



# Evaluative Thinking

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## Identifying Assumptions

ET WORKSHOP

ROUND 1 • GROUP 2

# Introductions

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# Why am I here?

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I believe that evaluative thinking can make more effective those who are deeply committed to and authentically engaged in making the world a better place. Through [these workshops] I aspire to make my own small contribution toward realizing the vision of an experimenting global community, one characterized by commitment to reality-testing, respect for different perspectives, and open dialogue about evidence – a world in which ongoing learning is valued and practiced, and knowledge is generated and used.

Michael Quinn Patton  
Program evaluation consultant

# Introductions

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Please share:

- Your name
- Your project(s)/area of work
- When you hear the word ???, what comes to mind?

# ET Workshop Series

	Target audience	Round 1 Identifying Assumptions	Round 2 Seeking Evidence	Round 3 Taking Action
Group 1	Field-based staff			
Group 2	Senior program staff	X		
Group 3	Country leadership			

# ET Workshop Series

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**NINE WORKSHOPS IN ALL: 1 PER GROUP PER ROUND**

**GROUP 1  
FIELD-BASED STAFF**

**GROUP 2  
SENIOR PROGRAM  
STAFF**

**GROUP 3  
COUNTRY  
LEADERSHIP**

## ROUND 1

- Introduction to Evaluative Thinking
- Identifying assumptions
- Multiple perspectives
- Theory of Change (ToC) Pathway Models

## ROUND 2

- Using the ToC Pathway Models to determine learning plan scope
- Posing learning questions
- Components of a learning plan
- Learning plan alignment

## ROUND 3

- Making meaning from results
- Participatory analysis
- Making informed decisions (utilization)
- Communicating results

# A little housekeeping...

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- Shared norms for the workshop
- Consent form and pre-workshop survey
- Post-workshop survey

Feel free to ask questions any time!

# Workshop Goals

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You will...

1. Understand what evaluative thinking is, why it is important and how to practice it
2. Practice developing ToC Pathway Models
3. Learn about how to work with assumptions, including turning assumptions into questions
4. Identify barriers to ET and ways to overcome them
5. Leave feeling motivated, with a new perspective on MEAL, so that you can continue to make the greatest impact with your program(s)

# Workshop Outputs

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You will leave this workshop with...

1. A *draft* theory of change (in the form of a Pathway Model) for your project, in line with the new MEAL Procedure 1.1.
2. A learning-to-action plan for incorporating ET into your everyday work.

# Your Workshop Goals

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What would YOU like to get out of this workshop?

**“For me, this workshop  
will be a success if...”**

1. Jot down up to three ideas on a piece of paper.
2. Share: As we go around the room, select one goal to share that has not been shared by someone else.

# Agenda

## Day 1

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Time	Task
8:30am	Introductions and goals, consent form and pre-workshop survey
9:15am	World café
10:00am	Break
10:15am	Introduction to ET and assumptions
10:45am	Scenario analysis, Thinking hats
12:00pm	Lunch
1:00pm	Introduction to program context and assumptions
1:30pm	Critical review of anonymous program
2:45pm	Break
3:00pm	Share results of critical review
3:30pm	Reflect and debrief
4:00pm	Close

# World Café

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1. How do you currently *learn* about your program and how well it is working?
2. In your current work how do MEAL activities contribute to individual and organizational learning?
3. What role do field staff play in MEAL? How could this be improved so they can more easily contribute to organizational learning?

# Break

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# What is Evaluative Thinking?

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The motorcycle is the project; the sidecar is MEAL, traditionally seen as slightly separate, an extra burden, though part of the project. Think of ET as the gasoline that runs the bike and sidecar.

# What is Evaluative Thinking?

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Overcoming our own prejudices  
and our avoidance of the truth.

If I say “**doctor**”, what image comes to mind?

What about “**hairstresser?**”

# What is Evaluative Thinking?

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*“Evaluative thinking is a way of doing business. This distinction is critical. It derives from studies of evaluation use. Evaluation [or MEAL] is more useful—and actually used—when the program and organizational culture manifests evaluative thinking”*

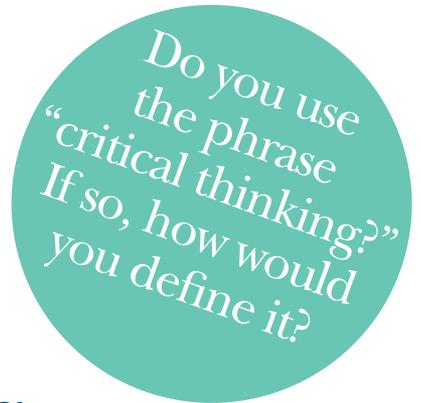
Michael Quinn Patton  
Preface to 2014 InterAction Report,  
Embracing Evaluative Thinking for Better Outcomes:  
Four NGO Case Studies

# Evaluative Thinking: Formal definition

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ET is critical thinking applied in the context of evaluation (or MEAL), motivated by an attitude of inquisitiveness and a belief in the value of evidence, that involves:

1. Identifying assumptions
2. Posing thoughtful [learning] questions
3. Pursuing deeper understanding through reflection and multiple perspective taking
4. Making informed decisions in preparation for action



(BUCKLEY, ARCHIBALD, HARGRAVES & TROCHIM, 2015)

# Further Reading

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Buckley, J., Archibald, T., Hargraves, M., & Trochim, W. (2015).  
Defining and Teaching Evaluative Thinking: Insights from  
Research on Critical Thinking. *American Journal of Evaluation*  
Vol 36, Issue 3, 2015

# Embedded ET creates lasting impact

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Begin by distinguishing evaluative thinking from doing an evaluation. Evaluation is an activity that produces reports; evaluative thinking produces effective organizations. Evaluative thinking is systematic, intentional and ongoing attention to expected results. It focuses on how results are achieved, what evidence is needed to inform future actions and how to improve future results.

Michael Quinn Patton  
Program evaluation consultant

# Embedded ET creates lasting impact

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Evaluative thinking is most meaningful when it is embedded in an organization's culture ... Evaluative thinking is what characterizes learning organizations.

Michael Quinn Patton  
Program evaluation consultant

# Embedded ET creates lasting impact

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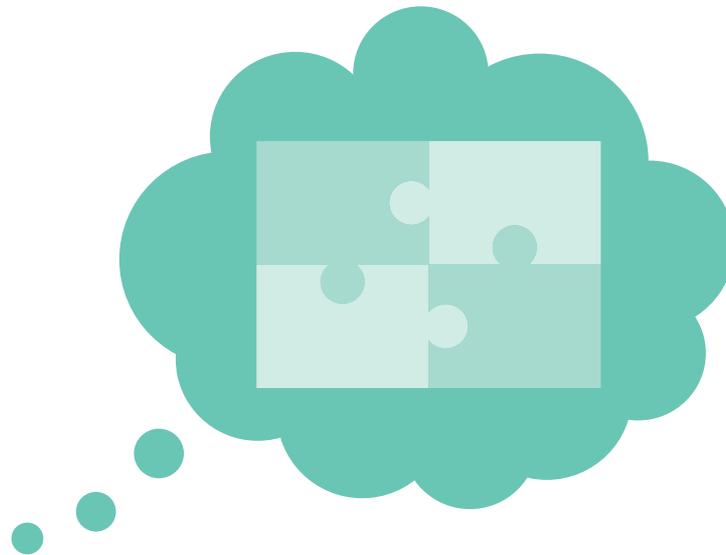
Infusing evaluative thinking into organizational culture involves examining how decision makers and staff incorporate evaluative inquiry into everything they do as part of ongoing attention to mission fulfilment and continuous improvement. It is mainstreamed and becomes central to the work, rather than an add-on, and it is a matter of meaningful reflection and learning, rather than a compliance mandate.

Michael Quinn Patton  
Program evaluation consultant

# Critical Thinking vs. Evaluative Thinking

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Critical thinking: Using careful analysis to form a judgement; not taking things at face value.

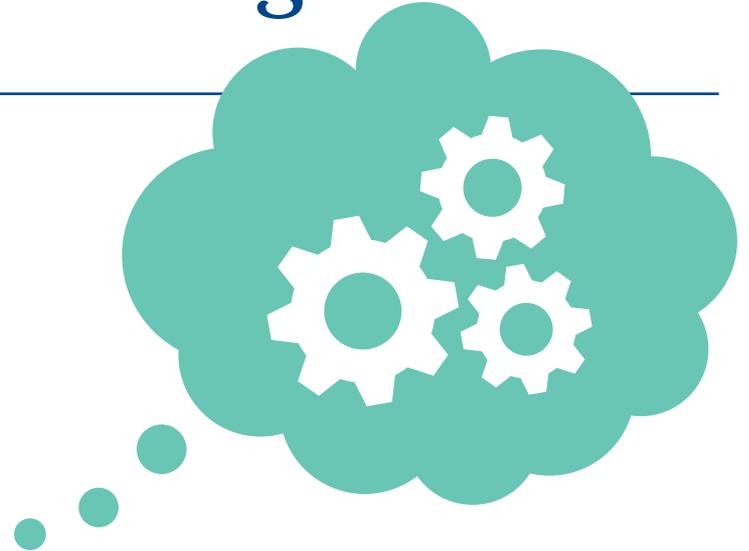


# Critical Thinking vs. Evaluative Thinking

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Evaluative thinking is  
critical thinking plus ...  
proactive behaviors such as ...

- Posing questions
- Seeking evidence
- Deciding to act (or not act)  
based on evidence



# Evaluative Thinking:

## Where it fits in

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MEAL requires:

- Knowledge: understanding of the “how” and “why” of basic MEAL concepts, terms, methods and resources
- Working skills: observation, analysis, communication, etc.
- Thinking skills: reflection, questioning, strategizing, mental modeling, perspective taking, decision making, the ability to identify assumptions
- Attitudes: belief in the value of MEAL, an intrinsic motivation to pursue evidence

ET

# What does Evaluative Thinking sound and look like?

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Photo by CRS staff

# Evaluative Thinking:

What it sounds and looks like in a program work context

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## Things you may hear:

- Why are we assuming X?
- How do we know X?
- What evidence do we have for X?
- What is the thinking behind the way we do X?
- How could we do X better?
- How does X connect to our intended outcomes?
- “Different community members perspectives on this are X, Y, and Z...”

## Things you may see:

- More evidence gathering and sharing
- More feedback (all directions)
- Reflective conversations among staff, beneficiaries, leadership, etc.
- More ToCs/illustrating thinking
- More motivation to do systematic MEAL work
- Program evolution
- More effective staff and programs
- Greater field staff influence over project decisions

**Why is  
Evaluative  
Thinking  
crucial?**

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**Continuous reflection  
and learning allows us to  
respond and adapt.**

In other words...

**We can improve our work  
more efficiently in order to  
make a larger impact.**

# Why is Evaluative Thinking crucial?

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**We can minimize risks associated with relying on our assumptions**

Every assumption represents a risk. Some assumptions/risks are more critical than others.

**Evaluative thinking allows us to manage these risks.**

# Why is Evaluative Thinking crucial?

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## Use!

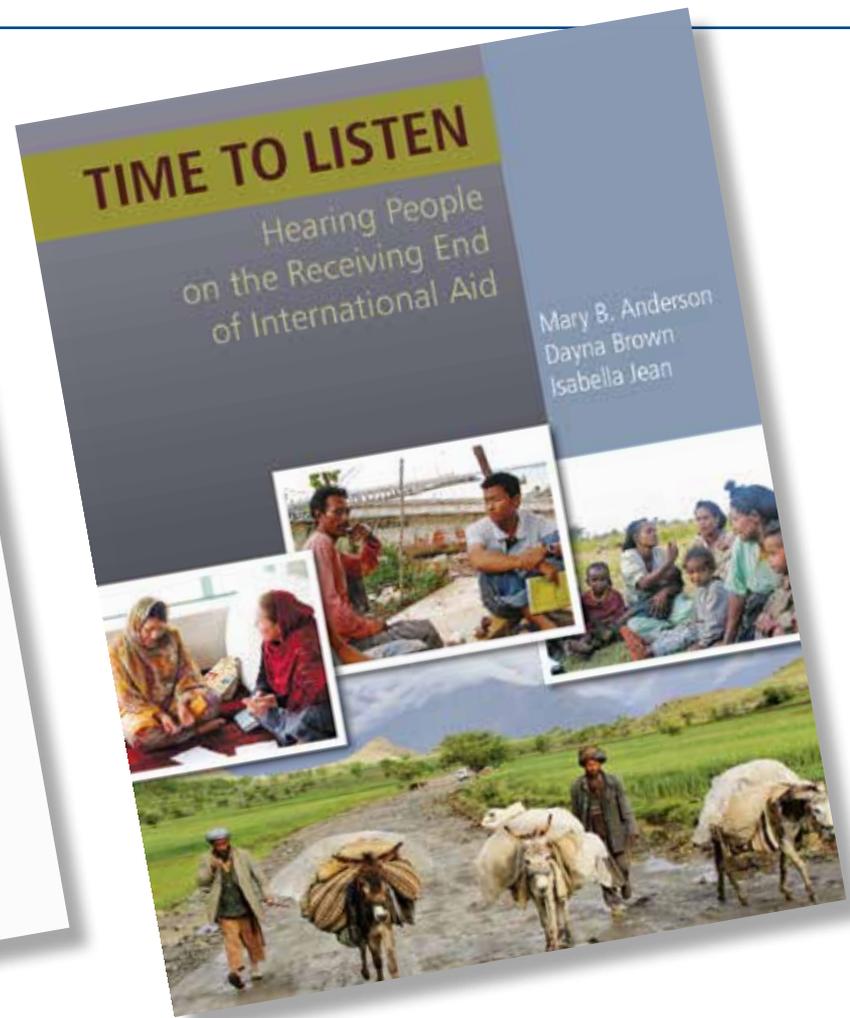
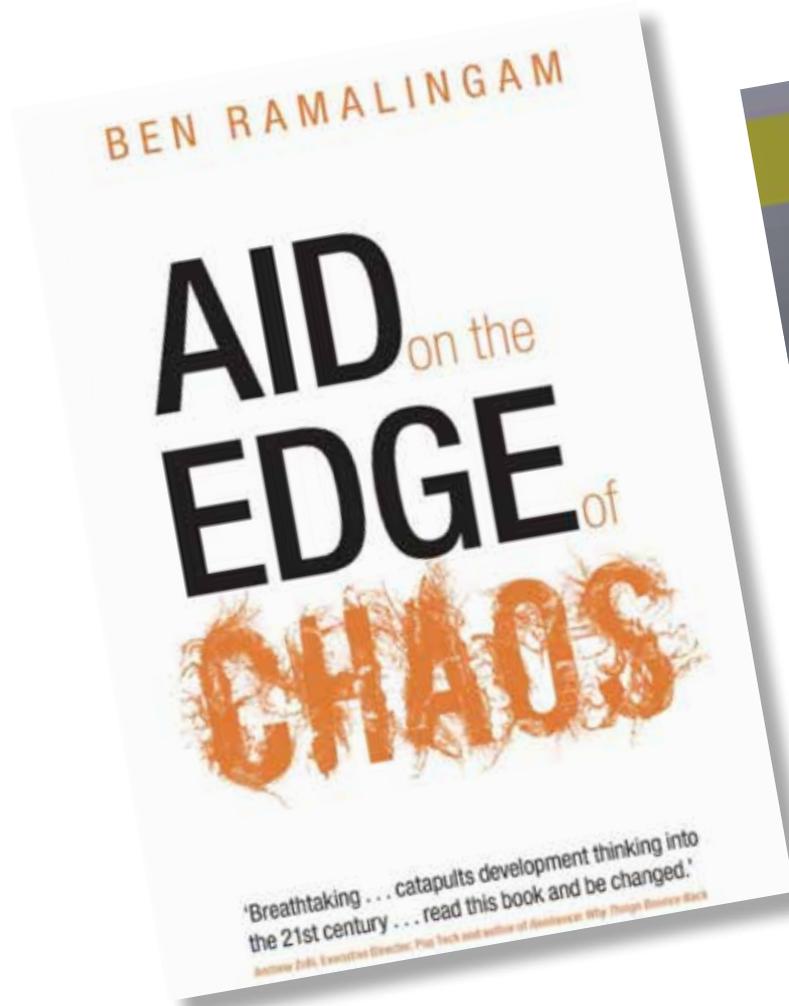
How evaluations are used affects the spending of billions of dollars to fight problems of poverty, disease, ignorance, joblessness, mental anguish, crime, hunger and inequality.

# The MEAL System



This diagram shows the key ways in which monitoring and evaluation (M&E) and accountability and learning (A&L) work together in a MEAL system.

# Calls for changes in how we work



# Learning to think evaluatively

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Experience in thinking can  
be won, like all experience  
in doing something, only  
through practice.

HANNAH ARENDT  
PHILOSOPHER

# Learning to think evaluatively

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- Anyone can do it, but it is not trivial and requires regular practice
- Enable regular practice with a checklist that prompts ET anywhere and everywhere
- Requires a “safe space” for questioning, identifying assumptions, making suggestions
- Start with small changes and ramp up (can’t change the culture of a program or organization over night), e.g. discuss ET experiences in team meetings
- Don’t be shy to try it alongside peers and colleagues – no ideas are wrong, it’s just that some may turn out to be better than others

# Principles for Promoting ET

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Maximize intrinsic motivation

(Bransford, Brown, & Cocking, 1999; Piaget, 1978; Vygotsky, 1978).

Incorporate... (Bransford, Brown, & Cocking, 1999; Brookfield, 2012).

...depend on any particular educational  
...unities for it to be intentionally practiced  
...field, 2012; Ericsson & Charness, 1994).

Ev... belief  
pre... 2012, Lord et al., 197

In order to best learn to think evaluatively, the  
contexts and alongside peers and colleagues (1999; Halpern, 1998; Simon, 2000).

**Everyone  
should do it!**

**Anyone  
can do it!**

# ET Strategies and Activities

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1. Create an intentional learning environment (be constantly alert for opportunities to use ET)
2. Establish a habit of setting aside small amounts of time to focus on ET (5 minutes at the end of an already established meeting)
3. Use role-play or simulation when planning MEAL work
4. Use diagrams or illustrations to depict thinking when communicating with colleagues and stakeholders
5. Engage in supportive, critical peer review of own and others' work
6. Get involved in MEAL work

# Identifying Assumptions



An **assumption** is an idea, thought or belief that is taken for granted or taken as a given. There are:

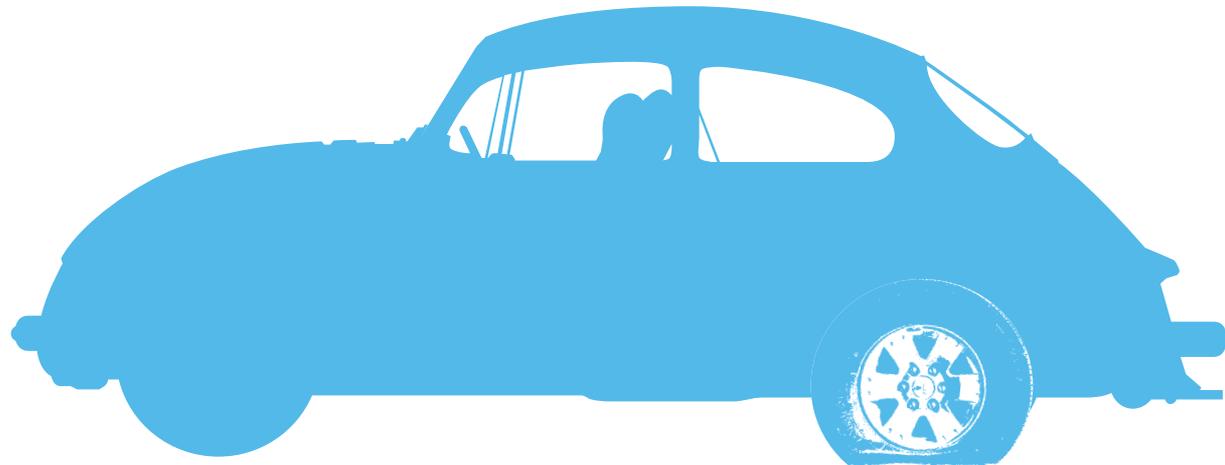
- **Explicit** assumptions that have been identified and that one is fully aware of; and
- **Implicit** assumptions that influence someone without her or him being aware of it.

# Are assumptions always bad?

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No! Assumptions are a necessary part of survival. We ALL make assumptions.

The important thing is to identify assumptions and be conscious about choosing to accept them, seeking evidence for them, or planning to work around them as needed.



# Types of Assumptions

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- Causal
- Prescriptive
- Foundational

# Causal Assumptions

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- About how different parts of the world work and about the conditions under which these can be changed.
- How will program outputs turn into intended outcomes? e.g., *If we offer this program, then participants will learn something new.*

# Prescriptive Assumptions

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- About what we think ought to or should be happening in a particular situation.
- What is the most appropriate program/policy strategy alternative? e.g., *All projects must have a gender component.*

# Foundational Assumptions

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- Deeply held beliefs about the world, like a worldview.
- What implicit perspectives or theories of knowledge, and of reality, guide your work? What global geopolitical and cultural trends affect your thinking without you usually being aware of it? e.g., *Scientific knowledge is fundamentally better than indigenous knowledge.*

# Turn and Talk

## Assumption Brainstorm

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	Causal	Prescriptive	Foundational
1) Everyday life			
2) The media or government			
3) Project implementation			



# Scenario Analysis

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Read the provided scenario.

With your group, discuss the following:

- What assumptions – explicit and implicit – do you think the characters are operating under? Can you list at least three assumptions for each character?
- What alternative approaches or interpretations could these characters have used if they were aware of their assumptions? What questions might they need to answer?
- What foundational assumptions are these characters operating under?

# Thinking Hats

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Positive



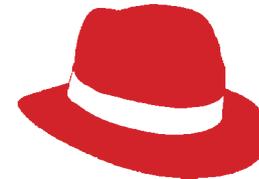
Creative

“Big Picture”



Factual

Negative



Emotional



# Thinking Hats

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**Managing** (Blue) – What is the subject? What are we thinking about?  
What is the goal?

**Information** (White) – Considering purely what information is available,  
what are the facts?

**Emotions** (Red) – Intuitive or instinctive gut reactions or statements of  
emotional feeling (but not any justification).

**Discernment** (Black) – Logic applied to identifying reasons to be  
cautious and conservative.

**Optimistic response** (Yellow) – Logic applied to identifying benefits,  
seeking harmony.

**Creativity** (Green) – Statements of provocation and investigation, seeing  
where a thought goes.

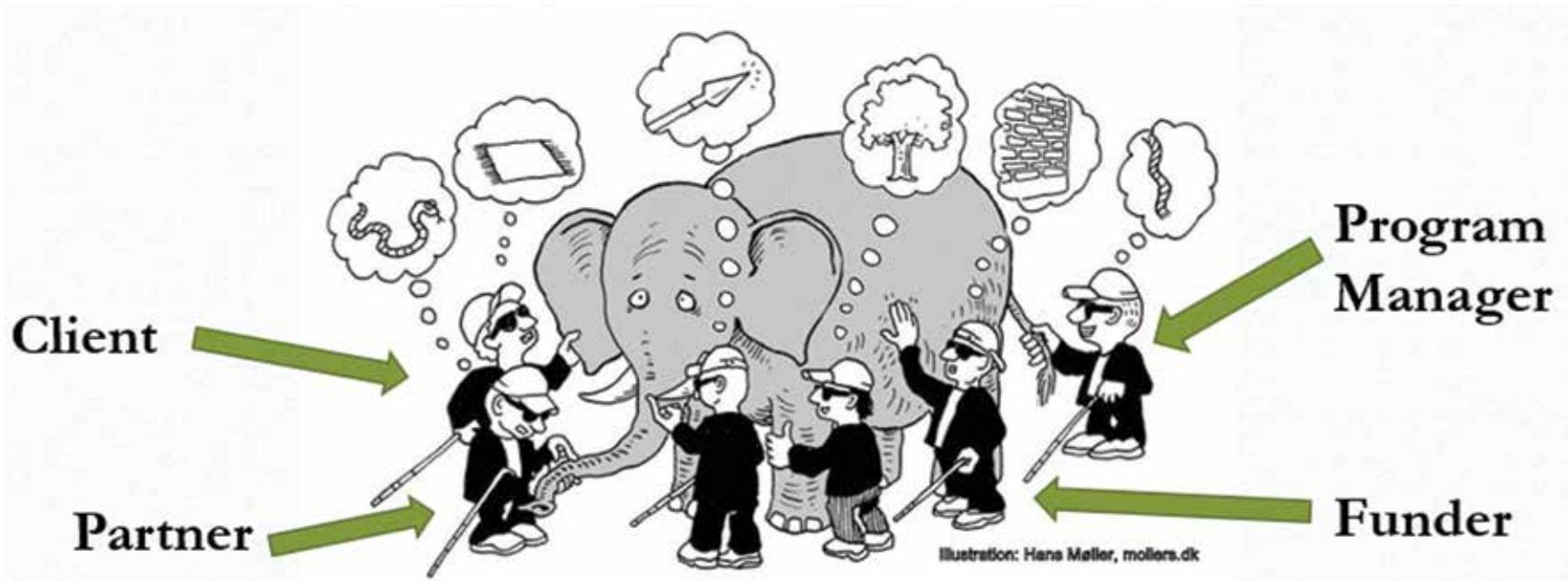
# Thinking Hats

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- Select which thinking hat you would like to wear for this activity. Make sure each member of your group is “wearing” a different color hat.
- Review ToC Pathway Model developed by your peers
- Take turns commenting on the model from the perspective of the role (hat) you have chosen.
- Be prepared to report out on the various ideas that are discussed.

# Stakeholder Analysis

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# Turn and Talk

## Stakeholders Analysis and ET

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- Why is considering stakeholder perspectives important for ET?
- Think of two examples of when you have been informed by a stakeholder's perspective.
- Give an example of a time when two stakeholders had differing perspectives.



# Lunch

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# Bottle Race

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# Context and Assumptions Brainstorm

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## Context

The physical, social and economic environment in which a program takes place

*Women in the community are expected to undertake many household tasks (e.g. child care, cooking meals, etc.)*

## Assumptions

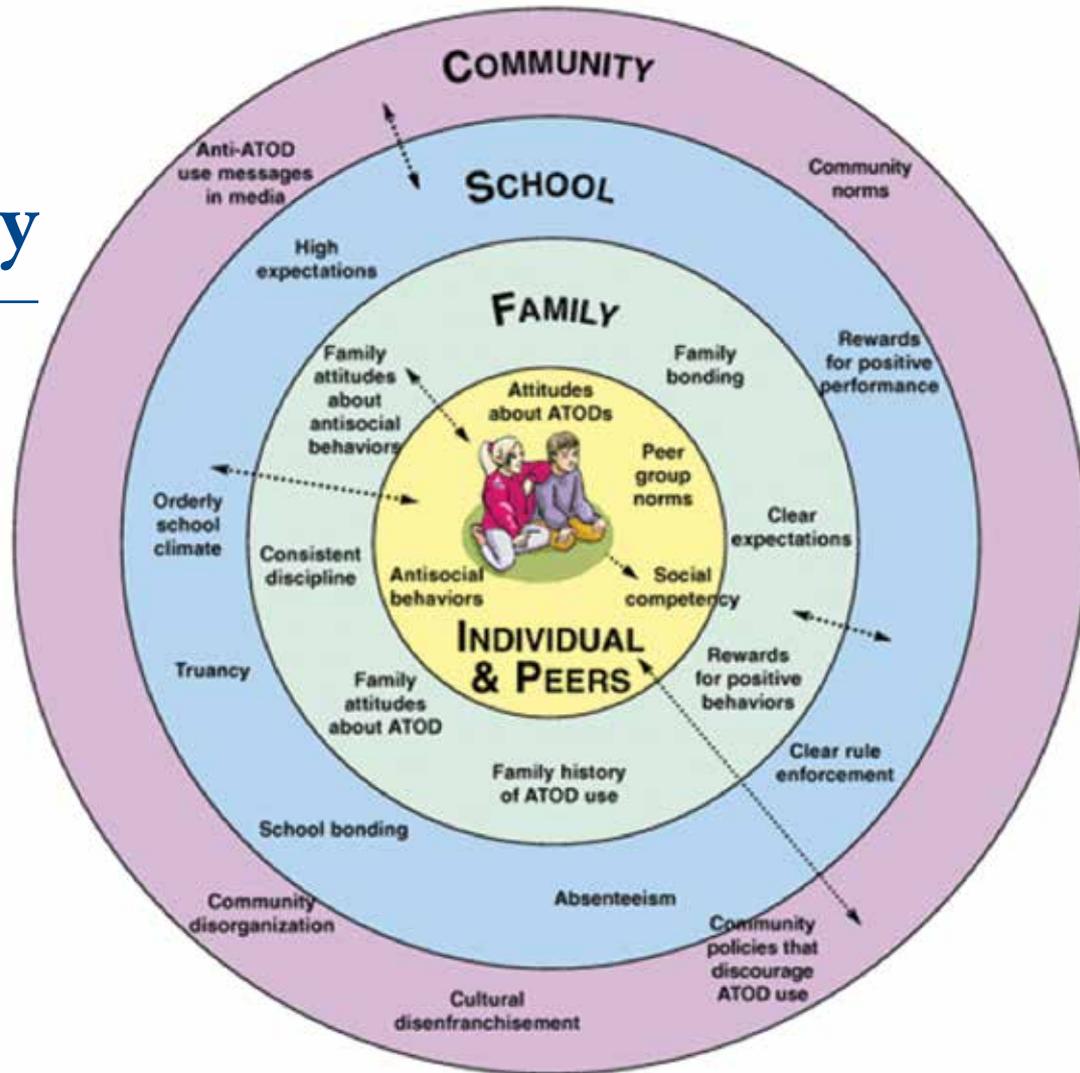
Implicitly or explicitly accepted ideas about how and why a program works

*Women in the community will be able to find childcare in order to attend the program*

# Project context: People-Place-History

How does context affect your ability to implement your program?

What is it about people, place and history that affects (helps or hinders) your program?

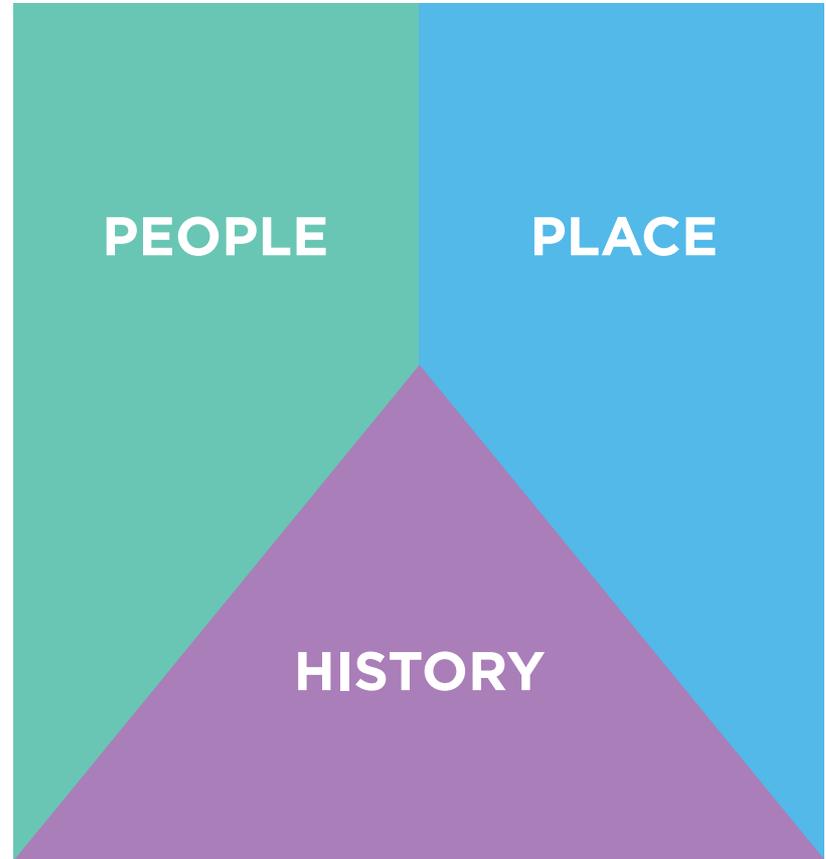


Bronfenbrenner, Urie. (1979) *The Ecology of Human Development*. Harvard University Press.

# People-Place-History

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With your group, brainstorm the key aspects of your program's context (people, place and history). Organize the results of your brainstorm onto chart paper as illustrated on the right.



# Example Program Proposal

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- **Read over the provided program materials**
- **Discuss the following:**
  1. Overall impressions of the program
  2. Things that have been well thought-out/planned
  3. Thoughts about the program's stakeholders and context
  4. Assumptions and questions
- **Write a brief recommendation to the implementers of this program that includes:**
  - a. One compliment (something they have done well)
  - b. Three assumptions (including at least one prescriptive and one foundational assumption) that the program is working under that need to be discussed
  - c. Three important learning questions that the program may want to address

# Break

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# Share out:

## Large group debrief of Critical Review

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- One representative from each group should share their recommendations with the larger group.
- As you listen to each presentation, think critically about each set of recommendations: What is feasible? How would you use this set of recommendations if this was your program?

# Any questions?

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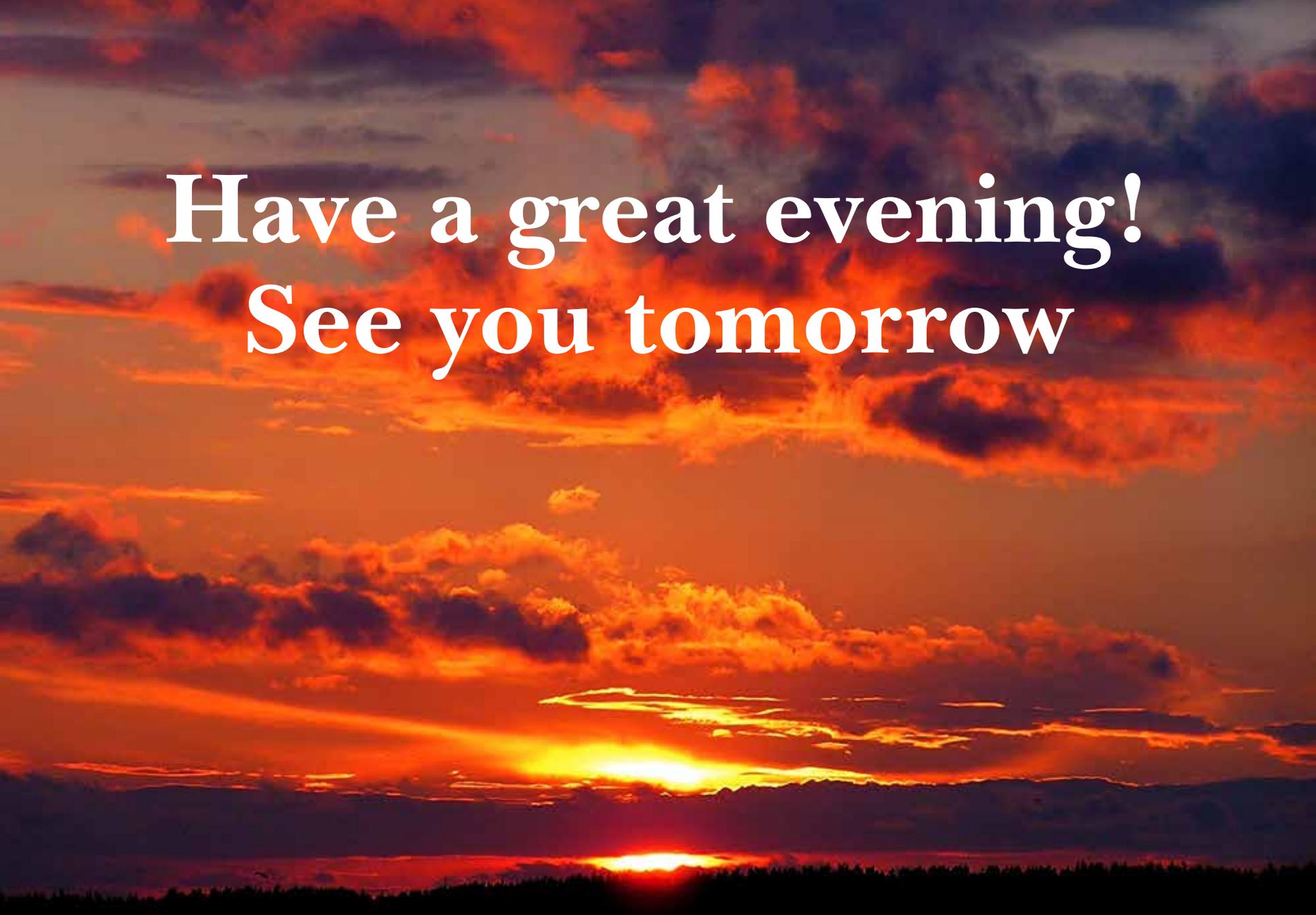
- If you have any questions about what we talked about today that you would like us to address tomorrow, please write them on Post-it notes and stick them to the chart paper on your way out.



# Handouts from Day 1

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- Consent form
- Pre-workshop survey
- What is ET?
- What does ET sound and look like?
- The MEAL system
- Principles for promoting ET
- Assumptions defined
- Scenario analysis
- Example program proposal
- Program proposal review guidance



Have a great evening!  
See you tomorrow

Good morning!



# Questions and Feedback from Day 1

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**Did we achieve  
our goals?**

# Turn and Talk

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- What is ET? How would you explain it to a child?
- How are ET and learning related?
- What is an assumption?
- Why are assumptions important to identify?

# Agenda

## Day 2

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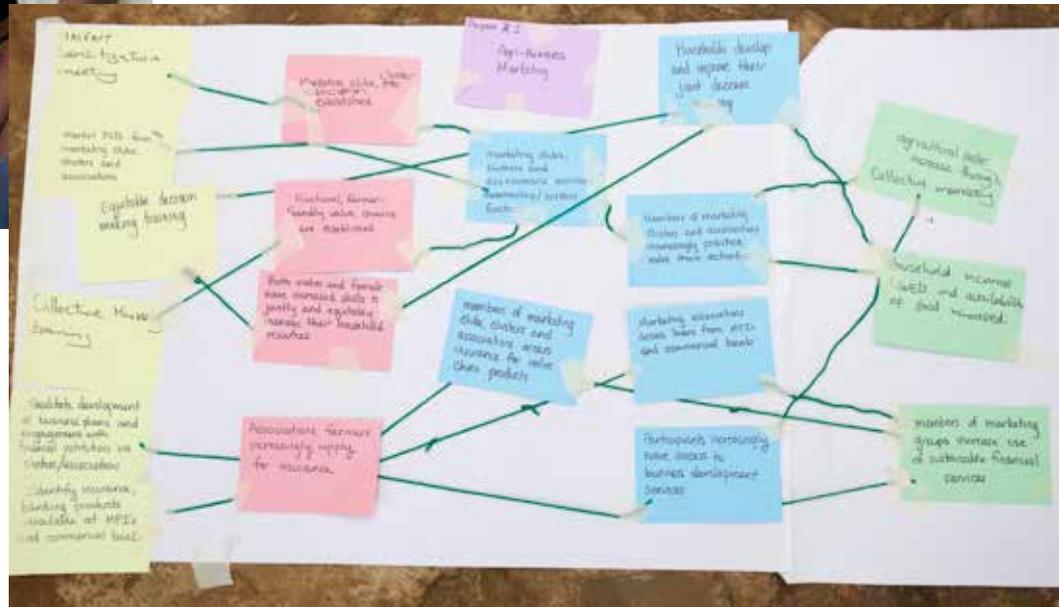
Time	Task
8:30am	Simple scenario
9:15am	Agenda, goals for the day
9.30am	Introduction to theories of change
10:00am	Break
10:15am	Program mission statement, Develop TOC PMs
11:30am	Stakeholder perspectives on theories of change
12:00pm	Lunch
1:00pm	Brainstorm context and assumptions
2:15pm	Break
2:30pm	Turning assumptions into questions
3:30pm	Reflect and debrief
4:00pm	Close

# Simple Scenario

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# Theory of Change Pathway Models

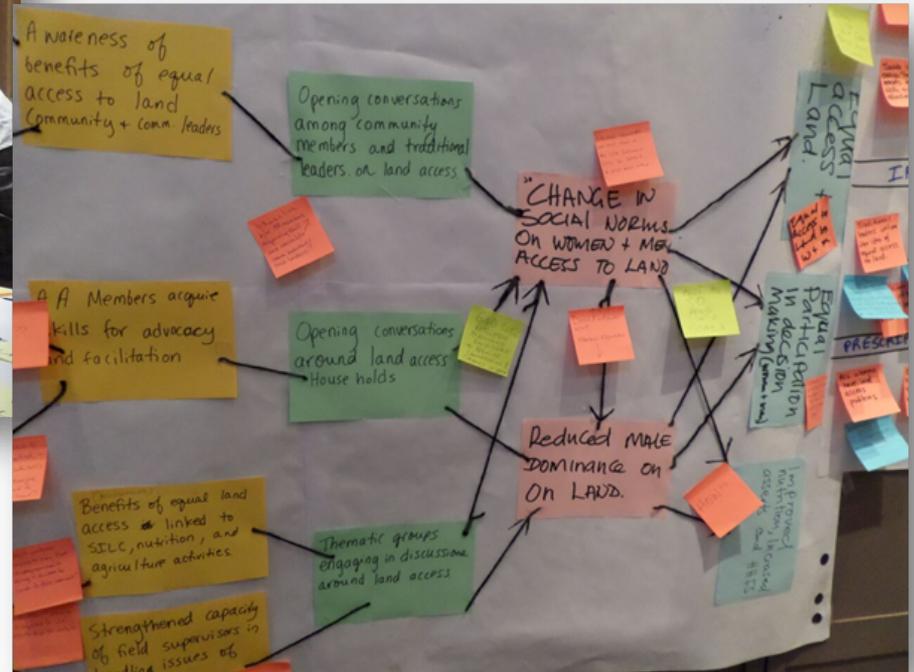


# Theory of Change Pathway Models

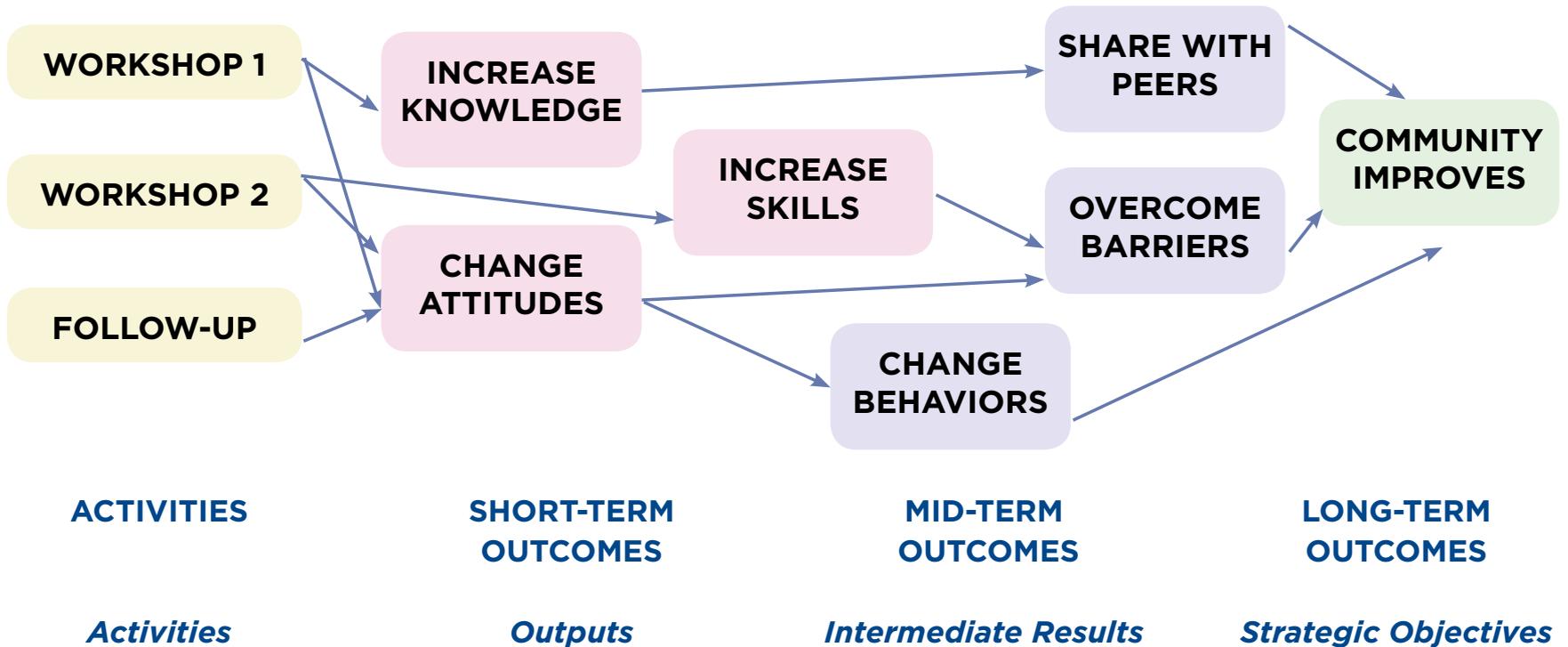
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- Tell the story of your program
- Capture complexity
- Follow a believable sequence
- Are used for planning and MEAL
- Have an evaluative thinking process use

# Theory of Change Pathway Models

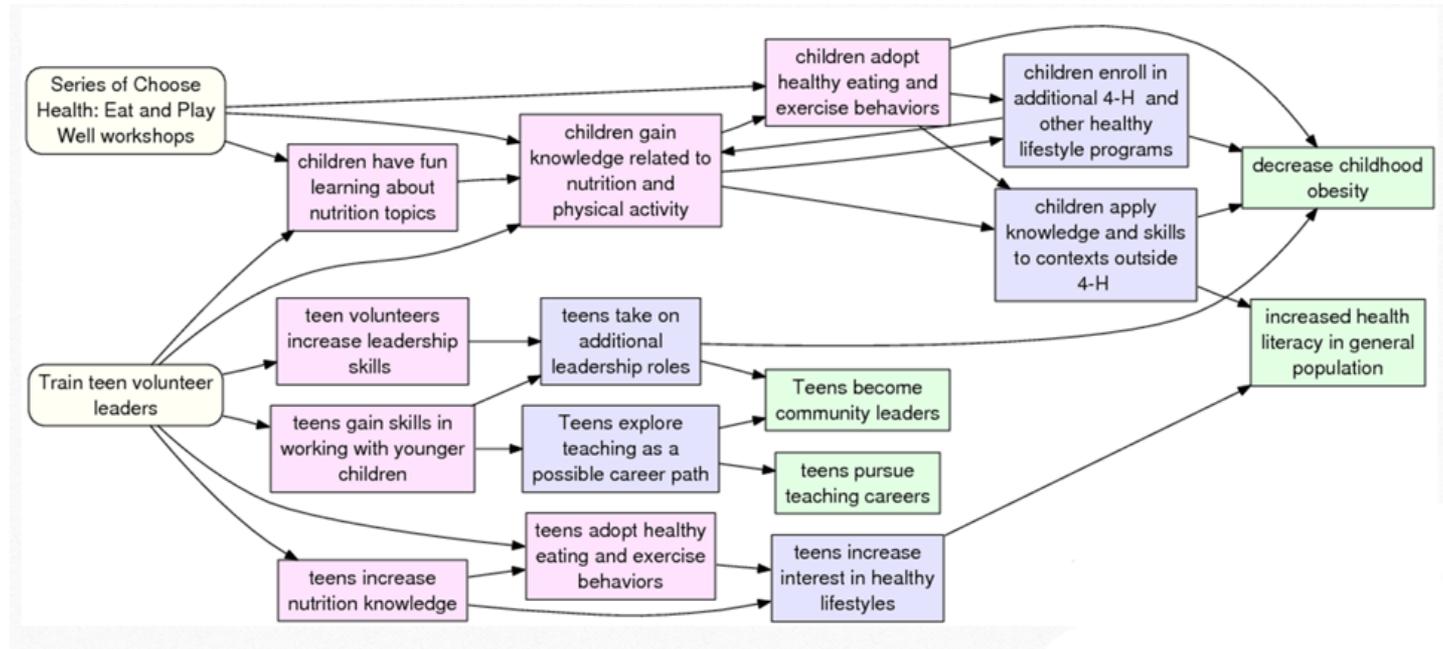


# Theory of Change Pathway Model



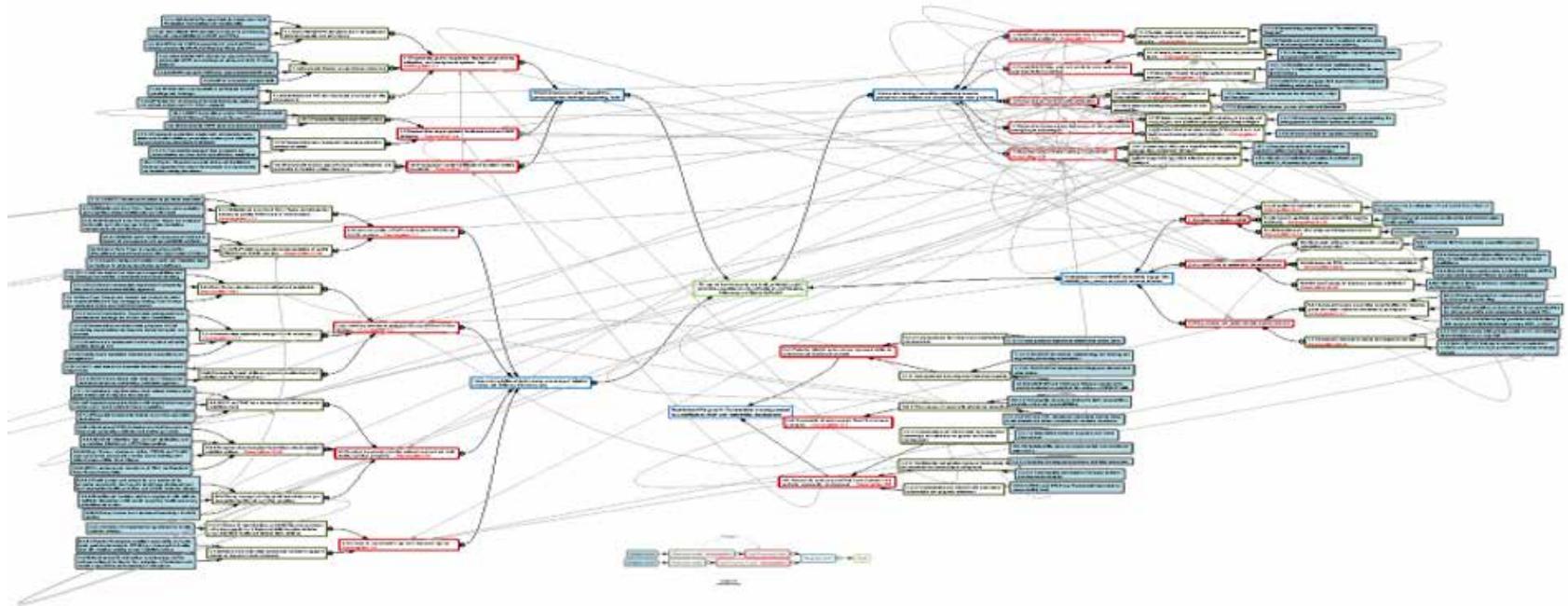
# Theory of Change Pathway Model

Some interventions are not especially complicated ...



# Theory of Change Pathway Model

... but some are more complicated!



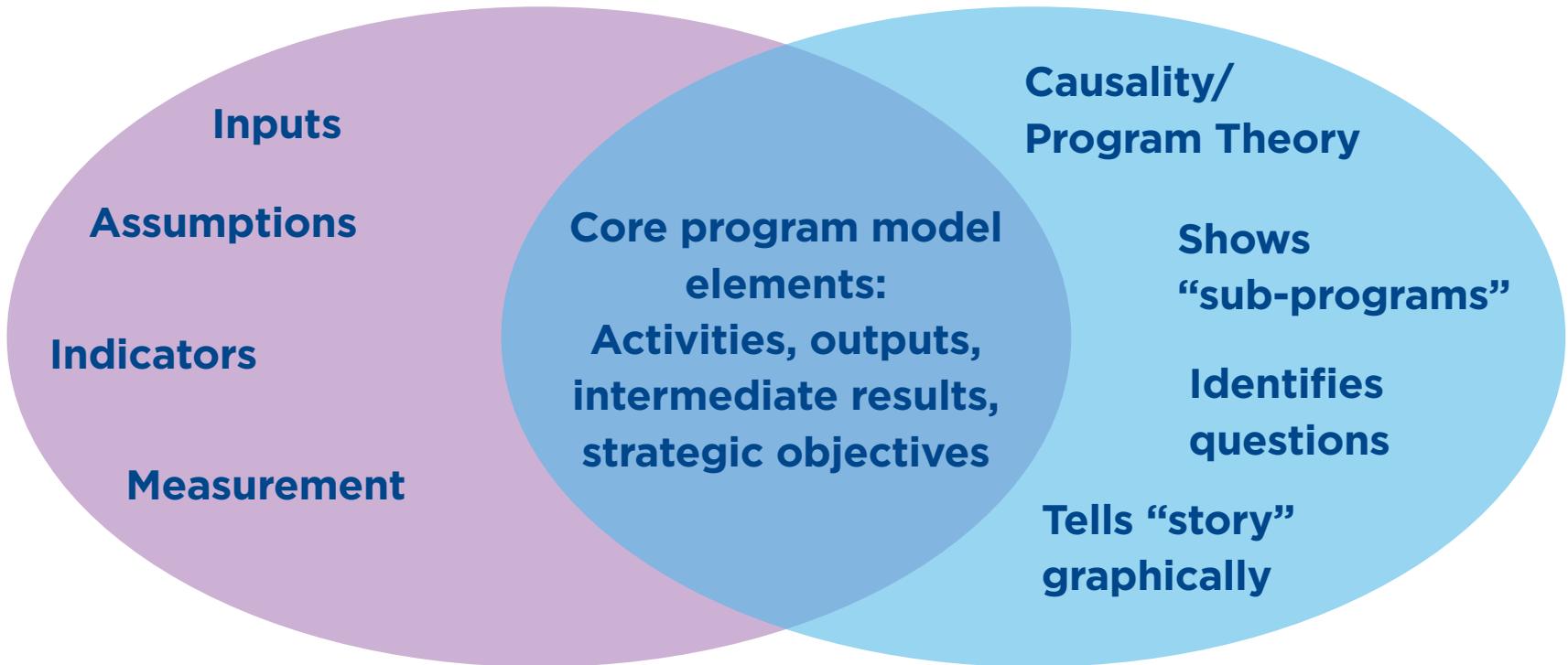
Theory of Change – UBALE Project, Malawi

# How ToC Pathway Model and Proframe relate

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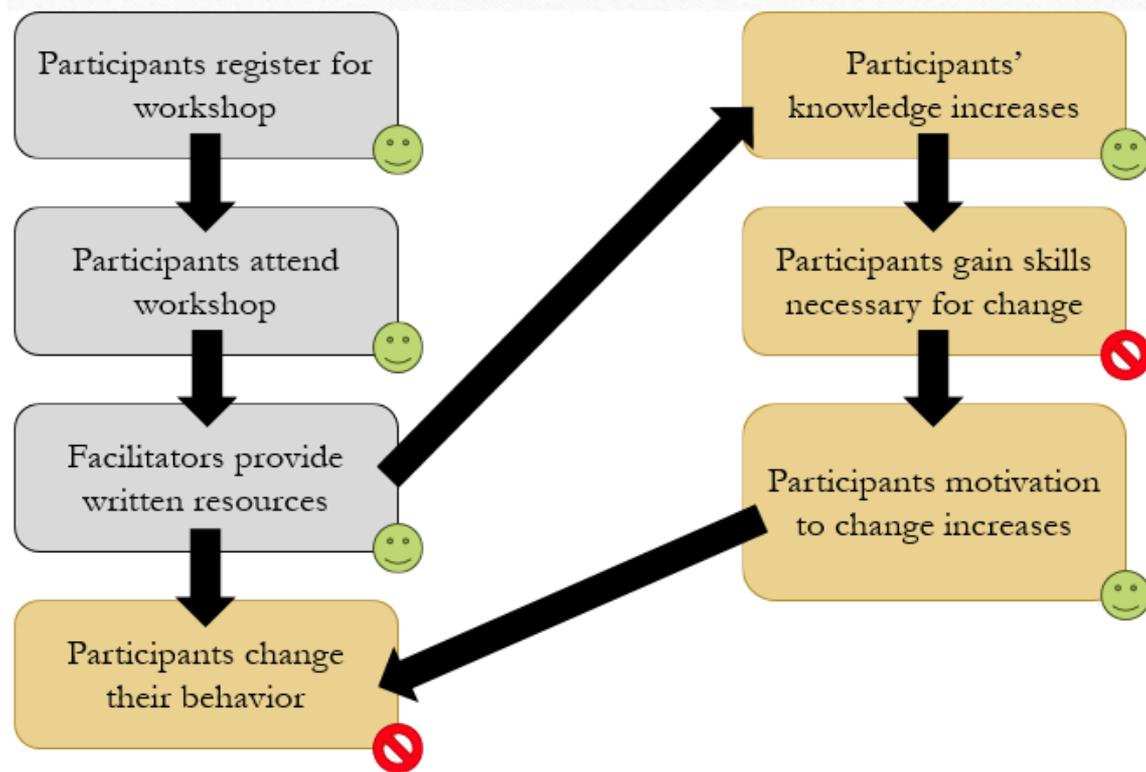
**PROFRAME**

**ToC PATHWAY MODEL**



# Theory of Change Pathway Models

Understanding what is *really* going on!



# Break

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# Program Mission Statement

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Before you start building your model ... Clarify and make explicit what the overall purpose of your program is?

- Take 5 minutes to compose one sentence that summarizes the purpose of your program
- Turn and talk to a neighbor in your program group. How are your sentences the same? How are they different? What explains these differences? How will you represent these differences in the model?

*Consider these ideas as you look at your strategic objectives...*

# Notes for developing ToC Pathway Models

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## There may be ...

- More than one arrow coming FROM an Activity or Output/IR/SO
- More than one arrow going INTO an Output/IR/SO
- Arrows AMONG Output/IR/SOs in a column (Outputs leading to other Outputs, IRs to IRs, etc.)
- Arrows in both directions between two Outputs/IRs/SOs.

## There should NOT be ...

- An Output/IR/SO with no arrow leading to it
  - An Activity with no arrows leading from it
- 

# Notes for developing ToC Pathway Models

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- Are there any Activities that are not connected to any Outputs/IRs/SOs?
- Are there any Outputs/IRs/SOs that are not connected to any Activities?
- If yes, why do these gaps exist? Was something simply left out of the model, or is there a program Activity that does not really address the program goals?
- Is the program expected to lead to a particular Output/IR/SO, but does not actually include an Activity that would result in that Output/IR/SO?

# Notes for developing ToC Pathway Models

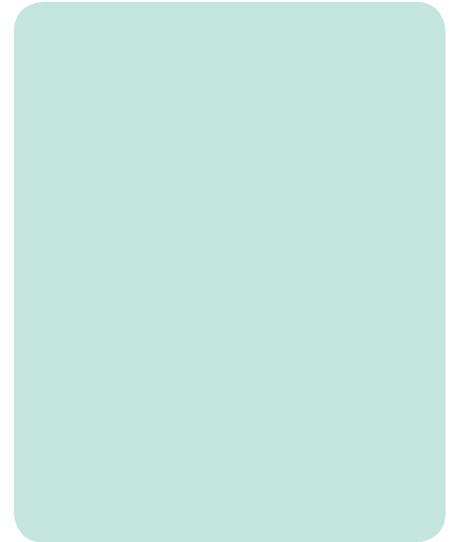
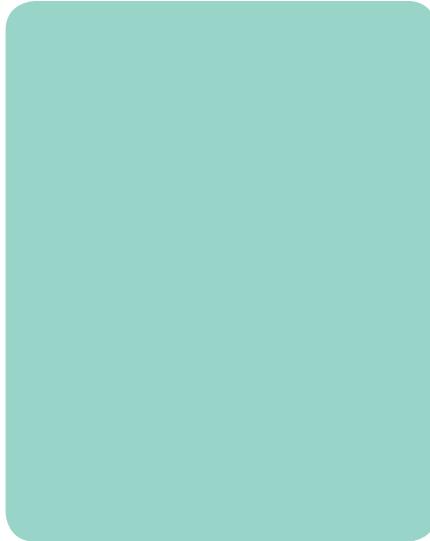
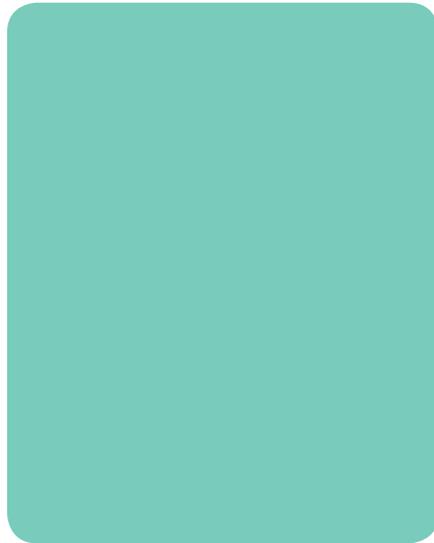
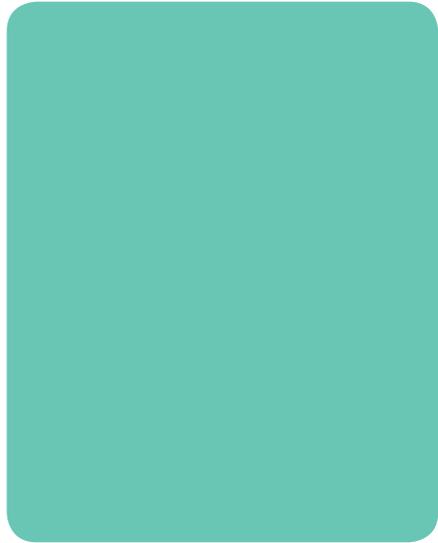
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Using your ToC Pathway Model to ‘tell the story’:

- We have created a set of index cards for you based on your existing program’s Proframe
- You will need to:
  - Add links
  - Add cards
  - Remove or revise cards (use the back if you can)
  - Change the color (category) of a card
- Outputs/short-term outcomes seem to be missing. When brainstorming these, think about knowledge, skills and attitudes

# Developing ToC Pathway Models

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# Stakeholder Perspectives on your ToC Pathway Model

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- Let's brainstorm the key stakeholders for your project
- Review your model from the perspectives of the four key stakeholders we have chosen. What new insights can you identify? Make appropriate revisions to your model.

# Lunch

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ENERGIZER

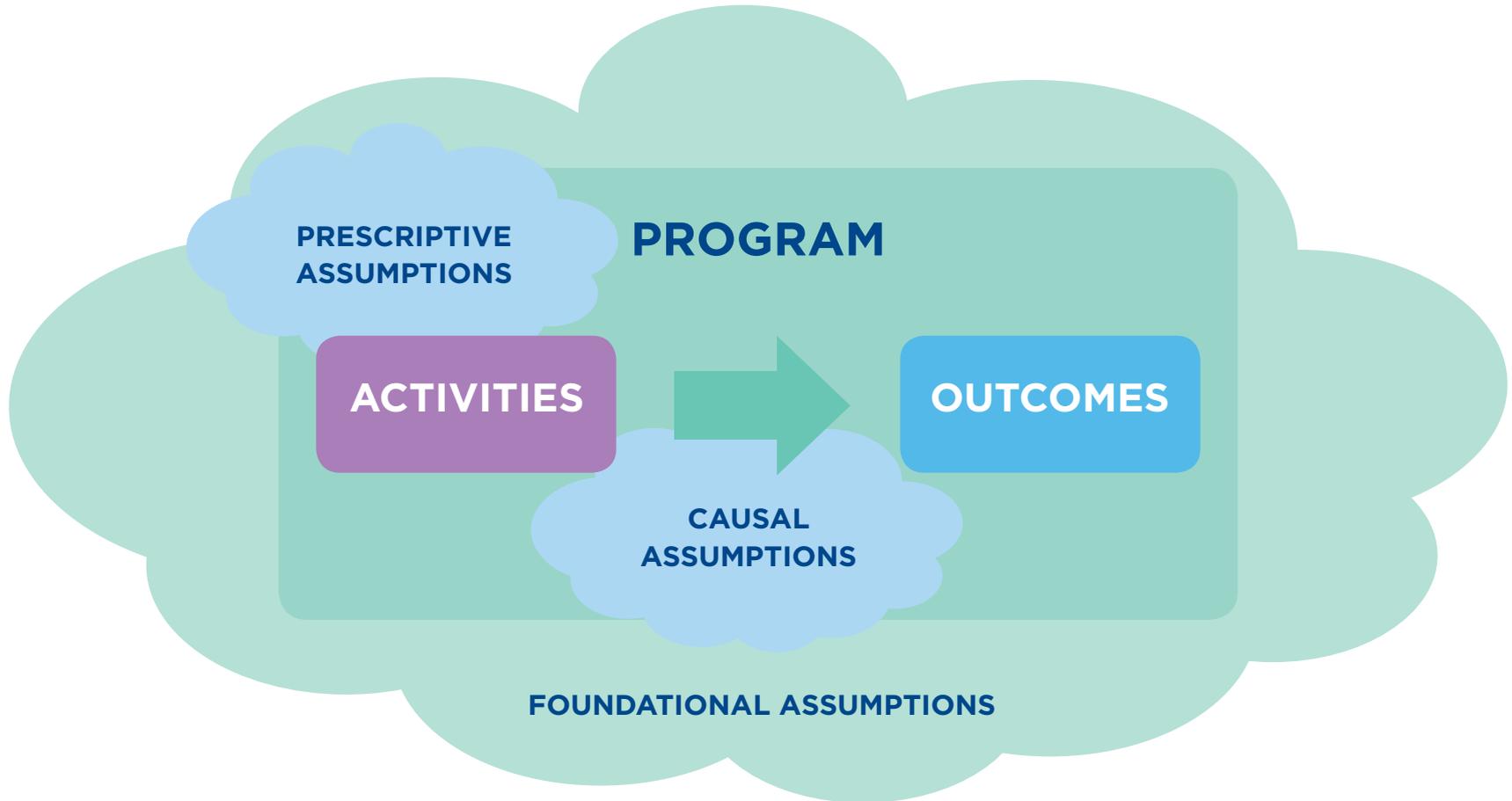
# Portrait Race

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# Program Assumptions

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# Program Assumptions

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- Now that you have had some practice identifying assumptions, try focusing on your program or project.
- Brainstorm as many assumptions (including causal, prescriptive and foundational) as you can.
- Assign one notetaker and record the output of your brainstorm on chart paper.

# Break

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# Reflections on the ToC Pathway Model Process

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- How hard/easy was the ToC Pathway Model process? Why?
- What helped or hindered the process?
- What is valuable about developing the ToC Pathway Model?  
Giving feedback?
- How do you think you can use it in your work?

# Appreciative Pause

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Consider and identify:

- A comment that opened up a whole new line of thinking.
- A comment that helped identify an assumption.
- A comment that identified a gap in reasoning that needed to be addressed.
- A new idea that was intriguing and had not been considered before.
- A comment showing the connection between two other ideas or contributions when that connection hadn't been clear.

# Handouts from Day 2

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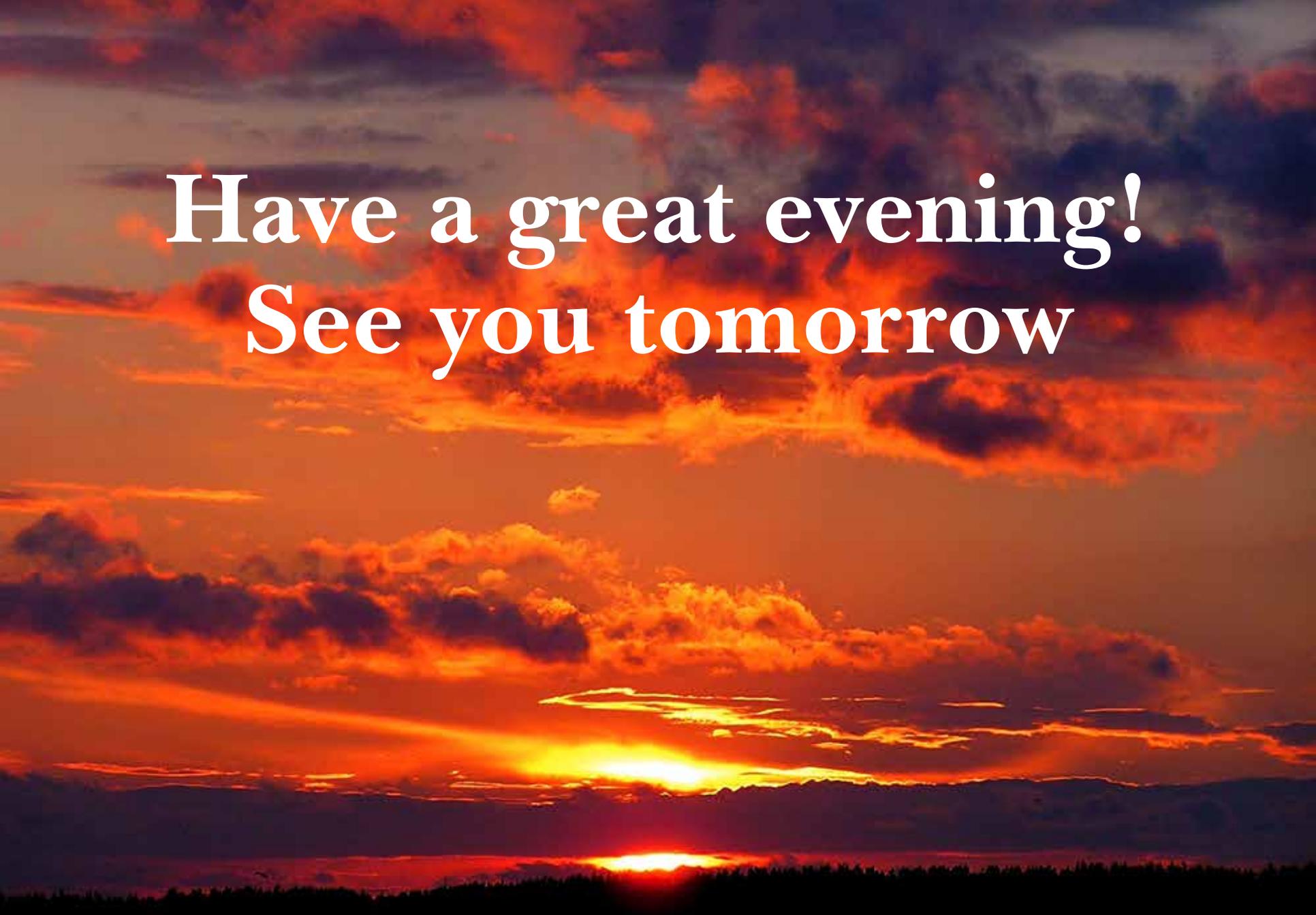
- Simple scenario
- ToC Pathway Models
- Notes for developing ToC Pathway Models

# Any questions?

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- If you have any questions about what we talked about today that you would like us to address tomorrow, please write them on Post-it notes and stick them to the chart paper on your way out.





Have a great evening!  
See you tomorrow

Good morning!



# Questions and Feedback from Day 2

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**Did we achieve  
our goals?**

# Turn and Talk

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- What is a ToC Pathway Model?
- How would you explain it to a child?
- When might you choose to use Thinking Hats as a thinking tool?



# When would you *not* use Evaluative Thinking?

# Agenda

## Day 3

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Time	Task
8:30am	Goals for the day
9:15am	Thinking hats, ToC Pathway Model review
10:15am	Introduction to working with questions
10:30am	Break
10:45am	Question sort: To act or not to act
11:30am	Learning plan recommendations: MEAL memo
12:00pm	Lunch
1:00pm	Role-play: ET conversations, Learning-to-action plan
2:15pm	Break
2:30pm	World café: Being an ET champion
3:30pm	Reflect and debrief, post-workshop survey
4:00pm	Close

# Thinking Hats

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Positive



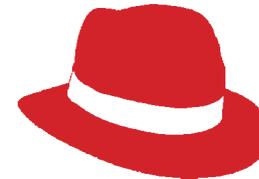
Creative

“Big Picture”



Factual

Negative



Emotional



# ToC Pathway Model Review

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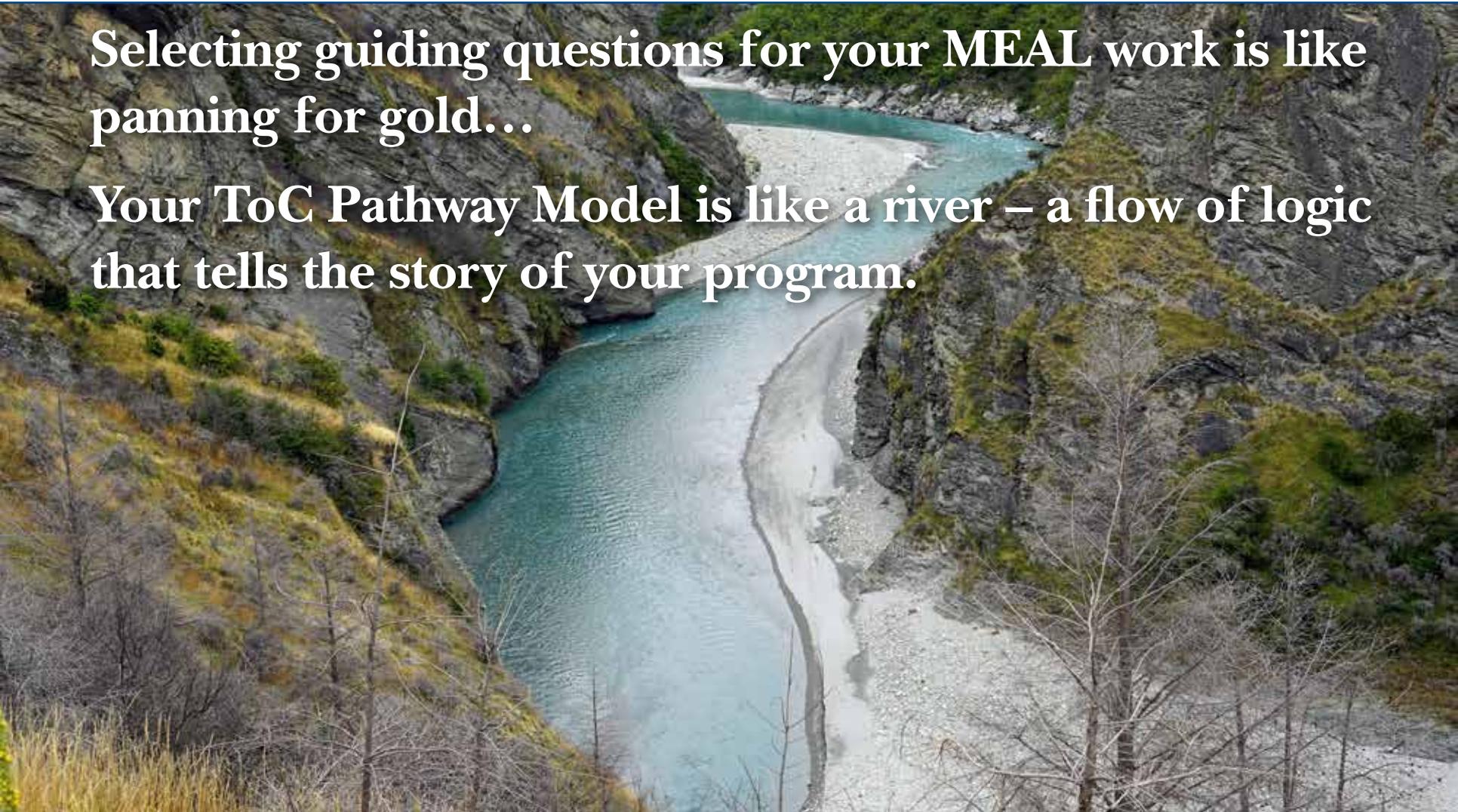
Use the *ToC Pathway Model Review Guidance* handout to help you consider things like:

- What assumptions are being made?
- Which pathways seem “key”?
- Are the outcomes described/defined in the way you would describe/define them?
- Which nodes and/or links have existing evidence (formal or informal)
- Which nodes and/or links do you see as in need of evidence?

# Using the ToC Pathway Model to select guiding questions

Selecting guiding questions for your MEAL work is like panning for gold...

Your ToC Pathway Model is like a river – a flow of logic that tells the story of your program.

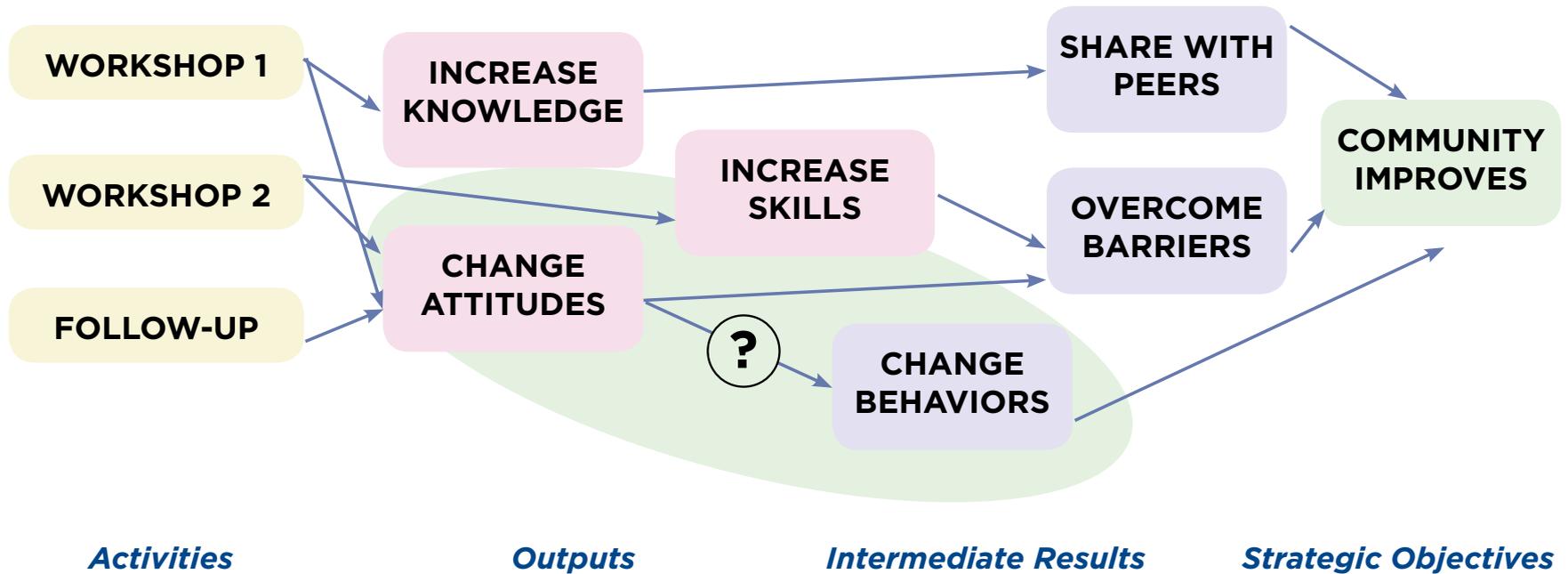


Within that logical flow there are a few items – like nuggets of gold – that are the most valuable areas of your model on which to focus your MEAL work.

We use ET, like a gold pan, to help us find and focus in on these most critical pieces.

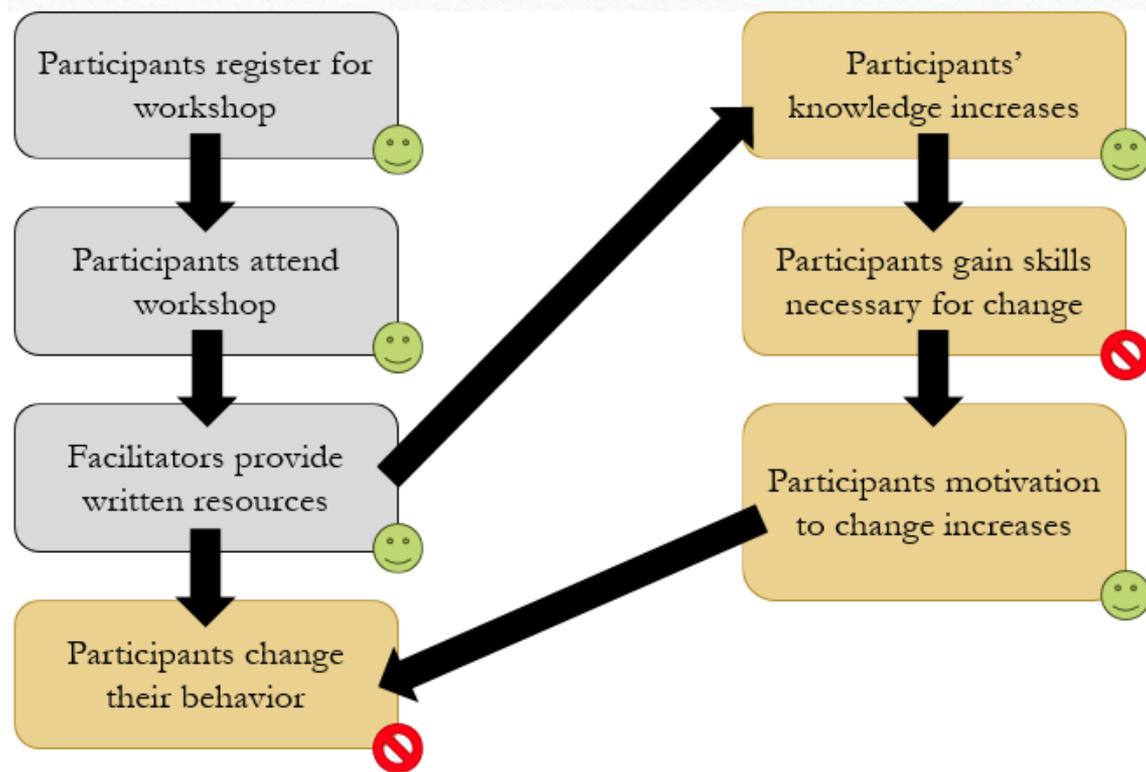


# Using ToC models to turn assumptions into questions



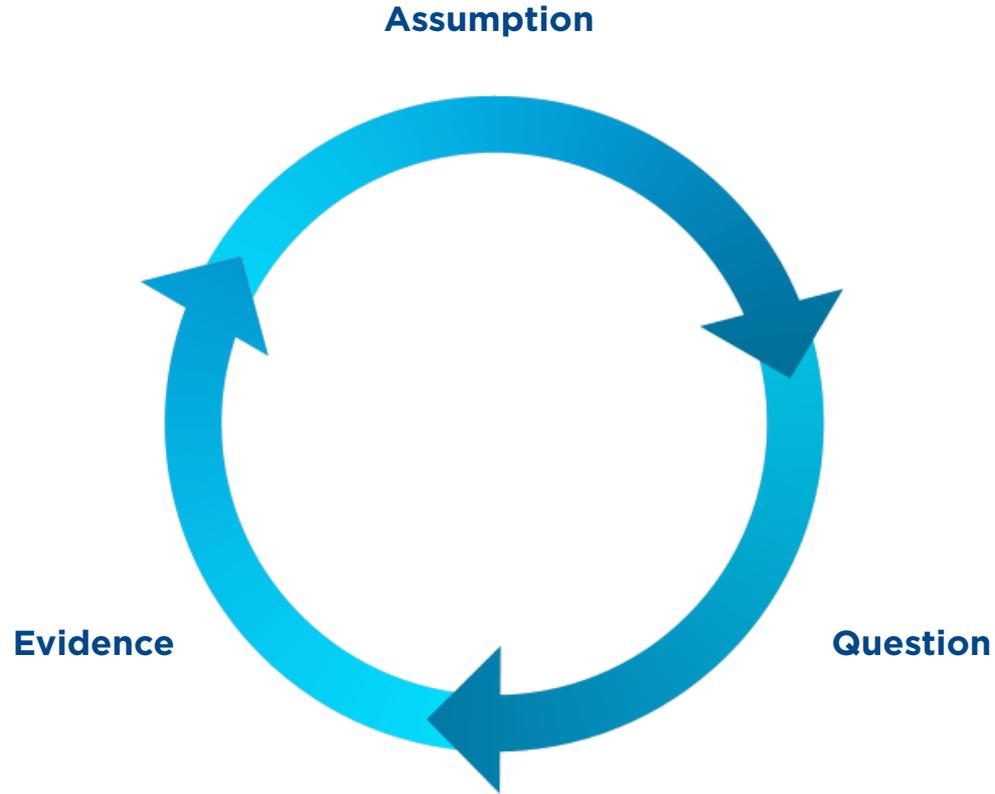
# Theory of Change Pathway Models

Understanding what is *really* going on!



# Assumption-Question-Evidence Loop

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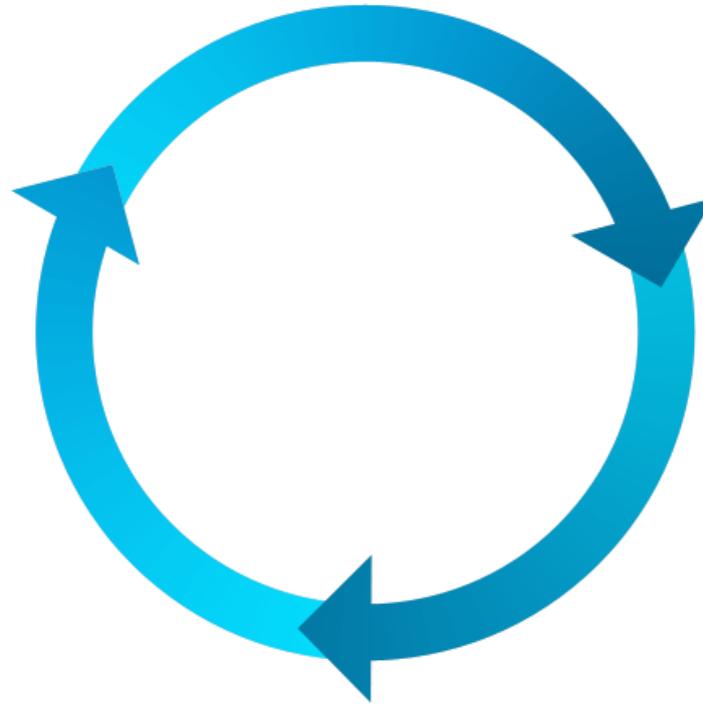


# Assumption-Question-Evidence Loop

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**Assumption: Transportation is a significant barrier to participants having adequate access to the resources provided by our program**

**Evidence: There are several significant barriers to participants' access to the resources provided by our program, including lack of transportation**



**Question: Why do 70% of our participants lack adequate access to the resources provided by our program?**

# Posing Learning Questions

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# Posing Learning Questions

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Questions give you the power to potentially make claims about the impacts of your program; but they can also be limiting.

Consider the difference between these two questions:

Do participants have adequate access to the resources provided by our program?

Do women in the community have equal access to our program (compared to men)?

# Turning Assumptions into Questions

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Assumption	Question
This ET workshop will contribute to a change in ET habits among participants.	Do ET workshop participants change their habits after participating?
Handwashing is a critical component of personal hygiene.	
Participants have adequate access to the resources provided by our program.	

# Question Brainstorm

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Return to the list of assumptions you brainstormed about your program.

For the sake of *practice only*, in the next few minutes, turn as many of these assumptions into questions as you can.

Work as a group and take notes.

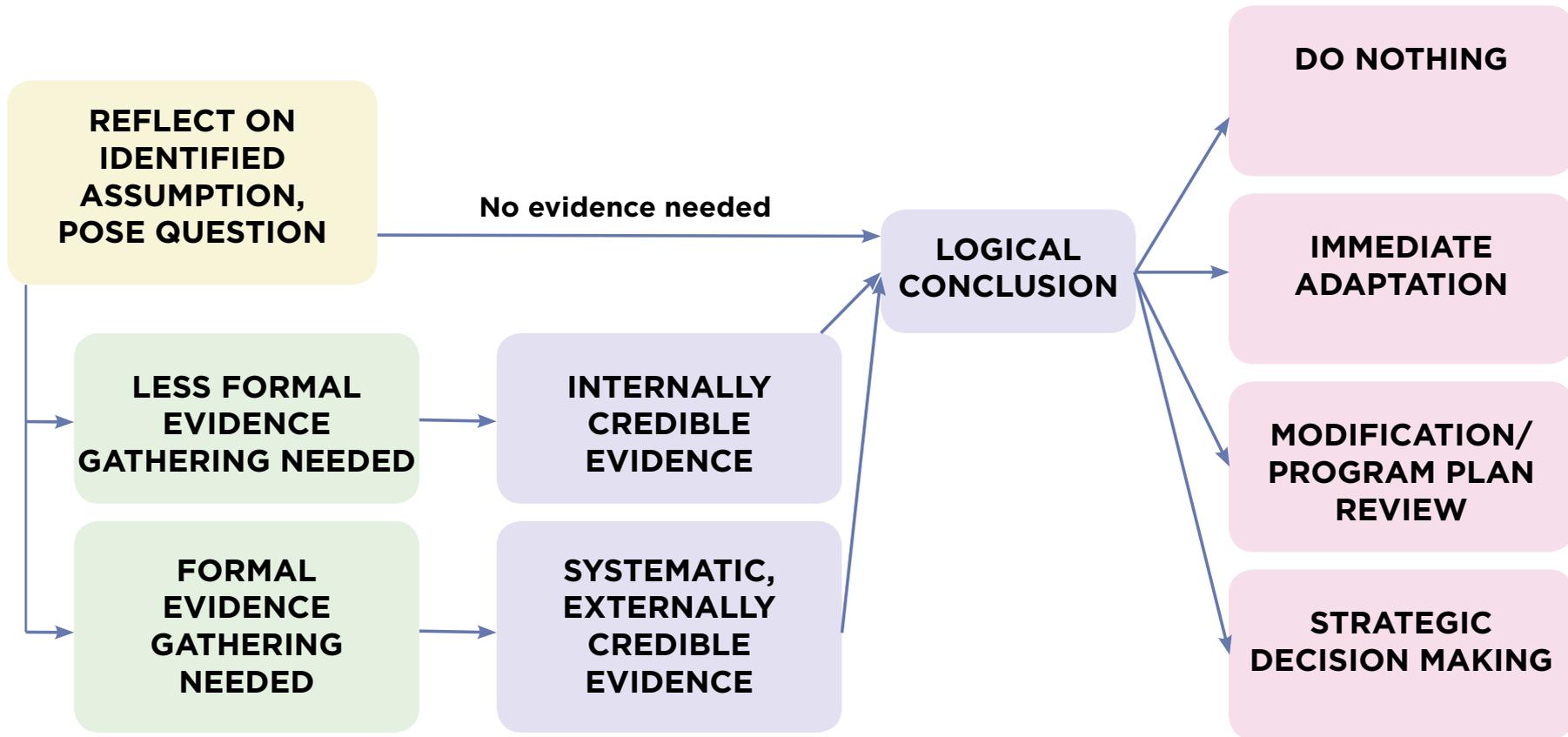
We will count them up at the end to see which group came up with the most questions based on assumptions.

# Break

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# Working with questions: Putting ET to use



# Considerations for sorting questions and assumptions

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- What is already known about the program, its participants and/or its context
- What kind of evidence would be credible, and to whom, in addressing each assumption
- What resources are available
- What sources of evidence are available and to whom

# Working with questions: Putting ET to use

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## ASSUMPTIONS/ QUESTIONS

**DO NOTHING  
(NO ADDITIONAL  
EVIDENCE NEEDED BEFORE  
PLANNING FOR ACTION  
OR INACTION)**

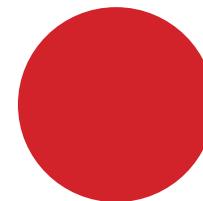
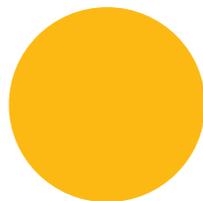
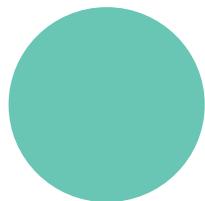


**DO A LOT  
(FORMAL EVIDENCE  
GATHERING)**

**DO A LITTLE  
(LESS FORMAL EVIDENCE  
GATHERING)**

# Question Sort

No evidence needed at this time	Less formal evidence gathering	Formal evidence gathering
Will the store have healthy food?	Do I have money in my wallet?	Which healthy foods are best for me?
Would a change in behavior be beneficial to participants?	Are potential participants choosing to participate in the program?	Are participants who are engaged and motivated to participate also motivated to change their behavior?



# Question sort

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- Return to your list of questions (and/or assumptions) about your program.
- Using chart paper, create a table like the one on the previous slide.
- With your group, sort the questions into the three categories.

You may disagree with your team members! Listen carefully to understand the thinking behind someone else's decision. Are you convinced? Can you (respectfully) convince them?

# Appreciative Pause

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Step back for a moment...

Thank your group members for their thoughts and contributions to this discussion.

- What did this activity bring up for you?
- How has this activity affected the way you think about MEAL (if at all)?
- Do you have any additional thoughts about ET after doing this activity?

# MEAL Memo

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Work with a partner:

1. Pretend you are in charge of all MEAL work for your project
2. Write a memo that outlines what you would like to be done
  - What questions would you like to see addressed?
  - What type(s) of evidence would you like to see?
  - How will results be used?
  - Who should do all of this? When?

# Lunch

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# Follow the Leader



# ET conversations with stakeholders

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1. Draw a stakeholder card. This is the stakeholder you will pretend to be
2. Find a partner (someone outside your group)
3. Role-play a discussion with your partner:
  - What is ET?
  - Is it important? Why?
  - How should it be practiced?

# Discussion

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- Is it difficult to describe ET? Why?
- Why might it be important to talk to stakeholders about evaluative thinking/reflective practice?

# Barriers to ET

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1. Large group brainstorm: Barriers
2. Identify themes
3. Assign each group one theme to focus on
4. Small group brainstorm: Strategies for overcoming barriers
5. Present your barrier and three possible alternative strategies for overcoming that barrier to the large group

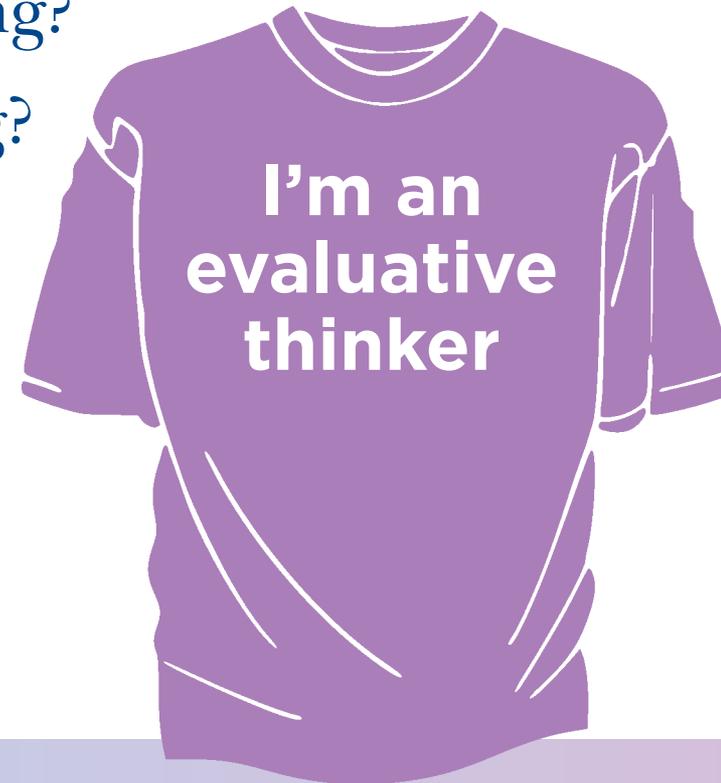
# Learning-to-Action Plan

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# ET personal plan

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- How does what we are doing connect to our goals?
- What assumptions are we making?
- How do we know this is working?



# Break

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# World Café

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1. What does it mean to be a champion of ET?
2. What are the top three practical suggestions you would make, and to whom in particular, for improving the culture of ET at CRS?
3. What are some strategies for talking with colleagues, beneficiaries, supervisors, funders, etc. about ET, MEAL and learning?

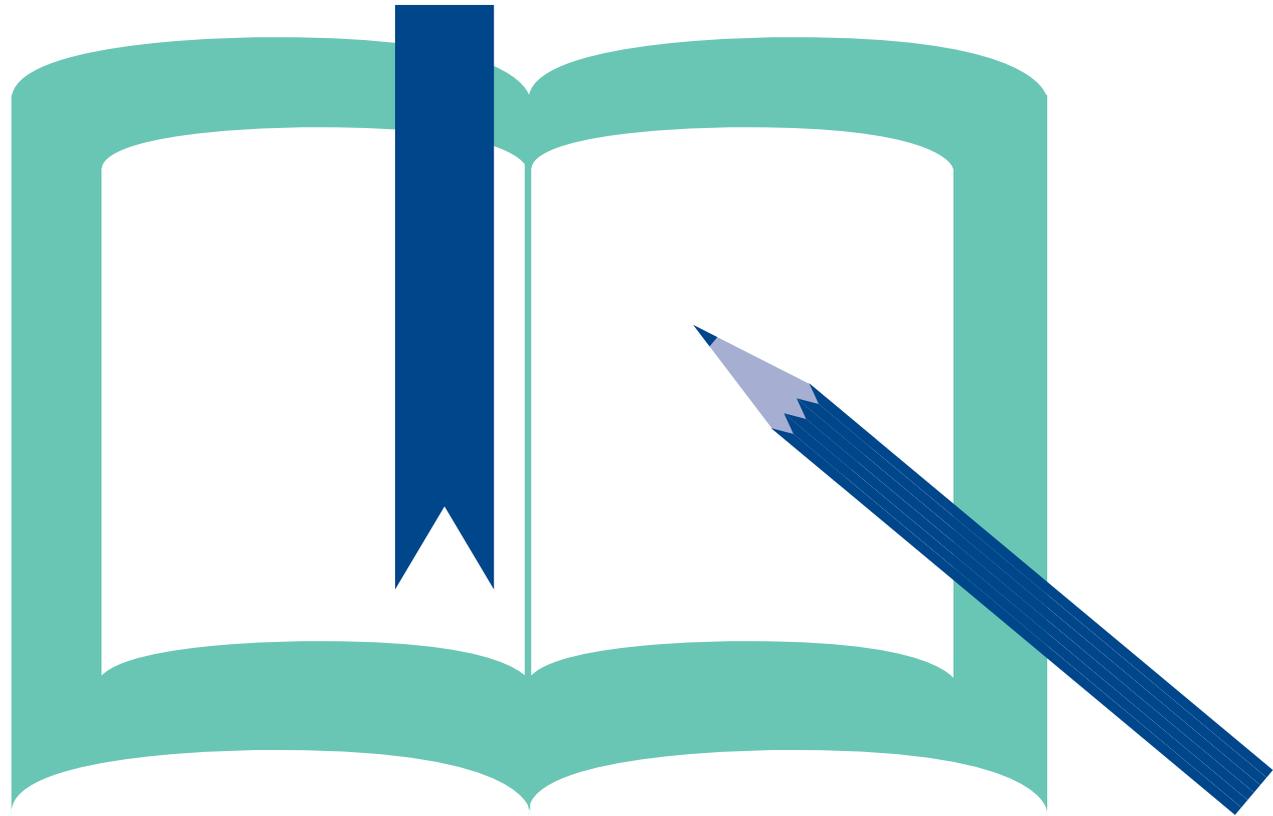
# Handouts from Day 3

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- Thinking Hats
- ToC Pathway Model review guidance
- Question sort
- MEAL memo
- Learning-to-action plan
- Post-workshop survey

# Organizing your ET notebook

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# Organizing your ET notebook

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Day 1 Handouts	Day 2 Handouts	Day 3 Handouts
Consent form	Simple scenario	Thinking hats
Pre-workshop survey	ToC Pathway Models	ToC Pathway Model review guidance
What is ET?	Notes for developing ToC Pathway Models	Question sort
What does ET sound and look like?		MEAL memo
The MEAL system		Learning-to-action plan
Principles for promoting ET		Post-workshop survey
ET strategies and activities		
Identifying assumptions		
Scenario analysis		
Thinking hats		
Example program proposal		
Program proposal review guidance		

# Post-Workshop Survey

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- Please fill out the Post-Workshop Survey



# Next time...

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- Seeking evidence!
- Developing learning plans from good questions
- Credibility and methodological considerations
- Planning for useful results





**Thank you!**

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