

## Capacity Development Methods

CD Method	Characteristics	Useful for?	Helped by?	Resource implications
The most common name for the method	Description of the method	Applications of the method	Factors which help ensure the method is as effective as possible	Time, money, infrastructure, competencies (skills, attitude etc)
One-off intensive training course	A structured event held in the workplace or in another venue. Often following a Training Needs Assessment, it will be designed around learning objectives. Each session will have predefined objectives and content materials, with a detailed session plan to guide the trainer. Training methods vary - from traditional 'classroom' style to the highly participative action-learning approach. Participants may be from one organisation or team (in-house training) or from a variety ('open training' event).	<ul style="list-style-type: none"> <li>✓ Enhancing capacity at an individual level (competencies)</li> <li>✓ Conveying knowledge in a structured way</li> <li>✓ Ensuring that 'core' content is covered</li> <li>✓ Ensuring that members of one team/organisation are exposed to the same content and materials</li> </ul>	<ul style="list-style-type: none"> <li>• See Getting the Most from Training checklist (in annex) on key considerations.</li> <li>• Combining another support method with the training course, such as follow-up coaching; peer support groups etc.</li> </ul>	<ul style="list-style-type: none"> <li>• High overall cost (preparation and event costs such as venue; food etc)</li> <li>• Access to good training venue</li> <li>• Requires quality control of trainer/s</li> </ul>

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<p><b>Modular training course</b></p>	<p>Based on action-reflection cycle, this is a series of structured events held over a pre-defined period of time. Participants often are asked to do an exercise on the topic of each module between each time they meet, or put the content of the module into practice in their workplace.</p>	<ul style="list-style-type: none"> <li>✓ Combining theory with practice</li> <li>✓ Enhancing capacity at an individual level (competencies)</li> <li>✓ Conveying knowledge in a structured way</li> <li>✓ Ensuring that 'core' content is covered</li> <li>✓ Ensuring that members of one team/organisation are exposed to the same content and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the same as in checklist (in annex)</li> <li>• Support by the facilitator/trainer in between modules (visiting workplace if at all possible)</li> </ul>	<ul style="list-style-type: none"> <li>• Extended period of time needed to dedicate to the course</li> <li>• High overall cost</li> <li>• Access to good training venue</li> <li>• Requires quality control of trainer/s</li> </ul>
<p><b>Technical expertise /advice</b></p>	<p>The focus is on the technical or professional <i>content</i>, or the technical <i>systems</i> required for the work to be effectively implemented and managed. Delivery may be as part of on-the-job accompaniment, or it may be delivered during a special visit to the organisation.</p>	<ul style="list-style-type: none"> <li>✓ Very focused interventions which have clear outputs or products</li> <li>✓ Particularly useful for developing new systems at organisational level</li> <li>✓ Ensuring quality standards</li> <li>✓ Can be used at the level of enhancing individual knowledge and skills</li> <li>✓ Appropriate for role of 'reflective observer' at low intervention stage</li> </ul>	<ul style="list-style-type: none"> <li>• Requires clear and specific terms of reference</li> <li>• Advisor needs strong adaptive skills and sensitivity to the context for the application of the technical content</li> </ul>	<ul style="list-style-type: none"> <li>• Investment in preparation time</li> <li>• Advisor may need access to infrastructure, people etc.</li> </ul>

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Mentoring	Mentoring involves passing on tips from experience, attitudes, knowledge, contacts etc. from more experienced individuals to less experienced staff. The 'mentor' will be someone with an established reputation in the specific field. It may take place within an on-going relationship. The participant would normally set the agenda and have control over the timing etc.	<ul style="list-style-type: none"> <li>✓ Building individual confidence</li> <li>✓ Reinforcing individual attitudes</li> <li>✓ Networking</li> <li>✓ Leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• Important that the individual 'mentee' has choice of who will be their mentor</li> <li>• Helpful to have an agreed structure to the sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of timing that suits both mentor and mentee</li> <li>• Empathy and openness to share</li> </ul>
Coaching	Coaching is similar to mentoring but does not usually require that the coach has direct experience of their client's formal occupational role unless the coaching is particularly skills focused. The expertise of the coach is more in the coaching method itself.	<ul style="list-style-type: none"> <li>✓ Enhancing individual skills</li> <li>✓ Strengthening the application of newly acquired knowledge</li> <li>✓ Structured reflection at individual level</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to have clear goals</li> <li>• Focus on performance improvement</li> <li>• Links to programme or organisational objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching skills</li> <li>• Strong inter-personal communication skills</li> </ul>

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<p><b>Management or OD consultancy</b></p>	<p>Intervention of an external consultant working to a specific Terms of Reference related to the internal functioning of the organisation or helping the organisation through a change process.</p>	<ul style="list-style-type: none"> <li>✓ Facilitating 'deeper' organisational change</li> <li>✓ Addressing leadership issues</li> <li>✓ Team building</li> </ul>	<ul style="list-style-type: none"> <li>• Most effective when located within holistic context or framework</li> <li>• Requires careful matching of consultant to client</li> <li>• Realistic ToR</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of individuals with consultancy skills</li> </ul>
<p><b>Facilitated workshop or exercise</b></p>	<p>An event which is designed around specific objectives. These objectives can focus on the development of ideas and knowledge, or on the production of a specific output.</p>	<ul style="list-style-type: none"> <li>✓ Advancing particular initiatives via collaborative production of relevant outputs.</li> <li>✓ Useful for intensive reflection and harvesting</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of purpose and outputs</li> <li>• Identification of appropriate methods to be used during event</li> <li>• Requires close facilitation to ensure objectives are met</li> <li>• Identification of appropriate participants</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitation skills</li> <li>• Availability of appropriate participants</li> <li>• Can be costly</li> </ul>

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<p>Leadership development</p>	<p>Usually applied in a medium-term programme targeting existing or potential future leaders. This programme may draw on a mix of methods.</p>	<ul style="list-style-type: none"> <li>✓ May support and encourage individuals without formal leadership positions but who play an important influencing role within the organisation or team</li> <li>✓ Useful as part of a leadership renewal strategy</li> <li>✓ Useful as part of an overall organisation change process</li> </ul>	<ul style="list-style-type: none"> <li>• Clear criteria for selection of participants</li> <li>• Support from line manager or supervisor</li> <li>• Clarity within the organisation or Unit about the role of leaders and the ideal competencies required to effectively fulfil the role</li> </ul>	<ul style="list-style-type: none"> <li>• Need to ensure commitment of time to the programme</li> <li>• Funds available for an extended programme</li> </ul>
<p>Internships</p>	<p>The placement of an individual within a team or organisation for a pre-determined period. Usually, it is someone who has recently graduated or is embarking upon a career.</p>	<ul style="list-style-type: none"> <li>✓ Can help access to new methods, technical knowledge etc.</li> <li>✓ Useful for gaining a new perspective i.e., if the recipient team is a bit 'stuck' in their ways</li> <li>✓ An additional human resource</li> </ul>	<ul style="list-style-type: none"> <li>• Receptivity from 'host' team/organisation</li> <li>• Respect for the intern and responsiveness to their needs</li> <li>• Clarity on roles and responsibilities re: support to the intern</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Time to support the intern</li> <li>• Intern's costs will need to be covered</li> </ul>

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<p>Exposure or exchange visit</p>	<p>A pre-arranged visit aiming to learn about a specific experience, or gain an exposure to the ways of working of another organisation, institution, team etc.</p>	<ul style="list-style-type: none"> <li>✓ Similar benefits to 'shadowing'</li> <li>✓ Can be used to address many different capacity areas</li> <li>✓ Can build relationships beyond the one-off visit</li> <li>✓ Useful for gaining new perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and specific objectives</li> <li>• Identification of appropriate 'host'</li> <li>• Clarity about how the learning will be applied</li> <li>• Clear criteria for selection of individual participants</li> <li>• Follow-up mechanisms, including via performance management</li> </ul>	<ul style="list-style-type: none"> <li>• 'Host' needs to make time available</li> <li>• Potentially high cost</li> </ul>
<p>Community of Practice</p>	<p>Often 'virtual' in nature (i.e. exchanges are held over the internet), this is a group of individuals who share their experiences and build their knowledge together. They are focused on specific themes, technical or professional areas, processes etc.</p>	<ul style="list-style-type: none"> <li>✓ Enhances individual knowledge</li> <li>✓ Contributes to innovation and to bringing in fresh perspectives</li> <li>✓ Encourages 'ownership' of learning</li> <li>✓ May benefit organisations as well as the individual participants</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria would help process of self-selection</li> <li>• Purpose and scope of the CoP need to be clear</li> <li>• Organisational benefits more likely if there is clarity about the 'feedback' mechanisms</li> <li>• 'face to face' launch if at all possible</li> </ul>	<ul style="list-style-type: none"> <li>• Requires access to reliable internet service</li> </ul>

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<p>Action Learning Set</p>	<p>A group meets on a regular basis and uses a specific method to support each member in turn to reflect and act upon a work issue. See <a href="https://odi.org/en/publications/collaboration-mechanisms-action-learning-sets/">https://odi.org/en/publications/collaboration-mechanisms-action-learning-sets/</a></p>	<ul style="list-style-type: none"> <li>✓ Useful for leadership development</li> <li>✓ Contributes to addressing critical issues</li> <li>✓ Helps break down 'silos' within organisations if participants are from different teams/units</li> <li>✓ Builds peer relationships</li> <li>✓ Helpful to enhance active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participants need to identify a strategic issue or work problem to focus attention on over extended period</li> <li>• Clear criteria for selection of participants</li> <li>• Support from line manager or supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Time commitment over extended period</li> <li>• Access to facilitator with ALS skills</li> </ul>
<p>Peer Support groups and Peer Assists <a href="https://odi.org/en/publications/knowledge-sharing-and-learning-peer-assists/">https://odi.org/en/publications/knowledge-sharing-and-learning-peer-assists/</a> <a href="http://www.youtube.com/watch?v=ObmQyW3EiiE">http://www.youtube.com/watch?v=ObmQyW3EiiE</a></p>	<p>In general terms, Peer Support groups can be time-bound, and 'virtual' gatherings of people working in similar areas who are open to supporting each other. Peer Assists is when one individual has something they want to move forward with, and brings together others with experience in that area to help him/her think about alternatives</p>	<ul style="list-style-type: none"> <li>✓ Concrete problem solving</li> <li>✓ Building up a peer network</li> <li>✓ Knowledge development (particularly on technical methods and approaches)</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of appropriate participants (peers)</li> <li>• They may benefit from facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Strong communication skills</li> <li>• Attitudes of respect</li> <li>• Familiarity with Peer Assist technique</li> </ul>

CD Method	Characteristics	Useful for?	Helped by?	Resource implications
Peer Review	Peers engage in reviewing the work of another peer. This can take place at individual, team, unit, or organisational levels. It can be part of a formal evaluation, or as an approach to peer learning.	<ul style="list-style-type: none"> <li>✓ Relationship building</li> <li>✓ Exchange between more/less experienced partners</li> <li>✓ Ensure diversity of perspectives during an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of appropriate peers</li> <li>• Clarity on roles during the Review</li> <li>• Relatively high degree of trust amongst participants</li> <li>• Openness on the part of the 'recipient' peer</li> </ul>	<ul style="list-style-type: none"> <li>• Time available for participating peers</li> <li>• Can increase evaluation costs</li> </ul>

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Partner meetings	Regular meetings with partners may include the provision of some specific input with the aim of enhancing capacities. For example, inviting a guest speaker to discuss new developments in the sector.	<ul style="list-style-type: none"> <li>✓ Focused knowledge development</li> <li>✓ Ensuring a common understanding amongst all partners</li> </ul>	<ul style="list-style-type: none"> <li>• 'fit' within overall meeting agenda</li> <li>• Participatory approach to selection of topic Selection of topic appropriate to all</li> </ul>	<ul style="list-style-type: none"> <li>• Access to external resource person if required</li> </ul>
Joint Monitoring and Evaluation	Inclusion of individuals from partner organisations in the monitoring or evaluation of specific programmes.	<ul style="list-style-type: none"> <li>✓ Particularly useful for enhancing M&amp;E capacity</li> <li>✓ As for 'Peer Review' above</li> </ul>	<ul style="list-style-type: none"> <li>• Especially effective if partner participates in the development of the M&amp;E tools being used</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Increased costs of the M&amp;E activities</li> </ul>
Signposting information and resources	The provision of information and materials, or the indication of where to gain access to such materials and information.	<ul style="list-style-type: none"> <li>✓ Enhancement of technical knowledge</li> <li>✓ Obtaining 'good practice' reference material and examples (e.g. of policies, curriculum, standards etc)</li> <li>✓ Enhancement of knowledge management</li> </ul>	<ul style="list-style-type: none"> <li>• INGO itself would need a strong knowledge management culture and systems</li> <li>• Close relationship with partner facilitates identification of resource needs in a 'fluid' manner</li> </ul>	<ul style="list-style-type: none"> <li>• Time to source relevant materials</li> </ul>

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Opening doors and facilitating access	Facilitating partners' access to new contacts, decision makers and other influential people and institutions as a contribution towards enhancing relational capacity and achievement of objectives.	<ul style="list-style-type: none"> <li>✓ Building relationships in a new technical area</li> <li>✓ Enhancing relationships for policy influencing</li> </ul>	<ul style="list-style-type: none"> <li>• Requires high levels of trust (with partner, with contact)</li> <li>• Careful briefing of partner about the contact</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Time for communication work</li> </ul>
Harvesting experiences	Systematization of experience with a view to sharing key points with others. The process of gathering the experiences is often done in a way which can help collective reflection on the advances of the work, lessons learnt etc.	<ul style="list-style-type: none"> <li>✓ Building a shared understanding within and across organisations</li> <li>✓ Useful as part of learning exercise, particularly if it enters the 'triple' loop of transformation (change or renewal of basic assumptions and mental models)</li> <li>✓ If a product emerges from the 'harvest', this can be used to enhance profile and credibility of the partner/s</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of purpose and output/outcomes</li> <li>• Clarity on methodology</li> <li>• Realistic timeframe</li> <li>• Clear roles</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and skills for harvesting</li> <li>• Time implications</li> <li>• Cost could be a factor (particularly if an expensive product is desired)</li> </ul>

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Accompaniment	The on-going, regular accompaniment of own staff with a partner organisation. Capacity development takes place through largely informal means – conversations, joint working etc. More structured coaching may be incorporated into this on-going relationship.	✓ Can be applied to any sphere of capacity development work	<ul style="list-style-type: none"> <li>• It is incorporated into the daily 'business'.</li> <li>• Good quality of inter-personal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Strong communication skills</li> <li>• Flexibility and time to be 'available' to the partner</li> </ul>

## GETTING THE MOST FROM TRAINING

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Training is often seen as a key capacity development method as it can rapidly build skills, develop new thinking, and introduce people to networks of other professionals and resources that they can draw on for years to come.

However, often the actual results of training back in the workplace in terms of behaviour change, innovation and new ideas are not as great as expected. Common problems include:

- Lack of support from the organisation for implementing what's been learnt
- No time for the person to digest and try out learning
- Competing priorities
- Training that is not at the right level / not exactly relevant to the person's work

The following framework can be used as a checklist for putting in place the conditions for the best possible outcome from training.

## GETTING THE MOST FROM TRAINING (continued)

Person/ Role	Before	During the training	After
Partner Manager	<ul style="list-style-type: none"> <li>• Clarity on the expectations from the training;</li> <li>• Agreed learning objectives with their team member(s) on the course.</li> </ul>		<ul style="list-style-type: none"> <li>• Support for putting into practice the learning from the course.</li> <li>• Planned outcomes for how the learning will be applied.</li> <li>• Monitor progress towards outcomes.</li> </ul>
Partner staff or volunteer attending course	<ul style="list-style-type: none"> <li>• Meeting with manager to clarify expectations;</li> <li>• Agreed learning objectives;</li> <li>• Plans for how the learning will be applied;</li> <li>• Preparation and pre-reading as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on self-directed learning;</li> <li>• Pro-active engagement;</li> <li>• Taking responsibility for getting what they need from the course;</li> <li>• Making the most of materials and other people on the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Put into practice the learning;</li> <li>• Share with others on team/ in organisation the key learning/ skills from course;</li> <li>• Review materials;</li> <li>• At regular intervals review personal targets for using the new learnings.</li> </ul>
Partner lead on the CD initiative	<ul style="list-style-type: none"> <li>• Identify skills needed to fulfil the capacity development need;</li> <li>• Plan with managers for which staff need training;</li> <li>• Agree support needed for putting new skills into practice;</li> <li>• Brief trainer.</li> </ul>		<ul style="list-style-type: none"> <li>• Monitoring the application of the new skills in the organisation;</li> <li>• Regular reviews and problem-solving as needed; Provision of organisational-level support.</li> </ul>

