

ToP Competencies matched to IAF Competencies – Jan2016 – Wstaples

The first table is ToP matched to IAF.

The second table on page 12 is ToP competencies only, highlighting those over and above IAF.

ToP Competencies matched to IAF Competencies.

There is a 1-1 relationship with 46 of the 74 IAF competencies.

8 IAF comps have no ToP equivalent.

54 ToP competencies have no equivalent with IAF.

Many IAF competencies are covered by more than 1 ToP comp.

IAF competencies (Comp I-VI) (SubComp A-R) (SubSub 1-74)	ToP competencies (Comp I-VII) (SubComp A-ZD) (SubSub 1-170)	
I. Create Collaborative Client Relationships	I. Manage Positive Client Relationships	
A. Develop working partnerships	V. Z. -152 Design services in cooperation with clients and colleagues	
1. Clarify mutual commitment	I.A. -4 Clarify mutual understanding and commitment I. C. -15 Can communicate essentials of method, process and principles	
2. Develop consensus on tasks, deliverables, roles & responsibilities	I. A. -3 Can assist clients in applying process and method to content and task I. D. -20 Resolve disputes	
3. Demonstrate collaborative values and processes such as in co-facilitation	I. D. -19 Maintain positive relationships	
B. Design and customize applications to meet client needs	I. A. Understand Client Needs I. B. Create Appropriate Designs I. C. Communicate Client Needs	

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4. Analyze organizational environment		
5. Diagnose client need	I. A. -1 Assess client needs, apply process to content and clarify mutual understanding I. A. -2 Assess and understand client needs	
6. Create appropriate designs to achieve intended outcomes	I. B. -6 Design customized constructs toward a quality product drawing upon a variety of methods, applications and resources I. B. -7 Design customized constructs toward a quality product I. B. -9 Uses “ORID” as an underlying pattern to create designs I. C. -11 Using graphics and communicate essential method and principles.	
7. Predefine a quality product & outcomes with client	I. A. -5 Can establish clear rational and experiential aims I. C. -12 Can articulate understanding of client needs in writing	
C. Manage multi-session events effectively	I. D. -18 Management of time and schedules I. D. Manage Projects Effectively I. D. -16 Appropriate management of facilitation projects IV. O. -89 Communicates helpful context for each workshop of the Participatory Strategic Plan and for the whole process.	
8. Contract with client for scope and deliverables	I.D. -17 Negotiate and write contracts I.C. -10 Articulate client needs and plans in writing	
9. Develop event plan	I. B. -8 Can draw upon a variety of methods, applications and resources and determine which to apply	

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10. Deliver event successfully	I.D. -21 Complete contracted work on time and within budget in an appropriately professional style	
11. Assess / evaluate client satisfaction at all stages of the event or project	I. D. -22 Conducts appropriate participant and client debriefing and evaluation process	
II. Plan Appropriate Group Processes	VII. ZA. Apply Appropriate Methods VII. ZA. -153 Can determine what results are required and ensure task completion VII. ZA. -155 Can determine what product or result is required	
D. Select clear methods and processes that	V. Y. -145 Target questions to orchestrate change V. Y. -144 Able to assess and respond to the group's energy	
12. Foster open participation with respect for client culture, norms and participant diversity	III. I. -46 Able to blend learning and thinking styles V. S. Care for Group Journey V. R. -110 Enable the group to acknowledge and understand its real situation	
13. Engage the participation of those with varied learning / thinking styles	III. I. Understand Learning Needs III. I. -43 Assess learning styles, needs and abilities and design appropriate experiences III. I. -45 Assess group sensory needs and abilities	

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14. Achieve a high quality product / outcome that meets the client needs	VII. Produce Effective Results VII. ZB. Clearly Document Results VII. ZB. -159 Keep ongoing records of group work and produce quality documentation on schedule VII. ZB. -160 Keep ongoing notes and records VII. ZB. -161 Produces quality documentation on time	
E. Prepare time and space to support group process	III. L. Utilize Space and Time III. L. -57 Plan effective use of time, space, visuals and equipment III. L. -60 Records ideas visibly and legibly III. L. -61 Uses visual materials and equipment effectively	
15. Arrange physical space to support the purpose of the meeting	III. L. -58 Arrange space to meet the purpose of the meeting	
16. Plan effective use of time	III. L. -59 Plan and monitor effective use of time	
17. Provide effective atmosphere and drama for sessions	III. L. -62 Know when to move the group and when to stay III. L. -63 Manage symbolic and celebratory aspects of meetings	
III. Create and Sustain a Participatory Environment	II. Create a Participatory Environment	
F. Demonstrate effective participatory and interpersonal communication skills	II. E. Communicate Effectively II. E. -23 Effective communication skills, an objective stance, rapport, active listening and participant feedback	

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18. Apply a variety of participatory processes	IV. Use ToP Methods Effectively	
19. Demonstrate effective verbal communication skills	II. E. -24 Effective verbal communication skills	
20. Develop rapport with participants	II. E. -25 Rapport with participants	
21. Practice active listening	II. E. -26 Practice active listening	
22. Demonstrate ability to observe and provide feedback to participants	II. E. -27 Ability to observe and provide feedback to participants	
G. Honor and recognize diversity ensuring inclusiveness	II. F. -31 Bring forth the diversity of the group	
23. Encourage positive regard for the experience and perception of all participants	II. F. -29 Encourage positive regard for experience and perception of all participants	
24. Create a climate of safety and trust	II. F. Create Positive Atmosphere	
25. Create opportunities for participants to benefit from the diversity of the group	II. F. -28 Encourage respect for experience and perception of diverse participants; creating a climate of safety and trust	
26. Cultivate cultural awareness and sensitivity	VII. ZA. -156 Adapt processes to changing situations V. Y. -144 Adapt processes to fit the needs of the situation V. Y. -147 Enable groups to develop identity and purpose	
H. Manage group conflict	II. G. Resolve Group Conflicts II. G. -32 Mediate conflict and manage disruptive individual and group behaviour	

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27. Help individuals identify and review underlying assumptions	V. S. -117 Enable groups to bring up and deal with difficult issues and undiscussables	
28. Recognize conflict and its role within group learning / maturity	II. G. -33 Recognize and allow conflict to surface and objectify it	
29. Provide a safe environment for conflict to surface	II. F. -30 Create a climate of safety and trust	
30. Manage disruptive group behavior	II. G. -35 Manage disruptive individual and group behaviour	
31. Support the group through resolution of conflict	II. G. -34 Mediate conflict	
I. Evoke group creativity	III. Evoke the Creativity of the Group	
32. Draw out participants of all learning and thinking styles	III. K -52 Draw out participants of all styles III. K -51 Communicate with all styles III. K -56 Able to adapt own style to group needs	
33. Encourage creative thinking	III. K -54 Encourage creative thinking III. K -55 Discern and respond to stalled creativity	
34. Accept all ideas	V. U. -128 Demonstrate inclusiveness	
35. Use approaches that best fit needs and abilities of the group	III. J. Apply Appropriate Approaches III. J. -47 Use learning approaches that best fit the group and modify approach to meet emerging needs III. J. -48 Select from a wide variety of sensory approaches III. J. -49 Use approaches that best fit the needs and abilities of the group	
36. Stimulate and tap group	III. K -53 Awaken group energy III. K. Elicit Group Creativity	

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energy	III. K -50 Engage participants of all styles, awaken group energy and encourage creative thinking	
IV. Guide Group to Appropriate and Useful Outcomes	VI. Orchestrate Quality Events	
J. Guide the group with clear methods and processes	VI. W. Manage Overall Process V. W. -134 Conduct whole, integrated processes	
37. Establish clear context for the session	II. H. -37 Articulate clear contexts V. W. -135 Establish clear context and brings appropriate closure	
38. Actively listen, question and summarize to elicit the sense of the group	V. X. -141 Listen, question and summarize to elicit the sense of the group	
39. Recognize tangents and redirect to the task	V. X. -140 Recognize tangents - redirect to task	
40. Manage small and large group process	V. W. -137 Manage large and small group processes	
K. Facilitate group self-awareness about its task	V. R. Evoke Depth and Substance to Illuminate Group Potential V. R. -112 Enable the group to see real possibilities and options V. R. -113 Enable the group to assume ownership and responsibility for its results	
41. Vary the pace of activities according to needs of group	VI. X. Ensure Dynamic Process V. X. -139 Keep the group moving	
42. Identify information the group needs, and draw out data and insight from the group	IV. N. -76 Generate quality brainstorm V. R. -114 Uncover profound insights of the group V. X. -138 Keep the conversation moving, focused on the task and elicit the wisdom of the group.	

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43. Help the group synthesize patterns, trends, root causes, frameworks for action	V. R. -111 Elicit root issues IV. N. -77 Assist the group in synthesizing ideas in clusters IV. O. -90 Guides group to identify practical vision, deep contradictions, motivating strategies, and concrete implementation plans	
44. Assist the group in reflection on its experience	V. X. -142 Help the group reflect on experience	
L. Guide the group to consensus and desired outcomes	VII. ZC Develop Authentic Consensus VII. ZC -163 Able to determine what kind of decision or consensus is required VII. ZC -164 Enable the group to develop authentic consensus VII. ZC -165 Enables effective articulation of consensus and decisions	
45. Use a variety of approaches to achieve group consensus	V. W. -136 Apply a variety of participatory processes VII. ZC -162 Determine what is required and enable the group to develop and articulate authentic consensus	
46. Use a variety of approaches to meet group objectives	VII. ZA. -154 Know a variety of applications to meet group objectives IV. M. -67 Create and adapt 4 levels of questions in sequence	
47. Adapt processes to changing situations and needs of the group	VI. Y. Adapt to Group Needs V. Y. -143 Adapt processes to specific group situations.	
48. Assess and communicate group progress	VII. ZA. -157 Assess and communicate group progress	
49. Foster task completion	VII. ZA. -158 Assist with task completion	
V. Build and Maintain Professional		

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Knowledge		
M. Maintain a base of knowledge		
50. Knowledgeable in management, organizational systems and development, group development, psychology, and conflict resolution	V. S. -116 Understand and apply processes of image change V. S. -199 Enable group to go on journey of change, transformation and development of new capacity over time	
51. Understand dynamics of change	V. S. -115 Understand dynamics of individual and group change	
52. Understand learning and thinking theory	III. I. -44 Understand multiple learning styles and learning theory	
N. Know a range of facilitation methods		
53. Understand problem solving and decision-making models	V. S. -118 Guide group through discouragement	
54. Understand a variety of group methods and techniques	IV. M. Conduct Great Focused Conversations IV. N. Do Productive Consensus Workshops IV. O. Facilitate ToP Strategic Planning IV. P. Guide Action Planning IV. Q. Conduct ToP Historical Scan / Wall of Wonder	
55. Know consequences of misuse of group methods		
56. Distinguish process from task and content		
57. Learn new processes, methods, & models in support of client's changing/emerging needs	V. S. -120 Build capacity, not dependency	

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O. Maintain professional standing		
58. Engage in ongoing study / learning related to our field		
59. Continuously gain awareness of new information in our profession		
60. Practice reflection and learning	V. R. -108 Reveal the possibility in every situation	
61. Build personal industry knowledge and networks		
62. Maintain certification		
VI. Model Positive Professional Attitude	V. Model Positive Professional Attitude	
P. Practice self-assessment and self-awareness	V. T. Practice Self-Assessment and Self-Awareness	
63. Reflect on behavior and results	V. T. -121 Reflect on behaviour and results	
64. Maintain congruence between actions and personal and professional values	V. T. -122 Maintain congruence between actions and personal and professional values	
65. Modify personal behavior / style to reflect the needs of the group	V. T. -123 Modify personal behaviour / style to reflect the needs of the group	
66. Cultivate understanding of one's own values and their potential impact on work with clients	V. T. -124 Cultivate understanding of one's own values and their potential impact on work with clients	
Q. Act with integrity	V. U. Act with Integrity	

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67. Demonstrate a belief in the group and its possibilities	V. U. -126 Demonstrate affirmation of the group and its possibility	
68. Approach situations with authenticity and a positive attitude	V. U. -127 Make choices with authenticity and responsibility	
69. Describe situations as facilitator sees them and inquire into different views	V. U. -125 Describe situations as facilitator sees them and inquire into different views	
70. Model professional boundaries and ethics (as described in ethics and values statement)	V. U. -129 Model professional boundaries and ethics (as described in ethics and values statement)	
R. Trust group potential and model neutrality	V. V. Model Neutrality	
71. Honor the wisdom of the group	V. V. -130 Honour the wisdom of the group	
72. Encourage trust in the capacity and experience of others	V. V. -131 Encourage trust in the capacity and experience of others	
73. Vigilant to minimize influence on group outcomes	V. V. -132 Vigilant to minimize influence on group outcomes	
74. Maintain an objective, non-defensive, non-judgmental stance	V. V. -133 Maintain an objective, non-defensive, non-judgmental stance	

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	ToP Competencies (Comp I-VI; Sub A-ZD; Subsub 1-170) Red ones are over and above IAF Competencies.
	I. Manage Positive Client Relationships
	I. A. Understand Client Needs I. A. -1 Assess client needs, apply process to content and clarify mutual understanding I. A. -2 Assess and understand client needs I. A. -3 Can assist clients in applying process and method to content and task I. A. -4 Clarify mutual understanding and commitment I. A. -5 Can establish clear rational and experiential aims
	I. B. Create Appropriate Designs I. B. -6 Design customized constructs toward a quality product drawing upon a variety of methods, applications and resources I. B. -7 Design customized constructs toward a quality product I. B. -8 Can draw upon a variety of methods, applications and resources and determine which to apply I. B. -9 Uses “ORID” as an underlying pattern to create designs
	I. C. Communicate Client Needs I. C. -10 Articulate client needs and plans in writing I. C. -11 using graphics and communicate essential method and principles. I. C. -12 Can articulate understanding of client needs in writing I. C. -13 Can articulate plans in writing I. C. -14 Can depict plans using graphics I. C. -15 Can communicate essentials of method, process and principles

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	I. D. Manage Projects Effectively I. D. -16 Appropriate management of facilitation projects I. D. -17 Negotiate and write contracts I. D. -18 Management of time and schedules I. D. -19 Maintain positive relationships I. D. -20 Resolve disputes I. D. -21 Complete contracted work on time and within budget in an appropriately professional style I. D. -22 Conducts appropriate participant and client debriefing and evaluation process
	II. Create a Participatory Environment
	II. E. Communicate Effectively II. E. -23 Effective communication skills, an objective stance, rapport, active listening and participant feedback II. E. -24 Effective verbal communication skills II. E. -25 Rapport with participants II. E. -26 Practice active listening II. E. -27 Ability to observe and provide feedback to participants
	II. F. Create Positive Atmosphere II. F. -28 Encourage respect for experience and perception of diverse participants; creating a climate of safety and trust II. F. -30 Create a climate of safety and trust II. F. -31 Bring forth the diversity of the group
	II. G. Resolve Group Conflicts II. G. -32 Mediate conflict and manage disruptive individual and group behaviour II. G. -33 Recognize and allow conflict to surface and objectify it II. G. -34 Mediate conflict II. G. -35 Manage disruptive individual and group behaviour

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	II. H. Implement Plans Effectively II. H. -36 Clarify objectives, focus questions, procedures and engage the group in their task II. H. -37 Articulate clear contexts II. H. -38 Clarify rational and existential objectives II. H. -39 Create appropriate focus questions II. H. -40 Provide clear procedures and instructions II. H. -41 Establish and maintain group norms II. H. -42 Able to get the group effectively engaged in their tasks
	III. Evoke the Creativity of the Group
	III. I. Understand Learning Needs III. I. -43 Assess learning styles, needs and abilities and design appropriate experiences III. I. -44 Understand multiple learning styles and learning theory III. I. -45 Assess group sensory needs and abilities III. I. -46 Able to blend learning and thinking styles
	III. J. Apply Appropriate Approaches III. J. -47 Use learning approaches that best fit the group and modify approach to meet emerging needs III. J. -48 Select from a wide variety of sensory approaches III. J. -49 Use approaches that best fit the needs and abilities of the group
	III. K. Elicit Group Creativity III. K -50 Engage participants of all styles, awaken group energy and encourage creative thinking III. K -51 Communicate with all styles III. K -52 Draw out participants of all styles III. K -53 Awaken group energy III. K -54 Encourage creative thinking III. K -55 Discern and respond to stalled creativity III. K -56 Able to adapt own style to group needs

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	III. L. Utilize Space and Time III. L. -57 Plan effective use of time, space, visuals and equipment III. L. -58 Arrange space to meet the purpose of the meeting III. L. -59 Plan and monitor effective use of time III. L. -60 Records ideas visibly and legibly III. L. -61 Uses visual materials and equipment effectively III. L. -62 Know when to move the group and when to stay III. L. -63 Manage symbolic and celebratory aspects of meetings
	IV. Use ToP Methods Effectively
	IV. M. Conduct Great Focused Conversations IV. M. -64 Create effective focused conversation. IV. M. -65 Identifies appropriate rational and experiential aims, opening and closing IV. M. -66 Provides appropriate concrete beginning point IV. M. -67 Create and adapt 4 levels of questions in sequence IV. M. -68 Orchestrate discussion flow: IV. M. -69 Able to use the discussion method to reach depth in the content IV. M. -70 Able to guide and adapt discussion flow IV. M. -71 Adapt discussion method to many applications
	IV. N. Do Productive Consensus Workshops IV. N. -72 Knows what situations are best suited for use of workshop method IV. N. -73 Identifies rational and experiential aims IV. N. -74 Designs appropriate focus question that will achieve rational aim of workshop IV. N. -75 Lead Workshops IV. N. -76 Generate quality brainstorm IV. N. -77 Assist the group in synthesizing ideas in clusters IV. N. -78 Enables the group to give meaningful names to data clusters IV. N. -79 Guide appropriate reflection IV. N. -80 Adapt workshop method to many applications IV. N. -81 Document results (see results page)

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	IV. O. Facilitate ToP Strategic Planning IV. O. -82 Design SP IV. O. -83 Know when strategic planning is appropriate IV. O. -84 Understands ToP Strategic Planning cycle and its impact IV. O. -85 Adapts SP agenda to the group IV. O. -86 Adapts SP focus questions to group needs IV. O. -87 Lead SP IV. O. -88 Conducts appropriate SP environmental analysis activity IV. O. -89 Communicates helpful context for each SP workshop and for whole process IV. O. -90 Guides group to identify practical vision, deep contradictions, motivating strategies, and concrete implementation plans
	IV. P. Guide Action Planning IV. P -91 Choose appropriate action planning design IV. P -92 Creates agenda for AP context and closing of session IV. P -93 Establish exciting AP context IV. P -94 Gives clear instructions IV. P -95 Uses approach, language, phasing to connect the current reality with the anticipated victory IV. P -96 Ensures “outcome” and “action” language used appropriately IV. P -97 Ensures alignment between individual action plans IV. P -98 Ensures follow-through mechanisms are in place – coordinating, budget, review, etc. IV. P -99 Creates clear visual documentation
	IV. Q. Conduct ToP Historical Scan / Wall of Wonder IV. Q. -100 Determine HS appropriateness IV. Q. -101 Have clear HS purpose and aims IV. Q. -102 Choose appropriate HS timelines and categories IV. Q. -103 Explain clearly to the group the HS process, reason, purpose, and each step IV. Q. -104 Encourage honesty to explore positive and negative HS aspects IV. Q. -105 Guide group through brainstorming, posting, high and low points, turning points, naming parts and the whole, reflection / evaluation IV. Q. -106 Adapts HS process to needs of group IV. Q. -107 Uses HS visual on wall appropriately

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	V. Model Positive Professional Attitude
	V. R. Evoke Depth and Substance to Illuminate Group Potential V. R. -108 Reveal the possibility in every situation V. R. -109 Honour the wisdom of the group - V. R. 110 Enable the group to acknowledge and understand its real situation V. R. -111 Elicit root issues V. R. -112 Enable the group to see real possibilities and options V. R. -113 Enable the group to assume ownership and responsibility for its results V. R. -114 Uncover profound insights of the group
	V. S. Care for Group Journey V. S. -115 Understand dynamics of individual and group change V. S. -116 Understand and apply processes of image change V. S. -117 Enable groups to bring up and deal with difficult issues and undiscussables V. S. -118 Guide group through discouragement V. S. -199 Enable group to go on journey of change, transformation and development of new capacity over time V. S. -120 Build capacity, not dependency
	V. T. Practice Self-Assessment and Self-Awareness V. T. -121 Reflect on behaviour and results V. T. -122 Maintain congruence between actions and personal and professional values V. T. -123 Modify personal behaviour / style to reflect the needs of the group V. T. -124 Cultivate understanding of one's own values and their potential impact on work with clients
	V. U. Act with Integrity V. U. -125 Describe situations as facilitator sees them and inquire into different views V. U. -126 Demonstrate affirmation of the group and its possibility V. U. -127 Make choices with authenticity and responsibility V. U. -128 Demonstrate inclusiveness V. U. -129 Model professional boundaries and ethics (as described in ethics and values statement)

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	V. V. Model Neutrality V. V. -130 Honour the wisdom of the group V. V. -131 Encourage trust in the capacity and experience of others V. V. -132 Vigilant to minimize influence on group outcomes V. V. -133 Maintain an objective, non-defensive, non-judgmental stance
	VI. Orchestrate Quality Events
	VI. W. Manage Overall Process V. W. -134 Conduct whole, integrated processes V. W. -135 Establish clear context and brings appropriate closure V. W. -136 Apply a variety of participatory processes V. W. -137 Manage large and small group processes
	VI. X. Ensure Dynamic Process V. X. -138 Keep the conversation moving, focused on the task and elicit the wisdom of the group. V. X. -139 Keep the group moving V. X. -140 Recognize tangents - redirect to task V. X. -141 Listen, question and summarize to elicit the sense of the group V. X. -142 Help the group reflect on experience
	VI. Y. Adapt to Group Needs V. Y. -143 Adapt processes to specific group situations. V. Y. -144 Adapt processes to fit the needs of the situation V. Y. -145 Target questions to orchestrate change V. Y. -144 Able to assess and respond to the group's energy V. Y. -147 Enable groups to develop identity and purpose
	VI. Z. Work Effectively with a Team V. Z. -148 Demonstrate team values and processes V. Z. -149 Support co-facilitation in delivery of services V. Z. -150 Demonstrate team values and processes V. Z. -151 Support co-facilitation in delivery of services V. Z. -152 Design services in cooperation with clients and colleagues
	VII. Produce Effective Results

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	VII. ZA. Apply Appropriate Methods VII. ZA. -153 Can determine what results are required and ensure task completion VII. ZA. -154 Know a variety of applications to meet group objectives VII. ZA. -155 Can determine what product or result is required VII. ZA. -156 Adapt processes to changing situations VII. ZA. -157 Assess and communicate group progress VII. ZA. -158 Assist with task completion
	VII. ZB. Clearly Document Results VII. ZB. -159 Keep ongoing records of group work and produce quality documentation on schedule VII. ZB. -160 Keep ongoing notes and records VII. ZB. -161 Produces quality documentation on time
	VII. ZC. Develop Authentic Consensus VII. ZC -162 Determine what is required and enable the group to develop and articulate authentic consensus VII. ZC -163 Able to determine what kind of decision or consensus is required VII. ZC -164 Enable the group to develop authentic consensus VII. ZC -165 Enables effective articulation of consensus and decisions
	VII. ZD. Prepare for Solid Implementation VII. ZD -166 Able to enable groups to create appropriate implementation plans VII. ZD -167 Able to determine what kind and level of implementation planning is necessary VII. ZD -168 Able to design effective implementation planning processes VII. ZD -169 Evokes commitment to follow-through VII. ZD -170 Able to clarify and assist working groups