ADDITIONAL IDEAS FROM DESIGN TEAM: *not in any priority order. . .*

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, etc.

3. Look seriously at making sure 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.

4. 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.

5. Develop written context about Role of Design in ToP Methods that can be shared with Communities of Practice and made available among user groups. Add something into basic courses about journey of group & role of design

6. Regarding edits to the Assessors' script:
   - Step 3 (page 2) - 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. Possible that the additional questions we've added do the trick
   - This may make it a 3-hour interview, not 2-hour interview. We need to build in flexibility in scheduling assessment interviews in case needed

7. Do not change the competencies at this point in time -- not worth the political fight. We recommend right hand evidence of competencies be changed. . . make case that we're not changing competency

8. Consider development of interim local assessment -- we provide detailed checklist, for local mentoring group to sign off on candidate's basic competence in methods. We acknowledge concerns about number of local places with assessors or capacity. Our challenge is to look for ways that work creatively within real bounds.

9. 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. The questions added to the assessors script get closer to this. . . not completely there, but is queuing it for assessors. Business about the journey of the group & transformation at any one moment in time is not quite captured. This may be something really important to take on.

We have general agreement to spend Friday morning January 28th moving forward on Design. . *What do we call "ToP Design"?*