Learning & Growth in your Organization

DEVELOPING A LEARNING PLAN
Developing a Learning Plan

Ensuring learning is targeted & focused.

Ask your team:
• What are the most critical questions you want answered?
• Why do you want to know this?
• How will you use this information?
• Who is the intended audience for the information (internal staff, policy makers, donors, clients, etc.)?
## Developing a Learning Plan

Determine what type of inquiry you are undertaking...

<table>
<thead>
<tr>
<th>Type of inquiry</th>
<th>Description of inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>A systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability - as set out in the Evaluation Policy. (Patton, 1997)</td>
</tr>
<tr>
<td><strong>Quality Improvement</strong></td>
<td>A process of collecting, analyzing and/or reporting information regarding the performance of an individual, group, organization, or system to see whether outputs are in line with what was intended or should have been achieved. Typically looks at high-level indicators of success, not outcomes (Plan-Do-Study-Act (PDSA) Cycle, Agency for Healthcare Research and Quality)</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>A systematic inquiry to describe, explain, predict and control the observed phenomenon. Research involves inductive and deductive methods (Babbie, 1998).</td>
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</tbody>
</table>
Developing a Learning Plan

Determine what type of inquiry you are undertaking...

**Evaluation**
- Includes:
  - Process Evaluations
  - Outcome Evaluation
  - Needs Assessment

**Quality Improvement**
- Sometimes called:
  - Rapid Cycle Evaluations
  - Rapid-Cycle Improvements
- Models/Framework include:
  - Plan, Do, Study, Act
  - FADE
  - DMAIC

**Research**
- Includes:
  - Basic Research
  - Applied
Developing a Learning Plan

Determine:

• What **sources of information** do you intend to utilize (e.g. client surveys, numerical results, program documentation or demographic information)?

• What is the **timeline**? Do you need the information before an important grant application is due? Before the end of the fiscal year?

• What **resources** can you devote (**personnel and otherwise**)? Are these resources sufficient?
Developing a learning plan

Planning Checklist

Have you determined:
1. the critical questions you want to answer
2. how you will use this information
3. the intended audience
4. the type of inquiry you will use
5. your sources of information, timelines and resources
## Developing a Learning Plan

### Plan Template

<table>
<thead>
<tr>
<th>Question</th>
<th>Rationale</th>
<th>Utilization</th>
<th>Intentioned Audience</th>
<th>Type of Inquiry (Evaluation, Research, Performance Measurement)</th>
<th>Information Sources Where will this information be found?</th>
<th>Timeline When is the deadline?</th>
<th>Lead Who is in charge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it you want to know?</td>
<td>Why is this important?</td>
<td>How will this information be used?</td>
<td>Who will use this information</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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SUMMARY: What will you do next?

1. How will you put your Learning Plan into action?

2. How often will it be reviewed? Where? And by whom?

3. How will you hold yourself/ your team accountable?