**Making the Hard Ask**

Annotated Agenda

**Time Allotted:** 60 minutes

**Materials Needed:**

* projector and PowerPoint slides
* Worksheet

**Goals for this Section:**

* Learn the mechanics of a hard ask and best practices for making one
* Develop and practice your hard ask
* Feel confident making hard asks for your organizing work

**Agenda:**

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| Slide | Time | Notes |
| 1 | 0:00-0:02 | * [Trainer introduces self and shares 2 minute personal story, tying it back to the value of grassroots organizing and relationship-building as an integral part of that] * In this session, we’re going to learn one of the most powerful tools in our organizer’s toolbox—making a hard ask |
| 2 | 0:02-0:04 | * Review goals for the day:   + Learn the mechanics of a hard ask and best practices for making one   + Develop and practice your hard ask   + Feel confident making hard asks for your organizing work |
| 3 | 0:04—0:05 | To accomplish these goals, we will follow this agenda for this session:   * Why do people volunteer? * Anatomy of a hard ask * Practice * Debrief and next steps |
| 4 | 0:05—0:08 | * Why do people volunteer with organizations like OFA and others? **[take ideas from the audience]** |
| 5 | 0:08—0:09 | * You came up with really good reasons why people volunteer. I think we covered most of them **[read off the reasons why people volunteer from the list that were *not* mentioned in the discussion]** |
| 6 | 0:09—0:10 | Mostly, people volunteer because they were *asked!* |
| 7 | 0:10—0:10 | * The bottom line is this—you get what you ask for and not much of what you don’t. * And that’s exactly why we’re going to spend the next 50 minutes learning about making hard asks and practicing those asks with each other. |
| 8 | 0:10—0:11 | * So let’s dig right in to the anatomy of a hard ask |
| 9 | 0:11—0:13 | * There are two asks here—can someone read ask #1? * Can someone read ask #2? * Which ask is better? Why? * Yes, #2 is the better ask of these |
| 10 | 0:13—0:15 | * So ask #2 from the previous slide is here again. It’s now labeled as ask #1 on this slide. * Can someone please read ask #2 on this slide? * Which ask is better? Why? * **[tease out that ask #2 here does the following:**   + Connects with the person being asked—“I know you care a lot about climate change. I do too!”   + The office visit was scheduled because Rep. Gotham is a climate denier and it’s on us to do something about it   + There is a specific time and date for the office visit |
| 11 | 0:15—0:30  *(Finish slides 11 through 21 in this time)* | * There is a five step formula that goes into making a hard ask like Ask #2 in the example we just saw. To make a hard ask, we need to:   + Know our audience   + Build urgency   + Ask for something specific   + Ask and shut up   + Be persistent * Let’s dig in to each individual step |
| 12 |  | * When making our ask, we need to know a couple of things about our audience—the people we’re making an ask of:   + What’s at stake for them?   + What’s in it for them? * Articulating these two things gets our audience to buy in to the work that we’re doing that we want them to join in. |
| 13 |  | * We’re going to use the example of planning a vacation with a friend to unpack the hard ask formula. * My goal is to have my best friend go on vacation with me. * To start to persuade her to go with me, I need to make sure she knows what’s at stake and what’s in it for her. * What are some ideas you have to what’s at stake? **[take a few ideas from the audience]** * What about what’s in it for her? Why should she go with me? **[take a few ideas from the audience]** |
| 14 |  | * Here are a couple ideas I thought of as to why my friend should go on vacation with me:   + What’s at stake? Time with me! We get to hang out together, which is always fun and doesn’t happen as often as we want it to.   + What’s in it for her? She gets a tan—she knows she looks good with a tan. |
| 15 |  | * When making an ask of someone, you do not simply make an ask. * Providing context gets their buy in and provides context as to why they should be involved right at this moment. * Make sure to answer why what it is that you’re doing is important. |
| 16 |  | * So, when it comes to convincing my friend she needs to come with me on vacation, I need her to know why the time is *now* to go to the beach with me—not later! * I know that my friend is transitioning to a new job and, after she does so, she will not be able to take a vacation for a whole year. Now is the time! |
| 17 |  | * We’ve shared what’s at stake for the person we’re making an ask of and we’ve provided context as to why it’s urgent they join us now. * Now, we want to ask for something specific. * Asking for something specific gives us a better chance for a positive response because people know exactly what is expected of them. * Using an either/or question to make your ask prevents people from having an easy excuse to get out of what you’re asking them to do. * Let’s go back to our example. |
| 18 |  | * My ask of my friend is this:   + Can we plan our beach vacation today or tomorrow? * Using this either/or ask is specific and is more likely to get a result that I want—her joining me on vacation—than other types of asks. |
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