

Learning for capacity development: a holistic approach to sustained organisational change

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Abstract

This article describes a holistic approach to organisational development that promotes learning and its integration into everyday work practice. It presents the approach and how it leads to genuine organisational transformation, increased organisational efficiency and resilience during change. When an organisation is both willing and able to engage with a holistic approach, the results are significantly better than any that external one-off interventions or standalone training programmes can produce.

Key words

Holistic approach to organisational development, establishing a learning culture, learning forums, partnership agreements, organisational readiness and resilience

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Background

Civil society organisations are under ever-increasing pressure to adapt to the ever-changing complexities of their external environment. However, cultural factors, organisational and individual blocks and poor analytical and adaptive capacities prevent them from stepping back to review their work with a critical eye. This stops them responding appropriately to the development challenges at hand and adapting to the changing environment in which they are operating. Too often, civil society organisations—caught in the pressure of fundraising—assume this lack of “change-ability” is inherent in working in fast-changing and uncertain environments. They resign themselves to lower levels of organisational effectiveness, efficiency and resilience than could otherwise be had. To overcome these blocks, it is necessary to view capacity development as a means of encouraging learning *for* development (ECDPM 2008).

To facilitate the adaptation of organisational behaviour, organisational development (OD) practitioners have long advocated for interventions that increase an organisation’s effectiveness and viability. Bennis (1969: 2) describes OD as “a complex educational strategy intended to change the beliefs, attitudes, values and structure of an organisation so that it can better adapt to new challenges and the dizzying rate of change itself”. Positioning OD as an educational endeavour implies it is an on-going effort to improve an organisation’s problem-solving and collaborative efforts, ultimately leaving it with new ways of working and the ability to take corrective steps towards renewal and development as and when the need arises.

Systems thinking practitioners see organisations as a holistic interplay of beliefs, values and behaviours that impact their whole structure. OD therefore involves intervening in an organisation’s processes, by drawing on theories of learning and of self-analysis and self-reflection. Wheatley (2005: 26–27) posits that organisational systems know best how to take care of themselves and can self-organise. Relationships and a shared sense of purpose are central: “the process of organising involves developing relationships from a shared sense of purpose, exchanging and creating information, learning constantly, paying attention to the results of our efforts, co-adapting, co-evolving, developing wisdom as we learn, staying clear about our purpose, being alert to changes from all directions”. That is, the ability to change is already there, but the organisation must work to let this change-ability come into effect, rather than standing in its way.

Following on, OD interventions attempt to influence the staff in an organisation “to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption [...] is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals” (Neilsen 1984: 2–3). The role of an external consultant is thus to be a change catalyst, helping an organisation define and solve its own problems.

An approach to sustained organisational change

VBNK is a Cambodian non-governmental organisation (NGO) that facilitates capacity development of Cambodian and international NGOs and government ministries working in the Cambodian social development sector. Over the past six years, it has drawn on a holistic

learning approach to OD with Cambodian NGOs, one which employs interventions such as workplace coaching and peer learning forums to encourage reflexive practice and promote learning and its integration into everyday work practices (Pearson 2011). The approach has been shown to produce positive and lasting outcomes and to lead to sustained organisational change and more resilient organisations.

This article builds on accounts of the effectiveness of the approach (Pearson 2011; VBNK 2008) and subsequent field experience to provide guidance for others when conducting holistic OD interventions. Using a systems perspective to work holistically with an entire organisation, the approach draws on a continual process of participatory self-assessments; co-identification of priority development areas expressed as learning contracts; tailoring of capacity-development interventions to meet the needs identified; implementation of change plans to bring about team and organisational performance improvement; and integration of reflection and learning into everyday work practices.

The approach came about when VBNK partnered with the Dutch Inter-Church Organisation for Development Cooperation (ICCO) to improve the organisational and financial capacity of 18 of ICCO's Cambodian partner organisations. To achieve this, they implemented a comprehensive OD programme in three main stages with all partners simultaneously:

- Stage 1: Building understanding, commitment and ownership for the change process by involving target organisations actively in defining and solving their own problems through participatory and holistic organisational assessments.
- Stage 2: Providing opportunities to build specific skills and competencies as prioritised in Stage 1.
- Stage 3: Establishing a learning culture by providing opportunities for reflection and on-going learning and course correction.

Stages in the process

Stage 1: Building understanding, commitment and ownership

In addition to building agreements on identifying priority intervention areas, this initial phase contributes to increasing an organisation's awareness and understanding of its own capacity needs as well as of the processes needed for sustained change. This provides the foundation for commitment to and ownership of the change process on which the organisation is about to embark.

Activities in this stage typically include participatory organisational assessments; co-identification of priority development areas; negotiation of intervention objectives; co-creation of change plans; a partnership contract between the target organisation and the external intervention team to clarify the roles and responsibilities of all parties involved; detailed orientation sessions on how the change approach will work and what it can offer; and interviews and documentation review.

The intervention team also works to develop open dialogue and trust of the intervention from the outset and explains the importance of two-way collaborative relationships. Although this may appear time- and cost-intensive (especially for organisations looking for quick results), sustained organisational change will not happen without trust.

Ensuring the organisational assessments are participatory and comprehensive helps support understanding and ownership of any capacity gaps identified. It also encourages dialogue and trust and allows the intervention team to establish its credibility. This is an essential precursor to a commitment to change.

The organisational scanning tool (OST) used looks at three levels of assessment:

1. Organisational management (legal basis and governance; values; culture; strategic planning; leadership, management and decision-making; staff capacity and people management; administration; finance);
2. Project management (project cycle management; reporting and documentation; monitoring and evaluation; learning and adaptation; gender mainstreaming); and
3. Strategic relationships (strategic relationships and advocacy; resource development).

OSTs, when used for participatory assessments, generate largely qualitative and subjective data. In some instances, respondents, reluctant to appear critical of their organisation, may be unable to provide the desired level of candour. Nevertheless, the collaborative dialogue on the results that the tools generate does bear fruit: *“I see someone rated recruitment processes as high, whereas most staff rated them low. Why is that?”* In this way, the OST can help establish a level of frankness that makes it possible to explore specific areas more deeply.

Once the assessment is complete, the intervention team meets with the target organisation to explore the results and to co-create plans to address the identified capacity development needs. This co-exploration and co-creation serve as the first opportunity to increase staff awareness of their individual potential to influence positive change within their organisation. A role for the consulting team at this point is to help the organisation recognise what it needs to do (rather than what it wants to do) to become a resilient and sustainable organisation. Considerable negotiation may be required to arrive at a final set of priorities, and to distinguish what is most needed from what is most wanted. Objectives and indicators for each of priority issue are then agreed between the target organisation and the consulting team. These are written into the learning contracts for the intervention to be used in the next stage.

Even at this early stage of the intervention individual behaviour may begin to change, as the engagement techniques encourage staff members to voice their opinions and contribute to the overall assessment of organisational needs. Some target organisations we have worked with report that, through this process, they gained knowledge that allowed them to self-assess more accurately their current organisational strengths and weaknesses as well as their needs.

It is important to note that we have found that an organisation’s reluctance (or that of its senior leaders) to engage in this very first step of the approach is a measure of organisational readiness to embrace change. In fact, senior management engagement in the change process has in our experience emerged as the single most important risk factor in the approach. This is discussed further in the section on lessons learnt below.

Stage 2: Providing opportunities to build specific skills and competencies

In this stage, various interventions, in the form of skill-building trainings, workshops and workplace coaching sessions, are tailored to the needs and priority development areas the organisational assessment process identified. Each intervention is designed to build the knowledge, skills and confidence needed for sound management of sustainable organisations. Depending on the needs identified, a menu of skill-building activities is made available.

Organisational management activities can include budget planning and monitoring; fund monitoring; boards and governance; internal communications; leadership and management; monitoring and evaluation; problem-solving; project design; report writing; roles and responsibilities of management teams; strategic planning; and values. Financial management interventions may include accounting systems; budget planning and monitoring; donor and fund monitoring; finance and accounting tips; financial manuals; and internal control. Strategic relations look at areas such as effective partnerships and managing donor relations.

Some activities lend themselves to training, others to coaching. Classroom-based trainings and on-site workshops using creative processes are designed to engage staff in a highly interactive learning process that is both stimulating and fun, and in which the target organisation's needs and existing capacities drive the topics, methods and pace. The interventions are reflexive, responding to the increasing awareness and changing needs of the target organisation as it progresses through the intervention. In training sessions, staff members are accountable for evaluating their own practices and their organisation's structure, policies and procedures, and for making decisions on how to improve individual and organisational practice. In this way, staff learn to recognise, trust and build on existing knowledge and problem-solving skills—an ability that is key to achieving sustained organisational resilience.

Some interventions target horizontal groups such as management teams; others target more vertical selections (such as all levels of project staff coming together to work on monitoring and evaluation). A few activities, such as values clarification processes, engage all staff. Engaging multiple departments helps individuals visualise how different components of the organisational system are interrelated and interact with each other. The success of these skill-building opportunities is measured not by the completion of activities but through demonstrated understanding of and participation in the process of learning.

Stage 3: Establishing a learning culture by providing opportunities for reflection and course correction

During this stage, we draw on various techniques to support the development of an organisational learning culture. These include learning forums (plenary sessions) to encourage peer learning; the use of an Action-Reflection-Learning-Planning (ARLP) tool (Taylor et al 1999); on-site visits; and follow-up and monitoring activities. The emphasis on reflection ensures that learning is deepened and embedded in workplace practice. Indeed, structuring the interventions and providing regular and focused follow-up is a deliberate strategy to move learning into action. Coaching sessions also provide opportunities to monitor progress against objectives and indicators.

On-site visits allow the intervention team to provide intensive on-the-job training, facilitation and coaching. In between these visits, staff members of the target organisation work to complete learning implementation assignments and to apply their new learning to existing work. The intervention team and the target organisation makes commitments as to what activities will be worked on between visits. These activities help embed the learning into workplace practice and develop skills in problem solving.

As noted, follow-up activities provide an opportunity to monitor organisational changes and workplace dynamics and to engage staff throughout the organisation. The intervention team prepares for sessions based on prior session commitments, but must be willing to revise this based on emerging organisational priorities. This means adjusting in real time to the realities

they find when they arrive and encouraging staff to voice what is most alive for them. We find this helps keep staff engaged because the topics have immediate personal relevance.

In addition to on-site visits, the holistic approach can make use of plenary learning forums. The topics for these are selected through feedback and suggestions from the organisation and from the intervention team's own assessment of priority issues. Plenary topics might include, for example, "Becoming a Learning Organisation" or "Impact and Change". The forums are designed to provide opportunities for peer learning; to create confidence and community; to challenge existing models of learning; and to help a target organisation visualise the logical progression of their learning journey towards building a strong organisation.

Viewing organisations as part of a larger system requires a target organisation to develop an understanding of where it is in its development and to build from that starting place. Early in their development, organisations may not have awareness of the benefits of changing core ways of functioning engrained in their culture. It becomes the responsibility of the intervention team to hold that vision that the target organisation may not be able to see. To do this, the intervention team starts with the essential changes the target organisation recognises, and then, through growing awareness, shares how changes they are making in one area affect the whole organisation and ultimately the beneficiaries they serve. The learning forums provide an opportunity to build this awareness and also to foster learning from within.

Lessons learnt

This section discusses some of the challenges encountered in applications of this holistic approach and offers some lessons learnt.

Commitment of the whole organisation, especially the leadership, is necessary for change to happen

Success in the first stage of the approach is influenced mainly by the intervention team's ability to facilitate change conversations and, in particular, to encourage directors and senior management to commit to and engage in the change process. Obtaining commitment and engaging staff at all levels throughout the life of the intervention is a major challenge. An organisation's leadership or senior management may lack the capacity to lead and manage deep change processes within their organisation, or may not demonstrate consistent engagement. They may be unwilling to do so for a variety of reasons, such as cultural and political ones, or they may simply not be able to grasp the value and importance of change initiatives for the future well being of their organisation. Consequently, directors in target organisations may become bottlenecks to change by discouraging relevant interventions.

To overcome low director engagement, we draw on one-to-one orientations and personal and confidential peer-to-peer coaching sessions (matching a senior facilitator from the intervention team with the director).

Organisational readiness is the primary indicator of future success, and leadership determines readiness

The commitment and involvement of directors and other senior leaders have proven a key factor in determining how successful the holistic approach to organisational change can be. Simply put, without a director's participation in and understanding and ownership of the change initiative, the tone is set for similar reluctance among staff. Regardless of staff capacities, changes will not happen in organisations where senior managers do not support

the implementation of change. If the director does not champion the change process, staff members will quickly lose any motivation to action.

“Our director did not participate. [...] There were many topics we learned, such as leadership and management, team-building, problem-solving, which [...] we expected would help to solve our internal problem between management and the implementing level; unfortunately, it didn’t change.”

Employee from partner organisation

In our experience, staff whose director is not fully engaged in the change intervention may be reluctant to contribute to change plans themselves for fear of judgment or even retribution. In such cases, staff members express concern that they will appear boastful. If a staff member demonstrates that s/he knows something the boss does not, it will cause the superior to lose face (and the staff member could ultimately lose her/his job as a result). Such fears are common in Cambodia and can become a powerful factor in blocking change, initiative and risk-taking (Leng and Pearson 2006; O’Leary and Meas 2001; Ty *et al* 2010).

However, when directors demonstrate willingness to learn and to change, and when they champion the change process, staff motivation increases dramatically. An important component of the holistic approach is therefore the capacity-development work that needs to be undertaken with senior managers and directors, through which they can learn to delegate and empower staff to take ownership and try out new ways of working.

Understanding the readiness of an organisation to implement change is often overlooked in change planning, even though this is a critical success factor, as is identifying and engaging with resistance.

Engaging with resistance is critical to success

Addressing multiple interlinked capacity issues simultaneously can help in confronting long-held norms and expectations about capacity development. Moving from traditional one-way transfers of knowledge to participatory learning approaches that draw out existing knowledge and experiences can be challenging for some. Those new to facilitated learning processes may find it difficult to participate fully and contribute their own ideas. Others may find it hard to leave the comfort of their old habits and adopt new systems and procedures. Only when there is a foundation of understanding and trust (see Stage 1) will shifts in attitudes and behaviour happen in support of a commitment to change. Further, building understanding and trust is not one-off, but a process that must be maintained throughout. Once in place, good relationships and trust support clear communication, openness to capacity development and willingness to change. Resistance to change in general should not necessarily be seen as something negative but as something that needs to be managed carefully.

Setting and reviewing clear learning objectives and indicators enhances the learning process

Target organisations are asked to define their learning objectives as part of the contract for their participation in the OD intervention. While many organisations are familiar with setting objectives for trainings or workshops, organisational learning objectives may be completely new. Establishing clear learning objectives and indicators at the start and reviewing them regularly is helpful, not only for monitoring but also, when a review shows progress is being made, to build confidence within the organisation. It also enables good planning for a next round of activities. In our experience, organisations that do not agree on clear learning objectives and indicators at the start have less commitment and lower levels of participation.

Facilitation and coaching are highly effective methods to support learning and change

While training is the right approach for some needs, facilitation and coaching methods linked to learning-by-doing are most effective in helping staff improve their skills and gain confidence. Coaching conversations give the intervention team detailed information about workplace needs, on which they can build to tailor their interventions.

Follow-up coaching activities include helping to schedule implementation steps, getting staff to finish assignments on time and checking the application of knowledge in their work. Coaching sessions also provide good opportunities to monitor progress against objectives and indicators, although follow-up sessions are designed to be supportive, not an inspection. Most significant change stories (Davies and Dart 2005) are particularly useful because they allow individual staff members to identify how they are contributing to the organisational whole.

Learning forums support organisational development

Learning forums bring together a group of individuals to engage in face-to-face dialogue and collaborative problem solving around key issues. While each forum has an overarching focus, the agenda is not overly prescribed. Instead, interactive and creative processes provide space for participants to surface issues that are important to them. In the Cambodian context, we have found that peer-to-peer learning forums enhance personal relationships among participants and contribute significantly to OD through sharing of experiences and ideas, review of learning goals and achievements and formulation of future strategies.

A holistic approach to capacity development requires a diverse intervention team

Delivering on the complexities entailed in providing a comprehensive holistic approach to organisational capacity development requires a specialised (external) intervention team with diverse skills and knowledge. An important strength in our past applications of the approach is that local OD facilitators designed and implemented it, with only limited expatriate support. Expatriates play only an advisory role, and do not work directly with target organisations. This reduces the cultural barrier to change often found in expatriate-driven agendas, which may stifle creativity and local ownership through culturally inappropriate approaches to change and lack of knowledge transfer and skill development, among others. Working with a holistic approach to OD has yielded lessons for all development practitioners as to how they can provide opportunities and support to locally run interventions that lead to local solutions to capacity development.

Application and results

This section presents some of the outcomes the holistic approach to OD has helped achieve in various contexts.

As noted earlier, the approach described here was first developed with 18 of ICCO's Cambodian partner organisations. It evolved over a period of four years and delivered a wide range of capacity development activities to more than 280 staff. The end-of-project evaluation identified a number of important individual, organisational and programme changes within the different partner organisations.

First, many of the participant organisations subsequently integrated reflection and learning into their strategic plans to guide organisational growth; others expressed reflection and learning as an organisational value. Individuals were able to provide concrete examples of how learning was taking place within their organisation following their participation in the

holistic OD intervention, at either programme or operational level. Second, there is evidence that some individuals, through their experience of being in a facilitated learning process, then adopted learning practices and participatory facilitation in their work with communities.

Concrete outcomes with respect to behavioural and systems change included describing how organisational assessment processes were being used to self-assess organisational strengths and weaknesses and to identify priority needs to be addressed. Several staff members of participating organisations described how the holistic approach allowed them to “join the dots” and see the bigger picture. There was stronger articulation of the complexity of organisational management and how different management processes are interrelated and interact with each other. As a result, staff members reported they were increasingly involved in organisational matters from other departments, because they recognised these would impact the requirements of their own work. This is an important outcome, as it confirms the assumption made at the outset about the importance of members of an organisation expanding their candidness and taking greater responsibility for their actions as organisation members (Neilson 1984).

With such change-abilities, participating organisations reported increased confidence to manage and revise their systems to accommodate changes, a key indicator for organisational resilience. This reflects new understanding of good practice and also enhanced performance. Other outcomes included shifts in awareness and attitudes, specifically around issues of transparency, collaboration and confidence.

An assumption that underpins the theory of change for this approach is that, if an organisation works successfully through the three stages, its organisational effectiveness will increase, which in turn will result in notable improvements in development services delivered to communities. The end-of-project evaluation therefore explored this aspect. It found improved programme quality, enhanced accountability to the needs of communities and increased community participation in decision-making about community projects. Multiple organisations reported how community volunteers were invited to engage in the ARLP process and how feedback was then incorporated into the organisation’s work plans.

A follow-up evaluation study conducted one year after the ICCO Partners Project came to a close revealed that these changes had been sustained and, in addition, strengthened. One long-term achievement is the importance now given to staff empowerment within the partner organisations, and how this has allowed staff to have ownership of their work and to take positive risks (to try out their learning). This is significant in the Cambodian context, where hierarchy and control are pervasive, and points to a shift in leadership style and willingness to delegate. Indeed, directors were able to elaborate increased awareness and understanding of their leadership role and to provide examples of how they were engaging staff in decision-making and supporting them to learn from mistakes. Separate conversations with staff confirm these reports. The major contributing factor staff identified was how participatory approaches were being used to bring together all staff and leaders to openly discuss and exchange ideas, to problem solve and to plan a course of action. There were also indications that these translations were being transferred to interactions with communities.

“We changed the way to develop a project and write proposals. In the past, the director prepared project proposals based on worn ideas and limited information about the issues. [...] Now we develop projects based on reflection of completed projects and consultation with the target group and project staff.

[...] As a result, we have increased participation and collaboration from the target group in project implementation. I am more and more confident in proposal development and report writing.”

Employee from partner organisation

While the ICCO Partners Project operated over several years with many organisations simultaneously, and therefore needed a large team of trainers/facilitators with a diverse range of expertise, the following two case studies demonstrate that the holistic approach to OD can also be applied on a smaller scale with NGOs that have considerably fewer resources.

Case 1: Diagnosing the problem

In 2009, VBNK began working with a Cambodian NGO that provides health care to poor urban communities. The Cambodian NGO had recently localised, and the “mother” organisation (an international NGO) was expressing reservations about how its leadership was evolving. We were thus contracted to review the effectiveness and efficiency of the Cambodian organisation’s performance since its localisation. We approached the organisational assessment holistically, identifying capacity issues throughout the entire organisational system. This led to a set of recommendations for the mother NGO about the need to let go and how to do it; about clarifying the structure and roles of the board; and about the role of the Cambodian NGO’s leadership in helping staff understand the shift towards a more integrated programme. The assessment produced several key findings that provided the basis for subsequent capacity-development interventions and on going coaching for the staff of the Cambodian NGO. The organisation itself claims the co-assessment process helped it to pinpoint and address blocks and to come up with its own solutions to move closer to realising its vision and mission.

Case 2: Managing relationships

In 2008, VBNK conducted a capacity assessment for an international NGO that works through local partners to implement its sexual and reproductive health programme. A holistic organisational assessment was carried out to identify partner organisational strengths as well as areas for improvement, and to help partners set an agenda for change. As the international NGO was facing pressure from its donor to promote robust and transparent human resource and financial practices—in fact continued funding was contingent on this—determining organisational readiness was a critical factor. The assessment covered previous performance as an implementing partner and also readiness to join the process. One partner director was not ready to talk about his organisation’s weaknesses or to accept that he could learn through the co-assessment process, and so elected not to move to the next step.

VBNK was subsequently commissioned by the international NGO to work further with the nine identified partners to facilitate their OD. We began by working with the leadership of each organisation to help them develop and communicate the business case for addressing the identified areas for change. Though not formalised, early discussions on expectations provided the basis for a partnership agreement and were a reminder to VBNK that, while we had been contracted to work with the Cambodian NGOs, we had to attend continually to the international NGO’s needs and also manage the relationship with each of the nine implementing partners. We had to establish trust by committing to work with the partners on their organisational issues without exposing weaknesses to the international NGO.

From the outset, the international NGO was clear about its priorities, namely, to ensure all partners would review, update and implement transparent and accountable human resources

and finance policies and procedures; and to monitor and report on implementation. This immediately caused tensions. Most of the partners were small and relatively “young”, and thus had limited capacity to meet the requirements imposed within the short timeframe. At the same time, they could see they were being offered an opportunity to strengthen their institutional capacity without having to pay a consultancy fee. They were thus enthusiastic and expressed a desire to accomplish many things in the time allocated. There was a tendency to want to fix everything quickly rather than to take a more measured approach that would allow them to fully understand what they were doing and why and to internalise the learning along the way.

While our primary mandate was to strengthen the Cambodian NGOs’ policies and procedures, we wanted to be sure we were not just rubber-stamping them all. We also wanted to find ways—wherever possible—to contribute to other needs that might arise. Negotiating change plans with each partner took time, but eventually we arrived at written partnership agreements with each of them. These preparatory meetings set out to build a common understanding about the meaning of partnership and to clarify mutual expectations for the partnering relationship. Equally important, they were intended to build trust and to reduce anxiety about the change process, in particular to overcome a persistent concern that there might be roll-on effects. For example, would the international NGO use the findings to cut funding? Would “sensitive” information be publicised more broadly? The partners also expressed concern about balancing their regular programme activities and committing time and people to working on upgrading their policies and procedures.

Doing this groundwork was a time-consuming process and required patience and perseverance and the ability to listen carefully and show empathy. We advised the Cambodian NGOs to calm down and reduce their frustration (and, in some instances, anger). We encouraged them to step away from their in-the-moment feelings and to focus on how they wanted to position their organisation in the future, so they would remain relevant and attuned to social development needs in Cambodia. A second challenge was to deal with their wish to get as much done as quickly as possible. This meant, for example, helping them see it would be to their advantage to commit to a step-by-step process of change. For example, reviewing and revising the policy document was the end game, but the process was equally important. Making space for staff to get involved and to provide input would ground the resulting policies and ensure understanding and buy-in among staff in relation to any proposed changes.

Conclusion

When an organisation is both willing and able to engage with a holistic approach to their OD, the results are significantly better than any that external one-off training programmes can produce, and both individual staff and the whole organisation are able to function more effectively. Moreover, if leadership and senior management support the promotion of learning and its integration into everyday work practices, change can be sustained over time. This confirms our assumption that, for learning and change to take root, capacity development needs to take place at multiple levels in an organisation.

While the approach described here has been developed to tackle issues that are specific to the Cambodian development context, many of the stumbling blocks to organisational change that the approach helps overcome in Cambodia are also found in organisations elsewhere. We believe, then, that the lessons have application more broadly.

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