**Dennis and Jane’s Additional Recommendations for Building Design Competency and Assessing Design Skills, 11.7.10**

1. Over the coming year set aside a group to identify levels of competency in Design:  Inclusive of: Basic, Intermediate, Advanced (or something similar to that)
2. Assemble a group to review existing curricula or best practices focused on Design with the intent of creating workable options, such as: 1) piloting a Course on Design, 2) Integrating Design Curricula into MToP, and 3) Modules on Design that can be used with Community of Practice groups.
3. Commit to offer or host existing design courses in support of Design in a strategic and geographically distributed manner: Power of Image Shift, Dancing with Design, Canadian courses.
4. Develop written context about Role of Design in ToP Methods that can be shared with Communities of Practice and made available among user groups

**Jim Wiegel, Molly Shaw & Mary Flanagan's Recommendations**

* **Edits to the Certification Guide:**
	+ Do we introduce a volume requirement? (e.g.,18 separate facilitations. . . etc.)
	+ Do we include a design component in the portfolio? (Might mean taking the "one complete substantial project" & forcing more narrative into it.)
* **Edits to Certification Script:**
	+ Step 3 - have folks walk you through using each method in the classic way.
	+ THEN, show 3 or 4 creative variations of the basic methods where they were significantly adapted to make something happen.
	+ THEN, you could have another column someplace that would be focused on design -- show range of combining ToP with other methods.
	+ This may make it a 3-hour interview, not 2-hour interview.
* **Other recommendations:**
1. Do not change the competencies at this point in time -- not worth the political fight.
2. Look seriously at making sure that people know about design curriculum. . .currently, a lot of us have different ways of approaching design. Do we want to come up with ONE ToP approach to design??? Share common tools in cohorts. . . Refine ToP design methods. . . or deemphasize design in certification process. Develop curriculum
3. Consider development of interim local assessment -- we provide detailed checklist, for local mentoring group to sign off on candidate's basic competence in methods.
4. We need to decide where, in our ToP curriculum we explicitly address the depth dimension – the spirit needed to apply ToP, the passion for transformation, etc.