Lessons from the Caritas Europa Organisational Development Learning Path

Summary

Caritas Europa has recently piloted an innovative capacity building process. Seventeen participants from sixteen different national Caritas organisations followed the *Organisational Development Learning Path-ODLP*, with the objective *"to empower Caritas organisations in Europe to manage their core processes and resources through shared learning, while keeping people they serve at the centre".*[1]

The programme, implemented over a period of twenty months, was composed of four workshop-type training modules with time in-between the modules in order to apply the learning in the participating organisations' on-going organisational development (OD) processes. The modules were characterised by a mix of methods, all with high levels of interaction. Participants could influence the content of the learning modules, were responsible for their own learning process and for the group dynamics.

Taking this very diverse group of participants through a journey of professional and personal development proved to be an ambitious approach. The idea has been to go beyond the common learning of facts and theories by the participating **individuals**.

The ODLP intended to strengthen the participating **organisations** through their seconded OD-practitioners. In the longer term, the whole Caritas Europa **network** is supposed to benefit from the increased OD-capacity available to the network.

Regarding the results accomplished at the level of the individual participants, a lot was achieved. A major learning outcome has been the substantially increased collective consciousness of what OD is –in particular in the context of the church-, what it can do and what the role of each participant in OD is. The participants themselves have shaped their understanding of their roles as "change agents" within their respective organisations. The duration, the modular approach, and working on real-life cases clearly were crucial factors for this success.

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[1] http://www.caritas.eu/functions/strengthening-the-network/organisational-development-learning-path

Accomplishments regarding increased capacities of the participating organisations or at the Caritas network level are there, but maybe less substantial as compared to the level reached by the participating individuals. Evidence of organisational,- or network results may need a little a longer to appear. A clearer vision for change at organisational level and a stronger commitment of the participating organisations would probably help in achieving more tangible results here.

The diverse group structure enriched the learning process and can serve as a model case or laboratory for a network-wide progress in OD. At the same time, the assessment of this first pilot programme concludes that in order to facilitate the transfer of competencies to the organisations and to achieve network-wide capacity strengthening in OD, a more strategic selection of participants could be beneficial. The selection of participants should be based on a thorough understanding of what kind of specific OD-tasks need to be strengthened within the network.

The investment in time and in commitment from all stakeholders involvedwas definitively worth the effort. The common vision around OD within the diverse Caritas working contexts combined with the newly acquired skills, the Caritas confederation's ongoing OD processes their and their tools has at least the potential to serve as a foundation for a network of OD-practitioners within the Caritas network at national- and at international level.

Introduction

From 2014 to 2016 Caritas Europa has piloted an innovative cross-organisational capacity building process: the learning path approach. A group of seventeen participants from sixteen national Caritas organisations followed the first of these learning paths: the *Organisational Development Learning Path-ODLP.*[2] This real-life learning concept was based on the participants' personal experiences as leaders for organisational change as well as on their currently on-going challenges in organisational development (OD).

Taking a diverse group of participants from sixteen very different Caritas Europa member organisations through a 2-year journey of personal and professional development proved to be an ambitious undertaking. The outcome of the programme is very encouraging.

This article captures the learning from this pilot with the intention of sharing with a wider community within and beyond the Caritas network. The article first gives a short background of the programme with reference to the theory of the approach and of the objectives of this learning journey (chapter 1 and 2). Chapter 3 describes the learning path in more detail (group composition, methods, etc.). Chapter 4 describes the results at three levels –participant's level, organisational level, Caritas Europa network level- and the final chapter 5 extracts the main learning points joined by recommendations for future use of the approach.

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[2] http://www.caritas.eu/functions/strengthening-the-network/organisational-development-learning-path

Chapter 1 - Background and Theory

Caritas Europa is the network of 49 organisations in 46 European countries. It is one of the seven regions of Caritas Internationalis. Its vision is a civilisation of love and justice where every human person can flourish and live in peace and dignity as part of one human family. Caritas Europa is committed to analyse and fight poverty and social exclusion; and to promote true integral human development, social justice and sustainable social systems in Europe and throughout the world. The organisation advocates for, and with, people in need in order to transform society into a more just and inclusive civilisation. Caritas Europa is active in the fields of advocacy, humanitarian aid and institutional development and recognises the need for mutual learning and innovation in all it does.

One of Caritas Europa's strategic goals is*: "Caritas Europa is a network of organisations that seeks to encourage its members to learn and exchange knowledge, experience and expertise in order to be more effective and sustainable".*

In an effort to contribute to this goal and aware that there was a need for a shift in the way capacity strengthening was practised in the network, Caritas Europa commissioned its *Capacity Building working group* to develop a new approach to capacity strengthening. The working group proposed the **Caritas Europa learning path approach**.

The learning path approach was conceived to introduce the following **new elements**:

- There is a clear added value in **learning with and from each other** at European level whereby creating communion. The same people walk the whole path together – they participate in all the workshops. A **community** of experts is created who share the same understanding of the learning path's theme
- The **transfer of knowledge and skills** from the participating individual to his/her organisation, ultimately strengthening the network. The participants need time to realise this transfer and for *learning by doing*. A learning path foresees a **continuous learning process** of around 20 months with three or four distinct cycles around the same number of carefully identified themes. Each cycle starts with a thematic workshop in which the participants come together for three intense days of exchanging and sharing of experience and practice. Back in the home organisation, participants practice and share the contents of the workshop with colleagues while staying in touch with both facilitators and co-participants for advice and encouragement.
- The learning path concept is based on **facilitation rather than training:** There is a wealth of knowledge, skills and expertise in the network that can be made available for the development of capacities in Caritas Europa. This 'unexploited' expertise needs to circulate and be shared. All participants come with their own experience and practices of their own Caritas organisation in their own country. Despite the differences herein, all participants can easily relate to approaches, challenges, processes and solutions experienced and presented by other colleagues from other Caritas organisations from which much can be learnt! Moreover,

the ***tools*** already used in the framework of Caritas Europa initiatives are used in the learning path: no need to bring in anything "new".

- Last but not least: learning paths explore **Caritas identity** based on Caritas values and Catholic social teaching in relation to the main themes of the learning paths

Based on the above, the first learning path to be developed and implemented was the Organisational Development Learning Path – ODLP, object of this article. It was designed around four carefully identified themes related to organisational development: i) **the organisation**;
ii) **organisational development**; iii) **leadership**; and iv) **strategic planning**. The ODLP was delivered in four cycles including four workshops over 20 months.

Chapter 2 – Objectives

The **overall objective** for the OD learning path was defined as follows: *"To empower Caritas organisations in Europe to manage their core processes and resources through shared learning, while keeping people they serve at the centre"*.
This objective was broken down into four **learning outcomes** that participants should achieve, each related to one of the modules covering the main themes to be addressed in four separate workshops. These outcomes were, respectively:

- ***Module 1, The organisation***: *"Participants acknowledge and recognise the requirements for a healthy organisation and can judge the health of their own organisation"*;
- ***Module 2, Organisational development***: *"Participants are able to support their organisation with organisational development"*;
- ***Module 3, Leadership***: *"Participants identify the fundamentals, traits and characteristics of a good leader in Caritas, and are able to work on themselves to improve attitudes, skills and tools in their daily leadership role"*;
- ***Module 4, Strategic planning***: *"Participants are able to improve planning processes in their own organisations"*.

The rationale of the learning path is that not only the individuals taking part in it come out with increased capacities. The organisations they represent will come out stronger too. In the longer term this will benefit the whole Caritas Europa network. The network will get stronger in cross learning and sharing of practice and experience in organisational development issues of common interest. The ODLP graduates constitute a group of experts at the disposal of Caritas Europa. They are available to support member organisations in basic organisational development issues; OD methods, tools and models are shared in the network; and the Caritas Europa Network gains in visibility, image and reputation.

Chapter3 – The OD Learning Path in Practice

The Learning Path participants - Seventeen participants from sixteen national Caritas organisations enrolled for the OD Learning Path that took off in April 2015. Great diversity characterised the group. People came from very different political and "Church" environments. The flamboyant list of countries represented included three Caucasian countries, two Baltic countries, Ukraine, Poland, five countries from South East Europa and also Turkey, Greece, Spain, Portugal and Luxemburg.[3]

There was certainly a great diversity in terms of organisational capacity and organisational culture represented.
For example Caritas Latvia has only three permanent staff members and four diocesan Caritas, while Caritas Spain for example comprises seventy diocesan Caritas with more than 4.500 permanent staff altogether.

During the period of the learning path some of the participating organisations were facing very **troubled times** with serious consequences for the organisations. For example, Caritas Ukraine was facing war while Caritas Greece was confronted with the heavy influx of refugees.

Other organisations were going through a change in their positioning at national level (Caritas Spain), which required its leaders to motivate the organisation into a new strategy. These very specific situations were used as case studies to address the challenges of manoeuvring an organisation through **times with major disruptions**.

As diverse as the list of participating organisations were the **functions the participants held** in their organisations. Some participants were in charge of areas closely related to organisational development, e.g. organisational standards, quality and audit. Others in contrast were mainly responsible for programmes and organisational development was only a small part of their work. About one third of the participants had formal leadership positions, such as directors, secretary general or head of programmes.

The diversity in terms of organisations and individuals was a challenge and a blessing at the same time. Exploring each other's organisations and particularities became key features of the learning path. A more coherent group would not have had the richness in exchanges. After all, this immense diversity is what Caritas Europa is about – perfectly represented in the learning path community which was considered the **laboratory for testing** organisational development methodologies and a fertile playground for exchanges and mutual support.

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[3] Armenia, Azerbaijan (with two participants) and Georgia, Latvia and Lithuania, Ukraine, Turkey, Romania, Bulgaria, Albania, Bosnia & Herzegovina, Poland, Greece, Spain, Portugal and Luxemburg

Important for a good group dynamic was the **continuity in participation**. A strong community is key for maintaining a relationship based on trust. Trust is needed for exchanges that go into depth and that ultimately help gain competences and personal development. The format supported community building right from the start. Consequently, already in the second module a shift in the level of interaction could be observed. The openness and willingness to contribute to discussions and group exercises increased. During the following modules the group was solid and working styles were steady. This made it easy for the group to handle changes in the group composition, which occurred even if that had not been foreseen to happen

Doina from Caritas Romania: "*Learning with and from each other based on Caritas experience, using case studies, staying in touch with each other has been really valuable and useful for me to perform my own role as "agent of change". Participation has given me the opportunity to reflect, correct, and improve my skills and the concepts I used frequently in my daily job.*"

Right from the start, the facilitators encouraged pairing up among participants[4]. A closer relationship between two participants supported the learning process and could serve as a kind of coaching or mentoring role beyond the workshop parts of the learning path. Although the introduced "*buddy system*" did not function to the full extent as planned, participants established and maintained bilateral relationships that helped performing certain OD related tasks during the learning path and beyond.

The training modules - Four topic-related modules were delivered in workshops of three full days each: i) the organisation; ii) organisational development; iii) leadership; and iv) strategic planning. During the workshops the participants were consulted for feedback on what their suggestions for the next module would be and were invited to contribute with their own cases related to the topic in question.

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[4]The facilitation team was a mixed internal-external team including a Caritas Europa Institutional Development Officer (Miriam Pikaar) and a process facilitator (Ralf Otto – momologue.be)

Topics of the modules focussed on particularities in the Caritas working contexts – e.g. the topic leadership, which is closely linked to Caritas values and principles as expressed for example in the doctrine of Catholic Social Teaching. Catholic Social Teaching-CST was one of the more transversal topics of the learning path. A CST expert[5] from Caritas Spain joined the facilitation team to develop this particular topic in the OD context and deliver the sessions focussed on CST

Besides the mentioned topics, there were learning aspects included that can best be described as **personal OD-related skills**. Strengthening the ability to support change processes in organisations was one of the key objectives of the learning path. Thus, the awareness of what change means to an organisation and the positioning with each participant's role and competences were also dealt with in the modules.
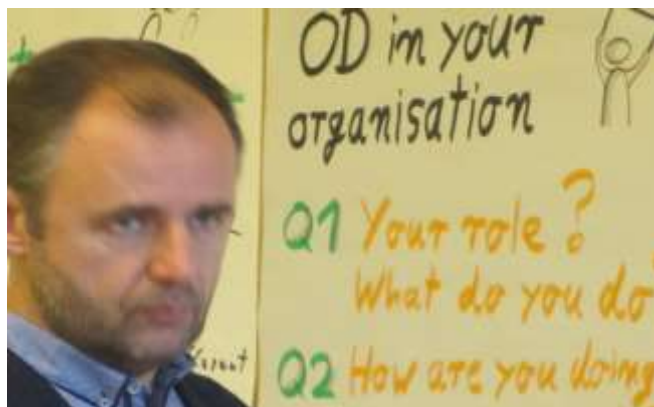
Content was as much as possible **practice**-**based** and linked to already on-going processes in the Caritas network, e.g. to the set of Caritas Internationalis Management Standards with its organisational self-assessment tool as well as to the on-going Caritas Development Fund with its development plans and templates.[6]

The modules were characterised by a mix of methods all based on the following common working approaches: a. High level of interaction; b. Responsibility of participants for content, learning process and group dynamics[7]; c. Real-life learning using participants' experiences and currently on-going organisational challenges.

To make the workshop contents as relevant as possible, people brought their organisation's "**real" cases** forward. The curriculum content was applied to these specific cases, which were the object of exercises, joint analysis and so-called **Case Clinics** during the workshops. Highlights of the learning path were the two in-depth real life cases about leadership and strategic planning

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[5]Francesco Prat, training manager at Caritas Spain, expert in CST
[6]http://www.caritas.eu/functions/strengthening-the-network/caritas-development-fund
[7] For example, each day the group nominated so-called guardians. Their role was to watch over the learning process and over the group wellbeing as well as to support the facilitators each evening in the preparation of the following day.

including the involvement of, consecutively the Secretary General of Caritas Spain and the Director of Caritas Hellas

Using case studies with various approaches featured most often.[8] Additionally, there were group works in various formats, one-on-one exercises (e.g. interviewing based on the Appreciative Inquiry Method[9]), listening exercises, role-plays, self-assessments and formats supporting the group dynamic (most often Circle Work[10] but also Dynamic Facilitation[11]). Working with objects and visualising central aspects completed the sessions.

In between the modules

For the periods in between the modules the idea was to apply the learning directly in the participants' own organisational contexts and on top to establish group internal support structures (e.g. the **buddy** system). An online platform was set up as a communication- and exchange platform for that purpose. The idea was to allow for the participants to remain in touch during the periods in-between the workshops so that they could consult each other and the facilitators for advice or any kind of information needed.

Chapter 4–Results and main Learning

The extent to which the goals of the OD learning path have been achieved can be assessed first at the individual level and then at the organisational level and at the level of the network:[12]

Results for participants: The level of accomplishment was clearly the highest among the participating **individuals**. When interviewed at the end of the programme, participants confirmed that they had acquired new knowledge, got new insights and that they had increased their personal capacities related to OD.

Participants also gave concrete examples of changes in their organisations that they had been able to influence, thanks to their participation in the OD learning path. Participants bore witness of having developed their leadership skills, listening- and analytical techniques, strategic planning skills, presentation- and group working capacities, understanding of a healthy organisation, and

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8 Case studies included group-internal case givers but also external from the Caritas network. Sometimes the cases dealt with specific aspects of organisations (e.g. the implementation of strategic goals) or with the entire development process (e.g. Caritas Spain and Caritas Hellas).
9https://appreciativeinquiry.case.edu/intro/whatisai.cfm
10http://www.thecircleway.net/
11http://www.partizipation.at/dynamic_facilitation_en.html
12The precise extent to which the objective of the learning path and it's above mentioned outcomes were achieved, and the way that the member organisations actually perceive the expected benefits of participating in the learning path will be evaluated in 2017.

much more. In addition they confirmed that they had increased their conscience of their Catholic identity underpinning the culture and operation of Caritas organisations.

Further achievements go beyond the common learning of facts and concepts. A major learning outcome is a substantially **increased consciousness** of what OD is – in particular in the context of the church-, what it can do and what the role of each participant in OD is. The participants themselves shaped their understanding of their roles as "change agents" within their respective organisations. They positioned

themselves in their respective organisational change contexts, developed the capacity to analyse with an "OD-lens" as well as to plan strategically and to adapt to effective organisational change.

Joao from Caritas Portugal: "*The OD Learning Path provided inspiration, boosted confidence to all the participants and enabled them to use tools to help their organizations navigate through change while becoming more strong and relevant. As Caritas we must constantly adapt to change because the challenges are more volatile, demanding and the quest for justice and the common good is never a completed task. We need to understand the different types of leadership and use them accordingly. In the Learning Path we agreed that we must aspire to a 'serving leader' attitude as it is the one more related to our identity and testimonial we are called to give.*"

By practicing this newly acquired "self-consciousness in OD" in their own working contexts right away, the participants could directly see the benefits, share the "tested learning" with colleagues in the following module and thus accelerate the learning loops and group capacities from one module to the next.

Participants not only defined roles as change agents for themselves; moreover they established a **shared vision and common mission** with their colleagues in the group. The latter turned out to be a major achievement, which could have a lot of potential for the entire Caritas Europa network in the future. By establishing this common vision of OD within Caritas, the participants built the foundation for mutual learning, for cross-organisational support and for further developing the network's capacities in OD.

As already mentioned, this format of learning clearly contributed to the **establishment of trust** among the participants. The trust needed for the self-exposing and deep exchanges that ultimately lead to personal development. At an early stage of the path the level of interaction of participants clearly shifted to a higher quality. The openness and willingness to contribute to the joint learning journey increased significantly. During the following modules the group was solid and working styles were steady. Talking failure was no longer a big deal. Thus the participants took a major step towards becoming key actors in a learning organisation.

Belinda from Caritas Turkey: *"The Organizational Development Learning Path was a very good example of an action reflecting the vision of togetherness and solidarity. It was an inspiring experience of learning together while discussing and sharing our own experiences. While walking this learning path we shaped the path and oriented each other. It was an exceptional experience, which I strongly suggest to our other co-workers in other member organizations."*

Compared to the strong dynamics that characterised the interaction during the training modules, despite the created platform, the **interaction in between the modules** did not live up to the expectations. Whether the interaction was animated with specific "homework tasks" or left to the initiative of the participants themselves, it did not change much in the overall - rather modest - level of interaction in between the modules. Still, there were some cases where bi-lateral relationships were established and continuous or ad hoc support and coaching happened in various ways. In the end of the programme though, the willingness among the members of the ODLP community to maintain these relationships was very clear. During the last module the group identified options for sustaining the mutual support beyond the learning path.

Key success factors for the achievements at the participants' level have been:

- The diversity of the group (representing the diversity in the Caritas Europa membership);
- Duration of the learning path with a 'start-stop-start-again' approach combining class-room learning events with the direct application at the work place;
- Strong community building and establishment of a shared consciousness regarding the dimension of the course topic;
- People-centred approach with a focus on the personal learning journey rather than a check list kind of factual or conceptual learning;
- High relevance of the learning topics due to a flexible and demand-driven course planning as well as the emphasis on the participants' own contributions e.g. through real-life cases.

To what extent did the transfer of competences from the participating individuals to the(ir) Caritas organisations take place? To what extent did the participating organisations or even at the Caritas network as a whole benefit from the ODLP?

The assessment of the results accomplished may seem more complicated but a lot can be said:

Participants could identify good examples of how they had applied the learning at their work place. They for instance presented course topics to colleagues and to their governance bodies. They performed concrete OD related tasks such as the revision of organisational statutes, revising roles, functions and job descriptions in their organisations. They updated organisational charts, amended handbooks and internal procedures and more.

Furthermore, thanks to the increased OD-capacities of their staff, the participating organisations are now in a better situation to undertake the Caritas Internationalis Management Standards'[13] self-assessment and engage in an organisational development process, notably in relation to its leadership and planning. Additionally they are better placed to reach out to other organisations; to exchange on basic organisational development issues; and offer peer support: They become **learning organisations**.

Other concrete results of the learning path were documented during the ODLP but also in the months after the OD learning path had ended, amongst which:

- The on page 7 referred to *buddies* worked together; they organised and facilitated Caritas Internationalis management standards' self-assessment workshops (Bosnia and Herzegovina with Greece, Luxemburg with Albania); or, helped each other in organising the steps towards such a self-assessment exercise and exchanged related documents in Russian, a language they can both work with (Caritas Poland and Caritas Latvia);

- Other participants explored together, in a visit from Caritas Portugal to Caritas Spain, how they could **concretely increase their mutual cooperation and support**, notably in strengthening and working with their volunteers' base; A management level follow-up visit from Caritas Spain to Caritas Portugal took place a couple of months later.

- It has been said that the ODLP participants have gained a lot in **self-confidence**: Concrete results are that they happily participate in OD related discussions and planning exercises for their – or other Caritas organisations. They have felt motivated and confident to register for **CE and CI working structures** to which they feel they can contribute: the CE *organisational development action group–ODAG* (Caritas Armenia and Ukraine) and the *organisational development reference network-ODRN* (Caritas Romania, Poland, Luxemburg, Armenia, Ukraine, Portugal, Spain, Latvia, Georgia and Bosnia and Herzegovina); as well as the CI *management standards review committee-CIMS RevCom* (Caritas Romania). These structures are there to support, respectively, the CE network and the overall Caritas Internationalis confederation.

- Inspired by the ODLP, Caritas Spain has increased its support in the field of organisational development in the relations with its **international partners**.

- The national Caritas organisations in turn serve their national networks and play a role in promoting and increasing OD capacities at diocesan and at parish level. Even if this

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[13] http://www.caritas.org/who-we-are/management-standards/

dimension of organisational development was not explicitly addressed in the learning path, Caritas Romania for instance took the opportunity to take up organisational development at **national level** and expanded the OD learning path experience to strengthen the national Romanian Caritas network.

- A newly established group of OD practitioners and the shared vision for OD at Caritas are now available to the network.

- In general, the participants confirm to have found a **group of supportive colleagues** to whom they will turn when in need of advice or a quick answer to some question, something they would never have dared do before this experience…

Are the above results "individual" results? Are they results at the organisational-, or the CE network level? We argue that all levels are affected! Everything begins with the individual. It is an important question though, and the transfer from the individual participant to the participating organisation and to the network deserves to be investigated in more detail.

Some thoughts regarding the transfer from individual to network level

Organisational development is a less tangible topic than for example advocacy or accounting. It is closely related to the individual structure of an organisation, to the organisational culture and to the existing leadership style. Expecting organisational change because of the participation of one individual member of the organisation might not be realistic for all organisations.

Selecting participants more strategically could help the transfer of capacities from the individual to the organisation and beyond. The choice of participants and an accompanying mandate from their organisation are key. Furthermore, a closer involvement of the organisation is desired, starting from the selection process of the participant to the commitment to work on OD-related tasks with the participation of the selected staff member.

The intervention logic for the ODLP was stronger at the individual level than it was at the organisational- or at the network level. In the planning documents mechanisms to track progress existed only at individual level while a few actions were integrated ad hoc in the course of the program in order to capture change at organisational level.

Chapter 5 - Recommendations for future similar Undertakings

Selection of participants: Maintain the diversity of the group but nevertheless consider selection criteria for participants with the aim of creating a group of practitioners performing pre-defined OD-related tasks in their organisations. These pre-defined OD-related tasks could be identified in the light of the desired transfer of capacities from the individual to the organisation and to the network. Or, the question could be: What OD-tasks do we want to improve in order

to strengthen the organisations and also the network? Who is performing these tasks within the organisations and who needs to be involved in the learning path?

Shift from individual participation to participating organisations: More engagement of the leadership of participating organisations beyond the "sending" of a staff member to the learning path and committing to giving this person time to actually engage in OD activities in the organisation. If the ODLP is expected to be more than a training of individuals, the participating organisations need to take this into account and actively take on the opportunity to improve/change by nurturing the competencies of the participating staff member

Involvement of the network: If the network is expected to benefit from the ODLP, a good analysis of stakeholders and OD-related processes in advance of the next ODLP could help in identifying the relevant OD-tasks and related capacities as well as the best suitable participants.

Mixed facilitation: Maintain the combination of an internal with an external facilitator. Only the close involvement of a Caritas internal facilitator ensures the relevance of the learning topics, the close relationship to the group and the connection to the participating organisations and on-going processes within the network. The external facilitator on the other hand can bring in new methods, some external inputs and above all some fresh perspectives.

Relevance: High relevance of the learning is possible when the programme is flexible, is based on real-life learning and integrates OD-related tasks from the participants' on-going working contexts.

Integration of CST: Linking organisational development to CST right from the start helps aligning the learning topic to the specific context of the church.

Strong intervention logic at all levels: While flexibility is key for the relevance of the learning, a strong vision and at least a theoretical idea of **how** the participating organisations and the entire network should be strengthened could help in orienting the programme. Furthermore, having strong objectives and some flexible indicators will allow for a closer tracking of progress and adaptation throughout the learning journey.

Monitoring along the way: an approach to M&E regarding not only the results to be achieved by the individuals, but also regarding the benefits for the organisations – and ultimately the network as a whole has to be built into the programme.

More emphasis on accompaniment: The ODLP can benefit from fresh ideas on how to accompany participants and participating organisations in between the training modules. Such an accompaniment could either happen within existing processes in the network or as an integrated part of the ODLP. In case of an integrated part, substantial resources need to be allocated for that purpose.

Chapter 6 – Final conclusion

The ambitious undertaking of running a two-year learning path with a diverse group of Caritas staff from all over Europe proved to be a challenging but worthwhile undertaking. The concept of a learning journey worked well in order to achieve results that would have not been possible to accomplish with the commonly used training formats. In order to go even beyond the achievements of this pilot, a clearer understanding of **what OD-related capacities are desired** within the participating organisations and within the network could be of benefit. A newly established group of OD practitioners and the shared vision for OD at Caritas are now available to the network and could be used for that purpose already.

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