

Lasa UK Circuit Rider Training & Standards Project – 17th July 2007 Meeting Notes

Meeting held at NCVO on Tuesday July 17th 2007 from 10.00 to 16.00

All areas blocked in light grey within these notes refer to feedback provided by meeting participants.

An * is used to indicate feedback provided before the meeting via the online survey.

Participant List

In addition to those listed below who attended the meeting, twenty-seven UK Circuit Riders provided pre-meeting feedback via the online survey.

Name	Organisation	Email
Aba Maison	Lasa	amaison@lasa.org.uk
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Lasa Welcome

Ian Runeckles, the Training & Standards project manager at Lasa, welcomed participants to the meeting. Key points were:

Circuit Rider development programme overview:

- Development of standards for Circuit Rider work delivery
- Development and delivery of training
- National Circuit Rider conference
- Mentoring programme
- Bi-monthly news digest

Lasa is working with the UK Circuit Rider community to develop training and a set of standards in order to:

- provide quality, reassurance and safeguards to the VCS organisations with which we work;
- drive ICT support and development standards in the VCS;
- maintain and enhance the values of the sector;
- raise the profile of Circuit Riders and Circuit Riding; and
- provide VCS organisations with independent advice and not champion any particular solution.

Work towards consensus on project elements (**not** at this stage who's going to do it):

- key Circuit Riding principles
- use of organisational standards
- Rider skill sets
- potential training and quality standards delivery
- the way forward

What follows today's meeting

- Setting up appropriate consultative structure
- Reporting back on today and getting feedback from rest of community
- Publishing findings
- Move on!

Hopes

Attendees were asked to articulate what they hoped for out of the meeting and/or via the new project.

Protection for organisations from bad consultants
Consensus regarding the needs of the sector
Buy-in from the CR community for the project
Raising the standards of CR performance
See how a project could result in standard raising
Understand what raised standards could result in
General information about the CR field

To network with others
Clarification on the definition of CRs
Get information about professional development
Keen to see how training & standards are related
How THIS process (the meeting itself) is useful
How CRs could be accredited

Several of these hopes it was noted fell outside the scope of the project and/or meeting.

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Morning - Four Core Topic Area Discussions

Topic - Circuit Rider Principles

The list of principles was presented and reviewed by attendees. The facilitator noted that they were not newly created for this project and have existed for quite some time and were universally accepted by the broader CR community as logical. It was emphasised that the list was not meant to be comprehensive but merely to highlight the different priorities that might guide project development. It was stressed several times and all were in agreement that all the principles are important and in many ways intertwined. Pairs reviewed and discussed the ten principles and then were asked to answer the following question:

What do you consider to be the key Circuit Riding principles that LASA should focus on as it sets up Circuit Rider Development Programme/Project?

The participants were also asked if there were any principles not on the list that they thought should be included. The following concepts were mentioned:

Return on Investment (ROI)

Honest brokering to other ICT or non-ICT related providers

Emphasis related to dependencies created in the current marketplace

The group notes that these principles that guide CR approach in their own work need to be augmented by principles for the 'project' itself.

Following the discussions participants were asked to choose 2 principles that they thought were most important for CRs to adhere to. Again it was stressed that and all were in agreement that all the principles are important and in many ways intertwined. The # of votes appears in parenthesis following the principle text.

I will...

- 1. Understand and respect the special characteristics (vision, values, culture, fiscal, programmatic, mission, etc.) of the VCS organisation I serve and adapt my approach appropriately (7)*
- 2. Work with organisations to help them making informed ICT decisions and understand how to make ongoing decisions with and or without external support (4)*
- 3. Help organisations make informed decisions so they can take full strategic advantage of ICTs by educating them about the total value of ICT ownership (TVO). Help them understand that the ICTs use can have a value that far exceeds efficiency improvements and benefit them in program delivery, fundraising, marketing and in other ways. (6)*
- 4. Help organisations achieve ICT self sufficiency by helping them to understand the total cost of ICT ownership (TCO) needed to sustain their ICT commitments and refraining from prescribing non-sustainable ICT solutions. (4)*
- 5. Use non-technical language, examples and other methods to help organisations understand ICTs and their options (2)*

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6. *Engage in continuous learning to understand ICTs, the VCS in general and those sub-sectors (Health, environment, etc.) I work with (2)*
7. *Share my knowledge with Circuit Rider colleagues and the organisations I serve (1)*
8. *Ensure that issues of ICT health & safety, data protection, accessibility, inclusion and legal requirements are made explicit to the organisations I work with (1)*
9. *Work to connect VCS organisations I serve to other ICT providers if I do not have the skills to meet their needs (2)*
10. *Help organisations understand the changes that ICT use can result in for staff and others. Take responsibility to honestly help the organisation prepare to take advantage of and effectively deal with the tensions that often arise within these 'change' opportunities. (7)*

Following the vote participants reflected on the numbers and commented that:

Every principle got at least one dot

Continuous learning is given a low priority!

There is an interactive relation between point 2 (work with orgs to help make informed ICT decisions) and 6 (continuous learning)

Lack of prioritisation around learning & sharing noted

Need to be open and explicit around recommending use of products and services of which the CR organisation is a reseller

This is about a collection of people (Riders?) rather than individuals.

Honest broking:

- Stress that technology may not be the solution (related to point 2 (informed decisions) and 4 (value of ownership))
- Honest broking can conflict with social enterprise
- Communicating in easy to understand language

Are the principles too high or relevant to all CRs? Where are the CRs coming from or being employed by whom to do this?

These principles provide a framework – it isn't a skill set.

Pre-meeting online survey

The principles voted for on SurveyMonkey.com varied slightly from the above due to a different version being worked on prior to the event. The 27 participants were asked to rate the individual principles on a scale between low, medium and high or not applicable. All principles were rated "high" by at least 13 voters with some rating up to 22 "high" priority. Only 2 principles had 1 "not applicable" vote each (relating to points 8 and 10 above) and only 6 principles were rated "low".

* Comments from the pre-meeting online survey:

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Hands on technical skills with the above principles which will give the circuit rider the credibility and audience to succeed

I would add something about creating a clear and helpful engagement process with them that includes - assessment, implementation, closure and evaluation

Be prepared to say when the solution sort is not necessarily an ICT one, but possibly for instance: staffing, training, management, unrealistic goals, etc.

I think they are all very good

Key principles (and unique selling point) of Circuit Riders is understanding of the sector and technology - this is essential

Something to do with documentation and ongoing support help develop an overall ICT strategy

Advise on appropriate technology, e.g. a card index file works better than a database for an organisation with 50 members Consider the environmental impact of ICT and the life expectancy of equipment

Promote full cost recovery and the true cost of ICT implementation

Look to identify single point of entry integrated solutions vs multiple stand-alone systems

To provide a friendly approachable service that builds up the client not creates an artificial dependency.

Encourage the use of open-source software because of its essentially democratic and community-based principles

Think the principles cover most things, but I think the fact it's going to be difficult for CR's to put them all into practice should be recognised. Not all organisations are going to want you to operate according to all of these principals all the time. Sometimes they just want the problem fixed and for you to go away, knowing that they can call you in again later if need be. They don't want to learn about other aspects of technology use.

While these are all part of our role as Riders, concrete technical know-how is completely absent from the list. I worry that people can go out and talk the talk but not walk the walk. I would want any Rider credentialing to have actual hard skills at it's core. The rest has to arise out of that. Obviously people have different skill sets - database/networking/PC-tech - having clarity about what the person has the expertise to talk to VSC's about KNOWLEDGABLY is vital.

Pledging that my own organisation is achieving or working towards financial sustainability for the services provided OR informing the client about the limitations and constraints on the services provided if not. (E.g. we only have funding for the next 6 months so may not be able to assist you after that point). Be able to substantiate the skills I am using to advise the client either through professional qualifications or by providing pertinent examples and testimonials of similar work provided to organisations of a similar size. I carry professional indemnity insurance, which protects the client in the event that systems I advise on or install are subject to legal claims. In the work I do I will endeavour to clearly itemise all products bought by the client and ensure all licences or legally bindings documentation is in the name of the client and either passed on directly or made available to the client immediately on request.

"Understand the boundaries of your specialist knowledge; admit when you may be required to cross this boundary and seek advice from colleagues with the necessary expertise; do not make misleading claims about your expertise." from - <http://www.bcs.org/server.php?show=conWebDoc.1610>

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Be honest and open - especially the point just above the last one. Not being 'product specific' also, its in everyone's interests to gain enough knowledge of all out there to support an org, be it a paid option, foss, or other.

Topic – Standards

The facilitator noted that the principles provide the foundation from which Circuit Riders and the field as a whole approaches the work of helping VCS organisations effectively use ICTs. Specific standards provide us with the information we need to know what skills we need to properly serve VCS organisations. Participants were then shown several examples of how already developed and generally accepted ICT standards for VCS organisations drive development of specific skill sets for CRs to develop. For example, a standard – skill linkage shown to participants was:

ICT Standard	CR Standard	Related CR Skill
Organisation annually reviews their ICT infrastructure and strategic needs.	Circuit Riders are versed in how to develop, guide or minimally support an organisation as it develops an ICT plan	<ol style="list-style-type: none">1. Understanding of different planning tools and approaches2. Basic facilitation capability3. Ability to handle basic organisational assessment to unearth non-ICT issues that affect eventual implementation4. Basic knowledge of ICT inf., software & strategy

Following a review of several examples the participants were asked to consider the following question:

Do you consider that the type of general ICT standards (displayed on the slides) already articulated in the past by LASA and others can function as appropriate drivers to inform the development of skill sets for the Circuit Rider Development Programme/Project to focus on?

Tech skills are less of a priority for CRs

Yes because the organisational ICT standards are logical drivers of the CR skills BUT other types of non-ICT standards (e.g. community standards) need to possibly be incorporated.

Org. standards and sectoral standards are different

The standards need to be questioned

Are they up to date, accurate?

Should they drive skills?

- Yes, it makes sense. Technical standards are not unimportant though.
- Which standards do we use?
- Yes, CRs need to respond to where the organisations want to go
- No – other standards e.g. communications may not fit into our standards

Non IT standards need to be understood by the CR e.g. risk assessments, not only those which are directly tech related but those which are tech inclusive. CR needs to be aware of changing standards driven by external quality

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assurance bodies such as PQASSO or bodies requiring tech systems in order to carry out related functions such as monitoring and evaluation

There are existing sector and organisational standards which will need to be acknowledged.

Standards may be different for different sectors.

Published standards:

- Sectoral/organisational standards are developed by consensus
- Critical to define standards – e.g. there are British Standards, European (ISO) etc
- Important to be aware that we will be working with organisations that will have other standards (e.g. ITILs (IT Service Management) PRINCE 2 (Project Management))

Critical importance of sharing:

- Finding other people/resources/skills to fill gaps you don't have
- Be able to be pointed at non-ICT skills (soft, organisational assessment etc)

Recognise evolution of standards based approach within organisations

- Aspire to move on from fire fighting to standards-based approach
- Recognise limitations of organisations to help them move along
- General standards for all organisations then specific based on size (*IR note – this mirrors the Lasa assessment level 1,2,3 approach...*)

How do standards being used by Circuit Riders and small-group development workers (e.g. PQASSO) relate, is there crossover, synchronicity?

* Comments from those who completed the pre-meeting online survey:

'Standards' Needs to be kept generic, but not too much so! Difficult to balance but examples will be necessary without being too prescriptive about actual methods/tools/manufacturers/suppliers etc. (I also think some 'organisations' are so small/immature/technophobic that the assumptions about IT plans may not hold, and account should be taken of this i.e. this standard/skill set may not ALWAYS be required)

Understanding the voluntary sector budget is helpful including unrestricted funds

A Tech Atlas Circuit Rider version could help with this. Once the standard was recommended then it would link to the skills associated with that standard. One or two basic courses - ECDL and IT Essentials from CISCO coupled with some recommendations on additional certifications. Thu, 7/12/07 10:18 PM

And be prepared to throw the 'bible' out of the window for the majority of groups that get by on project funding and so don't know from one year to another whether they will even have funding, paid staff etc.

As long as you are taking an organization from WHERE IT IS. This standard is excellent, but not all orgs are anywhere near this in capacity.

Transition takes place through intense work with organisations

There needs to be a national resource for circuit riders to access the current information on voluntary sector suppliers & commercial suppliers of Equipment etc.

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Easy to use documentation - access to relevant information - share knowledge/best practice between circuit riders - skills transfer between circuit riders - ability to call in circuit riders with specialist knowledge to help if required - match circuit riders with requirements

The organisational standard forms part of management strategy. The danger comes in putting the responsibility for this on the rider. The rider also needs a 'professionalism' skill of only providing the knowledge to ensure that decision making rests with the organisation.

Be able to include Free Open Source Software as an option for most if not all situations.

I believe this may be too specific for many circuit riders who do not want (or necessarily have the skills) to take on advising orgs on financial or policy matters. Not all circuit riders and support orgs want to take on (or would be requested by their client groups to undertake) such a broad developmental role esp. financial advice etc. Yes there is a need to find and help the client identify appropriate price quotes but not necessarily to provide budget advice or examples.

This example is over-simplified. It cannot exist in isolation of support materials, advice and ongoing training because it then will result in ongoing organisational learning. In addition, VCS orgs need to commit resources to increasing the understanding of its management to manage ICT sensibly along with other aspects their 'business'

Sound for most things, but not sure how you convert some of the above list into hard skills; e.g.: "Work with organisations to help them making informed ICT decisions and understand how to make ongoing decisions with and/ or without external support"

There will need to be some simple 'development worker skills' training for some circuit riders. Listening and understanding to identify is a specialist skill!

Most orgs want the support of someone they can trust rather than finding themselves - the onus comes back to us

Topic : Learning Methods and Environments

Participants were asked:

What learning methods do you as Circuit Riders currently use to build and improve the knowledge and skills you use to support VCS organisations?

The more people mentioned a certain methods the larger the font size. The results are presented this way as certain items are closely related and were articulated using different language.

Google self-discovery others
experience classroom training online
forums and lists screencasts webinars
workshops trial and error osmosis from
techie experimentation mentoring reading
systematic research formal qualifications

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Topic : Stakeholder Engagement

Participants were asked:

What do you think needs to occur during the project to ensure and support meaningful and productive ongoing engagement of UK Circuit Riders in the Development Programme/Project?

The answers from participants fall into two areas that are overlapping but also distinct. Things that can be done to stimulate ongoing stakeholder involvement in project planning and implementation and things that can be done to nurture general stakeholder support for the project as a whole were both articulated.

<i>Project Planning/Implementation</i>	<i>Project programs should...</i>
<ul style="list-style-type: none"> • <i>Be aware of regional differences and different needs as the project develops</i> • <i>Prioritize regular communications</i> • <i>Encourage people to contribute</i> • <i>Keep people updated on the projects progress</i> • <i>Report on 'measurable' progress</i> • <i>Explain controversial decisions</i> • <i>Respond to feedback from all stakeholders</i> • <i>Face to face interaction for input into project development (+ funding to enable this)</i> • <i>Listen</i> • <i>Early wins</i> • <i>Practical outcomes that can be used by existing CR projects <u>as soon as possible</u></i> • <i>Ongoing opportunities for input</i> • <i>Keep the project relevant to CR needs</i> • <i>Use online modes to communicate (UK Rider list, Webinars, blog)</i> • <i>Get some fresh blood in the room</i> • <i>Find those that are too busy to attend because they are doing the work</i> 	<ul style="list-style-type: none"> • <i>Focus heavily of peer-support</i> • <i>Offer opportunities in the project for people to 'let off steam'</i> • <i>Provide mentoring</i> • <i>Create forums for exchange</i> • <i>Offer training events that are both technical and soft-skills focused</i> • <i>Encourage people to contribute</i> <ul style="list-style-type: none"> • <i>Keep the project relevant to CR needs</i> • <i>Use online modes to communicate (UK Rider list, Webinars, blog)</i> • <i>Get some fresh blood in the room.</i> • <i>Find those that are too busy to attend because they are doing the work</i>

Presentation of Research Findings

David Garner of ADP Consultancy and Marc Osten of Summit Collaborative presented the findings of their feasibility study research. PowerPoint presentations are available as separate downloads at www.lasa.org.uk/circuitriders/training.shtml

Questions and comments following presentations – responses from presenters are in *italics*

Accreditation should go to the organisations not to individuals (view of W London CVSS)

Individuals with knowledge to share may be trapped through funding regimes - collaborative working should be funded (no time/money available to partake in community is barrier to collaboration)

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David Garner – “very formal” accreditation is linked to organisations. Very difficult, time consuming and hugely expensive to develop accreditation systems. Individual accreditation means better Riders and client organisations benefit.

Funders – does accreditation matter to them?

To those who know about accreditation, usually no. Those who don't know, yes.

How do we ensure take up of standards?

Marc Osten – An example of this is where apprentices go through internal process around client expectations, ongoing assessment, developed set of steps for different jobs which may be encountered with client groups e.g. website revamp would require certain set of questions to be answered.

Accreditation can be a shackle – community ownership loosens it...

How do we attract people? Requires clear guidance about what it does for me as a Rider

Marc – in relation to this Project, there is a large enough stable of Riders that would benefit in the next 5 years.

Informal accreditation?

Why is formal accreditation for Riders so expensive? Currently developing a certificate for Riders for the Linux Professional Institute, recognised by City & Guilds – cost budgeted at \$50,000.

David – would involve workforce development surveys, standards around each area of work, broad set of skills to accredit, lengthy consultation periods etc – all adds to cost.

Can we use existing organisations to accredit?

Nothing is proposed at present.

Could we have a Lasa accreditation/certification?

Formal training may be required by employers despite previous experience.

Cost benefit analysis of undergoing training.

Shift between technician and ICT development worker:

- Does this make it harder to find appropriate accreditation?
- Organisational perception of what a Rider is/does
- VCS do not understand what a CR is – however, terminology may not matter, word of mouth is more practical/important.

Different types of Rider?:

- Group development CR
- IT support CR

Should we be looking at these two types separately?

Is it the mix of these roles that makes a Rider unique?

Can't lump everything (everyone?) into one bucket

Doesn't preclude training to improve skills

Have to offer something for both ends of the spectrum

Need a skill set that everyone has to have whatever they term themselves.

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Scenarios Activity

The participants, in three groups, reviewed three different scenarios of what a project could look like. The scenarios were used as a method of stimulating discussion about different types of activities that could be part of a project. All the participants had an opportunity to discuss the different project activity ideas (elements) that were embedded within the scenarios.

Important questions and issues were raised constantly by many participants for most of the elements related to capacity to implement, what scale would work, the geographic footprint of the activity, who would deliver the effort and the importance of taking advantage of existing resources that already exist in the field. In the table that follows you'll see comments that relate specifically to certain program elements.

Group 1 - Group 2 - Group 3

Scenario 1 Focus: Delivery Organisation	Scenario 2 Focus: Individual Learner	Scenario 3 Focus: Knowledge Sharing
<p>1. Every year in the project there would be two areas of the VCS like environment or health to place primary focus on. All programming described in this scenario would tie in directly to the special characteristics and needs of organisations in those mission-based areas.</p> <p>Too specific</p> <p>Good to have the commonality and focus</p> <p>What geographic level – regional, nat'l?</p> <p>Identifying needs is going to be difficult</p> <p>Good to see it as a pilot - Very focused</p> <p>Challenge as it might needs to be a rolling program</p> <p>2. Offer very general classes that cover the basics such as: What is a VCO, Orientation to ICT, CR roles, How to Augment Ongoing Personal Learning, etc.</p> <p>Too basic</p> <p>Are there enough people for classes?</p>	<p>1. Project 'advisors' work with individual CRs to identify their learning needs and goals. The advisor would then work with the CR to design a PLS that draws off of relevant learning opportunities and resources in the CR community CCLE.</p> <p>Good – self-identification</p> <p>Advisor must know what you do</p> <p>Individual needs focused</p> <p>Provide time structure for individual learning</p> <p>Need consensus between the 2 people</p> <p>Too time consuming</p> <p>2. Development of a CCLE (Collaborative Community Learning Environment) accessible to all UK Riders to access when and how they wish. CRs could request credits (for free) that they use to 'pay' for various learning services that are part of the CCLE. Each credit used requires that the CR contribute some</p>	<p>1. Knowledge sharing and exchange program provided through facilitation, ongoing development of and managed resources delivered online (via various platforms, tools and methods to support access to, sharing and building of knowledge. CR specialists would feed the platforms (blogs, wikis, etc.) with screencasts, references to important learning materials, connections to people and resources.</p> <p>Sounds like scenario 2 el. 4 – already discussed-</p> <p>Most of this already exists</p> <p>Vague</p> <p>Does this duplicate the Hub?</p> <p>Support for facilitation aspect of this element to nurture contribution</p> <p>2. A brokering system matches 1 CR with specific expertise with another CR with different areas of expertise. CRs then</p>

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This would be a requirement for the job anyway

Is this learning or induction

Like this – good foundation, basic knowledge

3. Hold periodic CR peer-exchange workshops on topics of most relevance to CRs and issues of the sub-sectors.

MAKE people go to them!

Relate more to 'soft' skills rather than tech

Short term/limited time commitment

Works for orgs but not individual CRs

Makes sense useful to current

Good to share

Collaboration is good

More responsive to current trends/events

Might encourage more partnerships

Good networking

Hard for CRs to make the time commitment

How do you ensure focus? Must have talented facilitators and facilitator trainer

4. An online workspace and knowledge tool (e.g. a wiki) is used to share knowledge gained in classes workshops

Lists 'delivered' content -Wiki 'have to go to'

RSS solves that

Short term/limited time commitment

Works for orgs but not individual CRs

Makes sense useful to current

Great to be able to go back to a knowledge base if you missed a learning opportunity

Similar implications as a Virtual Learning Environment

There must be a good group to feed and manage it

Must have linkage with # 3 to work

amount of time to the CLE.

Bad term

What if you have heavier learning needs and really have less to 'give back' Debt?

Learn more when teach – mentoring credits/value

Flexible resource

Can't have 'all' users contribute – it'll result in not great stuff being contributed

Good – available when folks want it

Credit great because it focuses some contribution

3. Mentors service teams of 3-5 CRs with similar specialties and/or needs such as CRs with strong tech skills that need soft consulting skills, accidental techies, CRs that work primarily with BME (black and minority ethnic art organisations or CRs who specialize in VCS finance and accounting. There would be bi-annual gatherings of all mentors and those they mentor to engage in some workshops and other forms of peer-exchange such as through electronic email lists, discussion forums, etc.

May not have the numbers needed in a single region

Doesn't require face to face mentoring

Don't UK riders do this already

Good for combo of soft/tech skills

Good partnering possibilities with networks that already exists in subsectors

Nice tight networking focus

Maybe too urban centric

Targets the breaking of isolation between people with similar issues

Build community, promotes inclusion, builds competence

engage in 3-6 month long structured knowledge exchange with facilitation as needed.

How does this work outside the city?

Not the kind of environment that CRs like to learn in

Trying to be 1 thing to all people '1 size fits all'

Difficult to implement

3-6 months time commitment too much

Who will broker

Unsustainable

Release of time is an issue

How to ensure fair exchange between the 2

How will CRs find the time?

How to handle matching personalities

Could it be just informal?

The 'structure' if this could ensure greater added value for both parties

3. Classes offered/required that focus on how to best access and filter information and effective methods to share knowledge

Classes may not be the best way to do this – could be other ways to teach this

This is about the CCLE – should be built into that

Individuals may already have systems to do this for themselves

There is already plenty of sharing through other methods

"Read and talk"

Seminar

Part of induction

Can be done online

Can empower CRs so they can turbocharge their own learning

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5. A group of 5-10 CRs are brought together to work both independently and collaboratively with VCS organisations that focus on a specific issue (environment, health, etc.) or community. Specific needs (standards) of the organisations will be developed. The CRs go through a week long retreat to prepare. The consulting fees paid by the organisation would be subsidized to pay the CRs. Floating mentors would support during initial client visits and work. At some point everyone returns to the classroom for another week of more advanced training and evaluation.

Good idea but 'hammer to crack a nut'

Practical based idea

Time commitment is high

Link to accreditation

Could be a good investment

6. Paid mentors will bring their CR learners on site during consulting. These 'apprentices' would both be in an observation role and function as unpaid 'assistants'.

What framework is apprentice working in

Shadowing?

7. The standards and associated materials that articulate minimum to advanced skills and knowledge needed by CRs will be published.
8. An accrediting body would define some minimum requirement for CRs to meet so they can be certified in some way.

Would be meaningless

Relates to a small group of Riders

Good idea - Euro funding available

Because it is organised people will be more likely to participate

4. Online learning platforms are developed and nurtured that specialize in different topical areas. Mentors would receive funding to feed the platforms (blogs, wikis, webinars, etc.) with useful content. These topical areas would focus on areas that the mentored teams work on.

Small number of actual contributors

Community not big enough

Moderation – quality of information

Would list do this just as well

Might not get used

Loads of this already out there

Why have separate platforms

Easy to set up

Maintenance and updating

Flexible delivery models

Don't reinvent wheel

5. A certificate to CRs who complete a certain level of personal learning under the umbrella of a well organized CCLE. This certificate could specify what areas the CR focused their learning on. In addition to any cachet that the LASA brand has, the certificates validity could be strengthened by reference to a peer-review group of individuals and organisations that periodically review the CCLEs effectiveness in preparing CRs.

Has to go with 'outside' validation

Who cares?

Does LASA have brand recognition?

Look at OCN model

Great stepping stone for CRs

There really is a need for this – many just need to learn how to search better

4. Specific organisations who are willing are serviced by a CR apprentice under supervision of a mentor. Consulting fees paid by the organisation to the CR would be subsidized. A floating mentor would supervise a few CRs during initial client visits and work. After the mentorship, everyone returns to the classroom for more advanced training and evaluation

Relevant to large urban orgs

Not a bad idea but very complex to implement

Great potential to 'grow' more CRs

Needs to include volunteers to bring them into the CR world

Why should org pay

Time commitment of mentors

What is an apprentice

Risks must be clear to orgs that use this service

Apprentices will need major management/guidance

5. Occasional week long issue and skill focused learning retreats facilitated by experienced CRs with relevant experience. Attendees would be required to participate in some type of ongoing online sharing and a face-to-face peer exchange 6 to 9 months following the retreat boot camp. This would result in the CR being accredited by some body.

Could be a role for this e.g. accessibility champions

Would rather do this as a 3 day conference

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Rapidly changing environment

Do it now!

Part of evaluation of a long term process

What will be accredited, by whom?

What is the end result? Good in principle

Too expensive

Too long

How linked to accreditation

Hard on trainers and trainees

Maybe 2-3 day

How will CRs find time/get time off to do this?

Need a formal record of learning 'certificate'
following the boot camp

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Participants were also asked to rate each of the program activities. A score of 3 indicated that the participant felt positive about the activity. A 2 indicated they weren't sure how they felt about the activity and a 1 indicated they felt negative about it. All the votes were aggregated resulting in the following scores. The top row represents the activity that participants felt most positive about with the bottom row being the activity they liked least. The reference in the first column relates to the scenario followed by the element.

Scenario Element	Element description	Votes	Total	%age
1.3	CR Peer-exchange workshops	49	54	91%
2.3	Mentors serve 3-5 CRs working in a pod that share a speciality	46	51	90%
1.7	Revision and publishing of existing ICT VCS standards	29	36	81%
2.1	Advisors work with individual CRs to help them design a personal learning program	38	51	75%
1.4	Development and use of an online workspace to support class or peer-exchange sessions	40	54	74%
1.8	Offering of a group certificate to CRs who complete a certain level of personal learning	36	51	71%
2.5	A group of CR peers define some minimum requirement for CRs to meet so they can be certified	37	54	69%
2.2	Development of and access to existing learning programs accessible to all UK Riders to access when and how they wish. CRs could request credits (for free) that they use to 'pay' for various learning services that are part of the CCLE. Each credit used requires that the CR contribute some amount of time to the CLE.	34	51	67%
1.2	Offer very general classes	35	54	65%
3.1	Knowledge sharing and exchange program provided through facilitation, ongoing development of and managed resources delivered online (via various platforms, tools and methods to support access to, sharing and building of knowledge. CR specialists would feed the platforms (blogs, wikis, etc.) with sceencasts, references to important learning materials, connections to people and resources.	33	51	65%
3.4	Specific organisations are serviced by a CR apprentice under supervision of a mentor. Consulting fees paid by the organisation to the CR would be subsidized. A floating mentor would supervise a few CRs during initial client visits and work. Afterwards, everyone returns to the class for more advanced training and evaluation	33	51	65%
2.4	Development and use of online learning platform(s) (blogs and wikis) that each focus on very specific areas	33	51	65%
1.6	Mentors bring CR apprentices on site with them to learn	22	36	61%
3.3	Classes offered/required that focus on how to best access and filter information and effective methods to share knowledge.	27	51	53%
3.5	Week long boot camps	26	51	51%
1.5	Groups of 5 to 10 CRs who have a similar focus attend a retreat, the work with mentors	17	36	47%
3.2	A brokering system matches 1 CR with specific expertise with another CR with different areas of expertise. CRs then engage in 3-6 month long structured knowledge exchange with facilitation as needed.	24	51	47%
1.1	Focusing on VCS sub-sectors	24	54	44%

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Next Steps

Ian from Lasa thanked everyone for their involvement in the day which had been very productive and given Lasa a lot of information and assistance with the process. Lasa would now look at the material and suggest next steps based on this which would be made available to everyone attending and with an interest in the project.

Meeting Evaluation Results

The evaluation forms collected from participants indicated the following:

- ◆ Every participant said the event was either exceptional or good
- ◆ Every participant except for one indicated that the meeting, either wholly or mostly, met their expectations
- ◆ Most of the participants said it was definitely the right way to consult on the issues
- ◆ Most of the participants said that the meeting was about the right length of time

Notes compiled by Marc Osten, Summit Collaborative and Ian Runeckles and Paul Allen, Lasa – July 2007

