

Certification Meeting of Assessors: San Antonio, January, 2011

Present: Marilyn Oyler, Judy Weddle, Ester Mae Cox, Jane Stallman, Sonny Walker, Mary Flanagan, Linda Alton, George Packard, Dennis Jennings, Cheryl Kartes, and Jim Wiegel. **Facilitators:** Deb Burnight and Nancy Jackson

Strategic Focus Question

What are our next best steps in evolving the Certification Program forward as a vibrant, consistent and compelling part of the ToP Network?

Key Questions (we hope to answer)

- What is our consensus on the standards?
 - What do we want certification to do for us?
 - What is candidate readiness?
 - What is our certification messaging?
 - What is ToP design? (need to define “plan,” “design,” “procedure,” – differentiate and be clear on language)
 - What are our expectations about design and how do we communicate them to candidates? (e.g. curriculum)
 - Do we want to do value interpretation in internal work? (How do candidates learn how to think about the journey of a group?)
 - Where (right now) are the options for candidates to learn about design? And where should they be in the future?
 - What elements do we need to teach? What is already available to build on?
 - What is the continuum of levels of design, involving the design conference?
 - How do we bring together the best of all levels of design?
 - How do we increase the volume of certification candidates?
 - How do we build in non-trainer CTF on an ongoing relationship?
 - What is the role of certification cohorts?
 - What is the impact and relationship to ToP trainers?
 - What is the role of the non-ToP certified trainers?
 - What is the path from TFM to certification?
 - What will it take to certify non-certified trainers?
 - What are our assumptions about the %/numbers attending TFM’s ++ to mover to the certification track?
 - What is the profile of those going through certification/already certified? How does this inform succession? What is the “merged model” for design that we could “beta test” over the next ____ months?
 - How could we prepare and manage a major design method intervention over time?
 - How can we fortify our current courses to better address what “design” is?
 - Do we want to rework curriculum to include design (TFM for example...)?
 - What does “mentorship” look like?
 - What is the “spirit” of ToP?
-

Task Team Reports

Both teams reported on and shared their work and recommendations in 2010

Points of Consensus:

- Anything we can do to make the assessment better will pull together the four ingredients
- Energy is important to consensus (and is embedded in the descriptors)
- Affirmation on good work to date
- “Readiness” is defined in the current revisions of the standards and will be re-evaluated in one year
- Design is part of the heart of what we do and its transference is unclear/unspecific
- Next January – focus on compiling design structures – “2011 -The Year of Design”

Certification Purpose

(Using the Jigsaw puzzle exercise)

Key words:

ToP Mastery Inspire Recognize Competencies Base level of qualities Journey
ToP stance Excellence

Other feeder words:					
Quality	ToP	Status	Standard	Aspiration	Journey
Mastery	ToP stance	Recognize	Competencies	Contribution	Competent
Excellence		Valid	Competent skill	Go/grow	skill
Effective		Reassure	Base level of	Mission	Recognize
stronger			Qualities	Create	
			Grounding		
			Measurable		
			Documented		
			Consistency		

Small Group Purpose Statements:

1. To inspire and recognize excellence and mastery in the facilitation of ToP methods
2. Establish a base level of quality and competence in the ToP methods around which the journey to mastery can be determined and aspired to
3. Recognize excellence and mastery of ToP facilitation thru base level competency program
4. Recognize the facilitation journey base qualification toward excellence mastery in ToP competencies
5. To journey leaders to mastery through recognition of their growing competency with ToP

What do we mean by ready?

What do we mean by ready?				
Journey →	Beginning	Middle	Further	And, Later
Group 1	Clues for ToP trainers to spot candidates: Facilitator DNA	15-20 mile marker of a 50 mile hike Demonstrate a base level of quality on the road to mastery Go from client-focused mastery to understanding group shifts as mastery	←Level of Humility ←Inspiring groups	
Group 2	Know methods well enough to try out on group Competence in top methods Propellants: Allure - belief in unlimited potential /demand → Community of practice → Point of engagement →	People groups you may have worked with who are ready to recommend or refer you to their client or colleague. Disillusionment... can happen at any point of the journey	Capacity to sustain and grow or spark others	
Group 3	Basic Certification at a basic level	Candidate goes back to help organization. Independent - Design and Facilitation Current standards - Tests - Assessments	Coach mentor cohort sponsor or host Contributing to the field Providing service Help the network or field. Humility help others	Succession

- We recognize that the improved certification standards and that the inclusion of design is sufficient to determine the point of readiness for certification.
- The design piece is going to be developed more.
- We may want to consider recognizing a certification of mastery or another recognition. – not now – three to five years out to deal with.
- Recommendation: Create a feedback loop to trainers and assessors from what is learned in the assessment process. Yet, there should not be too many surprises in the assessment. Mentors and observers should have picked up on this earlier.

What should the support system look like that helps candidates on their journey?

Support system that currently exists:	What are the success factors? Fuel?	What are the biggest GAPS in the support system?	Suggestions:
<ul style="list-style-type: none"> • Assessment coordinator • Courses available • Certification guide script • Emerging distant coaching • Dedicated volunteer cohort • Co –learners • Mentor trainer support • Celebration of accomplishments • MTOP Value added • Expectations of mentors • Web site recognition • Slick flyers in workbook • Top network meetings are open to new comers • Certification team • Annual meeting of the assessors. • Cohorts 	<ul style="list-style-type: none"> • Individual passion and entrepreneurship of those who are hosting cohorts • Use and service of ToP methods –This is the best thing you could be doing with your life – allure • How much time you decide to putting time into this a your TFM -- if you emphasize this you will have people asking to be in the certification program. • Peer support team from cohort group • Being attached to MTOP and the trainers journey helps it be a draw • Whole team enabled us to come with thinking already done. 	<ul style="list-style-type: none"> • Image of limited market • Geographic gaps • More clarity around virtual peer group • Time commitment to being a mentor • Assessor training • We don’t know what a cohort is • How to make or accelerate the peer support dynamics • How to activate a little quicker physically present and virtual. • Agenda for what makes the cohort work • Feed back loop to trainers from assessment • Assessor training via portfolios. • We haven’t sorted out the coach mentor • We are independent entrepreneurs – the economics is a gap. For instance, 80-90% of course participants are not independent entrepreneurs, but rather organizational leaders. 60 % are organizational people yet our assessor group is all entrepreneurs. • Missing mechanism for insuring autonomy for course development etc. • Unarticulated values around benefits of certification; the common story, the bigger picture 	<ul style="list-style-type: none"> ▪ Centralized programs where people come together to go through the certification journey (mentors take turns to being trainers – longer program to MTOP ▪ We need ways for people to make money at the mentoring and coaching ▪ WIIFM what is in it for me? Peer mentoring groups with coaching support. ▪ Develop a pilot project for paid mentoring. ▪ Look at Australia’s 6 program methods to certification ▪ What are the sustainable model(s) for supporting candidates’ journey – the new image? ▪ Balance the image of ToP’s use in the world and making a living. ▪ Do we have one mentor per candidate or a distributed model of mentorship? ▪ Address messaging: What do we tell who about certification?

In three groups we answered these questions:

1. What is ToP Design?
2. What are the models we can invent that will sustain certification?
3. Who and how do we need to tell “what” regarding certification?

Small Group Reports and Actions in Three Key Topic Areas

Certification Messaging	ToP Design	Sustainability
<ul style="list-style-type: none"> • As a network, give voice to the experience of Certified ToP facilitators to refresh the allure of journey with ToP • Schedule a MToP training of trainers • Affirm Launch of messaging strategy Double No of cohorts (3->6) Double No. of Certified ToP (38->76) Double No. of MToP Locations A few outlier experiments Strengthen virtual component 	<p><u>Decision:</u> Create a task force to increase and enhance design capacity for certification candidates.</p> <p><u>Action Steps for 2011</u></p> <ul style="list-style-type: none"> • Design content in spiral/scaffold form that addresses: <ul style="list-style-type: none"> ○ Shared features of design ○ Shared assumptions ○ Design questions asked of each approach ○ Ways of using methods in each approach • Create Mechanisms of delivery (Modify current courses, use already existing of invent a new.) that match learners readiness and inquiry process • Share and identify current courses and current enhancements relation to design • Meet Jo and Wayne and debrief at this meeting 	<ul style="list-style-type: none"> • Business Model for MToPs available for new markets (Interview Linda A, Marilyn O and Jane S) (Recognizing that MToP is the main channel to Certification) • Virtual cohort group including non-MToP participation, with shared mentor responsibility (monthly meetings, nationwide participation) • Opportunities to share mentor responsibilities will be explored • Business model for mentor payment is explored; recommendations brought to the assessors meeting 2012
<p><u>Other tactics</u></p> <ul style="list-style-type: none"> • Launch hosting of a virtual weekly certification check in • Workshop on Vision for the ToP in the world • Trainer call on WGO certification • Set up a monthly call to keep this discussion going • Use ICA 50th anniversary to connect 1000 ToPers 	<p><u>Other Actions</u></p> <ul style="list-style-type: none"> • Modify TFM Overview of faculty journey and where methods fit Publicity on Certification • Put up poster to collect input from the flock <ul style="list-style-type: none"> - What are the design courses currently being offered? - What are the modifications to TFM that support design concepts? 	<p><u>Other Actions:</u></p> <ul style="list-style-type: none"> • Find a local community of Practice champion • Oakland, Minneapolis, Phoenix pull together ideas for Cohort agendas. • Peer mentoring groups with coaching support • Design a weekly virtual session engage mentor CTF candidates • Initiate a monthly Virtual Certification

	• Develop design course and start tomorrow.	cohort
Certification Team members' indication of level they are willing to engage in tasks during 2011		
Jim? Sunny (# 2 – purple) CK (focused support)	Jane George (#1 – green) Marilyn CK (focused support – design course) Sunny (#1 – green)	Judy Sunny (#2 – purple) Nadine Ester Mae Mary Flanagan CK (team member)