

Policy

“A policy is a principle or protocol to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol.”¹ In this current case policy has future intention built in and is related to the ICA long range priority purposes of program support of national ICAs and capacity building,² and will inform peer to peer and international operating procedures.

Policy Working Group

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¹ En.wikipedia.org/wiki/policy

² 2010 Talegaon ICAI General Assembly, Seven Long Term Key Functions of ICA. 1. PROGRAM SUPPORT - Support and serve from an understanding of ICA core values the existing and new including contemporary programs of national ICA's. 2. CAPACITY BUILDING_Build human capacity through research, sharing learnings, top training, ICA core values/ understandings /methods.

1. Policy Intent

The intent of this policy is to clarify, guide and support an internationally recognized ToP brand, ToP intellectual property, and the relationship between these two within the peer-to-peer network of member organizations and externally with clients, customers, and competing organizations. This will increase the missional effectiveness, the financial value and the global spread of the Technology of Participation for the benefit of the ICA global network and of all people.

This policy will support and guide:

- The development of International ToP Brand, including consistency and power in the image, message and practice of ToP.
- Opportunities for ongoing creative development of high quality ToP curriculum.
- Assessment processes for Certified ToP Facilitators and ToP Trainers recognized by all members ICAs
- Sensitive dialogue among the diverse members of the global network in the development of the ToP brand.

2. Policy Background and Dilemma

For over four decades ICA has and continues to develop philosophy, processes, methods and tools that empower groups and individuals. The intellectual property can be found in written descriptions in books, manuals, articles, newsletters, websites, and archives. ICA intellectual property before 1986 is generally considered to be part of the creative commons or public domain, and after that vested in the national ICA that created it³. The book *“Winning Through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation”*⁴ by Laura Spencer was the first ToP intellectual property. This original IP has been dramatically expanded over the years in books, manuals, newsletters in many countries and in several languages. Technology of Participation (ToP) can interchangeably refer to philosophy, values and methods, and also to a brand common to all ICAs and others.

Since 1986⁵ National ICAs have continued to create intellectual property in the form of manuals, books, websites or other forms. They are free to make their IP part of the creative commons for missional reasons, or to protect, license and sell copyright of their IP.

Some ICAs create, brand and protect their national ToP intellectual property and depend upon the sale or license of some of the copyright materials for revenue⁶. Other ICAs create and freely distribute their own ToP intellectual property and materials to inspire people for missional

³ ICA 1988 Global Council in Cuernavaca, Mexico

⁴ *Winning Through Participation* by Laura Spencer @1989, Kendall Hunt, Dubuque IA

⁵ ICA Global policy in 1988

⁶ From Talegoan General Assembly 2010 and ToP Global Dialogue Bangkok 2009

reasons. Some ICAs use both ICA-branded and ICA-inspired strategies. All ICAs respect the copyright of the ToP revenue-generating ICA's IP.

Since the foundational meaning of ToP is shared by all ICAs, but new intellectual property is constantly created, a dilemma is created between national ICAs. Each ICA does not know which part of every other ICAs intellectual property can be widely distributed and which part must be protected. With instantaneous global communication, protected IP in an originating country that is freely distributed in other country becomes immediately and freely available and unprotected back in the original country. ICAs that protect their national brand recognize the vulnerability of sharing copyright intellectual property with other ICAs.

Books, websites, and other public materials that are created or even translated in one country are immediately part of the ToP brand that all ICAs can take advantage of, or must react to. For instance when one ICA makes a change in ToP terminology for a national reason, it eventually creates confusion in the ToP brand among all ICAs, stakeholders, and clients.

Since ToP is important and part of our heritage all ICAs have agreed that ToP competence is a requirement for statutory membership in ICAI⁷. The ICA General Assembly, however, can not rely on one-on-one or peer-to-peer relations to work through issues that are by nature part of the ToP brand globally.

After the 2012 ICAI General Assembly five members of ICAI presented the ICAI Board with the global dialogues and the long standing need for a policy on the Technology of Participation. According to the ICAI procedure for development of global policy⁸, the Board circulated an invitation to all recognized ICA members to nominate individuals to join a working group. The working group was formed in December 2013 with ten individuals nominated from seven statutory and two associate members. It expanded to fourteen. The working group prepared a draft in June 2014 and circulated it to all members for feedback. Because of the importance of this policy feedback was sought for five months from representatives of all member ICAs and also from other stakeholders within each member ICA. **Significant input in December further clarified ownership of ToP and is contained in section 6.2.**

The proposed policy is not a governance rule from a top down perspective, but a widespread member-driven statement of intent. We use the term ICAI with no specific assumption of additional structures or hierarchy. Policy implementation is the responsibility of all members of ICAI and the General Assembly unless the GA specifically delegate tasks to the board or task forces. We are operating as a peer to peer driven organization and trying to introduce a level of cross-peer collaboration that will require some experimentation. Great sensitivity is required to reinforce recognition across the great diversity of language groups, fields of endeavour, socio-economic strata, and diverse populations within which ToP operates.

⁷ From Talegoan General Assembly 2010.

⁸ ICAI procedure for development of global policy approved by the December 2013 General Assembly

3. Need for the Policy

The need for this global policy is driven by practicality and by the needs of ICAs, between ICAs and also by requirements in countries that have no ICA.

- There is inconsistency in ToP training, courses, assessments and curriculum between ICAs. Trainers are often not recognized between countries since they use different curriculum and courses. ToP course innovation is often not transferrable between countries.
- Some member ICAs have been unable to get peer-to-peer mentoring and training in ToP. This can restrict those ICAs from ever becoming statutory members.
- There is no way for a country without an ICA to journey ToP trainers recognized by all ICAs since there is no agreed path for becoming a ToP trainer, and every country can have its own path. Most national ICAs have developed their own unique terminology. There are different names for courses, types of association, training levels and journeys, assessments, licenses and agreements. There is no structural way for ToP innovation to be recognized in all countries. ToP training in languages other than English is limited. Differing ToP economic models and curriculum hamper training collaborations
- Potential clients often pass over ToP methods in favor of other methods that have a consistent global brand, since ToP does not have a global brand.
- Interface between ICA countries as markets means that a change in one location impacts others and in the current system all decisions are local.
- Broadly available information and history on ToP methods is not always available on all local ICA websites. Where *do* people go to find out about ToP?

The definitions of terms related to ToP groups, roles and curriculum is important so this policy, recommends consistent training and facilitation language, categories and definitions across all national ICAs to help avoid confusion between ICAs, to assist in sharing and new creation, and to use within countries where there is no ICA.

4. Foundational Meaning of ToP

The Technology of Participation is a constellation of life understandings and methods that value inclusive participation and profound respect in a wide variety of settings and applications.

ToP methods emerged from the tradition and practices of personal and group empowerment of the Institute of Cultural Affairs. ToP methods are based on a philosophy of disciplined thinking, continual affirmation, inclusive responsibility, and a vocation of service⁹. ToP practice is embodied through disciplined methods that are applicable to all fields, lifestyles and cultures

⁹ These are based on four foundational categories in RS1 of 1960s and 1970s.

that value comprehensiveness, consciousness, care, and courage¹⁰.

ToP methods enable personal and group transformation through facilitation, planning, development, education, consulting, leadership and training. ToP is known world-wide for its life-enhancing impact in thousands of communities and organizations on every continent.

5. Definitions

The following terminology was acceptable to all working group members to help avoid confusion between ICAs, to assist in sharing and new creation, and to use within countries where there is no ICA. In some cases new terms were created to describe a role or concept that is needed but goes beyond current practice.

5.1 Large groups related to ToP

5.1.1 ICA Global Network - the large formal and informal network of current and former ICA friends, employees, and ICA organizations.¹¹

5.1.2 ICA General Assembly (ICA GA) - the members meeting that convenes physically or virtually at least once a year. Each affiliated ICA or organization sends one representative. One representative of each statutory member forms the official voting structure that elects the board and determines policy for ICAI.

5.1.3 Institute of Cultural Affairs International (ICAI) - The legal entity that represents the ICA network internationally.¹²

5.1.4 Member Organizations in ICAI¹³

- Statutory Members are organizations taking responsibility for national geography after meeting specific agreed criteria and can vote.
- Associate Members - Organizations accepted by the GA as a related organization and cannot vote.
- National ICA – an ICA that is or intends to become a statutory member in the future.¹⁴

5.1.5 ToP network – *This is not only the US legal entity, the ToP Network¹⁵ (TN).* A ToP network by whatever name is defined as any group of facilitators or practitioners in any country or on

¹⁰ These are also based on foundational categories.

¹¹ Defined by the ICA General Assembly in Pune in 2010.

¹² An organization formed by Royal Decree in Belgium in 1985. Currently a Canadian registered charity.

¹³ ICAI legally has two types members, voting and non-voting. Only statutory members may vote.

¹⁴ The list of members can be found at <http://ica-international.org/globalnetwork.htm>

¹⁵ There is a registered non-profit association of ToP facilitators and trainers in the US called ToP Network. <http://www.top-network.org/>

any scale, that are authorized to use the ToP brand by their national ICA, or in the case that there is no national ICA by ICA GA. There are already ToP networks in different countries and continents.

5.1.6 Agent - A term to describe any person, group, or organization authorized by a national ICA, or by ICAI, to represent ICA in matters of ToP. The word Agent does not imply or define any capability as a ToP facilitator or trainer. An Agent could be, for example, a sponsor, associate, sales person acting on behalf of ICA, or a facilitator or trainer acting on behalf an ICA in any country. ICAI may need Agents to assist in implementation of this policy.

5.2 Individual ToP Roles

5.2.1 ToP practitioner - A person using ToP methods. This is a self designation.¹⁶

5.2.2 ToP Facilitator - A facilitator authorized to use this title by a national ICA or through a process determined by a Statutory member, or by ICA GA¹⁷. (see more in policy section 7.)

5.2.3 Certified ToP Facilitator - a facilitator who has passed the Certified ToP Facilitator assessment.¹⁸

5.2.4 Recognized ToP Trainer - A person who has been authorized to teach or train a ToP course by a national ICA in that nation.¹⁹ A Recognized ToP Trainer is authorized separately for each type of ToP course in that nation. (see more in policy section 7)

5.2.5 Internationally Recognized ToP Trainer – a person who has been recognized by all ICAs or authorized by the GA to teach or train a specific type of ToP course in all countries. (see more in policy section 7)

5.2.6 Master Trainer (or some equivalent name) – a person who has been recognized by all ICAs or authorized by the ICA GA to teach all five core ToP methods in any country, trainer other trainers, and who transfers values and philosophy as well as methods²⁰ to others. (see more in policy section 7)

5.2.7 ToP Assessor – a person authorized by a national ICA or by ICA GA to conduct specific

¹⁶ Over 500 people self identified as ToP practitioners for Bangkok ToP Global dialogues in 2009.

¹⁷ Global ToP Dialogues in Taiwan and Bangkok in 2008 and 2009 have worked on this.

¹⁸ There is a common global set of competencies agreed at the General Assembly in Pune 2010 at <http://ica-international.org/top/top-assessment.htm> . All current CTF assessments (sec 5.4.1) are nationally devised include peer observation and portfolio creation..

¹⁹ There is considerable work done on this by several ICAs for whom facilitation and training is their main focus. The vast majority is in English.

²⁰ Several ICAs have sufficient curriculum to establish this together.

assessments for the different ToP competencies.²¹ Assessments could be for facilitation of ToP methods and/or training of ToP methods.]

5.2.8 Recognized ToP Instructor – someone who has demonstrated skill and competence in a particular ToP method, and is authorized by an ICA or by ICA GA to give instruction to others in that one method²². A Recognized ToP Instructor is NOT a ToP Trainer.

5.3 ToP Curriculum

5.3.1 ToP Methods – There is a vast array of ICA methods²³ and tools. Different ICAs select different sets to be ToP methods based upon national missional and economic requirements and the competence of staff.

5.3.2 Core ToP Methods - They are Focused Conversation (ORID), Action Planning, Consensus Workshop, Participatory Strategic Planning and Wall of Wonder, also known as Historical Scan. They are the ToP methods that are assessed in the Certified ToP Facilitator (CTF) designation.

5.3.3 ToP Competencies - The skills and knowledge required to become a Certified ToP Facilitator²⁴. There were developed between 2003 and 2006 by several ICAs, and have been adopted in the 2010 ICAI General Assembly as required skills for all statutory ICAs.

5.3.4 Core ToP Course - A Core ToP Course has at least one of the Core ToP Methods, has some ToP intellectual property, and is authorized by a national ICA. A Core ToP Course can also be authorized by ICA GA in countries where there is no national ICA . (see more in policy section 7)

5.3.5 ToP Methods Curriculum - these are specific cohesive subsets of ToP intellectual property that are authorized by a national ICA or by ICA GA. ToP Methods Curriculum can enhance skill in facilitation, leadership, education, transformation, or many other fields. (see more in policy section 7)

5.3.6 ToP Trainer Curriculum - A set of practices and ToP intellectual property authorized by a national ICA to prepare someone to become a ToP Trainer in that nation. (see more in policy section 7)

²¹ There are a variety of assessments discovered during ToP Global Dialogues and General Assemblies, but they do not all exist in one place.

²² Some experiments in this are already taking place. There are many countries where people instruct others in ToP methods, but without any support, materials or authorization.

²³ R. B. Stanfield outlined one hundred different methods in Edges Magazine 2001. The ICA US Archive project may have more or describe them differently.

²⁴ There is a common global set of competencies agreed at the General Assembly in Talegaon 2010 at <http://ica-international.org/top/top-assessment.htm>

5.4 ToP Certification and Assessment

5.4.1 CTF Assessment - A process used by a national ICA or by ICAI to test facilitator competence and to authorize certification. The assessment collects evidence on seven competencies and each of the five core ToP Methods. The assessment is recognized by all ICA entities and by ICAI, even though the assessment is carried out slightly differently in different nations. (see more in policy section 7)

5.4.2 National ToP Assessment - Any assessment done by a national ICA that leads to a designation other than Certified ToP Facilitator. National ToP Assessment currently exist in different nations for different levels of facilitator and of trainer. (see more in policy section 7)

5.4.3 Master ToP Trainer Assessment²⁵ - An assessment of a ToP trainer's ability to transfer all core ToP methods to other people and also transfer an understanding of the values of inclusive participation. This will be recognized by all ICAs. (see more in policy section 7)

5.4.4 Recognized ToP Instructor Curriculum²⁶ – curriculum that allows rapid dissemination of a method and tracks instructors and participants.

5.4.5 Global ToP Curriculum²⁷ - This term is referring to a, yet to be developed, common and/or integrated curriculum based on 40 years of ICA experience.

6. Policy on ToP Brand (METHODS)

This aims to clarify the ToP Brand, ownership of the ToP Brand, and use of the ToP Brand. This also directly relates to ToP logo and image.

6.1. The Promise of the ToP Brand

ToP honours the ideas and diversity of every individual. ToP promises an experience of affirmation, of inclusion and of profound respect. At the same time ToP is visually stimulating, socially interactive and personally creative. It impacts people's hearts and minds and moves each forward toward implementation of decisions. ToP supports four simultaneous personal and group journeys: rational understanding, experiential awareness, practical competence, and impact responsibility.

ToP facilitation is a transformative process that supports the wisdom of a whole group, developing it into common directions and intentions through practices and methods that are

²⁵ ICA imaginal education methods would likely be part of this assessment

²⁶ Books, videos, templates all exist to aid in this.

²⁷ There exists an enormous volume of curriculum in methods beyond the core five.

diverse, exciting and lead to action.

ToP facilitation training is challenging and supportive of personal transformation. It sets high expectations of facilitator trainees but provides them with processes, methods and practical advice that enables them to take risks as they continue their own development as facilitators.

ToP facilitation training demonstrates ToP facilitation methods and spirit. Both facilitation and training are infused with ToP values and philosophy. ToP spirit is as active in the training as it is in facilitation and can be a life changing experience²⁸.

Facilitation and facilitation training participants can expect an effective use of time and space, an environment that is safe and highly engaging, with a well-orchestrated process that leads to results and actionable outcomes. They will be amazed at the care with which sessions are being conducted.

6.2. ToP Brand Ownership

Statutory Members of ICAI are the guardians and ‘owners’ of the ToP Brand in their respective national boundaries. Each statutory member is responsible for actively participating in the deliberations of the General Assembly of ICAI relative to ToP policy matters and to protect the brand within their country in an appropriate and consistent manner with agreements formally approved by the General Assembly.

ICAI can receive donated intellectual property from individuals, organizations and ICAs.

6.3 Use of the ToP Brand

The ToP Brand and associated material and images can be used by ICAs, ToP networks, Certified ToP Facilitators, Recognized ToP Trainers or others as authorized by Statutory Members of ICAI or by ICAI.

ICAI intends to protect IP, support and guide the brand, while allowing access to flourish.

Private organizations/consultancies offering ToP can become authorized users of the ToP Brand by a Statutory ICA within a country, or by ICAI elsewhere.

7. Policy on ToP Curriculum

There has been enormous experience, creativity and innovation within all ICAs in creating ToP curriculum, protecting it, creating national brands, and transferring understanding of ToP methods for missional purposes. This experience needs to be put at the service of all ICAs.

²⁸ Top Survey done by Jim Wiegel every two years testifies to this.

This policy is not intending to stop any national ICA from doing its own curriculum building. It will support peer-to-peer exploration and creation of ToP curriculum. ICAI will support the establishment of common criteria for ToP curriculum, and support international collaboration beyond peer-to-peer.

ICAI is responsible for maintaining ToP Curriculum up to date, establishing and administering standards for ToP Curriculum (including Core ToP Curriculum), and facilitating the transfer of the ToP Curriculum in countries with no ICA.

7.1 ToP Curriculum

ToP Curriculum consists of ToP courses and other activities developed by ICA staff and other contributors who may or may not be directly associated with a Statutory member but who have nonetheless granted their permission to an ICA to use and reproduce their work in ToP courses related materials.

7.2 Core ToP Curriculum

Core ToP Curriculum includes courses, practices, experiences, and other activities that are required for one to become Certified ToP Facilitator (CTF) and even a ToP Trainer. Core curriculum currently includes materials that teach competence in the use of, and that aids trainers in the teaching of the following five methods: ORID, Consensus Workshop, Action Planning, Strategic Planning and Historical Scan.

7.3 ToP Curriculum - Shared Ownership and Responsibility

Each Statutory member has ownership rights to all ToP Curriculum materials but is responsible for protecting the integrity of the ToP Curriculum by ensuring the copyright of the materials in its respective country, protecting the digital files of the materials, reproducing the manuals according to ToP Brand policy, and by implementing an accreditation process for ToP Trainers, delivering the ToP courses. A ToP course is included in ToP Curriculum through review and approval process, standards to be developed along with a vetting process.

7.4 ToP Facilitator – Since each ICA has its own way of assessing ToP facilitators, e.g. through a course of study, an assessment, a staff or volunteer position, peer to peer support is needed to expand the capability of all statutory members that do not currently have the capability.

7.5 Recognized ToP Trainer - A Recognized ToP Trainer in one country may not be recognized in another country. Peer to peer relations or assessments could support recognition of a Recognized ToP Trainer between two national ICA.

7.6 Internationally Recognized ToP Trainers

ICAI will support and guide efforts to create alignment between national ICAs so that Recognized Top Trainers can become Internationally recognized ToP trainers. Great sensitivity is required to reinforce recognition across the great diversity of language groups, fields of endeavour, socio-economic strata, and diverse populations within which ToP operates.

7.7 Master Trainer – ICAI will support the international development and assessment of this role so that all ICAs can be assured of the quality and competence of a Master Trainer who can teach in any country, can teach all core ToP methods, can train other trainers, and can transfer values and philosophy as well as methods.

7.8 ToP Assessor – ICAI will guide and support assessments for facilitators of ToP methods, for trainers of ToP methods, and for recognition of ToP Assessors.

7.9 Core ToP Course – ICAI will support and guide brand consistency and quality in Core Top Courses. The General Assembly in Pune 2010 began a compilation of the courses but not of the participant or trainer manuals. Many core courses exist independently in many countries and resource materials have been translated into several languages²⁹.

7.10 ToP Methods Curriculum – ICAI will support and guide brand consistency and quality in the development of ToP Methods Curriculum. This can be used by ICAs, by Recognized ToP Trainers when authorized by their national ICA, by Internationally Recognized ToP Trainers and by Master Trainers. Initially created for core ToP methods, curriculum could expand to prepare one for skill in facilitation, leadership, education, transformation, or many other fields. The beginnings of a global repository exists³⁰.

7.11 ToP Trainer Curriculum – ICAI will support ToP Trainer Curriculum that enhances the ToP brand. ICAI will guide development of curriculum that prepares one as an Internationally Recognized ToP Trainer or a Master Trainer. Sensitivity is required to ensure availability across language groups, fields of endeavour, socio-economic strata, and diverse populations within which ToP operates.

7.12. Assessment – ICAI supports assessments and assessment processes that enhance the ToP brand, and that lead to high standards of facilitation, training and instruction. ICAI will guide criteria to enable international assessments, especially for Certified ToP Facilitators, Internationally Recognized ToP Trainers and Master Trainers. Since any ICA can authorize an individual to be a ToP Facilitator (different than Certified ToP Facilitator) it is assumed that various National ToP Assessments exist. These need to be collectively shared and studied.

8. Next Steps

1. Recommend implementing structures for all parts of the policy.
2. Consider creation of ToP brand image: ToP needs a consistent logo to build identification

²⁹ Some are available at <http://top-global.org/curriculum/>

³⁰ There is a beginning of a global repository at <http://top-global.org/curriculum/>

with the brand across national boundaries and within regional settings. For example, for those who know ICA well ToP has been associated internationally with the ICA Wedgeblade symbol, a graphic representation about the relationship between the establishment, the disestablishment, and those who stand at the tip of the wedge beyond both to care for the world.