

By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the bitterest.

(Confucius, *circa* 551-478 BCE)

Models

Network definitions

- ▶ A communication channel between more than two people who apparently have a shared interest, to mutual benefit (allegedly) over a period of time (communication exchanges)
- ▶ What works best? Focused, time-limited, strong shared interest, fact to face input, based on trust
- ▶ Net, noun = a matrix of linked points; passive. Work, verb = people; active/passive, formal/informal, open, organic, inclusive, dynamic.
- ▶ An “Indra’s Net” which balances the tensions of focus and connectivity
- ▶ It’s: a website, a network of people, a series of events, a newsletter
- ▶ Solar system vs Milky Way
- ▶ Honeycomb
- ▶ Non-homogenous, Engage in when ready, Threads common, Warp and weft, Organic growing organism, Renewing, Knots tied, untied and re-tied.

Commentary

« By dint of some desultory web-surfing, I found some references to this. I append a sheet with several variations of the story. It’s a neat metaphor.

Network models

- ▶ Do we *build* networks or *facilitate* networking?
- ▶ Is there a taxonomy of networks? Strategic, operational ... ?
- ▶ There is a tension between *developing* and *maintaining* a network.
- ▶ Balance between maintaining a network and “drive”
- ▶ What is the network for? (clarity of purpose)
- ▶ Understand the limitations of networks
- ▶ Managing the “free riders”
- ▶ “Free riders” is a pejorative term
- ▶ Shared job/role responsibility groups vs shared enthusiasm groups
- ▶ Verb networks: Gentleman’s Club. Only exists when practiced
- ▶ Gentleman’s club model—members get no benefit other than networking with other members. (verb model)
- ▶ Noun networks: Trades Union. Members belong and get benefits by belonging. Low “cost”
- ▶ Trades Union model. Needs to have lots of members for it to be effective, but some may be entirely inactive (noun model)

«There’s some material on my web page about these models, and the names below (Charismatic, Radial) are those I previously coined, so were ready to mind. See: <http://www.cs.ukc.ac.uk/people/staff/saf> and look in the “grey publications” section. For the noun/verb origination (and some thoughts on the function and constituency of a network) , look at: *Promotion and Dissemination of Good Practice: Discipline Networks*

Charismatic

- ▶ Problem when one person holds all the knowledge—what happens when this person/project no longer exists?

Radial

- ▶ Hubs and Spokes on networks
- ▶ Coventry—hub & spokes model—cascade within Schools. Success when people speak within other Schools
- ▶ What is the focus of a network?
- ▶ Does a network require a focal point? If so, what might it be?

Top Down/Bottom Up

- ▶ Formal networks vs de facto networks
- ▶ What happens to relationships of management and power within a

networking situation?

- ▶ Marrying top down and bottom up drivers
- ▶ Are we only trying networks from top down when they actually need to grow from the bottom up?
- ▶ People want networks when they want something

Community

- ▶ When is it worth encouraging network development and when not? When does a network become a community?
- ▶ When is it appropriate to encourage network membership?
- ▶ Network vs Community
- ▶ Wanted to develop community
- ▶ Designed to build community which is knowledgeable and shares practice.
- ▶ When does a network become a community?
- ▶ Learning Community: when does a network become a community? What is the added value?
- ▶ A community is made up of individuals who have shared interests and who will demonstrate varying levels of participation
- ▶ People have a sense of what they think a network will provide or “do for them”. Less sense that it depends too on what they do for it.
- ▶ Is a network a group? Groups are a) individuals brought together by a common aim and b) identifying oneself as a group member.
- ▶ Network/Community. Same? Different? If they work best when “you know each other” how do you reach this blessed state? What is the *shared experience*?
- ▶ How do you network *across* communities?
- ▶ Network “communities” are not discrete or homogeneous—diversity of interests

Everett Rogers has done a lot of work on the diffusion of innovations, and although he is talking about technical advances, I think that his dissection of “community” is a useful one for our arena. He characterises 5 “adopter categories”:

Innovators (2.5%)
Early Adopters (13.5%)
Early Majority (34%)
Late Majority (34%)
Laggards (16%)

In Chapter 7 of his book *Diffusion of Innovations* (4th Edition) he expands on these descriptions to place the categories at certain places within a community and social system.

Geoffrey Moore extended this idea in *Crossing the Chasm* where he posited the notion of “the chasm,” a deadly gap between an early market dominated by a few visionary customers and a mainstream market dominated by a large number of pragmatists. He extended this to show that quite different strategies were necessary to engage customers on both sides of the chasm.

Also of interest here (but rather harder going) is the work of Etienne Wenger in *Communities of Practice* which posits that “the primary unit of analysis is neither the individual or social institutions but rather the informal “communities of practice” that people form as they pursue shared enterprises over time”

Institutional

- ▶ How do we know who’s in our network?
- ▶ “Hard to reach” departments
- ▶ Want to get to the “hard case” departments
- ▶ How to reach beyond “usual suspects”—want to avoid repeat custom
- ▶ How do you extend networks from the “usual suspects”?
- ▶ How do you make a network attractive? (re: Cert in HE)

Old vs New

- ▶ Old universities won’t talk to new universities
- ▶ Staff in old and new universities don’t talk to each other
- ▶ Old universities will not talk to the new universities
- ▶ Getting old and new universities to talk together

RAE

- ▶ Academics are driven by the RAE—they’re not interested in L&T
- ▶ Status/relationship of RAE to L&T
- ▶ Raising profile of L&T vis-à-vis Research. RAE driven!

Professional Bodies

- ▶ Involving Professional Bodies as well as disciplines

◀ This is a strange sort of area, but I think it has to do with the status of L&T and the communities/networks that are associated with it. I developed this idea in the talk I gave to LINKS’98, available from the “grey publications” on my web page, as above (print it out with the notes pages – I put some extra stuff in those).

◀ There’s an explicit project linking teaching and research at: <http://www.brookes.ac.uk/LINK>

- ▶ Creating networks that are inter-professional as well as uni-professional

Disciplinary

- ▶ a) academics no time b) resources to save time c) reaching out to subject community
- ▶ Networking disparate communities
- ▶ Can't network two disparate communities together
- ▶ Reaching the disciplines on the borders
- ▶ How do we connect with the periphery(ies) of our constituency(ies)?
- ▶ How do we invite people who don't even see themselves as part of the constituency?
- ▶ Nomenclature is a problem. Subject community doesn't recognise itself in our name
- ▶ Different languages between communities. How big is a community to be a subject? Should communities be kept separate.
- ▶ Emergent interdisciplinary subjects—how do we include these in the network?
- ▶ Tourism sited in different places in each institution—maths now going the same way esp. in new universities
- ▶ Allied subjects and new courses (eg medical statistics) relate to more than one LTSN subject centre
- ▶ Philosophers are loners—don't talk about learning & teaching—work in isolation
- ▶ ICS disciplines don't talk to each other & difficult to bring them together
- ▶ Engineers talk to each other, whatever the discipline
- ▶ Engineering disciplines communicate well

Cusps

- ▶ Is your periphery someone else's centre? Should you bother?
- ▶ Where does interdisciplinary work go?
- ▶ Do different approaches to learning/networking "belong" to different academic disciplines?
- ▶ Individualistic subject areas - they don't naturally collaborate.
- ▶ Four distinct subject areas—how do we work within and across them?
- ▶ Where do people belong? *Land Management*.
- ▶ How to make overlapping networks more productive?
- ▶ Let the cusps choose where to go.

I think Mark Granovetter's work is very applicable here. See: *The Strength of Weak Ties American Journal of Sociology* 1973, vol 78, pp.1360-80

Diversity

- ▶ Is networking a female activity?
- ▶ Is networking seen as a female area? Number of women at this event ... while men get on with the real work?
- ▶ Networking —a feminist issue
- ▶ Why are networks white?
- ▶ Widening Participation agenda for networks. Networks should be actively widening participation in themselves, not being passive and waiting for customers to join
- ▶ People learn in different ways. Do our resources & methods support, or undermine, or even recognise this?

Evaluation

- ▶ Everyone gets benefit just by belonging BUT act of joining. What about the invisible network?
- ▶ Does it make a blind bit of difference if they network?
- ▶ What is "success" for a network? Whose purposes?
- ▶ What value does a network add?
- ▶ What makes a good networker? What makes a good networkee?
- ▶ Expectations management

- ▶ Success metrics for Key Contacts? (How many people come to an event? The spread of institutions represented?)
- ▶ Success metric. Evidence that people are going off and doing it on their own. Measuring this? How?
- ▶ Evaluating the impact of networking—what do people get out of it?
- ▶ Evaluating the effectiveness of a network
- ▶ How to evaluate the effectiveness of networking? What is the value added? What kind of people? Colour? Gender?
- ▶ How can evaluate the effectiveness of networking for particular groups of staff?
- ▶ On all courses ask if people wish to be involved in networks, as part of evaluation (poor response at De Montfort)

Sustainability

- ▶ Creating a useful network that will be maintained once funding runs out. Not providing more than can be delivered.
- ▶ How do we make networks sustainable after project funding ends?
- ▶ Self-sustaining after the end of funding period?
- ▶ Project finishes in 3 months. How to embed it?
- ▶ Short-termism —projects set up and expected to be self-sustaining when funding finishes.

Nomenclature/Terminology

- ▶ How can I express my problems in ways that enable to be addressed or solved? or How can I not express my problems in ways that they may be difficult to solve?
- ▶ Nomenclature for our networks—misunderstanding of what we are about.
- ▶ Communication between meta-languages
- ▶ Illusion of shared meaning—are we talking the same language?

Strategic Approaches to Staff Development

- ▶ What is a strategic approach to staff development?
- ▶ Pareto Principle: 20% effort -> 80% result: being strategic
- ▶ Formalising staff developer role
- ▶ Strategic approach to staff development: a shared problem—lack of recognition of importance of it in HE?
- ▶ Strategic staff development *framework*. SEDA? CPD?

Mechanisms

Events

Commentary

- ▶ What is different about being there?
- ▶ Value being able to meet.
- ▶ They may say they value networks more than events but that conferences etc. get them in the same room which generates an energy and commitment
- ▶ We get a lot more from face-to-face than remote contacts
 - ▶ The right time for people to meet? When is this?
 - ▶ Need the right time and place to meet
- ▶ Room -> Train -> E-mail: the “network continuum” of contact
- ▶ Compare contributions at a face to face conference with what electronic conferences help/assist/undermine.

Themed

- ▶ Use networks selectively, or as a “last resort”
- ▶ Started to set up “occasions” for people to meet”: a hit & miss success
- ▶ Use of issues to bring together groups
- ▶ Bringing together people for face to face events: staff development events, dissemination events, issue-based events
 - ▶ Invite known people to host workshops
 - ▶ Contacts conference?
 - ▶ How to run an event for contacts
- ▶ Address “nuts & bolts” issues: especially things that people **have** to do
- ▶ Projects can get people to take part: QAA subject-review driven
- ▶ Motivation to get people involved in L&T development now QAA is less of a stick?
- ▶ Encourage people to collaborate on small funded projects
- ▶ Smaller interest groups (themed, eg Problem Based Learning)
- ▶ One thing that worked well was bringing people together around very specific issues or purpose
- ▶ What works? Audience segmentation.
- ▶ Teaching Fellow “Away Days” -> emerging conference workshops around credible themes, as Teaching Fellows were “excellent practitioners” -> ongoing work across faculties and in themes
- ▶ Action learning group of those working towards a similar award

Regional

- ▶ Regional events to nurture Key Contacts. What appeals?
- ▶ Regional events for contacts, to bring them together. Is this for each “local discipline” or combined?
- ▶ Value of departmental work of individual/regional support?
- ▶ Effectiveness of regional sub-networks of a national network?

Other Models

- ▶ Subject advisors face to face meetings: same agenda, build & develop rather than repeat
- ▶ Developmental working. Each group starts where the last left off
- ▶ Discussion groups never work unless you already know the people involved
- ▶ React quickly to need: exchange
- ▶ Relevant: positive approach: supportive
- ▶ Get to know a constituency on a one-to-one basis

Discussion Lists

- ▶ Not all communications have equal value.
- ▶ How can we use technology to build and sustain people networks or how can we prevent technology undermining/disempowering/alienating members of the people network?
- ▶ Do you really need a discussion list?
- ▶ Have we got the possible function of electronic discussion lists wrong?
- ▶ Pros/cons of electronic discussion lists?
- ▶ Making discussion lists active
- ▶ What factors make a discussion list work?
- ▶ Managing different dynamics of face to face and distance networks
- ▶ Getting networks going: introduce themselves; discussion themes
- ▶ Themes for a month at a time. Is this long enough?
- ▶ Value is: providing lateral thinking, redefining my thinking, being valued for my contribution, having my contribution acknowledged
- ▶ Etiquette of networking: encouraging newcomers, dealing with automated e-mail replies
- ▶ After meeting someone e-mail becomes more like conversation. The same could apply to mailing lists?
- ▶ What works: A discussion list following a workshop (specific subject)
- ▶ Does a network group around an issue ... or do you have a network which exists and then the issue is "imposed" on the network?
- ▶ Interest group: people who teach Islamic studies, people who teach Islamic students take up religious studies

Web sites (etc)

- ▶ What content is needed to engage people in discussing/sharing "joining" the network.
- ▶ Raising visibility to audience/network. Community recognising us.
- ▶ How to structure time for meetings. How to meet on the web.
- ▶ Solution to time—you can't leverage time, have to deliver stuff *to them*. One-stop-shop: awareness is a problem. Drip, drip effect works.
- ▶ Internet conferencing. How to market & manage
- ▶ Getting the message across about what resources are available
- ▶ They don't know what's on our website (even though we tell them)

I looked at some web site metaphors in the LINK98 presentation, and did so further in my chapter of the 1998 report *Developing Disciplines* edited by Stephen McNair, and published by DfEE (I guess it's still available from them. Reference HEQE4)

◀ There's a really nice model for an internet conference at:
<http://www.text-e.org/>

Data Protection

- ▶ How much of the network can we share with other networks?
- ▶ Who can be told about who?
- ▶ Can we pass on names of key contacts?
- ▶ How do you get existing contacts to sign and send back a form?
- ▶ Is it a good idea to bring together LTSN reps within an institution? If so, how do we find out who they are?
- ▶ When writing to people to check that data is accurate, can ask them to give disclosure permission.

Key Contacts

As it is

- ▶ Key Contacts are an ever-changing audience
- ▶ Sending newsletters to who? A Department and hope for the best?
- ▶ Representative nominated from Departments. Do they want to do it?
- ▶ Find out more info. about Departmental Contacts. How do we get them together?
- ▶ Are there Key Contacts for each discipline [at my institution]?
- ▶ Want to get people who are keen
- ▶ “I rang up one of my Key Contacts and was told he’s on Sabbatical for two years”
- ▶ How well do Key Contacts work?
- ▶ Appropriateness of Contact—are they the correct person for the job?
- ▶ Suitability of contacts
- ▶ Different motivations of Departmental contacts
- ▶ Key Contacts: volunteers or volunteered?
- ▶ Is the contact the appropriate person, are they effective? How is the contact elected, coerced, accepted?
- ▶ Are contacts active? If not, can we find another who will be active?
- ▶ Getting the right contacts. Sustaining the network.
- ▶ Getting the right people as contacts. Is there a collaborative culture in the subject group?
- ▶ How do we distinguish **quality** contacts from others? What is quality?
- ▶ Key Contact terms of reference. What are they expected to do? Delivery?
- ▶ Key Contact terms of reference, have we got it right?
- ▶ Key Contact terms of reference. How much, and what, can I expect? What help do they need?
- ▶ Do contacts know what their role is? Reach out to community to encourage collaboration on projects. Getting individuals to share their expertise, good practice and research within the community.
- ▶ How do we motivate our contacts?
- ▶ How do I maintain my contacts list? Turnover. Live contacts.
- ▶ Staff turnover (HoD, new staff, Key Contacts)—keeping up to date and always catering from newcomers.
- ▶ Completing the network (especially of Key Contacts). How do we fill the gaps?
- ▶ Contacts’ agendas, are they: personal, departmental (management), on behalf of staff?
- ▶ Is the Key Contact the right person? Need to be able to feed in Department’s needs and also have power to **do** something within the institution.
- ▶ Trying to disseminate to people who think they already know
- ▶ Health Science have 60 subject consultants. 50% turn up to meetings. Key Contacts for 568 departments!
- ▶ Engineers have Key Contacts in 50% of depts., aiming for 75%. ICS have 80%
- ▶ SWAP surveys: HoDs 80% response, all academics 15%-20% response.

Several people from the Hewlett-Packard Labs in Bristol conducted a *Diary Study of Information Capture in Working Life* they asked people to “capture” information that they wanted/needed/worked with/used by giving them digital cameras and asking that they photographed it. They then observed what use they made of this “captured information”. They noticed (amongst other interesting things) differences based on job-role, as well as personality:
“... the most frequent kind of capture activity that any one person does is likely to be highly dependent on who that person is and the kind of job that they do. Some subjects, for example, acted as something of an information hub - they would gather information from diverse sources and redistribute it to others. Accordingly, these subjects mainly captured to distribute ... Other subjects tended to collect information for future reference and use when creating new documents - capture to collect, capture to refer to and capture to re-use.”

(proceedings of
CHI'00 *Human Factors in Computer Systems*
pp438-445. Available via the ACM Digital Library)

Other Models

- ▶ An institutional-level Key Contact who then interacts with specific departments
- ▶ Alternative model of Key Contacts—where contact is institutional and institutional contact sets up LTSN contacts
- ▶ Role of contact in developing internal networks in individual institutions
- ▶ Proactive institutional contacts, whose job it is to “drop in” on LTSN sites

on a regular basis.

- ▶ What can Educational Development Units do for you?
- ▶ How can Educational Developers help?
- ▶ Identifying themes and brokerage contacts (eg Teaching Islam after Sep 11th)
- ▶ Networking within and across universities with Key Contacts and constituent staff groups. Do they gain by talking together?
- ▶ A smaller, strategic network—the Advisory Board. Gives a sense of direction.
- ▶ Personal representation from the network to the region (“These are my 7 institutions”)
- ▶ Work from known contacts out to others—best use of our time. Maybe regional?

Other Networks

- ▶ Using existing networks—not re-inventing the wheel
- ▶ Piggy-backing on other groups’ events
- ▶ Using existing networks—how long does a network last?
- ▶ Working alongside other networks—go global? Need to find a role for *our* network
- ▶ What can SEDA do for you? What can you do for us?

I have called these “accretor” networks (because they accrete previous experience to themselves). They seem to perform well.

Other Constituencies

- ▶ Develop and ILT members network for an Institution
- ▶ How many Departments have Departmental Staff Development Officers?
- ▶ Getting people to apply for Teaching Fellowships
- ▶ How do all these networks (largely LTSN) move beyond the Key Contact? What is the HEI *internal* network? Going *beyond* “subject” “boundaries”
- ▶ How do you get Heads of Departments involved?
- ▶ Getting Senior Management to recognise the value of networking
- ▶ Creating a network of Subject Advisors, who have the discipline at heart
- ▶ How do we contact/involve new staff?
- ▶ How do I identify new staff (and target them)?

LTSN

- ▶ Who is LTSN proxy for? HEFCE? or Subject?
- ▶ Network nodes: is there one LTSN, or many?
- ▶ Need overall co-ordination of LTSN info.
- ▶ Don’t do enough networking within the LTSNs
- ▶ Important to have a more systematic approach to networks, especially LTSN
- ▶ Reinforce LTSN support—particularly website info—currently only available to all project holders.
- ▶ A subject centre for academic Staff and Educational Developers (??SEDA??)
- ▶ Should Staff Developers have their own subject centre? Generic centre doesn’t provide for them. Can be included in the LTSN education?
- ▶ How to keep people who are not active involved. How to keep the network of networks together & be self-sustaining with no project to focus on. Persuade LTSN that Staff Developers & support staff should have their *own* Subject Centre
- ▶ Deliberately called ourselves a network, not a centre
- ▶ Showing a united front on behalf of a topic, theme or events.
- ▶ How do you get different subjects in one LTSN to work together?
- ▶ How do we ensure that those who work in disciplines that cross centres/hubs don’t fall between and therefore not able to engage in the network?
- ▶ Subject librarians have different roles in different HEIs but are included in

QAA (learning resources unit)

- ▶ ICS secondary market is people working in libraries
- ▶ Issue for LTSN: should subject centres also support “practitioners” working in HE as well as academics? eg librarians
- ▶ What’s in it for staff to join ILT?
- ▶ Sharing ideas, activities & procedures
- ▶ Exchange of information, ideas and opportunity to evaluate achievements.
- ▶ Not accountable to the King or Emperor!

Value

- ▶ Being in Networks is where I get my CPD
- ▶ My network experience informs the way I develop other networks. ie I learn.
- ▶ Values: knowing that other people are grappling with the same issues
- ▶ Value of Networks: sense of belonging, support, exploration/sharing of ideas, receiving feedback (is there anybody out there?), influence (power?)
- ▶ People who pass messages onto others
- ▶ Pointers to resources (people and information)
- ▶ Being able to take a piece of information and add value—new knowledge/more knowledge and create a flow/cycle of knowledge and creating momentum in both directions.
- ▶ Gaining new insights/other views—even when I don’t agree with them
- ▶ People who acknowledge my communications with them
- ▶ Realising my contribution is valued by others
- ▶ Generating new ideas
- ▶ Shared experience: positive, negative & problem-solving
- ▶ Feeling valued, respected & listened to
- ▶ Understanding different perspectives
- ▶ Working towards common goals or shared aims, usually with shared values.
- ▶ Sense of common purpose. Building trust relationships. Having fun.

For an examination of the value of networking to the individual (and how to go about it) I know of no better work than Phil Agre’s *Networking on the Network*, available at: <http://dliis.gseis.ucla.edu/people/pagre/network.html>

I think that this is a particularly powerful representation, however, because it deals with the *research* arena (see my comments about that in LINKS’98 etc., web page as above).

Incidentally, Phil Agre is the man I talked about who runs the enormously successful “filter list”.

Things that work

- ▶ Subject Advisors do interventions and then build on that agenda
- ▶ Palatine workshops oversubscribed. Running 14 this year, based on issues from questionnaire, hosted by different institutions
- ▶ Themes for workshops all based on feedback from the community, but were *iterated* and *refined*.
- ▶ [My institution] runs “Away Days” three times per year for Teaching Fellows. Task focussed.
- ▶ Contacts forum. Good venue, information given, mixture of input & participation, give subject centre feedback, developed contact network.

Overload

- ▶ They don’t have time to find out (what would make their life easier)
- ▶ They’re a terrific bunch of people, but they’re very overloaded
- ▶ They don’t pick up information when we send it—but ask for it later
- ▶ How can staff make use of Subject Centres effectively & efficiently?
- ▶ *No response* on our evaluation forms for network membership
- ▶ People who let me know if I’m expecting them to do something and there is a problem (so I’m not left in the dark)
- ▶ Handling the offers of help/ideas for discussion. Keeping track of communications
- ▶ Too many needs expressed from the network!
- ▶ Problems: many different agendas (for me and my clients)
- ▶ Keeping abreast of educational developments
- ▶ How do we keep up to date with what other networks are doing?
- ▶ Keeping them from endless prodding. Energy to keep the plates spinning.

I think there is a lot of resonance here with the attempt to embed evidence-based medicine in the practice of GPs. The quote I particularly like is that GPs are “pragmatic, averse to innovation and, overwhelmed with information”.

I used this (and give full reference) in a paper I gave last year *From Transfer To Transformation: Towards A Framework For Successful Dissemination Of Engineering Education* which is available at: <http://fie.engrng.pitt.edu/fie2000/authors/F.htm>

Angst

- ▶ Are our methods of finding out what people want giving us the wrong information?
- ▶ How can I stop confusing others' problems with my own?
- ▶ Identify my own problems, not others. I can solve my problems—can I solve other people's?
- ▶ What can my network do for me? What can I do for my network?
- ▶ Do people only value the *notion* of a network?
- ▶ Do we do what we think we ought to do—but get it wrong
- ▶ Do they tell us what they think we want to hear?
- ▶ How ambitious does one become with regard to networking?
- ▶ Do we want/need to teach people networking skills?
- ▶ Teaching networking skills is easier than providing a comprehensive network but difficult to demonstrate (value for money)
- ▶ Do team building techniques work for building “networks”? Should they be used more?
- ▶ Are networks a by-product of teams?
- ▶ How do you actually make a difference to the student learning experience?
- ▶ Could we do things differently?
- ▶ How can we be “dynamic” in the way that we respond to user needs?
- ▶ Responding to expressed need—how do we do it?
- ▶ How to keep a network focussed?
- ▶ How big is my constituency? How will I know?
- ▶ Sense of ownership—how do you foster it?
- ▶ How do we decide where we put our time and efforts for maximum effect?
- ▶ Sharing good practice—how do we get people to do it?
- ▶ Using case studies to share practice—translating offers into good quality examples.