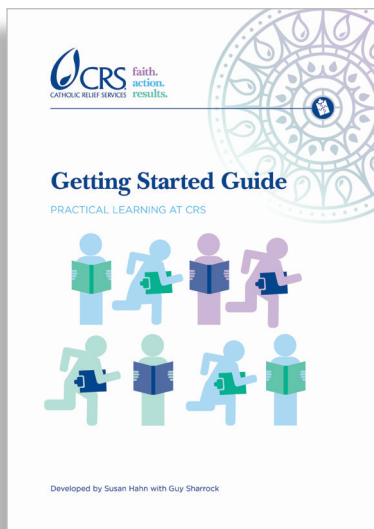


Getting Started Guide

PRACTICAL LEARNING AT CRS





The *Getting Started Guide* covers MEAL Procedures 8.1 to 8.5. It is intended to support heads of programming and project managers to integrate tested learning approaches into project implementation, take simple steps to develop a learning agenda and plan an annual learning event, and encourage staff to make small but significant changes to learning at CRS through sharing and reflecting on completed work.

Dedication

This guide provides an opportunity for us to remember Valerie Stetson who passed away in 2017. Val was the inspiration behind the *Getting Started Guide*, and the author of a wide variety of documents that have guided CRS work over the past 20 years. Val was unfailing in her ability to ensure that the intended audiences were center stage in our collaborative efforts to develop materials intended to help them in their work. She was a delightful person and a wonderful colleague.



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Acronyms

AAR	after action review
CLA	Collaborating, Learning, and Adapting
CP	country program
CRS	Catholic Relief Services
EARO	East Africa Regional Office
HoP	head of programming
IPTT	Indicator Performance Tracking Table
LADs	learning-to-action discussions
MEAL	monitoring, evaluation, accountability and learning
MPP	MEAL Policies and Procedures
PM	project manager
PPR	past performance reference
SILC	Savings and Internal Lending Community
ToC	theory of change
USAID	United States Agency for International Development



Introduction

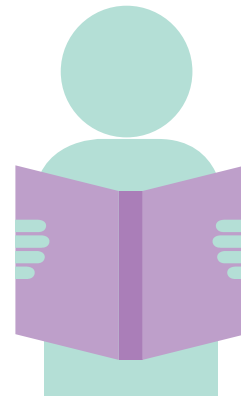
LEARNING IN CRS AND THE MPP FRAMEWORK

The MEAL Policies and Procedures (MPP) provide a framework to advance the agency MEAL strategy. Learning is promoted in MPP 8.1 to 8.5, and this *Getting Started Guide* covers these procedures. The guide is intended to support heads of programming and project managers to:

- Integrate tested learning approaches into project implementation
- Take simple steps to develop a learning agenda and plan an annual learning event
- Encourage staff to make small but significant changes to learning at CRS through sharing and reflecting on completed work

The guide is designed for all CRS country programs using a “getting started” approach, but it is worth noting that there is already impressive work being done in different locations across CRS. The guide’s purpose is to provide small, easily doable activities that would be useful given opportunities and constraints, and that would meet the MPP requirements.

The guide draws on familiar resources. Proposed exercises align with the MPP, and draw from the *ProPack* series, approaches used in CRS to promote critical or evaluative thinking, and from current practices in different regions. MEAL materials already include extensive guidance on promoting learning and meeting MPP requirements; the guide simply assists country programs to start with straightforward activities that will serve as building blocks indicating a commitment to learning, and incorporating meaningful learning practices into the routine management of projects, and CP programming practice.



.....
The guide’s purpose is to provide small easily doable activities that would be useful given opportunities and constraints, and that would meet the MPP requirements.
.....

The key to workplace learning is to make it intentional

As humans we are always learning; the key to workplace learning is to make it intentional.

- Anyone can design and facilitate a learning activity, but to do it well you need to be thoughtful and deliberate about what is to be learned, by whom, when, and where.
- Learning opportunities can be incorporated into already established meetings and gatherings; taking time for intentional learning doesn’t have to be time consuming or costly.
- Being clear about the goals for learning will ensure that the right activity is designed for the right reasons.

From: Preskill, H., E. Gutiérrez and K. Mack. 2017. [Facilitating intentional group learning: A practical guide to 21 learning activities](#). FSG.



MPP 8.1

CRS STAFF ORIENT NEW PROGRAM STAFF ON THE BASIC PRINCIPLES AND PRACTICES OF LEARNING

1. DEFINE LEARNING BROADLY

At its simplest, **learning is a process of engaging with others and asking questions to make sense of what is happening in a project.** Learning is intentional, meaning that it is done with purpose, so that decisions can be taken to improve things. Learning means taking the time to pose questions, challenge assumptions and discuss issues based on the available data, your own observations, and discussions with participants, partners and other stakeholders. Learning can take place during a tea break, in a vehicle ride back to the office from the project site, at a staff meeting, or during an annual learning event. **The intention to learn for improvement is key.**

As a learning organization, CRS draws on the rich and varied experiences of its staff and partners. The agency seeks to ensure that learning activities provide a link between the past and the future, and integrate theory and action. Staff and partners are required to look for meaning in their activities to generate good-fit solutions to many complex development challenges.

.....
Learning means taking the time to pose questions, challenge assumptions and discuss issues based on the available data, your own observations, and discussions with participants, partners and other stakeholders.
.....



SMALL DOABLE ACTIVITIES

1. Ensure staff watch the [learning orientation module](#). This video contains a lot of information that will be new to staff so consider subdividing it into smaller sections. After watching all or some of the video, spend time reflecting as a group to enable you to engage with the content in an active and more in-depth manner.
2. Lead discussion at a staff meeting:
 - Define learning broadly to include informal as well as formal learning.
 - Note the current “70-20-10” thinking: 70 percent of learning is done on the job, 20 percent through coaching and mentoring; and 10 percent is achieved through formal events such as training.
 - Acknowledge and give credit for broad-based approaches to learning, e.g. efforts to improve knowledge management systems, and initiatives to encourage and capture lessons learned or to raise the profile of learning by embedding it in a job description or scope of work, and so on.
 - Note the various opportunities for learning: field visits; quarterly meetings with partners; staff meetings, both formal and informal; discussions during a tea break; Skype conversations; during vehicle rides back to the office; during debriefing meetings on any topic.
 - Note the various approaches that are proven good practices in learning: after-action reviews, learning-to-action discussions, critical (evaluative) thinking,¹ etc. These approaches use sets of questions that promote staff thinking to make sense of what is happening in the project.
 - Acknowledge all the learning that takes place in the country program; emphasize that learning is much broader than the annual learning agenda and event (8.2 and 8.3)
3. Review exercises 1 and 2 on Page 4 and discuss the country program learning environment and critical thinking skills.



.....

Be intentional:
Learning can take place on field visits; during quarterly meetings with partners; in formal and informal staff meetings; through tea-break discussions; on Skype calls; during debriefings, etc.

.....

1. Critical thinking and evaluative thinking are very closely related. Critical thinking implies the use of careful analysis to form a judgment, i.e. not to take things at face value. Meanwhile, we define evaluative thinking as critical thinking *plus* the application of proactive behaviors such as posing questions, seeking evidence and deciding to act (or not act) based on evidence.

Exercise 1: Do you foster a learning environment?²

Think about these questions and how you might improve your approach.

- What steps can you take to enable individuals to feel that their ideas and suggestions are valuable and acknowledged?
- How can you encourage an atmosphere of trust in which staff feel safe and are also encouraged to ask questions, challenge ideas and share their concerns?
- What would help individuals to feel able to raise questions about their own work and its effectiveness?
- In what ways do you lead by example and encourage individuals to challenge ideas, even yours?
- What opportunities (regular review meetings, after action reviews, etc.) exist for project implementers to regularly and informally review progress, partner relations, and how to improve actions?
- How can the learning generated in these discussions be used to revise and reinforce the project?
- How can you and your team encourage a willingness to be comfortable with unknowns and to resist coming to premature conclusions?

Exercise 2: Who are the critical thinkers?³

Encourage staff to answer these questions for themselves and to provide specific examples.

- Do you ask pertinent questions and display a sense of curiosity?
- Are you able to admit what you don't know?
- Do you frequently ask the question "why?"
- Do you look for alternative explanations or theories?
- Can you uncover and examine your beliefs, assumptions and opinions, and weigh them against facts, evidence and proof?
- Do you listen carefully to others?
- Are you able to adjust opinions when new facts are found?
- Do you examine successes and problems closely and deeply?
- How do you respond when others have a different point of view?

2. Adapted from *ProPack II* (2007: 35).

3. Adapted from *ProPack II* (2007: 34).

2. LEAD BY EXAMPLE AND FOSTER LEARNING AND CRITICAL THINKING

Intentional learning requires a supportive, enabling environment: openness, building and strengthening relationships and networks, and continuous learning and improvement.⁴ Experienced CRS managers understand the importance of creating the right environment for learning. HoPs and PMs are positioned to act as role models, and nurture and support people who continuously and constructively challenge assumptions and are willing to dig deeply into the question “why is this happening?”

.....
Experienced CRS managers understand the importance of creating the right environment for learning.
.....

SMALL DOABLE ACTIVITIES

1. Review the questions in Exercises 1 and 2 on Page 4. Consider using USAID’s [CLA Maturity Spectrum](#) (2017) to assess how well you foster a learning environment and critical (evaluative) thinking skills.
 - Choose one or two ways to improve your “leading by example”.
 - Focus on one or two behaviors to reinforce and reward staff who think critically.
2. Ask staff, in a meeting, for their opinions on creating learning environments. Ask them to list skills for critical thinking and use those ideas to promote learning.

3. INTEGRATE LEARNING PRACTICES INTO ROUTINE PROJECT MANAGEMENT

MEAL policies require quarterly meetings with partners to review project progress, and quarterly visits by CRS staff. These are obvious opportunities to integrate learning into routine project management.

Policy	Procedures
Policy 2: CRS staff engage with partners to collect, analyze, reflect upon and utilize accurate monitoring data on a regular basis to be responsive to community feedback, to meet donor requirements, and to maintain high program quality.	Procedure 2.1 CRS staff meet with partners on a quarterly basis to jointly analyze and reflect on monitoring data to produce action items with assigned responsibilities. Procedure 2.2 CRS staff conduct quarterly visits to one or more project or emergency response sites.

The table on Page 6 provides a review of the types of tools that are commonly used: they are questions and processes to encourage evaluative thinking, facilitate learning, and review and decide on improved options for project implementation.

4. [Collaborating, Learning, and Adapting \(CLA\)](#), USAID

SMALL DOABLE ACTIVITIES

- Start small: Make sure that “learning and reflection” is an agenda item for all program-related meetings; use the approaches in the table below in meetings, and create opportunities to discuss how well they worked to encourage new types of questions, a wide variety of responses, and interesting ideas to improve the project.
- Over time, build these types of learning approaches into meetings and institutionalize the process. Encourage these practices as a way of managing the meeting, not as a separate agenda item.
- Use these questions for discussions within a project, but also for cross-sectional learning, with, for example, health staff, who work on different projects in the same country program.

.....

Build these types of learning approaches into meetings and institutionalize the process.

.....



Approach / technique	Purpose and When to Use
After action reviews or learning events Exercise 3 (Page 7)	Open-ended questions to be used with a wide variety of project interventions: How did it go? What did we learn? What might we do next time?
Learning-to-action discussions (LADs) Exercise 4 (Page 7)	Questions for periodic review of a project with partners (quarterly meetings), with a conversation about future actions.
Data analysis and learning with the IPTT Exercise 5 (Page 8)	Questions to guide an analysis of the IPTT on a quarterly and annual basis. Discuss successes and challenges and what might change. Provides information for quarterly and annual reports.
Apply evaluative thinking and use a theory of change Exercise 6 (Page 9)	Very preliminary set of questions to promote evaluative thinking and look at the project assumptions. Could be done in conjunction with IPTT review above, or an annual meeting with staff and partners to thoroughly review the project.
Six Thinking Hats Exercise 7 (Page 11)	An approach to discussion that encourages individuals to think in different ways. Brings a wide variety of perspectives to the conversation.
Other approaches to facilitating intentional group learning	Look for additional methods for facilitating intentional group learning, e.g. Preskill, Gutiérrez and Mack's Facilitating intentional group learning: A practical guide to 21 learning activities .

Exercise 3: After action reviews or learning reviews

These include a set of questions to identify and record lessons arising out of a project event. While this approach is typically suggested as an exercise for fast-onset emergencies, the questions can be relevant for many project activities. You might use these questions to review experience and lessons from community meetings designed to engage beneficiaries in selected interventions. This learning conversation could take place informally in the vehicle ride back to the office. You might use these questions after your first annual meeting with partners; a formal debriefing of the event. There are many opportunities to use these questions to learn from project activities and do better next time.

.....
There are many opportunities to use these questions to learn from project activities and do better next time.
.....

Five open questions for AAR or learning reviews



1. What did we set out to do?
2. What did we achieve?
3. What went well?
4. What could have gone better?
5. What can we learn from this?

Exercise 4: Learning-to-action discussions⁵

These include questions that could be used in the quarterly meeting with partners and/or CRS project review meetings.

Learn by looking back	Action by looking forward
<ol style="list-style-type: none">1. What did we plan for the quarter?2. What did we achieve?<ul style="list-style-type: none">■ Review the data on the partner reports<ul style="list-style-type: none">• What do the data tell us?• What don't the data tell us?• Who do the data represent?• Who don't the data represent?• What else do we need to know?■ Are these data consistent with our observations in the field?3. What is going well, or what are the issues?<ul style="list-style-type: none">■ Why is this happening?■ How will it affect the project?	<ol style="list-style-type: none">1. What initiatives are successful?<ul style="list-style-type: none">■ How can they be reinforced?■ Are there other places in the project area that might adopt these initiatives?2. What initiatives are not going well?<ul style="list-style-type: none">■ What needs to change?■ Should any activities be dropped?3. How best can community members be informed of our current thinking?

5. See *ProPack III* (2010: 42-44)

Exercise 5: Data analysis and learning with the IPTT⁶

EARO has developed a tool to support staff to analyze and use the project performance monitoring data based on learning-to-action principles. The MEAL manager can use this logical set of questions based on IPTT data to learn about how well the project is achieving stated targets, discuss the issues and changes needed, and prepare the narrative for the progress report.

.....

The MEAL manager can use this logical set of questions based on IPTT data to learn about how well the project is achieving stated targets.

.....

Learning	<ol style="list-style-type: none"> 1. What did we plan for and target during the quarter? 2. What did we achieve against the target? 3. Ask project staff who work in these areas if the achievements are consistent with their observations.
What are our successes?	<ol style="list-style-type: none"> 4. Review and highlight areas of success: <ul style="list-style-type: none"> ■ Which indicators achieved stated targets in the reporting period? ■ What percentage of indicators achieved their targets compared with the last reporting period? ■ What percentage of indicators achieved more than 100 percent of the target? ■ What percentage of indicators achieved more than the last reporting period? 5. What did we do to contribute to these successes?
What are issues / challenges?	<ol style="list-style-type: none"> 6. Highlight areas of challenges: <ul style="list-style-type: none"> ■ Which targets were not reached? ■ What percentage of indicators achieved less than the previous quarter? 7. Why were we not successful in these areas?
Action	<ol style="list-style-type: none"> 8. What are the actions from learning related to success areas? <ul style="list-style-type: none"> ■ List initiatives and approaches that are going well. ■ Identify those initiatives and approaches that need to be reinforced. ■ Identify other projects that may benefit from these approaches. 9. What are the actions from learning related to challenging areas? <ul style="list-style-type: none"> ■ List initiatives and approaches that are not going well. ■ Identify initiatives and approaches that need to change. ■ Identify initiatives and approaches that should be dropped. ■ If activities need to change, who is informed, how will this happen, and what is the budget? ■ How best can partners and community members be informed of the current thinking on these issues.

6. Posted in [MPP 2.1 Guidance](#).

Exercise 6: Apply evaluative thinking and use a theory of change

Evaluative thinking conversations focus on listening, asking questions, and respectfully challenging each other to uncover assumptions and offer new perspectives and ideas. A theory of change encourages a thorough review of critical assumptions about the project.



Theory of change⁷	<ul style="list-style-type: none">■ Provides a set of related statements of how and why one anticipates that certain actions will generate desired changes within the context of the project environment.■ States “If we do X, then Y will happen, because Z”. “Because Z” requires us to explain the assumptions behind the logic of the project.■ These assumptions must be based on research, conceptual frameworks and past documented experience, or be acknowledged as testable hypotheses.
Evaluative thinking⁸ is a process of:	<ul style="list-style-type: none">■ Discovering the assumptions that guide our decisions, actions and choices.■ Encouraging questioning and multiple perspectives to check the validity of assumptions and to pursue deeper understanding.■ Taking decisions – Enabling more evidence-based decisions in preparation for adaptive action and management.

.....
A theory of change provides a set of related statements of how and why one anticipates that certain actions will generate desired changes within the context of the project environment.
.....

.....
Evaluative thinking encourages questioning and multiple perspectives to check the validity of assumptions and to pursue deeper understanding.
.....

Evaluative thinking and ToC conversations might happen in an annual review meeting where staff and partners are taking a critical look at progress in the project, and using that information to make decisions about course corrections (or not) going forward. But these evaluative thinking skills may also be used in routine project management. Review the steps on Page 10 for a Getting Started approach to evaluative thinking.

7. Adapted from *ProPack I* (2015: 58-59). Review this section for more information and examples.
8. CRS presentation to TOPS, 2015

Apply evaluative thinking and use a theory of change

Step 1: Discover the underlying assumptions. Pick one intervention and its related behavior change objective for review. Ask the following questions to identify assumptions:

- What is our assumption(s) about behavior change in this project?
- In other projects that I have worked on, I have sometimes assumed that...
- What is the cause-and-effect relationship between the project intervention and the desired behavior change?
- What evidence do we have—either data from M&E or our own observations—to help us understand what is happening?

Step 2: Pose questions and seek multiple perspectives to check the validity of the assumptions:

- Why are we assuming this?
 - How do we know this?
 - What data do we have to support the assumption?
 - What observations have we made that might support the assumption?
- What other perspectives might we want to take?
 - “Six Thinking Hats” discussion among CRS staff and partners (see Exercise 7).
 - Discussion with stakeholders.
 - Collect more data on the topic.

Step 3: Analyze the learning and take decisions

- Review the data and perspectives from the steps above. Are the assumptions still valid or does the project need to revise its ToC, i.e., articulate new assumptions?
- What changes might be required in the project, based on different assumptions?

Exercise 7: Six Thinking Hats⁹

Six Thinking Hats is an approach that encourages individuals to think differently and to take positions that they might otherwise not have taken. Colors—representing ways of approaching a topic and acknowledging that people see things differently depending on their perspective—are assigned to participating individuals. The individuals adopt that approach during the discussion.

Step 1: Assign a color to each participant and explain the role that each is to play in the discussion. It may be helpful to make colored paper hats or some other item that participants can wear.



Managing Blue – Asks: What is the subject? What are we thinking about? What is the goal? Can look at the big picture.



Information or evidence-seeking White – Asks: Considering purely what information is available, what are the facts and where is the evidence to support what is being proposed?



Emotional (“gut feeling”) Red – Uses intuitive or instinctive gut reactions or emotional statements based on experience and intuition (but not any justification).



Critical Black – Applies logic to identify reasons to be cautious and conservative, and to identify weaknesses or gaps in a proposal so that they can be addressed. Offers practical, realistic, constructive criticism.



Optimistic Yellow – Applies logic to identify benefits and seek harmony. Sees the brighter, sunny side of situations.



Creative Green – Makes statements of provocation and investigation, to see where a thought goes. Thinks creatively, outside the box.

Step 2: Facilitate the discussion and encourage wide-ranging and uninhibited thinking. Remember that individuals are playing a role and thinking outside of their usual range.

Step 3: End the discussion by citing all the new factors that have come up.

.....
Six Thinking Hats
is an approach that
encourages individuals
to think differently and
to take positions that
they might otherwise
not have taken.
.....

9. Adapted from Edward De Bono's *Six Thinking Hats*, Penguin Books, 1990.
See also https://www.mindtools.com/pages/article/newTED_07.htm

MPP 8.2

CRS STAFF DEVELOP A COUNTRY PROGRAM LEARNING AGENDA

WHAT IS A LEARNING AGENDA?

A learning agenda is essentially a plan to improve learning that has been carefully considered and budgeted for. There is a wide range of acceptable topics. The point is that the learning is intentional, with purpose, and that the agenda will help raise the quality of the program.

WHAT TO CONSIDER WHEN CHOOSING A LEARNING AGENDA

- What sources can direct your learning, e.g. theory of change? Issues from ongoing implementation? [CLA Maturity Spectrum](#) results? Stakeholder interests? Higher-level agency learning questions?
- Be realistic. Do what is feasible: Consider your starting point and what might be the pressing learning priorities, time, money and staff capacity.
- Focus on what is most immediately useful to the projects.
- Start small:¹⁰ Experience shows that even small steps can be effective and whet staff appetite for learning.

.....
Be realistic. Do what is feasible: consider time, money and staff capacity.
.....

SMALL DOABLE ACTIVITIES

- Step 1:** Review the opportunities and constraints in the country program—including time, money and staff capacity—and decide how much time will be allocated to choosing a learning agenda.
- Step 2:** Recall your discussion on learning, engaging with others to make sense of a project.
- Step 3:** Discuss the following three options for your learning agenda. These are just ideas that may be useful for your country program or may provoke thinking about other useful learning agendas.

10. [Guidance for Developing and Implementing a Country Program Level Learning Agenda_Version 2.1](#), page 58.

Option 1: Integrate learning into routine project management

(see Page 5).

- Try out any or all the approaches.
- Ask CoPs and PM to identify specific meetings or opportunities to practice some of these approaches.
- Ask CoPs and PMs to note the exercises used and comment on how they went.
- Discuss results in meetings.
- Devote part of the annual learning event to a review of these practices to integrate learning into project management.



Option 2: Improve working relationships between project technical/management staff and MEAL staff in all CP projects. (There may be unclear lines between the roles and responsibilities of MEAL and other program staff.)

- Encourage conversations between technical/management and MEAL staff on roles and responsibilities.
- Identify practices that encourage good collaboration and those that inhibit good collaboration.
- Take steps to reinforce the good collaboration and address those aspects that inhibit.
- Devote part of the annual learning event to reviewing this work and establish CP-level norms to ensure excellent working relationships between MEAL and other program staff.

.....
Encourage conversations between technical/management and MEAL staff on roles and responsibilities.
.....

Option 3: Engage with external actors who are knowledgeable about your project and the project area.

- Identify experts, government officials, community members and others who are thoughtful, well-meaning, and willing to engage with staff and partners in discussion about the project.
- Invite them to specific meetings and solicit their ideas and advice on the project.
- Devote part of the annual learning event to reviewing these activities and their impacts on understanding the project and deciding on future actions.

MPP 8.3

CRS STAFF CONDUCT AND DOCUMENT AN ANNUAL COUNTRY PROGRAM LEARNING EVENT

The purpose of the annual learning event is to foster cross-sector and cross-project learning on topics that are important to the country program, including the learning agenda (8.2). The conversations in the annual learning event, like all learning activities, are intended to promote creative thinking and actions that lead to better programming.

The timing of the annual learning event should facilitate decision-making and staff participation. For example, holding it after the budgeting cycle makes it difficult to secure resources in good time.

Start small if that is most appropriate for your country program. While the MPP provides a more detailed approach to developing a learning agenda and planning a learning event, the suggestions in the box below are proposed to get things started on a smaller scale.

.....
The conversations in the annual learning event, like all learning activities, are intended to promote creative thinking and actions that lead to better programming.
.....

SMALL DOABLE ACTIVITIES: ANNUAL CP LEARNING EVENT

Step 1: Decide on the scheduling of the annual learning event, since it should facilitate decision-making and staff participation.

Step 2: Review the opportunities and constraints of the country program—such as time, money and staff capacity—and decide how much time and staff resources can be allocated to the learning event.

Step 3: Decide on the purpose of and topic(s) for the annual meeting.

- Aim to create an opportunity for staff to discuss and learn from each other's projects.
- Decide on a topic(s) that might result in better practices across projects. These may include:
 - Successes and challenges experienced in trying to embed intentional learning into routine management (Page 6).
 - A review of a project initiative that crosses projects – for example, SILC and agribusiness.
 - Market stalls for each project to describe initiatives, successes and challenges.
 - Market stalls for selected technical areas to describe technical approaches, successes and challenges.

The above are just examples – What topic is most useful for your CP to explore to promote cross-sector and cross-project learning?

Step 4: Decide on the duration of the learning event given the opportunities and constraints.

- Start small; plan a half-day event.
- Infuse the learning event with enthusiasm and your own sustained curiosity.

Step 5: Be intentional about how best to facilitate the event to optimize the learning that arises for each and every participant.

MPP 8.4

CRS STAFF POST ALL APPROVED EVALUATION REPORTS AND REVIEWS TO GATEWAY

MPP 8.5

CRS STAFF COMPLETE A PAST PERFORMANCE REFERENCE (PPR) FOR EACH PROJECT (OR EMERGENCY RESPONSE) AND POST TO GATEWAY

The policy on learning contains five procedures. We have already looked at how to get started on the first three, now we turn to the final two. They are grouped on this page because they both involve posting information to Gateway.

What to think about before posting documents onto Gateway

Before reading the job aid on how to upload a document to Gateway, step back for a moment and ask yourself, “I wonder if anyone has done this before?” This simple question is powerful because it immediately helps you adopt a learning mindset. On Gateway, you may find examples from which you are able to borrow or learn. You might find the exact worked example you are looking for that saves you time when completing the task you have been set.

With MPP 8.4 and MPP 8.5 in mind, ask a similar question at the *end* of your task. This time the question would be, “I wonder if anyone might be interested in viewing the work that I, or my team, have just completed?” As before, the outcome of this enquiry also induces a learning mindset, only this time not as a learner, but as a provider of learning to others who are about to start the same task that you have just completed.

.....
Remember: There is surprising power in small changes.
.....

SMALL DOABLE ACTIVITIES

There can sometimes be surprising power in making small changes; those small changes start to add up over time. With that in mind, take these few simple steps to see if you can start making a difference to learning at CRS.

- As you finish an individual task, reflect on what you have done, what you have learned in the process of completing the task, and who else in your office might be interested in learning from your experience, or your specific innovation in the way you completed the work.
- Make a point of requesting a few minutes at the next team meeting to share your reflections; ask the meeting organizer for a few minutes for what USAID calls a “pause and reflect” opportunity.
- As you get into this habit of thinking who else might be interested, others will also start to contribute their learning. There will be a new level of intentionality about sharing your work with each other, and perhaps beyond, to colleagues further afield.
- You can see that by doing this you are creating a state of readiness for reading that job aid and then posting your evaluation report and reviews, and your PPRs, to Gateway.

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