accounts. A majority of their subordinates had reported verbally, while minority had done it in writing. They said the contents were relevant but much could not be applied immediately. The theories and concepts could also bring in a level of standardisation in the work, to support uniform and consistent change.

Some supervisors reported positive results in terms of motivation and dedication from staff members who had participated in the course:

“...the training programme is good, I have four staff participating. I observed that my staff attending the training programme changed their behaviour. Before they were always quiet, but now they participate more actively in meetings. Before, when my staff attended the training they just listen to the trainers but the training with VBNK really encouraged their participation.

I can see all the participants are very active and participate throughout. Through participation we can learn from other participants.

*The training programme helps widen our thinking. Leaders should listen more to the issues raised at communities and analyse and look for real root causes before making decisions.”
(Director of Labor Department of Preah Sihanouk province)*

3.3 Analysis and Conclusions

In most efforts to build capacity of organisations through individual capacity building, it is challenging to identify the results chain and pathways of change. Typically, trainings are only one minor component in facilitating organisational change. This is very true also with regards to this training programme.

First, the organisation, and in particular the participant’s supervisor, might not understand the idea and contents of the training curriculum at all. It is then hard for any participant to achieve anything beyond hers or his personal tasks. Participants already in higher level positions are likely to achieve more under that circumstance. In the LM DP case, the supervisors have obviously been on-board and they do understand the purpose of the training programme and appreciate its contents. Whether this understanding translates into tangible support to the participant to actually propose improvements is of course dependent not only on the supervisor, but also overall organisational culture, budget and the supervisor of the supervisor. We can see varying responses here, where some supervisors welcome the new workplace engagement from the participants, while others seem to take on a more cautious approach by saying it cannot be “applied immediately” or the course needs to be “adapted” to the current culture.

Secondly, the suggestions from the training programme might not fit well into the setting of the individual department or even participant, or the current organisational development processes. An organisation fully occupied doing strategic planning for the coming three years will not, (and probably should not) be focused on improving the human resources policies at the same time.

Sometimes however, like in this case, various processes can strengthen each other. At the same time the training took place, a process called *The Government’s Administrative Reform* is implemented at the same time. It is likely that ambitious managers that are fully involved in a deep reform-work, is looking for the skills taught in the training programme such as conflict management (bringing the team together and resolving tension during a major change process), organisational effectiveness skills (organisational development processes) and Performance Management (focus on human resources). This indicates that major organisational trainings ideally should be timed with a wider process of organisational change, either simultaneously or just before the major process, as this will secure that participants’ new skills will be fully utilised. This applies generally also for more specific trainings. For example training on M&E to selected individuals will have limited effect unless the organisation plans to make formal “space” for the new knowledge by changes in the structures or work processes.

Third, trainings will always have limited effect unless there is efficient vertical communication between supervisors and subordinates. Participants in this training programme note that bottom-up proposals for improvements are very tedious to push upwards in the decision-making hierarchy. In this case the training results seem to be weakened by the fact that the closest supervisor has a lack of autonomy with regards to their supervisors, and many good suggestions from lower level staff and managers are lost on their way up. The responses also indicate that improvement proposals tend to be seen as contentious by default, as lower

level staff indicates that they have to go to several higher level officials themselves. It should be their closest supervisor who advocate for the idea towards their own supervisor, if that is at all needed for a decision.

In terms of effectiveness of the activities of VBNK, it is yet impossible to say whether any significant organisational change has taken place due to the programme. And of course, when eventually organisational change is identified, the contribution from the programme is only one minor part. The Government's Administrative Reform should ease up some of the bottlenecks mentioned above. General social perceptions in the society and increased demand for accountable and transparent governance will also push for change in how government offices are run. The programme introduces alternative and more systematic approaches to management that will contribute to those larger technical processes and social trends.

A service provider like VBNK will likely need to focus on measuring direct *outputs* and participants' *use of outputs* from their delivery of capacity building to individual government staff. A more organisation-wide approach would require a more adapted learning methodology where managers are coached individually and in small groups and each department is assessed and challenges addressed individually.

4. BUILDING CAPACITY FOR IMPACT-FOCUS (BCIF)

4.1 Background

VBNK was one of three of Misereor's partner organisations in Cambodia asked in 2011 to submit a proposal on how to introduce outcome and impact oriented practices to selected local partner organisations. Misereor subsequently contracted VBNK in February 2012 for the design and implementation of a twelve month pilot project (provision of support to two NGOs partners). Following the pilot project, Misereor invited VBNK to apply for programme funding to consolidate, expand and extend the work completed during the pilot phase. Two more partners are included in this project.

The programme had the following objectives:

- (A) Misereor partners in Cambodia are progressively more impact focused in the planning, implementation, evaluation and monitoring of their work and interventions with communities.
- (B) Interventions and methodologies that have proven successful in supporting partners are documented, such that they can be replicated.
- (C) Misereor partners in Cambodia sustain their increased focus on impacts over of period of three years, drawing on opportunities for peer support, where appropriate.

The design of activities will respond to the lessons learned from the pilot project implementation:

- ✓ The development of an approach to impact oriented monitoring and reporting requires that the staff concerned, know the reason for what they are doing and are clear about what they want. This learning refers to matters such as, the design of a data collection tools, keeping consistently records and writing summary reports.
- ✓ The introduction of any new tool requires that staff have confidence that the tool fits her/his need. Thus, after identifying a tool or designing the tool, staff need to "test out the tool" and be guided on reflecting on the use of the tool. This step will help staff gain ownership of the tool. The result will be to continue or to make adjustment(s).

Outcome and impact orientation requires also the staff member to develop a broader understanding, e.g. the logic of a results chain, and increasing skills, e.g. journal writing and monitoring reports.

The approach taken by VBNK is a mixture of workshops, on-the-job trainings and coaching sessions (facilitated for individuals and groups). Additionally, reflection is an ongoing supportive methodology for the review of experience and to generate learning and good practices. The coaching sessions are provided mainly to the partners at their respective offices.

The series of coaching sessions allows staff to acknowledge what they understand and influences their willingness to learn and gradually strengthen confidence. The time devoted to reflection helps affirm the positive and gives encouragement to overcome challenges.

4.2 Findings

With the different data collection, collation and report forms introduced during coaching sessions, the partners were able to collect and document the information about their project implementation and results in a more systematic manner. The questionnaires has assisted the field staff in collecting relevant information for the project results which later was used to write the monthly report and shared during staff meetings. There was not much analysis of the data collected. However, they did reflect during the staff meeting and proposed actions to improve the implementation. The reflection is a way to improve staff habit to discuss and share their ideas on issues of the project or organisation. The new monthly report and other records have helped them a lot for the preparation of the progress report to donors spending less time.

One partner reported that their quarterly report has improved by showing more results at the levels of output; use of outputs and to some extent the outcome. The report also highlighted the challenges and proposed solutions to deal with those challenges. Some photographs of the activities and achievements were included.

Many of the partners' staff we met felt that they are beginning to regularly check their work-plan to make sure that their activities have been properly and timely implemented. This helps them to increase their accountability and work efficiency. With proper systems and structures they get support to focus on the implementation of the project and feel more motivated. If staff has a clear plan for project implementation and they regularly review their plan and good coordination among the project implementers, they are also more likely to capture and document the results of their project. They have also increased their sharing of the project plan and budget to their target communities and encourage them to participate more in the projects. They also distribute annual reports to various stakeholders such as supported CBOs, local authorities, and other NGOs.

Managers felt that they need to be a role model to other staff. They consult more and provide more feedback and encouragement to improve staff performance. Through this process, they observed that they gained more respect and being regarded as a leader by their colleagues.

One donor appreciates one of the partner's fast progression compared to other newly established local NGOs. They had improved on work plan, log frame, monitoring forms, data collection, and reports. It has triggered the donor to offer further support for capacity building.

Some staff has felt that the tools proposed were difficult to use and they capture too much information, making it hard to consolidate in a single report. The other reasons cited were the limited knowledge and skills of staff and the busy schedule of project implementation without proper time allocation for M&E activities and reporting.

"I have led Environment project in Siem Reap province. I have to work with volunteers and community facilitators. According to their capacities, they only completed their activities without knowing about the expected results from the activities. Thus, we changed method to work with them through closely involved them to develop plan, design process of each activities, and discuss on expected results."

"I found that this method success. They are more results focused than before. They can see the big picture of the project and they can be flexible their activities to fit with the expected results."

(Miss. Ley Srey Moch, project assistant of CEDT).

“Previously, I spent about 10 days to write a report but now I spend about 5-7 days. Monthly work plan helps me to implement project activities without losing track. The accumulated monthly report data makes it easier than before,”
(Mr. Noch Chamroen, Community Development Facilitator of UPWD.)

VBNK’s coaching sessions helped partners to learn about the design of a data collection tools, keeping consistent records and writing summary reports. The data collection tools such as questionnaires and checklist for staff to collect information during the community meeting and their field visits were designed and developed as a result of those coaching sessions. The tools were tested and in the follow-up coaching, VBKN discussed how it worked to use them.

All the participating partners have increased their capacity in the project cycle management in general, particularly with regards to M&E and report writing.

Partners attributed their improvements to the coaching approach by VBKN that allowed for open and direct discussions, joint reflections and finding practical solutions. The coaching assisted them to identify their weaknesses. For example, initially they thought it was the limited capacity of staff to collect data for the report that was the issue, but in fact it was the coordination and the unclear structure of work responsibilities that made it difficult for them to monitor the projects. Staff is also more active than before and gets motivated to improve their work. Since there have been assignments for them to prepare for the next coaching, they have practiced developing questionnaires, analysis, and interpreting data they have collected.

4.3 Analysis and Conclusions

The BCIF project does not really focus on leadership development. It is rather more focused on tools and processes that support improved quality of management and leadership. In this sense leadership as a personal process is not the focus of the BCIF.

The purpose of an organisational system (in the case of BCIF a system that will monitor activities and result with the perspective of capturing all kinds of effects, intended results and unintended consequences of a development intervention), is to reign in the leadership and restrict it into a limited space, that the manager and staff member can be held accountable for.

A system also set the minimum standard for any kind of activity in the organisation. In this sense, a good system is limiting the number of irregular decisions, protecting the organisation from the weaknesses of the manager and staff, by restricting their power and clarifying the expectations.

It should be emphasized that this is a completely different kind of results framework than in LDP that has a similar project setup. LDP has a strong focus on building trust by emotional self-awareness, good communication and appropriate change management.

It is important to remember that each organisation needs both trust and systems to work. In an organisation built only on trust, staff weaknesses (lack of motivation, sense of entitlement, abuse of power) can play out freely without being properly addressed if the social cohesion is weak in the team. In organisations with too many detailed systems, no one is truly empowered to think for themselves, trust is pointless to build and systems tend to be so bureaucratic and complicated that they are anyway avoided or circumvented, or used

obsessively to show power. In both cases the result is the same: weak processes and weak accountability and management.

A major challenge in the BCIF project was the different organisational stages the partners have been in. In terms of implementation of the project, this has likely been too emphasized, limiting its progress. The BCIF project has been seen as an add-on, to current formal processes, whereas it should have been implemented more like a “blending-in” process, to meet whatever needs that might arise within the partner organisation. One consequence of this has been that coaching has become irregular as it has followed the sometimes unpredictable processes of partners.

A second challenge has to do with partner’s motivation. A very important learning is that the donor, the partners and VBNK need to talk more closely what is expected in terms of activities, outputs and outcomes. The motivation can also be influenced by other major processes and the willingness of the partner to analyse the most urgent processes in terms of impact-focus.

A third challenge is that there has been on-going confusion on the M&E terminology, as partners are continuously bombarded by different terminologies and approaches by various uncoordinated donors. The major donors that are also present with own staff in Cambodia usually has more power to influence the partners. And even if terminology is explained there are translation issues, as well as dissemination issues within the partner organisations. A tri-partite inception workshop where all stakeholders get an understanding of both terminology and expectations would have benefited the project greatly.

A fourth challenge has been generally low capacity to at all reflect in terms of impacts (effects). The partners’ field staffs have generally low capacity to analyse complex information and produce analytical reports from the field. Second and third line managers also face challenges, when they cannot get the right information from their field staff, and have limited skills to explain what is needed. Some partners could benefit from a changed organisational structure to support monitoring, but that is not really the focus of the implementation as it focuses on tools and skills. More time should be allocated for deliberative⁶ discussions in their teams on what they see in the field.

However, changes have taken place in the organisations, primarily to create conditions to enable *impact-focused monitoring*. All partners except for one has introduced new generic field formats or modified old ones into their M&E system, to better capture also unintended effects from their work. A good opportunity to see whether this has any effect on the organisation will come with the submission of 2014 annual reports to donors.

Information flows and communication has been improved with information spread more widely in the organisations. Without staff actually knowing the ultimate objectives of their work, it is impossible to talk about *impact-focus*. A working internal information infrastructure and regular staff discussions on the objectives and how they are expressed in terms of activities are crucial to understand the changes due to the project, and how change come about. One partner did indeed extend their focus in the project to also cover the flow

⁶ A *deliberative discussion* aims to seek consensus on a specific matter. It is characterized by being (1) *Informed* (and thus informative). Arguments should be supported by appropriate and reasonably accurate factual claims. (2) *Balanced*. Arguments should be met by contrary arguments. (3) *Conscientious*. The participants should be willing to talk and listen, with civility and respect. (4) *Substantive*. Arguments should be considered sincerely on their merits, not on how they are made or by who is making them. (5) *Comprehensive*. All points of view held by significant portions of the population should receive attention. (Fishkin J. S. & Luskin R. C., 2005)

and structure of their work, clarifying who is doing what and reports to whom, placing the M&E system in the larger organisational framework. This will enable an organisation-wide understanding of expected results and unintended effects.

Coaching processes has been applied with various levels of success. In the best of times, it creates a close cooperation between the VBNK coach and the participant in the project with step-by-step improvements. The challenge is in that particular case not the session itself, but more the irregularity of the coaching sessions due to other organisational processes. In other cases the coaching sessions more resembles workshops or even trainings. This depends often on the preferred dynamics of the partner organisation. Group coaching is often very challenging as groups in Cambodia expect the facilitator also to be a provider of expertise – the opposite of being a coach. VBNK introduced a specific reporting format based on GROW⁷-model for coaching to support the process of each coaching session and keep it as such and it has been increasingly used.

Through the coaching some notable successes can be seen: partners have been able to shift their focus from the capacity of staff to look more into their processes and division of work. With modifications to the latter, rapid improvements can be made with increased staff satisfaction. One advantage of coaching is that it can be used to widen the perspective without prescribing clear-cut solutions. Through the questions asked by the coach, the coachees can safely explore new themes and spaces.

Overall, by building systems and studying and modifying organisational processes, each staff member more easily can be a leader for themselves and others. The result is increased staff satisfaction. The challenge VBNK has faced is that any change will feel like an extra burden, even if the change is supposed to reduce the current stress and workload. The solution to this is probably, as advised above, to let the coaching be blended-in in ordinary workdays, in order to create an environment where small improvements are continuously introduced, rather than brought in, in large chunks through irregular group “coaching”.

⁷ GROW stands for Goal, Reality, Options and What-to-do (commitments). It is a model to discuss the coachees experience and challenge, and find options for him/her to try new solutions.

III. RESULTS & EFFECTS

Capacity building that changes the mind-set and builds confidence of the participants is a primary objective for VBNK regardless of learning topic. This is achieved by emphasizing active participation and to secure that the participants' personal perspectives' on the topics is raised and also contributing to the curriculum. This is the core of all VBNK facilitation and what is within the sphere of control of VBNK. It is visible in all studied projects, maybe with the exception of LMDP which in this phase relied more on traditional approaches to knowledge transfer. Still, we can see results in terms of improved leadership, both of self and of others, in all projects.

The theme for this Impact Assessment is focusing on building leadership. In the following section we will describe some lessons learned and bring in some recommendations for not only improved leadership development programmes but also other aspects that we as been noticed in the research.

1. Strengthening the leadership through capacity building

The influence our participants have on their organisations is varying greatly, depending on many factors outside the control of VBNK. Nevertheless, some lessons learned can be drawn from the experiences:

- Alignment with current organisational change processes is necessary to create sustained change on the organisational level. The organisation needs to give space to the individual participating in learning events, either through change in the organisational structures or securing, preferably beforehand, that the new skills will be supported by introduction of modified policies and instructions.

As VBNK is aiming at working more and more on comprehensive organisational development (rather than stand-alone training) and thereby take a more broad responsibility to support partners, VBNK can improve effectiveness by already in the planning stage make more in-depth analysis of upcoming and current organisational changes at the partner organisation in order to see what the individual participant realistically can contribute with to the change.

- Coaching and mentoring processes are easier to align in organisational development processes. It can support partners' staff and in particular the managers, to manage necessary changes and their daily challenges. However, coaching processes needs to be regular and less attached to major fixed processes, for example by shifting the focus from the objective of developing a new strategy plan, to the objective of improving the step-by-step process (of developing a strategy plan).
- It is a difference to train and coach future or junior leaders compared to more senior leaders, and compared to people who just needs to exercise leadership over themselves.
 - *The young future or junior leaders (apprentices)* need to build their general confidence and self-awareness. They are more open to self-reflect, and have less legacy and position to defend. Leadership development programme for them might be more disconnected from the organisations they work in; VBNK might not be able to set organisational goals for their organisations as it is very difficult to assess their leverage in their organisations. However, those participants could be supported to set more personal goals and indicators.

- Active leaders struggle every day with their leadership issues. While they likely need opportunities for introspective into themselves, they are also in constant need of daily support to resolve various dilemmas with staff, money and implementation of projects. They would likely benefit from more coaching and mentoring. Objectives in those cases can be more tied to organisations, and the coaching/mentoring sessions should focus on supporting the change management itself, more than the process of actually develop for example strategy plans or policies (i.e. when giving leadership training, instead of saying VBNK support the new strategy plan in terms of finding the right contents or format, we say that VBNK support the *process* of developing and possibly disseminating the new strategy plan).
- Leadership development programme for non-line managers should typically focus on personal development. It should open the eyes for when personal leadership is needed, and how a non-manager advocates and build support for the tasks they are responsible for. For example, finance staff needs to understand how to create an environment where their needs of control is well understood. Technical staff needs to learn how they can learn more about their work, and identify which degrees of freedom they have to shape their daily work, and how to advocate properly for change. They also have a need for coaching sessions to identify stumbling blocks to change.
- At points these groups have common interest and can share events. At other points, they need more individualised approaches, with more individualised objectives. A modified Leadership Development Programme might be partially divided into these three staff categories. The first group is the young leadership trainees, the second group organisational mid-level and senior management and the third group technical staff without supervisory responsibilities.
- All the cases in this Impact Assessment report show that it is difficult to attribute interventions to organisational change, especially in perspective of strengthening leadership capabilities. Even to say that an intervention contributes, can be difficult to evidence. By for example developing a Theory of Change for each major programme, identifying which change pathway VBNK address, VBNK would be better positioned to monitor and evaluate the impact, and also value its contribution by balancing it with other enabling or disabling contributions to organisational development.

2. Programme design and methodology

As has been mentioned above, there is a challenge to clearly link participants increased knowledge (output) and *use of output* to overall organisational change. We could maybe say that the objectives are set too high, however it is probably more positive and adaptable to talk in terms of establishing a Theory of Change for each major programme and that way identify both on which level VBNK activities actually are able to influence, as well as what other factors can influence the results. With a Theory of Change, complete with established pathways of change, VBNK objectives can be more clearly defined and expectations become more realistic, as it may also include other contributing factors.

- VBNK should develop a project development methodology that involves a structured analysis of what changes can be expected from an intervention and what other contributions are needed to achieve that expected change (Theory of Change).

3. Influencing use of output – some reflections

VBNK facilitation is supporting participants to identify how they can apply their learning. From this Impact Assessment, it can be seen that participants generally feel satisfied with the activities and there is meaning in the activities and the concepts provided.

Participants in the LDP feel they have improved their understanding of themselves and of others and changed their personal behaviours and that has created a better work environment around them. Participants in the Activity Based Budgeting programme have learned how to improve their budget work and take responsibility for what they are doing. In the LMDP, which had a more traditional approach, participants feel they have learned more and have also shared their knowledge and materials to colleagues. Supervisors also acknowledge that their participating staffs have come back to office with new ideas and also energy. In the BCIF programme, we can see that new systems for monitoring have clarified for staff who should do what and how to collect information better thus professionalising them. All projects with the exception of Activity Based Budgeting are still on-going and there is still room for VBNK to reinforce the learning and encourage participants to apply their learning.

Increasingly VBNK is using post-training coaching to follow-up on the participants' application of their learning. The training room, which can be seen as a laboratory, is through this coaching meeting the reality; some learning will naturally not be very useful because of personal work style, while other learning still is relevant but not applicable due to the organisational context or resistance from management and colleagues. Then coaching comes in very handy to help adapt the learning.

Coaching is in this sense both providing additional motivation to push for applying the learning, as well a monitoring tool to provide VBNK with further knowledge about what works in the capacity building activities and not. Appropriate coaching, head-to-head or in small groups, supporting the participants own motivation, balancing the opportunity of new knowledge with identified organisational limitations, can enable a participant to take the first steps to use the knowledge gained. This is particularly helpful when supporting junior leaders and general staff to raise their voice, have opinions, and bring up ideas and give clear policy-based instructions to staff that might be higher in the hierarchy.

4. Promoting our sphere of interest

The vision statement of VBNK is:

“VBNK wants to see positive social change, where all people are able to learn and grow with dignity, respect and confidence and contribute to social development in Cambodia.”

Good leadership skills are crucial to develop in order to see this vision come true. To what extent are VBNK activities, in particular the programmes studied in this impact assessment contributing to the vision statement?

The answer on this question is not easy to give. We will in this section just compare two of the studied programmes: LDP and LMDP. Many assumptions need to be made. Some noticeable facts can however be done:

LDP is unique in Cambodia. There are no similar leadership trainings for active professionals. There are of course shorter course for a few days or for a week. There are also opportunities at some universities to study for a Masters of Business Administration (MBA) which may contain courses on leadership and management. The focus on self-awareness in the leadership equip

participants with at least basic understanding of the mental processes in themselves and subsequently also in others. This alternative approach to build leadership capacity will transform not only the immediate work life, but also family life. This is also confirmed by several participants in LDP. It is the strong belief of VBNK that if more people had access to this learning on the self, the society overall would benefit with less conflict occurring and more ability to take charge of one owns life as well as leading others to accomplish their dreams.

The other studied programme with a strong leadership is the LMDP. While Cambodian civil society consists of small, independent organisations with generally a tight external control, extensive requirements from funders and constantly and in constant competition with other organisations looking for funds forcing them to continuously improve, the situation is entirely different for the government.

RCG administration rests heavily on legislation and political restrictions with naturally slow change processes. It also suffers from the recent past history of conflict and instability, and is now slowly unfolding to become more independent from day-to-day politics with increasingly clear processes and improved accountability in service delivery to citizens. The above forces mentioned, the influencing development of civil society organisations has not affected the government administration the same way. The LMDP also focus thematically on more technical capabilities, rather than the more soft skills of LDP.

It could be said that LDP aims at raising the lowest bar in terms of managing relationships in and between organisations and stakeholders, while LMDP raise the lowest bar in technically managing the organisation. In both cases, the VBNK activities serve as a change catalyst. LDP participants learn how to become more effective in their daily interaction with colleagues and grassroots people to achieve the vision of VBNK. They are essentially social workers that need those interpersonal skills to make change on the ground. The LMDP participants are more bureaucrats, following detailed scripts of instructions, depending on the need they are obliged to satisfy. Also in their case, their improved ability to run their workplace according to good organisational practices and the law, service levels to citizens are likely to improve, enabling them to take more active role in society overall.

Ultimately, it will of course be very difficult to clearly measure the VBNK impact on the social situation overall. VBNK is in the national context a very minor actor. Can VBNK improve the ability to measure long-term impacts? It could be possible if resources are available to make a more longitudinal study to select a number of participants to follow for two to three years after finishing any of the major training programmes to see how the VBNK activities shaped their professional life and opened up new opportunities. The same idea could be applied for the organisations that use the VBNK services for developing policies, strategy plans and any other policy document or plan.

IV. CONCLUSION

VBNK has for years provided capacity building on various aspects including management and leadership to support organisational development. VBNK provided guidance to make both managers and staff more competent and more in control of their work tasks. This Impact Assessment has taken a look at four projects from a leadership perspective in its broadest sense, and how participants in VBNK activities has encouraged managers and staff to take the lead in developing their organisations to be more effective and pleasant to work in.

The Impact Assessment shows that on an individual level, participants are satisfied with the delivery from VBNK. This is a positive sign that they will be able to implement changes on the organisational level by trying to use their skills.

However, VBNK cannot guarantee that sustained organisational change will take place due to the efforts by the participants, regardless if they are managers or staff. To understand under which conditions a participant, especially those in leadership programmes, can influence their organisation is a key challenge for VBNK and also a good general subject to learn more about in the specific Cambodian context where VBNK is active. This will require both a theoretical approach that addresses how influence is exercised in Cambodian workplaces, as well as practically further strengthen the monitoring methodologies of organisational change.

V. KEY RECOMMENDATIONS

During the process of this Impact Assessment, many lessons and ideas for overall improvement of processes and approaches has been identified. Some of it has been mentioned previously in the report and can be concluded as follows:

- ✓ Some project objectives seem to be set too high. It is important to carefully analyse what change can be identified from an intervention. *By always creating a Theory of Change for each major project, VBNK will better know what influence a project or programme can have, or VBNK choose to have, and what other influences are required to make the expected organisational change happen.* This is particularly true for leadership and management interventions.
- ✓ Leadership is a broad concept and means different things for different people. *For future leadership and management development programme, more care should be taken to adapt selected programme moments to the actual situation, needs and ambition of the participant.* Also objectives could be defined differently for the various categories of participants.
- ✓ *Alignment with current and planned organisational change processes is crucial in order for any participant to make the most out of the learning programmes, regardless if it is leadership or a technical skills development.* Through the organisational change process, a space can open up for the new knowledge and skill to be practiced. VBNK should make a habit of more carefully analyse how the transferred skill is supposed to be used.
- ✓ Regular on-site coaching on broad and vaguely defined learning processes (like “improving the M&E”) do not benefit from being too tied to organisational processes. *Longer-term coaching interventions should be regular over time regardless of organisational processes.* If it is too tied, a delay in the organisational process will break down the coaching cycle of goal setting, discussion, commitments and follow-up of commitments.