Learn to Change

Building the Learning Capabilities of the Red Cross/Red Crescent Movement

Report from Phase I, October – December 2019
Executive Summary

Strategy 2030 is about change. It is about changing not just what we do, but how we do it, so that we are even better able to save lives, accompany people and support their resilience... To do this we must listen, think and be ready to act differently, and be open to learning and adapting along the way.

IFRC's Strategy 2030 calls for transformational change. It recognizes that if the Red Cross Red Crescent Movement is to meet the challenges of an increasingly complex and fragile world, then all IFRC entities – National Societies, local units, the Secretariat – will require new tools, approaches and mindsets to undertake these radical transformations. To support this ambition, the Policy Strategy and Knowledge Department of IFRC launched the Learn to Change (L2C) program.

L2C was launched as a 3-month pilot in October 2019, in a partnership between IFRC, the Presencing Institute and faculty of the Massachusetts Institute of Technology (MIT). Over a 3-month period a diverse group of over 300 members of the Movement participated in a learning journey that introduced concepts and tools of learning organizations, and began building a learning community. The experience of the pilot pointed to a key finding: the Red Cross Red Crescent Movement, its staff and its volunteers are eager and ready to engage in learning opportunities that build the culture and mindsets that will be critical to achieving Strategy 2020.

The L2C Learning Journey

The core focus of the L2C pilot was a learning journey offered to a group of 320 participants representing the rich diversity of the Red Cross Red Crescent system, with participants from nearly 80 National Societies, reference centres, ICRC and IFRC staff from all regions.

The L2C curriculum was based on research and applied practice in the fields of organizational learning, change management and innovation by the Presencing Institute and faculty of the MIT Sloan School of Management. The learning journey followed the 5-stage process of Otto Scharmer’s Theory U and the organizational learning theory of Peter Senge’s ‘Fifth Discipline’. At each stage, participants were introduced to a set of tools and practices and asked to apply these in their own work. The journey included four live web-based sessions, and participants engaged and were supported throughout the program on a dedicated Microsoft Teams channel and a Whatsapp group.
The L2C Framework & Toolkit

In addition to the learning journey, two products were developed in the course of the pilot: the L2C Framework and the L2C Toolkit. The L2C Framework set out an initial set of concepts and core capabilities for the Red Cross Red Crescent Movement as a learning organization to guide the future development of the program. An initial L2C Toolkit was developed with a goal of further developing this as a wiki-like resource over time.

Outcomes of the Learn to Change Pilot

At the end of the pilot, L2C conducted a survey and in-depth interviews with some participants. Key findings included:

- Overall, 88 percent of survey respondents felt that L2C made significant or some progress in achieving its objectives.
- Respondents felt L2C had influenced their ways of working in a number of ways. (see table below).
- 78% said they were likely to use the toolkit in the future, and 63% said they would be willing to contribute to further development of the toolkit.
- 95% percent reported that they were either already applying the L2C tools with their teams or very likely to do so.
- Of those who were unable to complete the program, the main reason why people did not continue with the learning journey was because of lack of time (86%).

L2C survey respondents felt the experience had changed the way they work in a variety of ways.

<table>
<thead>
<tr>
<th>Change in Work Habits</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I practiced better listening skills</td>
<td>72%</td>
</tr>
<tr>
<td>I tried out activities that I might not have done before</td>
<td>58%</td>
</tr>
<tr>
<td>I changed how I observe and sense my surroundings</td>
<td>51%</td>
</tr>
<tr>
<td>I spent more time in individual reflection</td>
<td>41%</td>
</tr>
<tr>
<td>I changed how I interact with stakeholders</td>
<td>33%</td>
</tr>
<tr>
<td>I spent more time in reflection with team members</td>
<td>26%</td>
</tr>
<tr>
<td>Nothing changed in how I work with others</td>
<td>10%</td>
</tr>
</tbody>
</table>

Key Lessons Learned

The Presencing Institute highlighted the following key lessons learned from the pilot for consideration by the Red Cross Red Crescent Movement.

1. L2C answers a felt need and aspiration. It offers a curriculum and a structured, evidence-based approach that addresses the critical issues of culture, mindsets, and practices of learning organizations and change management that are not addressed in other programs.
2. Developing a learning culture will require strong leadership. If organizational learning is to become a core attribute of the Red Cross Red Crescent culture, and a key strategy for achieving the transformations required by Strategy 2030, then it will require strong signals and support from senior management and leadership across the Movement. L2C could be a powerful vehicle for promoting these changes.

3. L2C can serve to convene a global, inclusive, purpose-driven community of learning champions. There is a demand and potential for L2C to become a resource that is accessible to everyone across the Movement that can be offered at scale.

4. Sustaining engagement as a key challenge. A key challenge of the pilot was around how to create and sustain engagement with over 300 learners on a digital platform. There are important lessons from the pilot on how this might be achieved.

5. L2C as a laboratory for building digital capability. Through L2C, it was possible to connect in real time across all time zones, without the expense and carbon emissions associated with meetings, and in a way that was entirely inclusive of all members of the Movement who have internet access. There are lessons from the pilot on how to improve accessibility, including offering materials off-line and in translation.

6. The strength and relevance of L2C will be in its complementarity to other initiatives. L2C began a process that needs to continue – connecting to and reinforcing other learning projects and processes, and integrate learning from other parts of the system back into L2C.

The L2C Roadmap for 2020

Based on these key lessons, the Presencing Institute proposes that the Red Cross Red Crescent embarks on an ambitious agenda for turning the L2C pilot into a comprehensive program. A Roadmap for this agenda is captured in the graphic below and outlined in the full report.

Proposed Phasing of L2C Program Development
Recommendations for the Next Phase of L2C

1. Endorsement and Funding for the L2C Roadmap: to maintain the momentum and excitement generated by the pilot, L2C will need to secure endorsement and resourcing with a view to delivering the next stage the program. This will require approval from the IFRC PSK team but would ideally include endorsement and support by an extended core group of National Societies that are interested in co-designing and leading the next stage of L2C.

2. Engaging a core group of ‘super users’ in designing Phase II: the team should bring together the most active members of the pilot group – the ‘super-users’ – and others from National Societies, ICRC and IFRC to participate in a design and fundraising process that invites participants, potential donors and co-sponsors to jointly launch a comprehensive L2C program, based on the lessons from the pilot.

3. Build out the L2C Toolkit: The pilot resulted in a very initial structure and content for a L2C Toolkit with a view that this would be built out in a wiki-like resource in the next stage. Going forward, L2C should engage the pilot group and others who will be part of the next stage of L2C, to create a product that serves L2C and the wider community.

4. Establish a L2C Executive Champions Group: L2C has made significant progress through a ‘bottom-up’ strategy of engaging people who share an enthusiasm for building a learning culture in the Red Cross Red Crescent system. In order to move from a pilot to achieving the full potential of the program, it will require more leadership support and championing across the Red Cross Red Crescent system. L2C would benefit from an ‘Executive Champions’ group that actively promotes L2C through local, national and global networks and initiatives.

5. Engage with other initiatives: The next stage of L2C should include active engagement with other teams to develop concrete ways to link learning initiatives. This could include National Society learning strategies, IFRC’s ERP implementation, Solferino Academy and some of the global training programs, initiatives and assessment tools such as Surge Optimization, OCAC, BOCA etc.

6. Build capacity in the L2C Team: The pilot was designed and launched with a very minimal capacity, drawing on the leadership of two members of the PSK team who held this as a part-time role, and supported by two part-time consultants from the Presencing Institute. In Phase II of L2C, the team needs to assess its real needs for delivering on the proposed agenda.

7. Delivery partners: The Presencing Institute served as the key partner to the PSK team in the design and delivery of L2C. There may be other partners that need to be brought in for the delivery of Phase II. In Phase II, the role and resources for partnerships need to be defined and resourced.

The Learn to Change pilot demonstrated that there is a powerful desire and potential across the wide diversity of the Movement for trying out new tools and approaches that support learning and change, in support of the core purpose of the Movement. As several people said in the course of the pilot, activating this potential in the Red Cross Red Crescent system is like ‘awakening a sleeping giant’. The next stage of L2C, and how it relates and engages with the other points of energy for learning across the system, offers a pathway for awakening this potential.
Section 1:
Background to Learn to Change

Strategy 2030 is about change. It is about changing not just what we do, but how we do it, so that we are even better able to save lives, accompany people and support their resilience… To do this we must listen, think and be ready to act differently, and be open to learning and adapting along the way.

Context

IFRC’s Strategy 2030 calls for transformational change. It recognizes that if the Red Cross Red Crescent Movement is to meet the challenges of an increasingly complex and fragile world, then all IFRC entities - National Societies, local units, the Secretariat - will require new tools, approaches and mindsets to undertake these radical transformations. To support this ambition, the Policy Strategy and Knowledge Department of IFRC initiated the Learn to Change (L2C) program. The goal of this initiative was to generate a compelling case, supported by an evidence-based framework and toolkit, for how organizations across the Red Cross Red Crescent Movement could build learning capabilities to achieve the Movement’s life-saving mission.

L2C was launched as a 3-month pilot in October 2019 in a partnership between IFRC, the Presencing Institute and faculty of MIT. This report sets out the objectives, structure and content of the pilot, what was learned, and recommendations on where L2C could develop in the future. It concludes with a call for the Red Cross Red Crescent Movement to respond to the strong demand that was expressed throughout the pilot by its participants: the Red Cross Red Crescent Movement, its staff and its volunteers are eager and ready to engage in learning opportunities that build the culture and mindsets that will be critical to achieving Strategy 2020. The L2C pilot offered an initial experience and set of resources that could be offered widely within the Movement to activate this powerful potential. This report proposes how L2C can be part of activating this potential and how the Red Cross Red Crescent leadership can enable this positive force for change. Finally, it outlines suggested steps for building a sustainable and comprehensive L2C program as the Red Cross Red Crescent Movement moves toward a future of operationalizing Strategy 2030.

Scope & Approach of the L2C Pilot

As a pilot, Learn to Change was designed to test an approach to building learning capabilities that could serve as a basis for designing a future, ongoing Learn to Change program. The pilot was an opportunity to learn from participants about their needs and aspirations for learning tools, and to test approaches to reaching and engaging learners from across the movement. The pilot was to be delivered to with several conditions of scope that shaped the approach to program design and delivery:

- a 3-month pilot period
- a limited budget of 90k CHF
- an entirely on-line delivery mechanism
- engagement with other related learning events: the Innovation Forum in Doha (October 2019), and the global Learning Leaders meeting in London (November 2019).
The L2C pilot was designed to develop and test both a process and a set of products. The core element of the pilot was the Learning Journey, a 2-month on-line program offered to 320 participants who enrolled in the program, introducing the core concepts and tools of learning organizations. This Learning Journey (see Fig. 1) was the vehicle through which the team developed, tested and compiled a core curriculum which would become the basis of the Learn to Change Framework and Toolkit. The Learning Journey and core curriculum are outlined in Section 2.

**Fig. 1: The Learn to Change Journey**

This approach was developed through a collaborative process by a Core Team, made up of two members of PSK, one member of the American Red Cross, and two faculty of the Presencing Institute.

**Learn to Change Objectives**

The overall objectives of L2C were to:

a. Improve the capacity for learning & leadership for transformational change across the Red Cross Red Crescent system

b. Create an initial framework and toolkit – co-created with a cohort of Red Cross Red Crescent learning champions¹ – to support organizational learning for ongoing development by the entire Red Cross Red Crescent system from 2020 onwards

c. Build a diverse, motivated and mobilized community of leaders across the system that model the capabilities of learning leaders, & become key champions for the 2020 development of L2C

Based on the survey completed at the end of the pilot, the majority of respondents felt that these objectives were met (see Fig. 2).

¹. The L2C invitation defined ‘learning champions’ as people who “share a common drive for organizational learning, transformational change and effective action to achieve the ambition of Strategy 2030”.

**TIMELINES**

- **20 Sept:** Application Deadline
- **26 Sept:** Kick off Webinar
- **10 October:** Learning Event 1
- **24 October:** Learning Event 2
- **October-November:** Prototyping
- **13 November:** Learning Event 3
Section 2: The Learn to Change Journey

Conceptual Background

L2C was designed as a partnership between the Red Cross Red Crescent Movement, the Presencing Institute and faculty of MIT, bringing together the latest, evidence-based thinking in organizational learning theory and practical application, with the experience of humanitarian practitioners. The partnership was a strategic decision by the IFRC PSK unit to leverage existing research and tools in academia to support the development of a Learning Framework and Toolkit, adapted to the Red Cross Red Crescent context. The L2C program primarily drew on the work of Otto Scharmer and Peter Senge of the Leadership Center at the MIT Sloan School of Management and their extensive interviews, action research and applied practice in the fields of organizational learning, change management and innovation. The core concepts and tools applied in the L2C pilot were drawn from Senge’s ‘Fifth Discipline’, and Scharmer’s ‘Theory U’, which offer proven methods for organizations that are seeking to transform their ways of working in order to build their capabilities for learning, collaboration and innovation. Two introductory texts and videos were introduced to participants in the first stage of the learning journey that provide the conceptual background for this work.

Based on this theoretical grounding, L2C was framed on the premise that organizational learning relies as much on aspects of culture, behavior and mindsets as it does on specific tools and practices. To this end, the pilot was structured to expose participants to both the ‘soft skills’ of organizational learning, while also offering hands-on learning tools. For further explanation on the theoretical and evidence base for L2C, see the L2C Framework in Annex A.

Invitation & Composition of the Pilot Cohort

The L2C Learning Journey was launched with an invitation to members of the Red Cross Red Crescent system who were associated with one of over 10 networks, including the Learning Leaders, Volunteer Alliance, Youth, Logistics, DCPRR, HR, Health, National Society Development, and Innovation Networks.

---

4. For case studies and examples of the work of the Presencing Institute, see: https://www.presencing.org/news/news
The pilot began with a goal of inscribing 100 participants. This was later expanded to 320 due to high demand. (See L2C Invitation, Annex B). The only condition placed on participation was ‘a willingness to learn and contribute, and a commitment to attend all four learning events’. The invitation stated at the outset that all sessions would be delivered in English with supporting materials available in other official languages. This was decided given resource constraints with the ambition to extend to other languages in the future.

**Fig. 4**: Participants came from nearly 80 countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
<th>Country</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>El Salvador</td>
<td>Malawi</td>
<td>South Africa</td>
</tr>
<tr>
<td>Australia</td>
<td>Finland</td>
<td>Malaysia</td>
<td>South Sudan</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>France</td>
<td>Maldives</td>
<td>Spain</td>
</tr>
<tr>
<td>Barbados</td>
<td>Germany</td>
<td>Mexico</td>
<td>Sri Lanka</td>
</tr>
<tr>
<td>Belgium</td>
<td>Haiti</td>
<td>Micronesia</td>
<td>St Vincent &amp; Grenadines</td>
</tr>
<tr>
<td>Benin</td>
<td>Honduras</td>
<td>Mongolia</td>
<td>Sweden</td>
</tr>
<tr>
<td>Botswana</td>
<td>Hong Kong</td>
<td>Myanmar</td>
<td>Thailand</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>Iceland</td>
<td>Namibia</td>
<td>Timor Leste</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Indonesia</td>
<td>Nepal</td>
<td>Tunisia</td>
</tr>
<tr>
<td>Canada</td>
<td>Iran</td>
<td>Netherlands</td>
<td>Uganda</td>
</tr>
<tr>
<td>Chile</td>
<td>Iraq</td>
<td>New Zealand</td>
<td>Ukraine</td>
</tr>
<tr>
<td>China</td>
<td>Italy</td>
<td>Nigeria</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>Kenya</td>
<td>Norway</td>
<td>Uruguay</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td>Korea</td>
<td>Pakistan</td>
<td>USA</td>
</tr>
<tr>
<td>Croatia</td>
<td>Kyrgyzstan</td>
<td>Portugal</td>
<td>Vietnam</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Lebanon</td>
<td>Qatar</td>
<td>Zambia</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>Libya</td>
<td>Romania</td>
<td>Zimbabwe</td>
</tr>
<tr>
<td>Denmark</td>
<td>Lithuania</td>
<td>Rwanda</td>
<td></td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Madagascar</td>
<td>Sierra Leone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Somalia</td>
<td></td>
</tr>
</tbody>
</table>

Participants were required to express their views on why they thought the initiative could be important and useful for their personal and professional development. Based on these responses and the L2C Survey, the majority of participants sought to improve their skills, but a significant number were also interested in improving ways of working in their teams (see Fig. 3).
Fig. 3: Participants joined L2C for a variety of reasons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn a skill for myself</td>
<td>65%</td>
</tr>
<tr>
<td>To improve the way I train and support staff, volunteers or stakeholders</td>
<td>58%</td>
</tr>
<tr>
<td>To improve the way my team or department works</td>
<td>53%</td>
</tr>
<tr>
<td>To feel more connected to a learning community</td>
<td>49%</td>
</tr>
<tr>
<td>To contribute to designing the future of the L2C program</td>
<td>47%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

The pilot group represented the rich diversity of the Red Cross Red Crescent system, with participants from nearly 80 countries (see Fig. 4), 8 reference centres and various teams in IFRC and ICRC. There was a strong representation of volunteers (21%), branch staff (9%), and young people (12%) (see Fig. 5) and representation from all levels of leadership, from local volunteers to senior National Society managers.

Fig. 5: Profile of L2C Participants

Of the 320 people who enrolled in L2C, 210 participated in at least one of the live learning events, 131 participated in two or more events, and 80 participated in three to four events. These totals do not factor in people who could not attend live events and followed the course through recorded sessions, nor does it include where more than one person logged into sessions from a single location. This compares favourably to the completion rates of on-line courses which average at below 10%.7

The L2C Learning Journey

The Learning Journey followed a 5-stage process, based on Otto Scharmer’s Theory U, that allows participants to learn and apply specific learning tools, while also interrogating their own behaviors and approaches to learning (see Fig. 6). At each stage, participants were introduced to a set of tools and practices and asked to apply these in between each session (see Annex C for index of Tools introduced).

**Fig. 6: Learn to Change Methodology**

These are the 5 stages covered in the learning journey, and the materials introduced at each stage:

**Phase 1: Program Launch**

In this phase, the L2C program was launched and held a first Kick-Off event introducing participants to the program and presenting their first set of Learning Activities on systems thinking, personal mastery and the core skill of listening.

**Phase 2: Core Concepts & Tools**

In this phase, participants were introduced to and invited to apply the following concepts and tools:

- **Organizational learning:** learning leadership and the core capabilities of learning organizations
- **Systems Thinking:** understanding systems dynamics and seeing “below the water line”
- **Theory U:** a methodology for analysing systems and innovation
- **Personal Mastery:** the core disciplines for individuals as learning leaders and champions
- **Levels of Listening:** a key tool for learning as introduced by Otto Scharmer
Phase 3: Sensing System & Self

In this phase, participants were presented with and invited to apply concepts & tools to support system sensing – the capacity to suspend judgement, observe and understand the dynamics underlying systems and human interactions. The following tools were introduced:

- **Sensing Journeys:** a tool for observing and learning from the systems we aim to influence
- **Stakeholder Interviews:** a tool for understanding systems from multiple perspectives
- **Levels of Conversation:** a tool for engaging in generative dialogue
- **Appreciative Inquiry:** a tool for understanding systems from the perspective of what is working
- **Journaling practice:** a tool for reflection and sensing future potential
- **Silence:** a tool for moving out of reactive thinking and action to access deeper sources of knowing

Phase 4: Designing our Future

In this phase, participants were presented with and invited to apply concepts and tools drawn from action-learning and design thinking. The following tools were introduced:

- **Design thinking:** an approach to innovation and action learning that engages participants in customer-focused design and rapid-cycle prototyping
- **Prototyping:** an approach to learning through action and iteration

Phase 5: Looking Ahead

In this phase, participants reviewed their learning, reflected on how they might take their learning forward, and engaged in shaping the future of the L2C program. The tools introduced at this stage were:

- **Co-evolving:** the approaches to creating an enabling infrastructure for learning
- **Evaluation:** the L2C survey
- **L2C framework:** an initial conceptual framework based on the lessons of the pilot

Live Sessions

Over the course of these five phases, there were four live sessions of 60 to 90-minutes each, during which core materials were reviewed, and participants had an opportunity to exchange experiences and perspectives. Sessions were held on Zoom and repeated twice during the day in order to accommodate all time zones. Sessions were recorded and all materials were sent to participants after each event so they would be accessible to those who were unable to attend.

Each session offered a combination of concepts and tools, break-out groups and discussion, and individual reflection and sharing. As indicated in the evaluation, the interactive nature of the sessions was one of the most highly valued elements of the program. For two of the sessions, the group was joined by graphic scribe, Benjamin Felis, who captured the discussions in graphic form. Benjamin’s drawings are seen throughout this report.

Between each session, participants were given a set of ‘Learning Activities’ which consisted of readings, videos and activities to be completed in the course of participants’ existing schedules and activities. These materials became the basis of the first draft of the L2C Toolkit.
Digital Community

L2C employed several platforms to engage participants throughout the program. Microsoft Teams was the primary channel, with 309 of the 320 participants signed onto the L2C group. In November, there were 144 ‘active users’ on the platform, and only 93 messages posted. This indicates that there was a relatively high use of MS Teams, although much of it was passive. Some participants reported difficulties with accessing and navigating MS Teams, and therefore all key communications were also sent by email. A WhatsApp group was also established for quick updates and information relating to the program and 62 participants joined the WhatsApp group. In the follow-up survey, 89 percent of respondents shared that it was very easy or easy to use online tools such as MS Teams, Whatsapp, Zoom, Email, and Google Docs (53% very easy and 35% easy).

Learn to Change Framework & Toolkit

**L2C Framework:** L2C aimed at generating ‘an initial framework and toolkit – co-created with first cohort - to support organizational learning for ongoing development by the entire Red Cross Red Crescent system from 2020 onwards’. The purpose of the framework was to set out an initial conceptual basis for the L2C program, based on existing evidence on learning organizations, and complemented by learning from the L2C pilot.

The framework document set out an initial set of core capabilities for the Red Cross Red Crescent Movement as a learning organization. It then outlined the core offerings of L2C to support that framework. It then gave an indication of how L2C relates to the wider eco-system of learning initiatives and processes across the Red Cross Red Crescent system. The full framework can be found in Annex A.

**L2C Toolkit:** The ambition for the toolkit was to establish a wiki-like resource, offering a core set of resources, and inviting participants in L2C to add tools they found useful. As a result of the pilot, a toolkit was created from the tools and materials presented throughout the learning journey. Approximately 30 tools and resources were introduced during the 2-month program. Participants reported that the most powerful tools were: Levels of listening (81%), Moments of silence (64%), Theory U (60%), Prototyping (57%), Levels of conversation (55%).

The toolkit was constructed in a section of MS Teams where participants will be able to add tools and resources. In the next stage of the program this can be built into a more substantial set of resources and made available to people beyond the L2C program. An index to the toolkit can be found in Annex C, and the full toolkit is available to L2C participants on MS Teams (with access available by request from the PSK Team).^8^

---

8. Contact PSK Team via Fred Fulton, fred.fulton@ifrc.org
Section 3:  
Outcomes & Lessons Learned

Evaluating the L2C Pilot

To assess and learn from the L2C Pilot, the team conducted a survey, extended to the full group and completed by 53 participants, and in-depth interviews with 11 participants representing a range of perspectives from across the Red Cross Red Crescent system. The team also drew insights from the comments made by participants in their applications to the program, and their responses to learning questions during live sessions. A full report from the survey is available on request from the PSK Team, and highlights are outlined in the Outcomes below.

Outcomes

“I am convinced that a culture of learning is crucial for breaking down the silos, to collaborate more, and more effectively. Learning will crucially help to contextualize one’s own work, to connect loose dots and ends, to think in broader terms.”

The following results were achieved in relation to the outcomes set out at the beginning of the project, plus some additional outcomes that resulted from the pilot. Quotes in this section are taken directly from interviews or written comments by participants.

Outcome 1: A learning journey to expose participants to the concepts and tools of learning organizations

“I can imagine that this will lead people to feeling more connected, and seeing even more purpose in their own contribution, a prerequisite for becoming a motivated and accountable agent of change.”

Overall, 88 percent of survey respondents felt that L2C made significant or some progress in achieving its objectives (See Fig. 1 on page 3). Fifty one percent of respondents felt that the materials covered will influence the way they work. The top three ways that L2C influenced individuals included: practicing better listening skills (73%), trying out new activities (58%), and spending more time sensing and observing their surroundings (50%). Individuals reported shifts in their teams’ behavior as well, including more time spent on reflection (40%), more attention to listening and conversations (35%), and more evidence of teams taking risks and trying out new activities.

The top four areas of learning in L2C were: exposure to new concepts and ideas (42%), learning at least two new tools and methods (26%), gaining insight on how to be a learning leader (14%), and exposure to digital learning tools (19%). Respondents indicated that L2C influenced their listening and observation skills, as well as giving them confidence to try out new activities (see Fig. 7).
In depth interviews reinforced these findings. All interviewees reported that the experience had offered tools and perspectives that they had not found in other learning programs offered through the Red Cross Red Crescent system, and that they felt were critical to achieving change in their organization or team. They valued the curriculum, the materials provided as readings in between sessions, and the delivery of the curriculum by the faculty. All interviewees mentioned how they valued the practical nature of the program, with guided activities for applying learning at each stage. Participants valued the on-line/off-line aspect of the course, that they were able to listen to recordings of calls that they missed, and they could complete the activities in their own time.

“\textit{It isn’t always practical or cost effective to always offer face to face learning especially given many of our delegates, staff and volunteers are scattered across the country and overseas. This allows us to have a larger reach and offers flexibility of timing.}”

Interviewees reported that the main weaknesses in the program related to the short amount of time available to complete tasks, the lack of support for people when they got stuck, and some frustrations resulting from unfamiliar technology. Participants suggested that a parallel support mechanism would strengthen the impact of the program, either in structured coaching, buddyng, or by organizing people in learning cohorts from the start. Several also suggested that it should be clearer up front what would be expected, and whether participants could still participate in the live sessions even if they hadn’t completed the assignments.

Of those who were unable to complete the program, the main reason why people did not continue with the learning journey was because of lack of time (86%).

**Outcome 2: An initial framework and toolkit – co-created with first cohort - to support organizational learning for ongoing development by entire Red Cross Red Crescent system from 2020 onwards**

The pilot program resulted in both a framework and a toolkit. These are both initial versions of what could develop into materials that serve both the L2C program and other learning initiatives. The level of co-creation was limited due to time constraints. While both resources were developed on the basis of the experience of L2C, participants did not feel they had particularly contributed to their development. However, in the survey 78% said they were likely to use the toolkit in the future, and 63% said they would be willing to contribute to further development of the toolkit.

---

**Fig. 7: L2C survey respondents felt the experience had changed the way they work in a variety of ways.**

- I practiced better listening skills: 72%
- I tried out activities that I might not have done before: 58%
- I changed how I observe and sense my surroundings: 51%
- I spent more time in individual reflection: 41%
- I changed how I interact with stakeholders: 33%
- I spent more time in reflection with team members: 26%
- Nothing changed in how I work with others: 10%
The survey shows that there is strong uptake of the tools introduced through L2C and as participants use, apply and adopt the tools they will contribute to further development of the toolkit. 83 percent reported that they were either already using the tools or very likely to do so (see Fig. 8).

**Fig. 8:** Many L2C participants have already begun using the tools within their teams and organizations

Outcome 3: Build a diverse, motivated and mobilized community of leaders across the system that model the capabilities of learning leaders, & become key champions for the 2020 development of L2C

Of the 320 people who enrolled in L2C, there were 80–90 participants who engaged fully in the program, and another estimated 130 who were occasional participants, dipping in and out of the content.

One area of consistent feedback in the interviews was the value that participants placed on being in contact with people from other parts of the Movement. Many of the interviewees noted that they had joined their organization because they wanted to be part of a global movement, but that they rarely felt this in their day-to-day work. All interviewees noted that L2C was a very motivating experience in that participants were able to connect with people independent of geographies and hierarchy.

> "The beauty of the program is in helping people who never get a chance to connect outside of their immediate area or branch into the wider Movement."

Based on the survey and interviews, there is the potential to engage participants in playing a champion or leadership role in the next stage of the program either within their own teams and organizations or as part of the networked learning community created by L2C. From the start there was a very strong sense that L2C is providing something that people really are yearning for, and the format made it inclusive and easy for them to participate.

> "It was a wonderful experience. Being in contact with people all over the world. Many of us joined because we wanted to be part of an international Movement, but rarely do we feel this in our day to day work."
Outcomes 4: Additional Outcomes

There were a number of additional outcomes that participants reported in the interviews and survey, and which resulted from the learning activities. These were:

- **Prototypes:** participants were encouraged to apply their learning on design thinking and prototyping to address issues in their own teams. A number of prototypes emerged from participants. One of the most relevant prototypes for L2C was the work on ‘100 Ideas for Engagement.’ This group generated a rich set of ideas on engaging participants in the learning journey that can be applied to any on-line digital learning initiative, and to the future of L2C.

- **Changes in team practices:** many participants reported that they have applied the tools within their own teams, thereby spreading the impact of L2C beyond the direct participants.

- **Experience in digital learning:** for many participants, the experience of connecting to others in the Movement through zoom, the use of breakout groups, and the use of google sheets to co-create knowledge products was a new and empowering experience. Many will apply the experience of how the learning journey was conducted to their own initiatives.

### An Experience of Prototyping

One participant who was a CEO of a National Society’s regional office invited three members of his leadership team to join the L2C Learning Journey after participating in the first webinar. Inspired by the L2C webinars and the reading, the team prototyped a process for creating an organizational “culture statement” for the region. The team met to review different cultural models to identify the current state and a vision for a future state. The leadership team viewed the experience not as an outcome in itself, but as a test run for the process they hope to use to engage the region’s larger team of staff, volunteers and board members to create a shared vision for an organizational culture statement. One of members of the senior leadership team who led this initiative shared with the L2C group their experience: “What worked really well was this idea of prototyping. There was a high degree of listening and exploration... There is real freedom with prototyping to continue to tinker and co-create.”

### Listening as a key Learning Tool

One participant who works in a leadership position in domestic Human Resources for a National Society was participating in L2C to help inform her team’s learning strategy. She felt the exercises in deep listening skills were a key part of the learning journey, helping her to suspend problem solving for long enough to understand her staff’s real needs. “We have talked a lot in our HR and in our support services in general about the need to understand better what our people are doing so that our services can be relevant. And that makes our capacity to listen very important... Before understanding their situation, they may just seem demanding and difficult. But understanding their reality gives motivation to do better and to find ways to give them all the support they need.”
Section 4:
Key Conclusions & Lessons Learned

L2C helps us build key capabilities needed by our Movement: change mindsets, how we relate to beneficiaries, how we collaborate. This doesn’t happen in any program at scale that is available to everyone.

The results of the L2C pilot clearly point to the strong demand for, and benefits of investing in creating the culture, practices and tools of learning organizations. Learning will be key to achieving Strategy 2030, and the L2C pilot revealed that it is also key to building a sense of connection and purpose among staff and volunteers.

In reviewing the pilot outcomes and drawing on research and experience in building learning capabilities in large organizations, the Presencing Institute highlights the following key conclusions and lessons learned for consideration by the Red Cross Red Crescent Movement.

1. **L2C answers a felt need and aspiration** across the Red Cross Red Crescent system. There was a clear and repeated message throughout the L2C pilot, reflected in the initial expressions of interest at the application and enrolment stage, to the comments made by participants throughout the learning journey, to the responses to the survey and final comments by participants in interviews and digital channels: L2C offers a curriculum and a structured, evidence-based approach that addresses the critical issues of culture, mindsets, and practices of learning organizations and change management that are not addressed in other programs. Participants consistently expressed a view that investment and support on these underlying capabilities will be critical to achieving the Red Cross Red Crescent mission and objectives, whether it is Strategy 2030, or the learning agendas of National Societies, or the commonly held aspiration to create more agile, innovative, responsive teams and organizations across the Red Cross Red Crescent system.

2. **Developing a learning culture will require strong leadership.** There is latent potential to activate a learning culture across the Movement, but evidence on successful learning organizations indicates that this potential can only be realised if there are strong signals and support from senior leadership. L2C achieved significant results through a ‘bottom-up’ approach of reaching out to existing networks, and building a program based on the enthusiasm of participants If organizational learning is to become a core attribute of the Red Cross Red Crescent culture, and a key strategy for achieving Strategy 2030, then it will require strong signals and support from senior management and leadership across the ICRC, National Societies and the leaders of local, national and global initiatives. In the next stage of L2C, visible, committed global leadership will be key to success.

3. **L2C can serve to convene a global, inclusive, purpose-driven community of learning champions.** The pilot began to test the interest and potential for creating a virtual community of learning champions, made up of a broad diversity of staff and volunteers from across the system. Participants reported that one of the strengths of the program was the opportunity to connect across geographies and hierarchies, to connect with others who are committed to learning and change, and to connect to the sense of purpose that is at the heart of why they joined the Red Cross Red Crescent Movement. There is potential for L2C to become a resource that is accessible to everyone across the movement, and the pilot develop an approach that can be easily scaled. If learning is to become an integral part of the Red Cross Red Crescent Movement’s culture, then scale will be key. L2C could become a vehicle for making learning skills and resources available to everyone in the Movement.
4. **Sustaining engagement as a key challenge.** A key challenge of the pilot was around how to create and sustain engagement with over 300 learners on a digital platform. While the engagement rates were above average for on-line programs, L2C aspires to create an experience whereby participants feel supported, inspired and able to stay engaged throughout the learning journey and beyond. There are important lessons from the pilot on how this might be achieved, including many of the ideas generated through the ‘100 Ideas for Engagement’ prototype. There were also offers from some of the participants who have been part of other digital learning initiatives to help shape this element of the future L2C program.

5. **L2C as a laboratory for building digital capability.** Participants reported positively about the potential of digital engagement based on their experience of L2C. Building capability around engaging through digital platforms was seen as addressing a host of challenges in the Red Cross Red Crescent system. **Through L2C, it was possible to connect in real time across all time zones, without the expense and carbon emissions associated with meetings, and in a way that was entirely inclusive of all members of the Movement who have internet access.** There were some limitations in reach due to unstable connections and blocks on internet providers in some countries, but all materials were subsequently available in recorded format and on-line. There are lessons from the pilot on how to improve accessibility, including offering materials off-line and in translation. However, the reach of the program in the pilot stage offered a sense of the potential for L2C and other programs to build the capabilities for digital engagement across the Movement.

6. **The strength and relevance of L2C will be in its complementarity to other initiatives.** While participants felt that L2C offers something unique that fills a gap in the wider learning eco-system, it will be important to ensure it engages with all other initiatives. The L2C team sees an opportunity to support organizational learning across the movement through its ability to reinforce other initiatives, find synergies between learning projects and processes, and integrate learning from other parts of the system back into L2C. L2C potentially offers a way to integrate learning disciplines and change management tools into other processes and initiatives occurring throughout the Red Cross Red Crescent system at global, regional, NS and local branch level. L2C could reinforce learning cultures and behavioral elements of other curriculum and initiatives, supporting the change required, including e.g. the IFRC Secretariat’s ERP implementation, NS learning strategies, The Solferino Academy, Surge Optimization, DCPRR, OCAC II and BOCA NSD (and other) assessment tools and Digital Transformation to name a few.
Section 5: Roadmap & Recommendations for the Next Phase of L2C

The L2C Roadmap for 2020

Based on these key lessons, the Presencing Institute proposes that the Red Cross Red Crescent embarks on an ambitious agenda for turning the L2C pilot into a comprehensive program that allows the Movement to introduce and embed the tools and practices of learning organizations as a key strategy for achieving Strategy 2030.

In 2018 and 2019, the groundwork was done. Now as L2C moves into Phase II there is an opportunity to achieve wider impact and scale. In Phase II, the L2C program will develop a pathway to scale, and further applications of the tools developed in Phase I. It will be co-designed with a group of ‘super-users’ and learning leaders from across the Movement, incorporating learning from the pilot. In Phase II, emphasis will be put on developing leadership, scale and connectivity with other initiatives. (See Fig 9: Proposed Phasing of L2C Program Development)

Fig. 9: Proposed Phasing of L2C Program Development

**Phase 0: 2018**
- Baseline Organizational Learning Maturity Survey
- Learning Leaders Network & Volunteer Alliance & PSK collaboration to launch L2C Phase I

**Phase I: 2019**
- L2C Pilot: learning journey, framework and toolkit
- Engagement with related initiatives (Innovation Forum, Learning Leaders, General Assembly)
- L2C Pilot Survey & Report

**Phase II: 2020**
- L2C Phase II Co-design with key NS and Learning Leaders
- L2C Phase II launch (comprehensive L2C program)
- Connecting with other initiatives
- L2C Executive Champions Group formed
- Evaluation
A detailed plan for Phase II will be developed between Jan-March 2020. Some of the key features of the next phase of L2C, to be achieved by December 2020, will include:

1. **Design & delivery of a comprehensive L2C Program**, including resource-based scenarios that include an expanded learning journey, and further development of the toolkit. As part of this, L2C will integrate lessons on participant engagement that emerged from the prototyping and learning from other digital learning initiatives.

2. **A strategy for connecting with other initiatives**, working with other teams to develop concrete ways to link learning initiatives. This could include National Society learning strategies, IFRC’s ERP implementation, Solferino Academy and some of the global training programs, initiatives and assessment tools such as Surge Optimization, OCAC, BOCA etc.

3. **Engaged leadership.** The team sees two levels of leadership required for the next stage:
   - **L2C Executive Champions**: a group of senior leaders from across the Movement that are committed to advancing a culture of organizational learning in their own organizations and the Movement as a whole. This group would provide direction, support as well as actively advocating for L2C and the learning framework across the Movement.
   - **L2C Learning Leaders**: a committed group of learning leaders, made up of a diverse group of interested leaders from National Societies who are interested and able to commit time to the next stage of L2C development, and that could potentially sponsor the next stage of L2C. This group would participate in a design and fundraising process that invites participants, potential donors and co-sponsors to design the next stage of the program and learning journey, and to map potential funders for this next stage.

4. **Resource mobilization for the implementation of Phase II.** During this period, the team will aim to secure resourcing to support the roll-out of the next stage of the L2C program, including the development of monitoring and evaluation tools that allow for learning and program improvement. There are already a few initial commitments for the co-design activities that will take place from January 2020. The American Red Cross has pledged seed funding for Phase II, but additional funds will be needed to offer a comprehensive program. However, Phase II will need more substantial and stable resourcing to deliver an ongoing program. In Phase II, the team will develop several scenarios for scale that will allow National Societies to envision and sign onto various scenarios for growth for the L2C program.

**Beyond Phase II**, L2C could take many forms. Participants have envisioned a community of learners that grows from 300 to 3000 to 300,000 and beyond. As one participant said, ‘We are growing a movement within the movement.’ Another participant painted the picture of L2C as a required curriculum in the induction program for new staff and volunteers. As one participant said, it is like ‘the vitamins that everyone in the system takes to be stronger in their work.’ Another vision is to see an ‘Open Pledge’ for the 2021 General Assembly in which National Society leaders sign up to a commitment to supporting learning as a key competency of the Movement, and agreeing to integrate learning into their own leadership and strategies. And thinking even more ambitiously, there is a suggestion that L2C could develop as a leading organizational learning/change management initiative among peers in the humanitarian and development sectors.

There are other scenarios that could also unfold, but one of the core premises of L2C is that learning organizations work from a capacity to sense the emerging future of systems, and to create programs that are able to adapt and respond along the way. This approach, carried through the next phases of the program, will determine which combination of these scenarios will best meet the emerging needs of the Red Cross Red Crescent system in the coming years.
Recommendations for the Next Phase of L2C

1. **Endorsement and Funding for the L2C Roadmap:** In order to maintain the momentum and excitement generated by the pilot, it will be important to secure endorsement and resourcing with a view to developing and fundraising for a Phase II launch in the second half of 2020. This will require approval from the IFRC PSK team, but would ideally include endorsement and support by an extended core group of National Societies that are interested in co-designing and leading the next stage of L2C.

2. **Engaging a core group of ‘super users’ in designing Phase II:** In designing the next stage of L2C, the team should bring together the most active members of the pilot group – the ‘super-users’, and others from National Societies, ICRC and IFRC – to participate in a design and fundraising process that invites participants, potential donors and co-sponsors to jointly launch a comprehensive L2C program based on the lessons of the pilot.

3. **Build out the Toolkit.** The pilot resulted in a very initial structure and content for a L2C Toolkit with a view that this would be built out in a wiki-like resource in the next stage. Going forward, L2C should engage the pilot group and others who will be part of the next stage to create a product that can serve L2C and the wider community.

4. **Establish a L2C Executive Champions Group:** L2C has made significant progress through a ‘bottom-up’ strategy of engaging people who share an enthusiasm for building a learning culture in the Red Cross Red Crescent system. In order to move from a pilot to achieving the full potential of the program, it will require more leadership support and championing across the Red Cross Red Crescent system. There are already a number of NS, IFRC and ICRC leaders who have shown their support for L2C. The program would benefit from a leadership group that actively promotes L2C through national and global networks and initiatives. In Phase II, L2C could work with a small group of these leaders to define how this group might be constituted.

5. **Engage with other initiatives.** The next stage of L2C should include active engagement with other teams to develop concrete ways to link learning initiatives. This could include National Society learning strategies, IFRC’s ERP implementation, Solferino Academy and some of the global training programs, initiatives and assessment tools such as Surge Optimization, OCAC, BOCA etc.

6. **Build capacity in the L2C Team:** The pilot was designed and launched with a very minimal capacity, drawing on the leadership of two members of the PSK team who held this as a part-time role, and supported by two part-time consultants from the Presencing Institute. There were aspects of the program that could not be fully realised due to lack of capacity. In Phase II of L2C, the team needs to assess its real needs for delivering on the proposed agenda.

7. **Delivery partners:** The Presencing Institute served as the key partner to the PSK team in the design and delivery of L2C. There may be other partners that need to be brought in for the delivery of Phase II. In Phase II, the role and resources for partnerships need to be defined and resourced.

Building a culture, capability and confidence for learning across a system as large and diverse as the Red Cross Red Crescent Movement is a significant challenge. But the Learn to Change pilot demonstrated that there is a powerful desire and potential across the wide diversity of the Movement for trying out new tools and approaches that support learning and change, in support of the core purpose of the Movement. As several people said in the course of the pilot, activating this potential in the Red Cross Red Crescent system is like ‘awakening a sleeping giant’. The next stage of L2C, and how it relates and engages with the other points of energy for learning across the system, offers a pathway for awakening this potential.
Learn to Change (Phase l) was a pilot program to develop and test what could become a learning framework and approach to build learning capabilities across the Red Cross/Red Crescent in support of Strategy 2030 and the mission of the movement.

As one of its outcomes, the Learn to Change (L2C) pilot aimed to co-create, with participants, a framework and toolkit to create a common language and resource to support learning initiatives, whether in National Societies, local organizations or global initiatives within the movement.

This document sets out an initial framework that will be testing and developed with further iterations of the L2C program. It is based on existing research and evidence on organizational learning, reflections by the L2C team and participants from the pilot, observations posted on MS Teams and other L2C documents, and in-depth interviews with a small number of participants.

1. What is Learn to Change

Learn to Change is a program that:

- supports the development of skills, mindsets and behaviors that contribute to building a culture of learning, agility and innovation across the RCRC system.
- applies the existing evidence on organizational learning to offer practical tools and processes to support learning across the RCRC system.
- is complementary to other learning initiatives and processes that are offered by National Societies, branches, and organizations across the RCRC movement.

2. The Learn to Change Framework

The L2C framework draws from the findings from the L2C pilot and existing research and evidence on what supports organizational learning. The framework specifically refers to the work of Peter Senge and Otto Scharmer of the MIT Leadership Center at the Sloan School of Management and their extensive interviews, action research and applied practice in the fields of organizational learning, change management and innovation. Based on this research, L2C is framed on the premise that organizational learning relies as much on aspects of culture, behavior and mindsets as it does on the specific tools and practices that can be applied. It is also multi-layered, relying on behaviors and practices at the individual, team and organizational levels.9

The Learn to Change framework is constructed around three inter-related elements – the core capabilities of learning organizations, the L2C approach to building these capabilities within the RCRC system, and understanding L2C within a wider ‘ecosystem’ of learning processes and initiatives.

---

3. Core Capabilities

L2C incorporates the core capabilities outlined in Senge’s ‘Fifth Discipline’ and Otto Scharmer’s ‘Theory U.’ These have been organized into four learning capabilities which are the core content of the L2C learning journey and which are outlined below.

- **Systems Thinking**: the capacity to see the dynamics and inter-relationships within a system and to identify the leverage points for influencing change. In the L2C pilot, participants were introduced to Senge’s work on systems thinking, and Scharmer’s ‘Iceberg Model’ of interrogating the invisible forces within systems. Additional tools may be introduced in a subsequent iteration of L2C.

- **Learning Leadership**: the capacity to create learning environments by developing individual and team skills in listening, observation, and generative conversations. This includes Senge’s emphasis on the disciplines of personal mastery – the ability to model learning behaviors in everyday interactions, to see reality objectively, and the capacity to recognize and adapt to different mental models of understanding and responding to challenges. It also includes Scharmer’s emphasis on presencing – the capacity to suspend judgement, assumptions and patterns of the past to allow for new potential to emerge in teams, organizations and systems.

- **Action Learning**: Effective learning organizations employ practices that break out of habitual, reactive learning loops that typically jump from problem to solution. They employ deep, iterative learning cycles that allow for interrogation of system dynamics through testing, gathering feedback, reflection and iteration. L2C introduces tools and approaches, drawn from Scharmer’s integration of design thinking and action research, that encourages learning by doing. In the L2C pilot, learners were introduced to one tool – prototyping – that offers both a practice and a culture of continual learning and improvement.

- **Team Learning**: The capacity for learning is directly connected to the capacity of members of a team to build a shared vision, connect to purpose, and enter into genuine dialogue, or ‘thinking together.’ As both Senge and Scharmer point out, this capacity for collective learning allows groups to discover insights not attainable individually. The L2C learning journey introduced tools that contribute to team learning, and also modelled what team learning can look like through the experience of connecting learners from across the RCRC system in a common journey. Many participants will now apply these tools to building the capacity of their own teams to ‘think together.’

These four core capabilities are reflected in the figure below, with an emerging space (dotted lines) that anticipates that additional capabilities will be added over time.

---


4. Learn to Change Approach

Learn to Change offers a variety of opportunities to members of the RCRC system to learn and apply these core capabilities. There are three components to the L2C approach:

a. A learning journey, structured on Scharmer’s ‘Theory U’, participants take part in a learning journey where they learn and apply the core capabilities and tools of learning organizations

b. A toolkit, comprised of tools in support of the core capabilities, and built out with the contributions of users

c. A community of learners who continue to develop and champion approaches and a culture of learning across the RCRC movement

Learn to Change Core Capabilities

- Team Learning
- Learning Leadership
- Systems Thinking
- Action Learning

Learn to Change Approach

- Learning journey
- Toolkit
- Community
5. Learn to Change within the RCRC Ecosystem

Learn to Change is a complementary program, offering a set of tools and approaches that can supplement and support other initiatives.

6. Enabling Conditions

Learn to Change has a capacity to grow organically from within the RCRC system, but there are certain conditions that can help it to flourish, or conversely can constrain its success. Participants in the L2C Pilot identified some key enabling conditions.

**Enabling Conditions**

- Leadership Commitment
- Culture of Listening & Dialogue
- Digital Connectivity & Literacy
- Modeling of Core Capabilities by Senior Leaders
- Permission to Try & Fail
- Prototyping Culture
Annex B: 
Learn to Change Invitation

AN INVITATION TO JOIN: THE “LEARN TO CHANGE” INITIATIVE

A community of change makers co-creating the future

As part of a community of Best Coast Best Countries champions, we launch a learning initiative to deliver the Strategy 2020 of Redefining our own knowledge and skills in organisational learning and leadership of change.

WHAT IS LEARN TO CHANGE?

This is a call to create a learning ecosystem that will drive the following:

- Develop a community of learning & collaboration to deliver on Strategy 2020
- Build a community of shared values & resilience within the organisational culture
- Improve capacity for learning & leadership of change across the AGC
- Develop a culture of learning & collaboration to deliver on Strategy 2020

This is a call to create a learning ecosystem that will drive the following:

- Develop a community of learning & collaboration to deliver on Strategy 2020
- Build a community of shared values & resilience within the organisational culture
- Improve capacity for learning & leadership of change across the AGC
- Develop a culture of learning & collaboration to deliver on Strategy 2020

WHAT WILL THE OUTCOMES BE?

For all participants:

- Improved capacity for learning & leadership of change across the AGC
- Development of a culture of learning & collaboration to deliver on Strategy 2020
- Build a community of shared values & resilience within the organisational culture
- Improved capacity for learning & leadership of change across the AGC
- Development of a culture of learning & collaboration to deliver on Strategy 2020

HOW WILL YOU AND YOUR ORGANISATION BENEFIT?

- Development of a culture of learning & collaboration to deliver on Strategy 2020
- Build a community of shared values & resilience within the organisational culture
- Improved capacity for learning & leadership of change across the AGC
- Development of a culture of learning & collaboration to deliver on Strategy 2020
- Build a community of shared values & resilience within the organisational culture

HOW WILL IT WORK?

The Learn to Change Journey will begin on 3 October. Participants will take part in a 36-hour online learning event, with 2-3 hours of additional learning and reading activities each week.

Learn to Change Journey

1. Next Application Deadline
2. 3 Oct: Stage 1 - Learning Event: Ask & Tell
3. 3 Oct: Stage 2 - Learning Event: Ask & Tell
4. 3 Nov: Stage 3 - Learning Event: Seeing Potential
5. 3 Nov: Stage 4 - Learning Event: Reimagining

FOR MORE INFORMATION
Please contact: tessa.hall@agc.com
Annex C: The L2C Toolkit – Index

Learn to Change (L2C) Phase I initiated, co-created and tested an organizational learning framework for the RC/RC Movement.

The L2C Framework brings together the concepts & tools of Peter Senge's ‘Fifth Discipline’, including systems thinking, personal mastery, shared vision, team learning and mental models, with Otto Scharmer’s ‘Theory U’, which applies deep, iterative learning cycles and design thinking to empower individuals and teams to engage in processes of continual learning and improvement.

To date the core capabilities offered by L2C, based on these frameworks, are: **systems thinking**, **learning leadership** (personal mastery, mental models), **action learning** (deep learning cycles, design thinking) and **team learning** (shared vision, connecting to purpose). Other core capabilities may be added to over time. Below is an index of resources, concepts and tools for each of these core capabilities.

The full toolkit and hyperlinks to all the resources below are available on the L2C Microsoft Team room and will be added to over time.

### Systems Thinking

1. **Lectures on systems thinking** by Otto Scharmer, MIT Professor of Management and author of Theory U. These videos from full online course – uLab that he refers to in video.
   - a. Introduction to Theory U (9.39min)
   - b. 10% above the surface (5.48min)
   - c. 90% below the surface (6.58min)
   - d. A living example (4.07min)


3. **Scenario Planning**: a tool often used by global companies and governments to analyse their changing operating environment to inform strategy. Scenario Planning was one of the approaches used in developing Strategy 2030. Two books that outline this method:
   - Ramirez, Rafael et al, Using Scenario Planning to Reshape Strategy, Summer 2017. Article available at: Link. Users can sign up for 3 free articles per month.


7. **uLab**: if you are interested in a full exposure to Theory U, the Presencing Institute is running its on-line (free) introductory program through the MIT edX platform. Certificates from MIT edX are provided for those completing the course. The program starts every year in mid-September, but course resources are available at any time.

8. **Ubuntu Lab**: an Africa-based uLab. Current program is closed, but sign up on website to learn about next cohort.

### Learning Leadership

1. **Levels of Listening**: Watch the lecture by Otto Scharmer: Levels of Listening (8.25min). Application: attend to your own listening skills over the coming week and observe the listening skills of others. reflect at the end of each day - what levels of listening are you observing?

   Part 1: https://www.youtube.com/watch?v=P9HGPbXhesM (11:22 min)

   Part 2: https://www.youtube.com/watch?v=Uy5DjOgqLGw (6:53 min)

2. **Levels of Conversation**: parallel to the four Levels of Listening, there are 4 levels of conversing with each other to deepen our learning and creativity.

   Part 1: https://www.youtube.com/watch?v=P9HGPbXhesM (11:22 min)

   Part 2: https://www.youtube.com/watch?v=Uy5DjOgqLGw (6:53 min)


4. **Presencing**: guided journaling toolkit from L2C Event 3. A powerful way to follow up immediately after journaling is through dialogue walks.

### Action Learning

1. **Co-Sensing**
   
   a. **Co-sensing Principles**, video introduction with Otto Scharmer explaining the importance of these tools to understanding the systems we aim to change.

   Video on Co-Sensing Principles: https://www.youtube.com/watch?v=xQh3clvu7rY (4:24 min)

   b. **Sensing Journeys Tool**: Sensing Journeys pull participants out of their daily routine and allow them to experience the organization, challenge, or system through the lens of different stakeholders.

   https://www.presencing.org/resource/tools/sensing-journeys-desc

   c. **Stakeholder Interviews Tool**: The purpose of a stakeholder interview is to see your work from the perspective of your stakeholders. It answers the questions: What do my stakeholders want from me? What do they need me for? https://www.presencing.org/resource/tools/stakeholder-interview-desc

   d. **Further guidance on Sensing Journeys and Stakeholder Interviews** from L2C journey with RCRC specific examples and journeys.

   e. **Levels of Listening and Conversation** covered under LearningLeadership are critical practices to the effectiveness of the co-sensing tools and activities outlined here.
2. Co-Creating/Prototyping
   
   a. **Prototyping guidelines** and principles article + handout
   
   b. **Prototyping Principles** videos (total of 14:06 min)
      
      i. First and second principle – intention and core team (5:19 min)
      
      ii. Third principle part 1 – 0.8: iterate, iterate, iterate (0:24 min)
      
      iii. Third principle part 2 – 0.8: iterate, iterate, iterate (3:47 min)
      
      iv. Fourth principle – platforms and spaces (2:46 min)
      
      v. Fifth principle – listen to the universe (0:59 min)
      
      vi. Sixth principle – integrate head, heart and hand (0:51 min)

   vii. **IDEO Toolkit**: [https://www.designkit.org](https://www.designkit.org) – the not for profit arm of the IDEO design firm provides a wealth of resources, tools, case studies for social impact, human-centred design.

   d. **Prototyping in action**: IDEO re-designs the shopping cart – one example of a full prototyping process (8:12 min) [https://www.youtube.com/watch?v=M66ZU2PC1cM](https://www.youtube.com/watch?v=M66ZU2PC1cM)

   e. **Prototype Guidance in L2C Journey Event 3**, slides 18-26

   f. **Co-evolving**: bringing learning from prototyping to the day-to-day in L2C Journey Event 3, slides 6-7

---

### Team Learning

1. **Levels of Listening and Levels of Conversation** listed above under Learning Leadership are fundamental elements of Team Learning as well.

2. The tools and concepts under the **Action Learning** are powerful and practical ways in which teams deepen collective learning by doing.


4. **Liberating Structures** – A free collection of easy-to-use tools for group work, team meetings and team processes.

---

### Other Resources

1. **Theory U Tools**. Extensive information on a comprehensive set of tools, including some mentioned above.

2. **Theory U Executive Summaries**. A good introduction to key U concepts with translations in nine languages.