COACHES HUDDLE

2017

Organizing for Action

COACHES HUDDLE

FEBRUARY 18–19

Best practice archive

Use this page to document tips, ideas, or questions you have during the weekend that you want to take back home and integrate into your work.

Training agenda

Saturday, February 18

9:30–10:00
Sign-in & Breakfast

10:00–10:30
Welcome & Introductions

10:30–11:00
We are OFA

11:00–12:15
Program Breakouts
Fellows Managers: Managing the Program
Academy Coaches: Your role and the Campus Academy

12:15–1:15
Lunch

1:15–2:45
Managing your team: Fostering relationships and culture

2:45–3:00
Break

3:00–4:30
Managing your team: Effective coaching strategies

4:30–5:00
Debrief & Close

5:30–7:30
Saturday Reception

Sunday, February 19

9:00–9:30
Sign-in & Breakfast

9:30–10:00
Welcome & Introductions

10:00–11:15
Managing your team: Managing project managers

11:15–11:30
Break

11:30–1:00
Program Breakouts
Fellows Managers: Preparing for orientation
Academy Coaches: Your management structure

1:00–1:30
Debrief and close

Connect with OFA coaches, fellows managers, and staff at an evening reception in the heart of West Loop. Appetizers will be provided.

The CrossRoads Bar & Grill
Saturday, February 18 • 5:30–7:30 pm
1120 W Madison St, Chicago, IL 60607

Event trainers & staff

Kevin Lane
Campus Programs Manager

Bobby Brady-Sharp
Deputy Training Director

Jennifer Warner
National Organizing Director

Traci Wile
Director of Community Programs

Mary McInerney
Training Associate

Program timeline

Phase 1: Recruitment and Selection

As fellows managers, you have been reviewing applications, conducting interviews, and will make final selections.

January 23	Application launches
February 2	Interviews begin
February 20	Application deadline
February 27	Interviews conclude
February 28	Offer letters released

Phase 2: Orientation and Curriculum Implementation

Fellows managers will organize orientation trainings for newly-accepted fellows. After their orientation training, fellows will participate in weekly webinars for six weeks. Fellows managers will check-in weekly with their fellows.

March 4	Orientation trainings (HQ staff deployed to selected cities)
March 8	First fellows webinar - online program begins (every Wednesday thereafter)
April 12	Last webinar- online program concludes
April–May	Community Engagement Events - Fellows must hold a community engagement event in order to graduate from the program

Phase 3: Debrief

Fellows managers work with one another and the training team to assess what worked and opportunities for improvement.

April 30	Fellows managers submit program assessment
April-May	Debrief interview with training team

Program metrics & expectations

The Community Engagement Fellowship has two important goals at its core:

1) Coach and train new organizers.
2) Grow and support OFA chapter structures

Fellows managers will be able to accomplish both of these goals by meeting these metrics.

Plan and organize one orientation training
The purpose of the orientation trainings is to welcome fellows, introduce them to the logistics of the program, as well as the curriculum, and begin building a community of learners. Fellows managers will receive guidance and training to plan and lead these events on March 4th. Selected cities will receive in-person support from OFA staff and alumni trainers. You'll be notified via an email from Bobby if your city is chosen.

Onboarding goal: metrics vary by program
Each fellows manager will receive a fellows onboarding goal—the number of fellows each fellows manager is responsible for bringing to the program. Goals were set considering the following criteria: local demand, management structure, and historical data. As a nation, we expect to onboard 215 fellows for the spring program. However, our priority isquality over quantity. Select fellows that are committed to the program and likely to graduate. Work with Bobby to adjust your goals if needed.

Plan and organize one mid-program in-person meeting
To increase retention, fellows managers will organize one mid-program in-person meeting with fellows. This is an opportunity for fellows to re-connect and build their relationship with one another, assess their learning growth, and review their program goals. The training team will provide clear guidance to plan and organize these meetings. This guidance will be provided via our weekly webinar

Graduation goal: 80% of onboarded fellows
Fellows managers are expected to graduate 80% of their on-boarded fellowship class. Fellows managers will work closely with the training team to learn management tactics that can increase retention rates.

Expectations for fellows Managers

Weekly Meetings: Fellows managers will attend check-in meetings every Tuesday from February 28 - April 11. All meetings will be online at 7:30 PM Central.

Weekly Assessments: Fellows managers are expected to submit weekly reports assessing their program. The data collected will help the training team provide necessary resources and support.

Weekly fellows check-ins: In order to provide adequate support to fellows, fellows managers are expected to meet with their class, on the phone or in person, at least once a week.

Fellows curriculum overview

Fellows will participate in a total of six online courses or webinars, beginning on Wednesday, March 8. Webinars are live every Wednesday at 7:30 p.m. Central. The webinar series will prepare them to organize community engagement events from start to finish. They will also learn basic organizing tactics that will help them plan the event, recruit for the event, execute the event program, and debrief the event. They are expected to work with your local chapter to run a community engagement event by the end of the program or shortly thereafter. Fellows who miss more than two webinars will be dismissed from the program. If they must miss a webinar, they must tell you, their fellows manager, and make sure to watch the class recording the day after.

DATE	MODULE	LEARNING OBJECTIVES
3/8/2017	**Community Engagement Events**	Understand what community engagement events are and the difference between three types of community engagement events. During this session you will decide which type of community engagement event you will organize by the end of your program.
3/15/2017	**Action Planning Sessions**	In this session you will become familiar with the process to plan a successful community engagement event. You will learn best practices and key lessons to lead a group of volunteers to plan and organize the event.
3/22/2017	**Event Management**	Keeping track of all the moving pieces that go into an event can be challenging. In this session, you will learn management tactics and tools you can use to delegate responsibilities and ensure tasks are completed on time.
3/29/2017	**Recruitment: Grassroots Tactics**	In this session, you will learn grassroots best practices for reaching out to supporters and volunteers and inviting them to your event.
4/5/2017	**Recruitment: Digital Tactics**	In this session, you will learn strategies for recruiting supporters online. Following this session, you will be able to effectively tell the story of your event online.
4/12/2017	**Tying it all together**	In this session you will integrate the different organizing tools you have learned throughout the program to execute your community engagement event.

What are community engagement events?

The Fellowship curriculum will train fellows to organize community engagement events. Fellows are expected to organize one community engagement event by the end of the program, or shortly thereafter. Community engagement events function as entry-points for people who are concerned about an issue, but do not know much about the issue or what to do about it. There are three types of community engagement events that can engage new people on the issues you care about: film screenings, speaker series, and community service. The graphic below shows where community engagement events fit in the longer ladder of engagement.

Film screenings

People attend an event to watch a documentary film about an issue they would like to learn more about. Speakers who can talk about the issue in the community usually speak before the film. Following the film, the audience engages in a group discussion about the issue the film addresses

Speaker series

This type of event revolves around an interesting and impactful speaker who can talk about an issue with authority. People attending the event are able to ask questions to learn more about a particular issue and take meaningful action. The event can also present a panel of experts. Speakers may include: authors, experts, community leaders.

Community service

This event bring people together to serve the community. Usually, the service relates to a broader issue the community can tackle, such as helping to install solar panels on a community center.

Managing the learning journey

Now that you have reviewed community engagement events, as well as the curriculum of the weekly webinars your fellows will go through, it's time to begin planning how you will manage your team. In groups, discuss the following:

Discussion

1) What are the top issues currently affecting your community? Are they local, state, federal issues?

2) Which of these issues do you think will be most effective for you and your fellows to organize a community engagement event around?

3) What kind of community engagement event do you think is most effective for organizing around that issue and why?

Think of the 4 steps below, then take the community engagement event you'd like to work on with your fellows and go week by week through the fellows webinars, deciding how each week will be used to plan, recruit, execute, or debrief:

Planning	Recruitment	Execution	Debrief

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	

Fostering relationships & culture

Experiential Activity #1: Individual Reflection (10 minutes)

1) Think about a time you had a good coach. What qualities made them a good coach? What did you appreciate?

2) Think about a time you had a bad coach. What qualities made their coaching style difficult for you? What else was challenging?

3) Think about a time you had to hold someone accountable to a big goal. What did that conversation look like? How did you make sure they achieved the goal?

Experiential Activity #2: Small Groups (25 minutes)

In groups of four, come up with the collective norms and expectations for a fellows program or academy team. In other words, what is the ideal sort of culture you should establish for your team and why? Use the questions below to guide your discussion.

1) What are some qualities that all good teams have in common? (e.g. success, teamwork, commitment, trust, etc.). Be thorough in building this list!

2) What are some of the traits that cause teams to stop performing well, to not get along with each, or breakdown altogether? (e.g. lack of communication, poor management, too much pressure, etc.)

3) What are the norms that you, as a manager, can put in place to emphasize the good qualities above and limit the negative qualities? (i.e. regular 1:1 meetings, regular team meetings, empowering your team's ability to make decisions, appreciation days, incentives).

4) What are some expectations you can establish early on to make sure that all team members are committed to the same goal and level of performance? (i.e. weekly goals, monthly reviews, timeliness, responsiveness, etc.)

All groups will share out their answers and we'll come up with a set of collective norms and expectations that we, as coaches, will adhere to during the Fellowship and Academy programs!

Experiential Activity #3: Individual Reflection (15 minutes)

Now that we have established collective norms and expectations, spend some time on your own thinking about the specific type of culture you want to establish among your team. Every team will have its own unique priorities and character, so spend some time now thinking about what that might look like for you.

1) As either a team member or a manager, what do you find helps you the most to be successful, engaged, and fulfilled in your work? How will you instill this into your team culture?

2) What are some ways you would seek input from your team and gain their buy-in to the type of program and structure you are creating?

3) Now spend some time debriefing with a partner. What specific norms and expectations do you have in common? What things are unique?

Coachable moments: Encouraging and challenging your team members

As a manager, you are also a coach: someone who helps his/her team reach their full potential. Coachable moments are the everyday opportunities to encourage and challenge your team.

Types of recognition

Applause

- Public praise for good performance
- Awards
- Celebrations and parties

Appreciation

- Personal or written thanks
- Recognized as value experts
- Involvement in larger initiatives

Access

- More 1:1 time, talk about performance
- Commitment from you to work on concerns
- Coffee break lunch or walk together

Challenging Conversations: 5 easy steps:

You can use this tool to address under-performance, or a team member who has under-delivered on an assigned task. This is a coaching technique designed to challenge your people to perform better, in a non-threatening way.

OBSERVE. You state: “This is what I saw”
RESPOND. You wait for a response
REMIND. You state: “This is what I need to see…”
SOLVE. You ask: “What can we do to make sure this happens?”
AGREE. You re-state: “So we agree…”

Coachable moments: Encouraging and challenging your team members

Experiential Activity #4: Encouraging and Challenging (15 minutes)

Now that you've learned about the different types of recognition, as well how to have challenging conversations, review the scenarios below and decide how you would encourage and challenge each team member.

Scenario: You are the manager of a fellows team of two members whose goal is to organize a community engagement event around an important issue by the end of May 2017. Your team has decided to host a speaker panel about the positive impacts of Obamacare in your community. You hope to enlist the participation of partner organizations, local health care experts, and small business owners as speakers. You also need to announce your event to the community and recruit people to attend. Your ultimate goal is to educate fellow community members about the positive effects of Obamacare and identify supporters you can ask to take actions to defend it.

To support the efforts of that your team will take, your team members must meet these requirements:

- **Attend a weekly training webinar.** They can miss no more than two, and should always notify you if they'll be missing.
- **Complete a weekly assignment.** After the webinar, they will complete a weekly assignment towards planning their speaker panel.
- **Check-in weekly with you.**

Take some time to become familiar with each team member:

Avery Lucas Avery is a 21 year old college student. She is highly passionate about defending Obamacare and has stated that she will do everything she can to learn from this fellowship. Avery attends every webinar, being an active participant in all of the breakout conversations, asking questions, and taking notes. Avery sends a lot of emails and calls you a lot with questions, concerns, and updates on what she is doing -- it is clear she really values your input. Last week, fellows participated in a skill-building session on how to put together a project plan. You assigned Avery the task of identifying potential speakers for your event as part of the project plan. During your check-in last week, however, Avery stated that she spent all of last week writing letters to President Obama, Michelle Obama, and the governor of your state to invite them to be your speakers. You responded by asking her to focus on reaching out to local partner groups, small business, and healthcare experts to be about of your speaker panel. This week, Avery still hasn't done this, saying she's a, "big picture thinker," and that she can always invite "those other folks" later.

1) What are some things that Avery is doing well as part of the program?

2) How do you think Avery likes to be encouraged and recognized? Why?

3) What do you think Avery needs to improve?

Write out how each step of how you would have a challenging conversation with Avery:

Carlos Mena Carlos is a 22 year-old senior in college. He has a lot of experience organizing, having conducted letter writing campaigns, earned media events, and phonebanks around Obamacare on his campus. He joined this fellowship to learn a little more about community organizing in a group environment. Three weeks in, Carlos seems to be frustrated with the pace of the fellowship. He has not participated in the last two webinars, and has even taken upon himself to put together his own project plan instead of working with the group on their weekly assignment this week. This is not the first time he has had trouble participating in the weekly meeting. You have taken the approach of simply telling him what needs to be done during your weekly check-ins, but Carlos already "knows what to do" and prefers working by himself. His project plan is actually quite good -- you just wish he would work with the team.

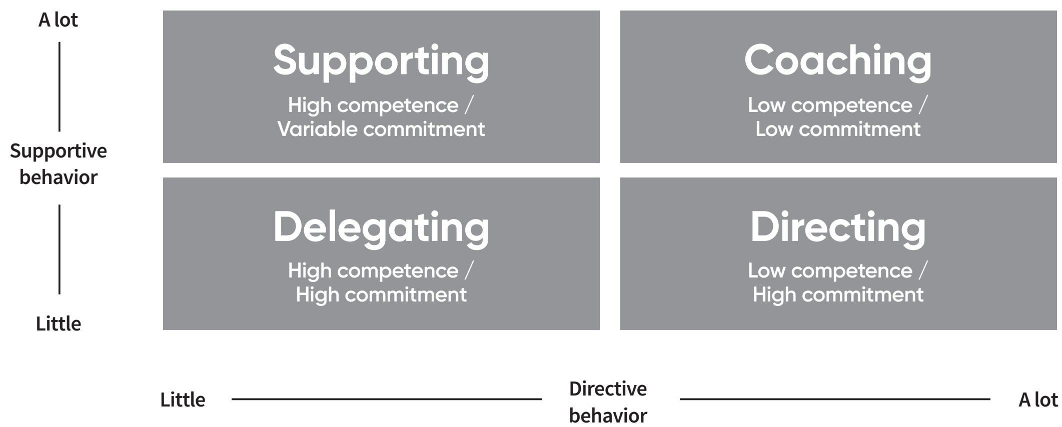
1) What are some things that Carlos is doing well as part of the program?

2) How do you think Carlos likes to be encouraged and recognized? Why?

3) What do you think Carlos needs to improve?

Write out how each step of how you would have a challenging conversation with Carlos:

Coachable moments: Situational leadership



Directing: When a new Team Member joins the team, he/she is very excited. At this stage the manager defines the new role for the Team Member and provides lots of direction. They do not need tons of support because they are committed to the work. But they need a lot of direction. By directing the Manager can show them what to do and how to do it.

Coaching: As the Team Member engages in the job, he/she begins to gain new skills. And hence his/her competence increases. But they are also having a reality check and their level of commitment diminishes. That's Developmental Stage 2: Some competence and Low Commitment. To counteract, the Manager should engage in Coaching. When coaching, the manager is providing a lot of direction, which helps the Team Member continue to understand how/what to do. Support is also high, which helps the Manager provide encouragement as the commitment lowers.

Supporting: The Team Member is now able to do his/her job and hence his/her competence in high. However, they are still figuring out some things and hence their level of commitment varies. Sometimes they succeed and feel very committed. And sometimes they make mistakes, or missed something and feel less committed. At this point, the Team Member doesn't need as much direction as he/she needs support. When the Team Member needs lots of support and not too much direction, use Support as a Managing Style. Since you are no longer constantly providing direction, rather stepping away and testing their skills, the Team Member needs encouragement to gain confident in their ability to do the work. You continue to check-in and follow-through, but you are no longer involved all the time.

Delegation: Once the Team Member is confident in his/her ability to do the work, and know they can do it, they reach Development Stage 4: High Competence and High Commitment. At this point the direction is low, and supportive behavior is minimal. You no longer have to tell the Team Member how to do the work, nor have to be constantly checking to make sure that the Team Member is encouraged. At this point you begin to Delegate. The Team Member and Manager agree on a project and the Team Member implements. The Manager checks-in, but do not provide step by step guidance b/c the Team Member knows what to do, and is confident in doing.

Coachable moments: Situational leadership

Experiential Activity #5: Situational Leadership (15 minutes)

Now that you've learned about situational leadership and management treatments, get into small groups and review the scenarios of Avery and Carlos on pages 13 and 14 again and answer the questions below.

1) With the information you have, what level of competence and commitment do you think Avery demonstrates?

2) What information supports your answer?

3) What management treatment would you adopt to be a more effective coach to Avery?

4) Does this change the way you think about how you would have your challenging conversation? If so, why and what would you change?

5) With the information you have, what level of competence and commitment do you think Carlos demonstrates?

6) What information supports your answer?

8) What management treatment would you adopt to be a more effective coach to Carlos?

9) Does this change the way you think about how you would have your challenging conversation? If so, why and what would you change?

Resource: Sample check-in agenda

This week's big rocks

1)

2)

3)

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1) Key updates (Updates that you have for me on things we are working on)

2) Items for input (Things that you have questions about)

3) Lessons learned this week

4) Managers Corner

5) Next steps

Coachable moments: Check-ins

Experiential Activity #6: Practice Check-ins (25 minutes)

One of the best opportunities you have to coach your team members is through a regularly scheduled, consistent check-in. This is where you can bring combine all of the coaching tools we covered—recognition, challenging conversations, and situational leadership—into how you communicate with each specific team member.

For this activity, you'll partner up with another person and practice check-ins using the scenario above: particularly challenging conversations, recognition, and situational leadership. You will spend 10 minutes as the manager, then switch off and spend 10 minutes as the team member.

Planning

Spend 5 minutes planning what you need to say to your team member—either Avery or Carlos—and how you'll say it. An important component is to write an agenda: i.e. if you need to have a challenging conversation, list the steps out.

Debrief

1) What did you partner do well as your manager?

2) What was challenging for you as a manager?

3) How does this module change your perspective on coaching?

Managing project managers

One of the most critical functions of a manager of project managers is to make sure that the members managing projects are very clear on roles, responsibilities, timelines, and due dates for those projects and key benchmarks along the way.

A great way to keep track of roles and delegation structure is through a MOCHA chart (Manager, Owner, Consultant, Helper, and Approver). Descriptions can be found below. Note that the same individual might be assigned to more than one roles:

Manager
Assigns responsibility and holds owner accountable. Makes suggestions, asks hard questions, reviews progress, serves as a resource, and intervenes if the work is off-track.

Owner
Has overall responsibility for the success or failure of the project. Ensures that all the work gets done (directly or with helpers) and that others are involved appropriately. There should only be one owner.

Consultant
Should be asked for input or needs to be bought into the project.

Helper
Assists with or does some of the work.

Approver
Signs off on decisions before they're final. May be the manager, though might also be the executive director, external partner, or board chair.

After roles and responsibilities are delegated to your team, the next step is to have team members create and submit a project plan for you to review. This is what we'll do in the next activity.

Experiential Activity #7: Reviewing a Project Plan (25 minutes)

As a group, review the project plan on the next two pages and analyze its strengths and weaknesses. The plan is broken up into the overall event goal, pre-event benchmarks, and post-event goals. You'll want to analyze things like deadlines, delegation, tactics, timelines, and thoroughness when reviewing the plan.

Obamacare event project plan

Recruitment

Attendee Recruitment

Steps: Create Facebook event; Flyers in high-traffic areas (health centers, small businesses); Find ways to build an email list (partners, universities, health centers, canvassing); Email our list; Confirmation calls
Due Date: 50% to goal by April 1; 100% to goal by May 1
Stakeholders (MOCHA): Manager: Carlos; Helper: Volunteers; Owner / Approver: Fellows Manager; Consultant: Avery
Status/Notes: Goal is between 50-100 attendees

Speaker Recruitment

Steps: Canvass small businesses; Reach out to universities and hospitals; Identify potential partner groups
Due Date: 4 speakers confirmed by May 1
Stakeholders (MOCHA): Manager: Carlos; Helper: Volunteers; Owner / Approver: Fellows Manager; Consultant: Avery
Status/Notes: Goal is to have 4 speakers (At least 1 small business, 1 person positively affected by health care)

Earned Media

Steps: Send out event flyer to press organizations; Draft a press release; Build media contacts
Stakeholders (MOCHA): Manager: Avery; Helper: Volunteers; Owner / Approver: Fellows Manager Consultant: Avery
Status/Notes: Goal is to have at least 1 print/online hit and 1 TV hit

Logistics

Secure event space

Steps: Check out venues that can fit up 100 people; Free space is ideal; Easy parking
Due Date: April 1
Stakeholders (MOCHA): Manager: Avery

Food / Supplies

Steps: Do we have a budget for this?
Status/Notes: Check with Fellows Manager

Audio/Visual

Steps: Any venue we choose should ideally include AV equipment
Stakeholders (MOCHA): Manager: Avery
Status/Notes: Make sure they have projectors in case speakers have a powerpoint; Microphones

Program

Agenda

Steps: Determine agenda, order of speakers, Q&A sessions, and length of event
Due Date: March 15
Stakeholders (MOCHA): Manager: Carlos; Helper: Volunteers; Owner / Approver: Fellows Manager; Consultant: Avery
Status/Notes: Should we have attendees submit questions beforehand? Which one of us is going to moderate? Do we need to find a moderator?

Dry Runs

Steps: Do a full run of show for the event; Practice with the speakers; Set-up and double-check event space
Due Date: One week out; Day of event
Stakeholders (MOCHA): Manager: Fellows Manager; Helpers: Carlos & Avery
Status/Notes: I think the Fellows Manager should handle this part right?

Post Project (wrap-up, debrief, follow-up)

Asks for attendees

Steps: Determine future events we can have them sign-up for; Generic support form so we can reach back out to them
Due Date: This should be figured out by end of April
Status/Notes: Are we going to organizing more events? Should we direct them to other partners?

Recap emails / Follow-up with sign-ups

Steps: Send out a recap email to everyone who attended; Send a thank you to the speakers
Stakeholders (MOCHA): Manager: Carlos

Event debrief

Steps: Debrief what went well, what could have went better, and lessons learned
Due Date: Two weeks after the event
Stakeholders (MOCHA): Manager: Avery

Overall review

1) What were some strengths / highlights of this project plan?

2) What were some weaknesses and glaring things missing?

3) What other overall trends did you notice with the project plan? Which section was most well done?

Section review

Let's take a deeper dive into each section of the plan. Give the section a 1–5 rating (5 being the best) and explain why.

1) Logistics ① ② ③ ④ ⑤

Why did you give this rating to the section? How could it have been stronger?

1) Program Section ① ② ③ ④ ⑤

Why did you give this rating to the section? How could it have been stronger?

1) Post Project Section ① ② ③ ④ ⑤

Why did you give this rating to the section? How could it have been stronger?

Experiential Activity #8: Organizational Tools (25 minutes)

Now that you have reviewed and analyzed the project plan, it's time to start thinking about how you help keep your team more organized and focused in executing this plan through effective organizational tools. Some brief descriptions of good organizations tools can be found below:

Planning Calendar

Planning calendars are great tools for project management, especially when you have multiple events you are planning and executing, or numerous different goals and key deadlines you must keep track of along the way. Planning calendars can be shared with team members online or written down on paper for the project manager to use. Either way, they create a great visual of when big milestones should be hit, dates where a lot of products are due all at once, and how to plan out an event months in advance.

Project Taskmaster

A project taskmaster allows for more fine-grained detail and daily task management. Whereas a planning calendar lists out key dates and big events in a visual way, a taskmaster lists out every single task that must be completed in the planning and execution of an event, along with a day it should be completed, and by whom it should be completed. They are very useful when executing large-scale events with many different moving pieces and tasks that must be completed in order for it to be successful—i.e. things like logistics, recruitment, food/catering, supplies, curriculum development, material creation, etc.

Event Checklists

Event checklists are very useful in the final build-up and day of a very important and large event. They help to make sure you are not missing any component or key detail when it comes to organizing and executing a project. Think about a pilot running through her final checklist before taking off for flight. Its thoroughness and attention to detail like this that makes sure everything goes smoothly!

It's time to start thinking about what tools you would use to help your fellows in executing their Obamacare panel discussion. Work with a partner to answer the questions below:

1) What tools above would you recommend your fellows use in organizing their event? Which of the three do you think is most critical based on their written project plan?

2) What other tools besides these three would you use to help make sure your team is staying on track and organized? Is there any tool in particular you have always found useful:

3) Describe your coaching plan to get your team to start using these tools and gain their buy-in? How would you convince them that these tools will be greatly benefit them?

Planning your orientation

Use this agenda to lock the time of your training and assign trainers to each session. As you lock your agenda, consider the following recommendations:

Recommendation: Lock training time. The Orientation Training should not last more than four hours. This time frame will help you keep fellows engaged and excited without overwhelming them with information. If your training venue permits, we recommend you begin your training no earlier than 10 a.m. and conclude at 2 p.m..

Recommendation: Assigning trainers. There are a total of 4 training sessions. We recommend fellows managers lead the following two sessions: Welcome to the Family: We're OFA and Planning Your Learning Journey. If an OFA staff member or alumni trainer is assigned to attend your training, they should lead the following two sessions: Welcome and Intro and Sharing Your Personal Story. Otherwise, you should assign those two sessions to chapter members, volunteers, and/or former fellows in your area. (all OFA staff and alumni will be prepared to lead these two sessions).

Discussion #1: Orientation Logistics

Use the checklist below to review what you have completed and still need to complete in terms of planning your orientation.

Task	Person responsible	Date to complete
Secured and locked a training location.		
Have the keys to the location, or has coordinated with someone at the location so that the training team can set-up for training and cleanup afterwards.		
Determined the room set-up for the training and lunch.		
Secured a projector and screen to lead the training.		
Trainers received their training materials and are ready to review and practice their modules.		
Scheduled a run-through for all trainers.		
Have received a stipend and purchased food for the training.		
Have received a stipend and coordinated printing.		
Have confirmed training participants both on the phone and email.		

Discussion #2: Digital Goals

Working with your group, review the tick-tock for your orientation training. Together, brainstorm how you will collect digital content and what you will need to meet your digital goals.

Digital goals:

- Every fellow has a Twitter account
- Take candid photos
- Create a twitter list of handles
- Profile new fellows

Tick tock	**Task** ***What needs to happen during this session to meet your digital goals?***	**Owner** ***Who will complete this task?***
Set-up	*Example: Tweet a picture of the training team hanging signs in the training room. Use #OFAFellows (Goal: Set an example for fellows that they should be tweeting during the event!)*	
Set-up		
Check-in		
Module 1: Welcome/intro		
Module 2: We are OFA		
10-minute break		
Module 3:Sharing your personal story(over lunch)		
10-minute break		
Module 4: Planning your learning journey		
Module 5: Debrief and close		
Goodbyes		

Discussion #3: Curriculum Planning

Knowing the curriculum, take a moment to review your training team and begin planning:

- Who will be responsible for each module?
- By when should they review the material?
- When will you schedule a run-through of the day to practice?

Duration	Training Session	Trainer	When will they have reviewed?
45 mins	Welcome and Introduction		
45 mins	We're Organizing for Action		
10 mins	Break		
90 mins	Sharing Your Personal Story (Lunch in between)		
10 mins	Break		
30 mins	Planning Your Learning Journey		
15 mins	Debrief and Close		

1) What date and time is your run-through going to be?