

Planning **Pause & Reflect** Sessions

Practical Guidance for Your Project

November 2024

USAID FROM THE AMERICAN PEOPLE

Agency for all

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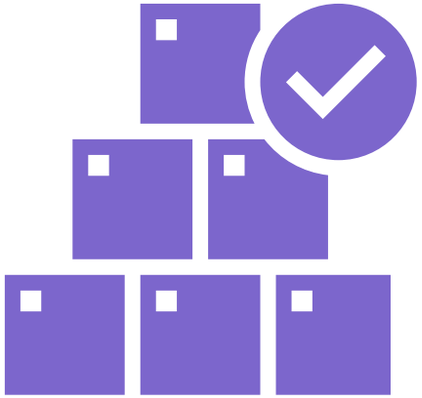
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Introduction to this Guide

About this Guide. This practical guidance document was originally created for internal use by the *USAID-funded Agency for All Project*. Due to expressed interest by external individuals and organizations, we have adapted the guide for use by any project or team looking for step-by-step guidance on these sessions. This guide has been designed as a slidedoc that you can review and use at your own pace. The intention is to provide concise and practical guidance, with links to resources for more detail.



- Pause & Reflect sessions can be a **valuable tool across all areas of a project and its workstreams**, as well as overall team management.
- Pause & Reflect sessions are one way that a project can live up to **its commitment to continuous learning and adaptation**, while supporting equitable partnership, local leadership, and collaboration.
- This guide is meant to provide **step-by-step guidance** to support a team to plan, facilitate, and document Pause & Reflect sessions for any activity or process they are involved in.

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Introduction to **Pause & Reflect**

What it is and why we do it

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What is **Pause & Reflect?**

- Pause & Reflect sessions are designated times that are **purposefully structured** to allow teams to step back from day-to-day work and reflect on our processes and/or data.
- A Pause & Reflect meeting **is a time to learn** from what we have done so far and identify how we might need to adapt future work.

Pause & Reflect is a crucial part of **USAID's Collaborating, Learning, and Adapting framework**

- USAID's framework for Collaborating, Learning, and Adapting (CLA) places Pause & Reflect sessions as a tool for "adapting." Well designed Pause & Reflect sessions also generate **learning** and facilitate **collaboration**.
- Pause & Reflect plays a role across all aspects of the **CLA program cycle**.
- For more about how USAID defines Pause & Reflect and its role in CLA, see USAID's Pause & Reflect Trainee Guide.



Click here for more on CLA and USAIDs CLA Framework

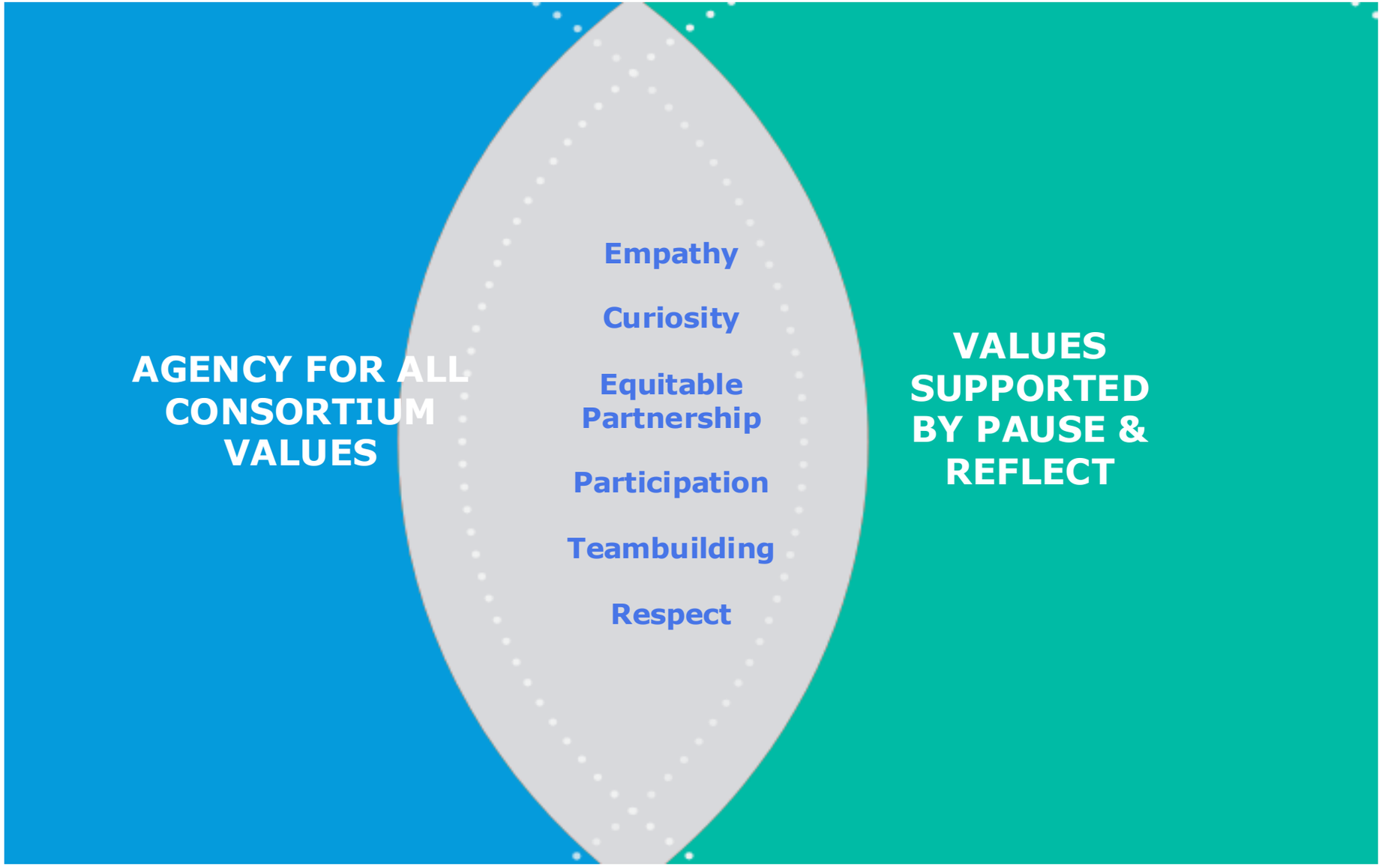
Pause & Reflect sessions **can support your project's work by helping you to:**

- **Evaluate what you've achieved**, check how you are doing against your goals, and identify next steps and the resources or support needed to achieve them.
- **Reflect on roles, leadership, and equitable partnership**, which can include assessing achievements in local leadership, challenges or opportunities in collaboration, and whether decision making structures are appropriately equitable.
- **Celebrate your wins** and identify the factors that helped you succeed.
- **Learn from your mistakes**: Failures are a necessary part of success, and the first attempt at learning. Pause & Reflect is a time to reflect on these and how not to repeat mistakes in the future.
- **Check that you're on the right path**: Are things progressing as you hoped? Are you seeing the intended outcomes? What unintended outcomes are you seeing? What is needed to get you on, or keep you on, the right track?
- **Take a break**, which can allow you to see the bigger picture, re-energize, and check in with teammates on pace, communication, team wellbeing, and other elements of healthy collaboration.



Pause & Reflect sessions may help you **live up to your project values**.

Here's an example of Agency for All Project's values:



Step 1: **Planning for a Pause & Reflect**

What, who, when, where, and how

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A successful Pause & Reflect requires **good planning.**

This section will walk you through **the decisions that need to be made** when planning a Pause & Reflect, with specific subsections on:

- **WHAT**
- **WHO**
- **WHEN**
- **WHERE**
- **HOW**

The **subsections provide examples or references to tools** that can help you make these determinations.

The WHAT

Your first step is to identify:

what **GOALS** you want to achieve with your Pause & Reflect

what **QUESTIONS** the team wants to explore in the Pause & Reflect

what **DATA SOURCES** will help the team consider your core questions and/or make needed decisions.

This resource from The Curve also has a nice summary of possible questions and data sources to suit the purpose of your meeting.

Tips & Considerations

- Table 1 (next page) provides examples of typical goals, questions, and data sources that could be used for Pause & Reflects.
- Table 1 is meant to provide examples only. The goals, questions, and data sources must be tailored to the specific needs of your team.

Table 1: **Sample Questions and Data Sources**

Possible Reasons to Hold a Pause & Reflect	Possible Questions	Examples of Possible Data Sources
Team is transitioning from one phase of work to another.	• What worked well in this phase that should be continued? • What would you change moving into the next phase? • What was missing?	Reports or other outputs from first phase; MEL data; stories/anecdotes from partners; feedback (informal or formal) from stakeholders
Regular, periodic reflection on strategic direction, progress, and/or processes.	• What areas are performing well? • What areas need more attention? • What could we stop doing? • What new practices should we try? • How might we more strategically re-allocate resources? • How equitable are our partnership structures? Are local perspectives sufficiently heard? Are there power dynamics that are standing in our way?	Results trackers; MEL data, pre-meeting survey, donor feedback; summary of issues previous meetings or team interactions
Team is developing or revisiting/revising a theory of change.	• What is formative research telling us about pathways of change? • Are there any areas in which there are uncertainties or hidden assumptions? • Does the program (or aspects of it) require further understanding/thinking about how it performs – and how it might perform better?	Formative research; syntheses of secondary evidence/literature; MEL data, program/implementer staff feedback; contextual info about implementing environment
Start or end of a key milestone or event.	• What was supposed to happen? • What was the reality? • What went well? • What could be done differently in a similar situation in the future?	Evaluation report, participant testimonials, summary of outputs from milestone/event; event participant feedback forms
Significant new data has become available.	• What is the evidence telling us? • What should we do as a result? • Does the data require us to re-think assumptions and/or theory of change? • What did not go well? • What should be changed for next time?	MEL or other research data
Large unexpected event requires change in course (e.g., coups, natural disasters, budget cuts).	• How has this event changed the context we are working in? • What new constraints or opportunities does this change present? • What new priorities have emerged? • What can no longer be accomplished?	Contextual info/news about event; identification of external changes likely to affect project (e.g., changes in USAID policy, funding, etc.)

The WHAT

You can use this **Pause & Reflect Planning Matrix Template** to plan your Pause & Reflect session. The first three columns will ask you to detail the purposes, questions, and data sources. This slide provides a focus just on these columns.

View the Pause & Reflect Planning Matrix here.

Reasons for holding the Pause & Reflect	What questions do we want to answer together?	What data will we need to gather before this meeting to address these questions?

The WHO

Once you are clear on the aims of the meeting, the next step is to **identify WHO needs to be part of the meeting** in order process the information, decide on actions, and implement them.

Tips & Considerations

- Make sure people with varied perspectives on the work are included and that you have enough relevant stakeholders (your team, other teams you work with, external stakeholders, etc.) to generate insights.
- Be sure to consider participation of local partners, subawardees, and people closest to the work at community levels so that local perspectives are represented. Are there actions that need to be taken to facilitate their ability to participate?
- Include the people who will need to act on decisions and implement changes or adaptations that arise from the meeting. This will help ensure a clear action plan results from your Pause & Reflect.
- Balance the above with the need to keep the group small enough for meaningful exchange. For larger groups, this may mean selecting delegates or representatives (e.g., two people from each relevant function or sub team). It may also mean doing Pause & Reflect sessions in a multi-step process that involve different stakeholders at different points.

The WHO

View the Pause & Reflect Planning Matrix here.

Refer to the planning matrix you previously started to complete. You can use the next two columns in the matrix to capture these "**WHO**" decisions. The names in this column can also be a starting place for building a participant list.

Reason for holding the Pause & Reflect	What questions do we want to answer together?	What data will we need to gather before this meeting to address these questions?	Who is best placed to have ideas on these questions and who would need to act on their answers?	Who has this data and/or who do we need to talk to get it?

The WHEN

Pause & Reflect Sessions can be planned at **pre-determined regular intervals and/or ad hoc** in response to certain occurrences.

Tips & Considerations

Examples of pre-determined regular intervals:

- Monthly, quarterly, or annually. Building them in at regular intervals like this can foster trust and collaboration and enable quick course corrections, while also establishing Pause & Reflect as a habit.
- At set times in the year before recurring decision making points (e.g., annual budgeting or reporting).

Examples of ad-hoc Pause & Reflect sessions:

- When there are significant contextual shifts in your work.
- After a key event or milestones.
- After significant evidence gathering exercise.

The WHEN

There is **no right or wrong in terms of timing, cadence, or duration**. Some meetings may be an hour or less, others may be multi day. See the box to the right for some considerations to help you decide.



Tips & Considerations

- The timing should align with your purpose (e.g., if it is to reflect on a milestone, it should be soon after that milestone. If regular reflection it should align with the calendar cycle, etc.).
- The timing should also align with availability of the data that will inform the meeting. For example, you may want to hold the Pause & Reflect only after synthesis of participant evaluations for the event you are reflecting on; or after completing the analysis of formative research results informing your next phase of work.

The WHEN

Refer to the planning matrix you previously started to complete. You can use the next column in the template to indicate ideal timing for the meeting.

View the Pause & Reflect Planning Matrix here.

Reason for holding the Pause & Reflect	What questions do we want to answer together?	What data will we need to gather before this meeting to address these questions?	Who is best placed to have ideas on these questions and who would need to act on their answers?	Who has this data and/or who do we need to talk to get it?	When can a meeting be held to align with your purpose and availability of data?

The WHEN

Once you have determined the ideal time for the meeting, **consider the length and the logistics** of scheduling.

Tips & Considerations

- Dedicate sufficient time and resources. Brainstorming and turning learning into action takes time.
- When determining length, consider the amount of information that needs to be processed and the complexity of reflection and decision making (*note: see tips for virtual meetings for more on duration considerations*).
- Schedule when most of your key stakeholders and decision makers can participate.
- Schedule well in advance. Send calendar invitations to secure people's time.
- Send reminders to reiterate importance and maintain visibility.

The HOW

Next you need to **decide the structure of the meeting**. How will you gather people and how will you use the allotted time to achieve the goals and address the questions identified?



Tips & Considerations

- Will your meeting be in person or virtual? Different modalities require different facilitation and design to maximize engagement.
- Identify a skilled facilitator and involve them in session design (see next section).
- Work with the facilitator to match the session methodology to the session purpose (*see Step 2: Design*).
- Identify a dedicated notetaker and brief them on documentation expectations (*see Step 4*).

The HOW

Here are some **things to consider when selecting the facilitator**.



Tips & Considerations

- The facilitator should be skilled at engaging all participants to generate ideas and experienced in conducting participatory reflection. This can be equally, or in some cases even more important, than technical or contextual knowledge.
- In some cases, an external facilitator can provide a helpful unbiased and neutral view and/or a fresh perspective on the work (*note: "external" could include, when appropriate, a staff member who is not involved in the workstream*).
- In other cases, the more detailed knowledge of an "insider" is valuable.
- The decision of insider vs. outsider will depend on the meeting goals and participants.

Step 2: **Designing your Pause & Reflect Session**

Agenda & Activities

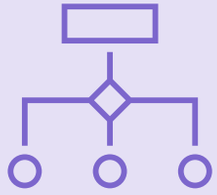
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The next step is to design the activities and structure of the session in a way that **invites reflection and participation**. There is no one way to do this. You can design whatever methodology you think will help the group to achieve its goals.

The design and activities can be simple or complex, depending on the need, but **the structure and instructions should be made clear** to all participants either at the start of the session or in advance via emails or by sharing the agenda.

There are **many tried and tested session designs and facilitation techniques** that can be used in Pause & Reflect Sessions.

When selecting and adapting facilitation techniques, it will be important to **understand potential power differentials and consider what techniques will support equal participation** of all stakeholders, especially local perspectives.



You can find more facilitation techniques in addition to those in Table 2 here.

Table 2: **Possible Session Methodologies**

Table 2 highlights **a few common designs and the purposes** they are appropriate for. These "stock" facilitation methods can be used as is or adapted for your needs. **You can also design your own.**

Possible Reasons to Hold a Pause & Reflect	Possible Session Methodologies
Team is transitioning from one phase of work to another.	• Reflecting/Projecting • Scrap/Adapt/Welcome back
Regular, periodic reflection on strategic direction, progress, processes, and/or lessons learned.	• Scrap/Adapt/Welcome back • Reflecting/Projecting • Fail Fairs/Failure Panel
Team is developing or revisiting/revising a theory of change (TOC).	• Complexity aware TOC checklist (in development) • Problem tree -> Solution Tree (pages 7-8 of resource available in hyperlink)
Start or end of a key milestone or event.	• After Action Review • SWOT analysis
Significant new data has become available.	• "Coming up with Headlines" exercise
Large unexpected event requires change in course (e.g., coups, natural disasters, budget cuts, etc.).	• Scenario planning guidance (to plan response to event) • After Action review (after team has passed through event)

Refer to the planning matrix you previously started to complete. You can use the next column in the template to indicate possible methodologies that could fit the purpose of your meeting (see Table 2, on previous slide, for ideas).

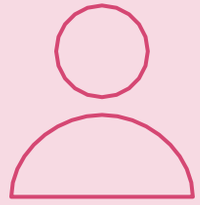
View the Pause & Reflect Planning Matrix Template

Reason for holding the Pause & Reflect	What questions do we want to answer together?	What data will we need to gather before this meeting to address these questions?	Who is best placed to have ideas on these questions and who would need to act on their answers?	Who has this data and/or who do we need to talk to get it?	When can a meeting be held to align with your purpose and availability of data?	Methodologies

Step 3:
Facilitate the Meeting
Tips & Engagement Strategies

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The facilitator should use the beginning of the meeting to **communicate ground rules and put participants in the right frame of mind** for creative engagement.

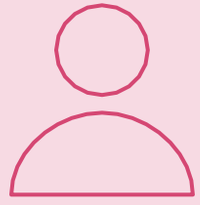


Tips & Considerations

- Start by acknowledging accomplishments and appreciating strengths.
- Establish clear roles/expectations for participants and ground rules for participation.
- Foster connection. People are more likely to share insights and reflections when they feel connected. Warmups and ice breakers can help.
- Good resources for virtual ice breakers can be found here and here. Resources for in-person icebreakers can be found here.

Pause & Reflect sessions **work best when participants engage in the right mindset for learning and adapting**.

The facilitation should encourage participants to enter the meeting with a "beginner's mindset."



Tips & Considerations

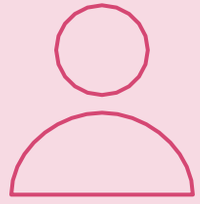
USAID suggests the following to help your team achieve the right mindset:

1. Let go of preconceptions about "how things work."
2. Abandon expectations of what will happen.
3. Cultivate a curious mindset to understand things more deeply.
4. Break things down.
5. Be open to new possibilities.
6. Ask simple questions.
7. Check your own biases.

Source: Pause & Reflect Trainee Guide

These are described in more detail on page 10 of A Guide to 'Pause and Reflect': Pragmatic Advice for Practitioners.

People bring different personality types and learning styles to meetings. Be sure to **use a variety of engagement strategies** so everyone's ideas can be heard.



Tips & Considerations

- People learn by talking: The more participants can discuss, debate, and analyze ideas by talking about them, the more they learn.
- Utilize small group breakouts to maximize discussion.
- Build in activities for people who prefer to participate in other ways besides group discussions (e.g., personal reflection, interactive board work, pair discussions, etc.).
- The next slide provides a summary of some specific engagement strategies you might find useful.

Engagement Strategies

Type	Approach
Popcorn Report-outs **(p. 3)**	Technique for eliciting comments from those who feel moved to share them, rather than calling on tables or groups sequentially to report out. Ask the open question, "What did you hear in your small group that is important for the whole group to understand?" and allow the group to think for 20-30 seconds before you say anything further.
Voting with Your Feet **(p. 5)**	Technique for engaging participants in expressing their views for or against a position by moving to one side of the room or the other. The facilitator can ask for volunteers to explain their position at each vote, for and against. If done with several questions in succession, it creates a lively milling of the group as participants move back and forth between the positions.
Storytelling **(p. 4)**	A way to share knowledge that incorporates the context, emotion, and tacit knowledge. The story conveys much more than a series of basic procedural steps. It can contain the rationale, the strategy, and the cultural values implicit within the actions taken by the storyteller.
Speed Consulting **(p. 3)**	A group technique that draws on the experience of participants to advise another participant on how to address a specific problem or issue. It uses small group conversation and a fast-paced schedule to focus participants on providing concrete, actionable advice.

For many more facilitation/ engagement strategies see:

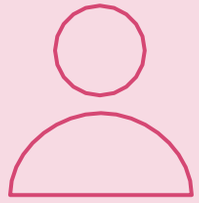
USAID Pause & Reflect Trainee Guide

USAID Learning Lab Facilitating Pause & Reflect Resources

Many of the widely used Pause & Reflect **facilitation techniques** are designed for in-person sessions. You will need to **adapt them for virtual or hybrid meetings**.

More tips for virtual facilitation

Special considerations for hybrid meetings



Tips & Considerations

- Virtual sessions should not be more than 2-3 hours. If you need more time, break the meeting up over several days.
- Use a mix of facilitation styles to support different participation types, including small group, individual reflection, plenary discussion, polls, and board work (Mural or Miro, etc.).
- Anticipate technical issues. Do a run through a day or two ahead and a tech check right before the meeting. Have a designated person available to provide tech help to participants via direct message during the meeting.
- Help participants learn necessary software. Send instructions in advance and/or build in time in-session for a primer/practice.

Step 4: **Document & Act on Decisions**

Capture and utilization of insights

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Ensure decisions made in your Pause & Reflect have **action plans, a responsible person,** and **a method for tracking progress**.



Tips & Considerations

- Acting on the insights and recommendations that arise from a Pause & Reflect is essential to the CLA cycle.
- It is critical to assign responsibility on agreed actions and set timelines for them, and to document these agreements so they can be followed up.
- This documentation also makes it easier to share session outcomes and agreements with relevant stakeholders.

There is no one right way to document your meeting. The **group can choose the format most helpful to them**. At minimum, it should describe:

1. the activity conducted;
2. learning that emerged;
3. the agreed action steps;
4. the timeline for the action and the people responsible; and
5. agreed mechanisms for tracking the actions and following up.



Tips & Considerations

- Secure commitments from participants for specific follow-up actions during the session.
- Utilize participatory methods and shared workspaces (post its, whiteboards) to capture inputs in real time.
- Assign multiple notetakers during the session and take shifts.
- Consider whether the resulting documentation will need to be shared with external stakeholders or if its only for the team.
- Possible formats for documentation can be a slide deck, workshop report, workplan, commitment statement, etc.

As part of a commitment to learning and adapting, your project may seek to **synthesize key insights that emerge from Pause & Reflect sessions at the activity-level to identify broader trends and lessons learned** across the team.

After your Pause & Reflect is completed, fill out this Pause & Reflect documentation template to assist in this.



Tips & Considerations

- This template is for high-level data capture to support identification of trends and issues across the team. It is not meant to be a detailed report.
- It is likely that your team will produce more detailed documentation to advance your work. That documentation can be used to prepare this form.
- Reflect on if and how the insights from your Pause & Reflect contribute to answering the areas of inquiry in your project's learning agenda or relate goals.
- Save your completed documentation form in a collective folder or space.



Appendices

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Pause & Reflect Planning Matrix Template

Reason for holding the Pause & Reflect	What questions do we want to answer together?	What data will we need to gather before this meeting to address these questions?	Who is best placed to have ideas on these questions and who would need to act on their answers?	Who has this data and/or who do we need to talk to get it?	When can a meeting be held to align with your purpose and availability of data?	Methodologies

Pause & Reflect Planning Matrix Template

Annex 1: Table of Sample Purposes, Questions & Data Sources

Possible Reasons to Hold a Pause and Reflect	Possible Questions	Examples of Possible Data Sources
Team is transitioning from one phase of work to another	What worked well in this phase that should be continued? • What would you change moving into the next phase? • What was missing?	Reports or other outputs from first phase; MEL data; stories/anecdotes from partners; feedback (informal or formal) from stakeholders
Regular, periodic reflection on strategic direction, progress, and/or processes	What areas are performing well? • What areas need more attention? • What could we stop doing? • What new practices should we try? • How might we more strategically re-allocate resources?	Results trackers; MEL data, pre-meeting survey, donor feedback; summary of issues previous meetings or team interactions
Team is developing or revisiting/revising a theory of change	What is formative research telling us about pathways of change? •Are there any areas in which there are uncertainties or hidden assumptions? • Does the program (or aspects of it) require further understanding/thinking about how it performs – and how it might perform better?	Formative research; syntheses of secondary evidence/literature; MEL data, program/implementer staff feedback; contextual info about implementing environment
Start or end of a key milestone or event	What was supposed to happen? • What was the reality? • What went well? • What could be done differently in a similar situation in the future?	Evaluation report, participant testimonials, summary of outputs from milestone/event; event participant feedback forms
Significant new data has become available	What is the evidence telling us? • What should we do as a result? • Does the data require us to re-think assumptions and/or theory of change? •What did not go well? • What should be changed for next time?	MEL or other research data
Large unexpected event requires change in course (e.g., coups, natural disasters, budget cuts, etc)	How has this event changed the context we are working in? • What new constraints or opportunities does this change present? • What new priorities have emerged? • What can no longer be accomplished?	Contextual info/news about event • Identification of external changes to likely to affect project (e.g., changes in USAID policy, funding, etc)

Pause & Reflect Planning Matrix Template

Annex 2: Possible Purposes and Methodologies

Possible Reasons to Hold a Pause & Reflect	Possible Session Methodologies
Team is transitioning from one phase of work to another.	• Reflecting/Projecting • Scrap/Adapt/Welcome back
Regular, periodic reflection on strategic direction, progress, processes, and/or lessons learned.	• Scrap/Adapt/Welcome back • Reflecting/Projecting • Fail Fairs/Failure Panel
Team is developing or revisiting/revising a theory of change (TOC).	• Complexity aware TOC checklist (in development) • Problem tree -> Solution Tree (pages 7-8 of resource available in hyperlink)
Start or end of a key milestone or event.	• After Action Review • SWOT analysis
Significant new data has become available.	• "Coming up with Headlines" exercise
Large unexpected event requires change in course (e.g., coups, natural disasters, budget cuts, etc.).	• Scenario planning guidance (to plan response to event) • After Action review (after team has passed through event)

Scrap, Adapt, Welcome Back

Below is a template to guide Pause & Reflect discussions. As you reflect on previous experience, it's important to consider what is working (*welcome back*), what is not working (*scrap*), and what needs to be improved (*adapt*). You can use or adapt the template below to gather and organize feedback from your Pause & Reflect participants.

Scrap	Adapt	Welcome Back

Adapted from "Scrap – Adapt – Welcome Back: A Protocol for Looking Back and Planning Ahead – moving writers"

Reflecting/Projecting

Below is a template to guide Pause & Reflect discussions. Using the question prompts will help you gather feedback on previous performance (reflecting) that you can then use to better plan and adapt for the future (projecting). You can use or adapt the template below to gather and organize feedback from your Pause & Reflect participants.

Reflecting Back

As you look back on the past period of work, consider your successes and challenges and what you may have learned from your experience.

What was your top **SUCCESS** from the past year? What did you learn from it?

Where in the project were you struggling but then saw major **GROWTH**? How was this growth achieved?

Which colleague or project partner did you work with most successfully? What made this a **STRONG COLLABORATION**?

What is the **BEST PART** of your typical workday?

What was a **CHALLENGE YOU OVERCAME** that you are proud of?

Looking Forward

Once you've reviewed the past period, consider how these learnings can be incorporated to contribute to Future project success.

If you could **FOCUS** on one area to make even stronger at your job, what would it be?

Who is one project staff member you could **LEARN** from on the project this year?

List 3 ways you can cultivate a **POSITIVE CULTURE** in your work?

Who is one colleague or partner in the project who may need extra **SUPPORT**?

What do you **HOPE** to be able to say at the end of this year of the project?

Pause and Reflect Toolkit and Good Practice Guide

USAID Learning Lab: https://usaidlearninglab.org/resources/pause-and-reflect-toolkit-and-good-practices-guide



Pause & Reflect Documentation Template

Meeting title:
Date of meeting:
Duration:
Location:
Workstream name or workplan number:

This form is meant to capture only high-level insights and actions emerging from Pause & Reflect sessions planned and conducted by [XX team or project]. It is a management tool to help identify trends and lessons learned across your team. As it is only high level, it is likely that teams will need to produce more detailed documentation of their Pause & Reflect sessions for use by their team and other stakeholders directly involved in that activity.

After completing this form, please save in [XX folder] and email a copy or link to [XX person]. Please keep your answers brief (suggested length 3-4 sentences or bullet points for each question).

1. Describe the primary purpose/objectives of the meeting (please attach agenda).
2. Describe the facilitation methodology/activities.
3. Were there any innovative facilitation techniques that could be used in other project meetings and/or any facilitation lessons learned that are of relevance to the team?
4. Describe a few of the insights or lessons learned identified in the meeting, focusing on those that are likely to have the most relevance to other areas of the project's work.
5. Did any of the discussions or lessons learned provide insights relevant to the themes of our learning agenda/goal?
6. Summarize the high-level action points, indicating the timeline and person responsible. How did the team commit to tracking and following up on these actions?
7. Does the team need any support from other teams or leadership to ensure these actions are implemented?
8. Do any of the agreed actions our insights suggest activities that need to be included in the next workplan planning cycle? Do they suggest any needed changes in management processes? Please summarize so the management team can track these and pre-populate future workplans with such activities.

Attachments (please add directly in this document and/or provide links)

- Meeting Agenda
- Meeting participant list
- Detailed documentation (e.g., workshop report, mural boards, etc.)
- Session slide decks (optional)

Post workshop **considerations**

- Capture, summarize, and document **lessons learned** in a timely manner.
- Share **outputs** with the group.
- Identify ways to ensure **follow-through on action items** (inclusion in work plans, naming responsible parties, setting realistic dates, etc.).
- Systematize/routinize **future Pause & Reflect.**



Agency for All Project

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