Inquiry into Evaluation Culture

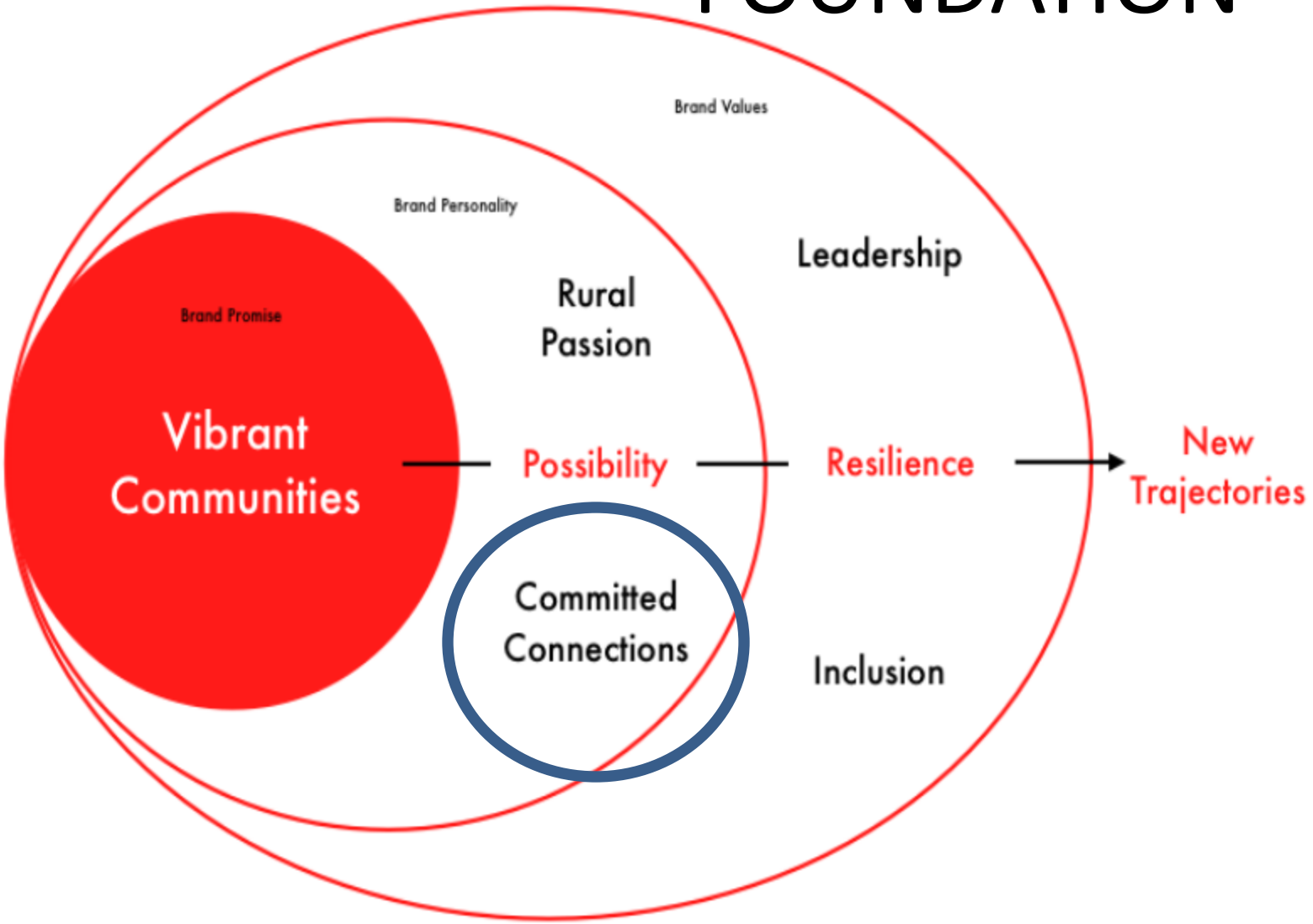
- Asking grantees about their experience with and perceptions of the Foundation as a learning partner.
- Examining how lessons learned inform staff meetings, discussions, and decisions.
- Examining how the Board engages with and in learning.
- Examining the messages about learning found in newsletters, on the website, and in other communications

Inquiry into Evaluation Culture

- Asking staff: What stories get told about learning? How are failures handled? Discussed, if at all?
- "If I'm new on the staff here, what advice would you give me about what to say about learning?" About evaluation?
- Who's the go-to person here for questions about institutional memory and lessons learned?
- Compared to other organizational priorities, where would you place concerns about learning?
- Examine resources allocated explicitly to learning.

Strategic Framework

BLANDIN FOUNDATION



Learning in a

Fast-Paced, Real-Time World

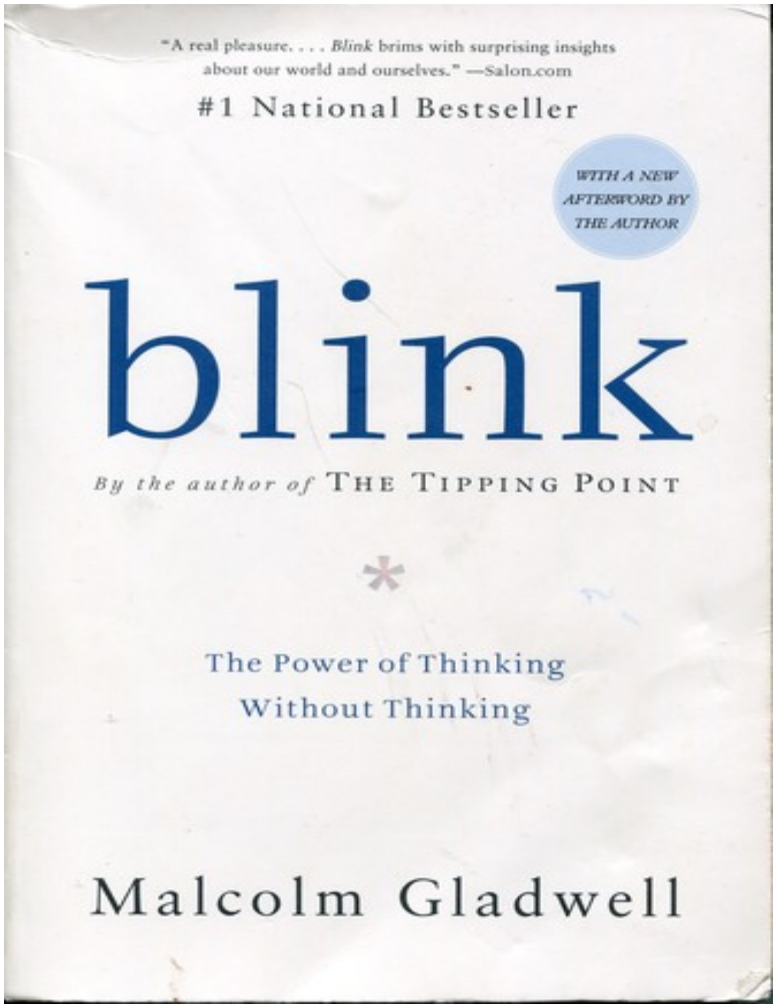
Diabetes monitor

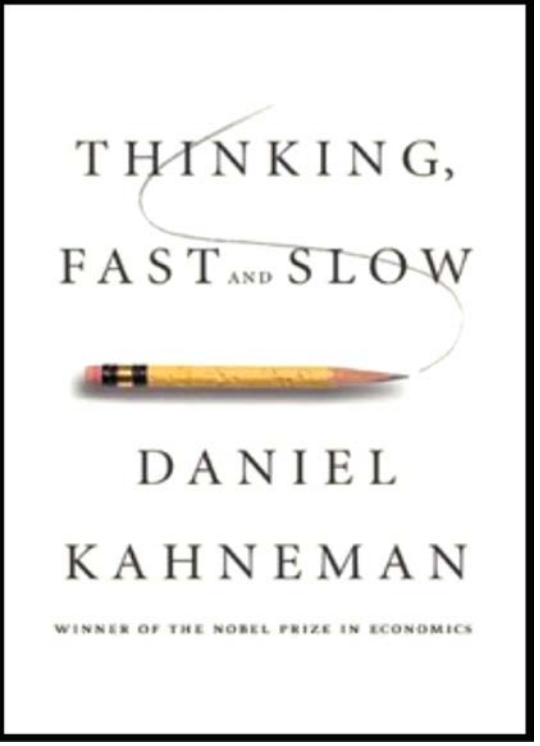
Blood Pressure Monitor

Student homework

Prius dashboard

RESEARCH ON OUR REAL-TIME REACTIONS





Two systems that make up "the machinery of the mind:"

System 1 — Fast thinking
System 2 — Slow thinking

Kahneman has found that **we aren't made for making decisions.**

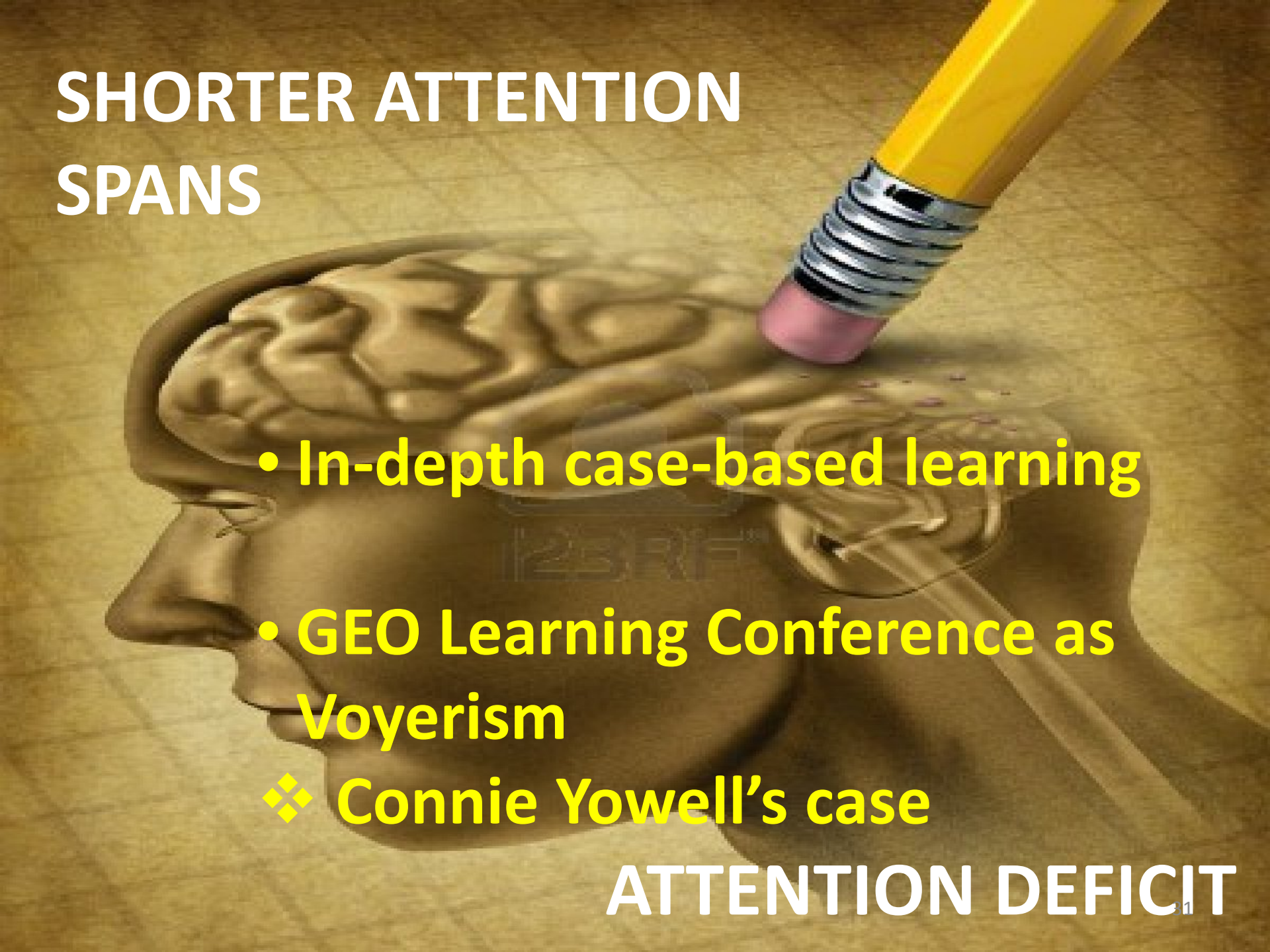
FAIL FEST

- Two examples of failing to act in real time:

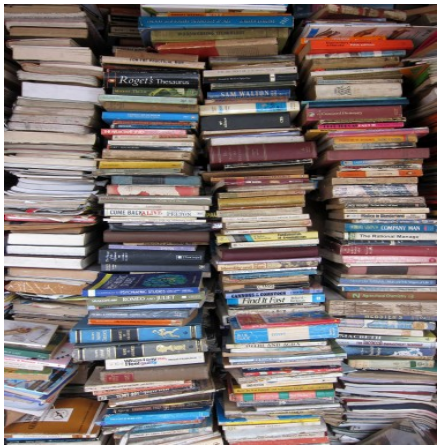
  Kathleen and Rafael

Research on Rapid Feedback

- Learning
- Disciplining children
- Medical exams
- Energy conservation
- Biofeedback
- Improving performance on tests

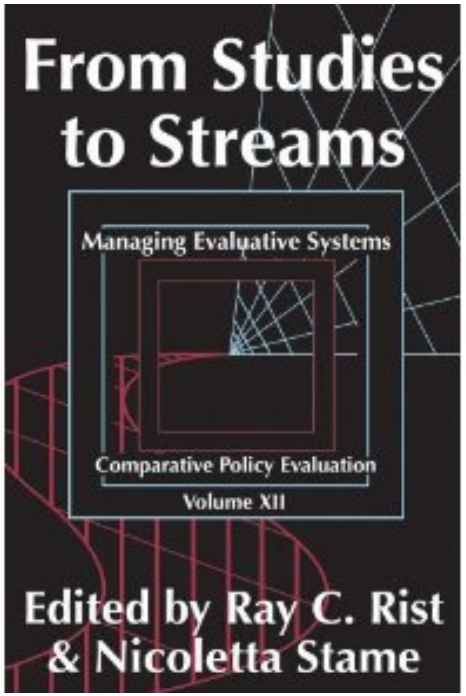

SHORTER ATTENTION SPANS
• In-depth case-based learning
• GEO Learning Conference as Voyerism
❖ Connie Yowell's case
ATTENTION DEFICIT

ERA of BIG THICK REPORTS…



NOT READ,

NOT USED



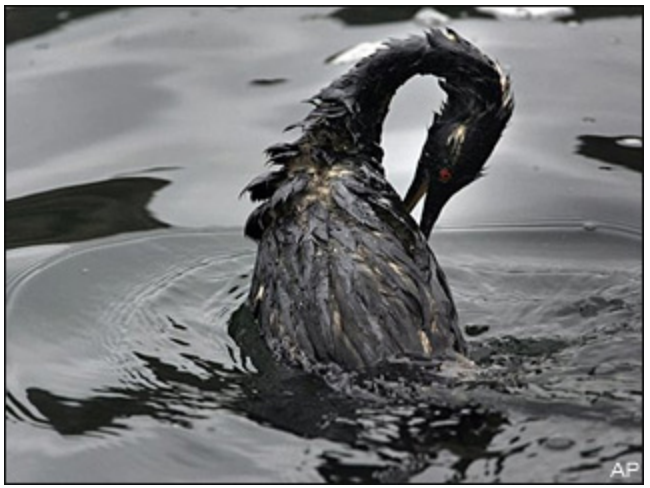
From Studies to Streams

TIMING & SPEEDY FEEDBACK: EVALUATION IMPLICATIONS

When does learning occur?

Real time data for adaptation

- Allocating police
- Tracking disease, e.g., H1N1 (swine flu)
- Economic indicators (e.g., Central Banks)
- Environmental disasters (BP Gulf oil spill)

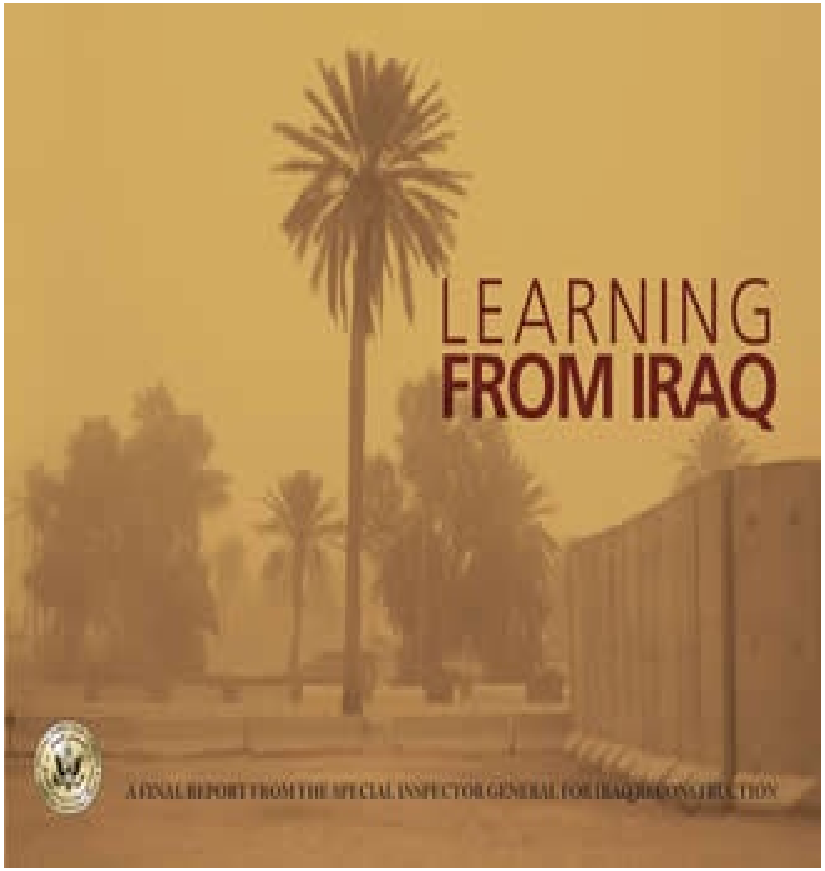


High Quality Lessons

- Empirically based – not just beliefs
- Triangulated
- Double and Triple Loop Learning
- Different from Findings
- Provide Direction -- Actionable

Adaptive Action to Lessons Learned		
WHAT?	**SO WHAT?**	**NOW WHAT?**
FINDINGS	**INTERPRETATIONS**	**APPLICATIONS**
OBSERVATIONS	***LESSONS***	***LEARNED***
Facts, Evidence, Conclusions	Cognitive understandings/ insights	Behavior Change

FINAL REPORT FROM THE SPECIAL INSPECTOR GENERAL FOR IRAQ RECONSTRUCTION



- $60 billion spent
- Largest relief and reconstruction effort for one country in U.S. history.
- At least $8 billion dollars was wasted.

Lesson 1. Create an integrated civilian-military office to plan, execute, and be accountable for contingency rebuilding activities during stabilization and reconstruction operations.

Lesson:

Distinguish recommendations from lessons

Lessons from Iraq

2-a. Begin rebuilding only after establishing sufficient security and

2-b. Focus first on small programs and projects.

The bottom line in making rebuilding choices is:

- the more unstable the situation, the smaller the project should be.