Guideposts to a Successful Summer Virtual Consultancy

**Occupation:** Graphic Design/Marketing Strategist  
**Industry:** Digital Media

**Host Organization:**

**Mentor:**
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Playbook Rationale

This playbook shall serve as a guide for the virtual consultancy experience. The main emphasis of this playbook is to provide guidance around the design of the consultancy activities to ensure that the supervisors and interns have a fluid and meaningful experience. As such, the playbooks have been designed around prompts and ideas that lead to a REFRAME Method for activity design:

**REFRAME**

- **Reveal Targeted Skills** for and within the week’s work during a beginning of the week check-in
- **Establish Performance Evidence** (what does success look like?)
- **Focused Activity Design** (tasks that will involve the targeted skills and reveal performance)
- **Reinforce Expectations**
- **Assessment Using Feedback** (to be evaluated upon receipt of deliverable)
- **Magnify Recognition**
- **Explore Meaning Making**

The above components have been pieced together to ensure that you and your intern have a structure for a productive consultancy. More information about the above REFRAME Methodology can be found here.
Project Summary

Summary:
Throughout the course of the consultancy the intern will have an opportunity to engage with our organization's brand, understand how that fits into our vision, craft an informational flyer using our design process and brand identity, and build social media content. These products will have been created within the team, and will only be able to be executed after the interns are able to communicate clearly, follow a design protocol, and be receptive to feedback. At the conclusion of the consultancy the intern will have added some elements to their professional portfolio and will have gained a valuable work experience.
## Weekly Goals and Objectives

### Key Deliverables/Weekly Outcomes:

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>The intern will be able to identify and explain the organization's brand/image, and will be able to recall the organization's design process. Interns will review content, meet with team members, and begin a basic project that will demonstrate understanding (or not) of the above.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Interns will complete a one page informational flyer based on content provided by mentor that will be publish ready by the end of the week. Interns will engage in collaboration, receive feedback, will have to ask questions, and will become more embedded in company culture.</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Interns will take their knowledge of the brand, image, and vision further and will apply it to Social Media posts based on mentor's suggestions. Interns will gain an understanding of the organization's Social Media &quot;footprint&quot;. Also, interns will be able to continue to build on the teamwork and collaboration that has been building.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Interns will continue to refine their understanding of the organization's brand, image, and vision and will offer suggestions for refinement. Interns will combine their own creative ideas with that of the mentor to create content for an additional four social media posts.</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Interns will prepare their capstone presentation that encompasses their internship experience. Interns will deliver the presentation at the concluding meeting.</td>
</tr>
</tbody>
</table>
Skill Targets

Targeted Skills:

● Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

● Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

● Observing, receiving, and otherwise obtaining information from all relevant sources.

● Analyzing information and evaluating results to choose the best solution and solve problems.

● Developing specific goals and plans to prioritize, organize, and accomplish your work.

Soft Skill Focus:

● Collaboration
Inviting interns to participate in additional work based learning experiences is a great way to make the experience rich. Don’t forget to include these invitations in your weekly check-in meetings and or communications. Below are the suggested additional activities that were chosen by the organization during the planning stages:

**Potential Additional Activities:**
- Team Meetings/Huddles
- Virtual Lunch
- Opportunities to meet with "Guest Speakers"
- Q and A with other staff

### Sample Weekly Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Supervisor Action</th>
<th>Intern Action (2-3 hours per day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Facilitate check-in, establish personal connection, discuss weekly work, provide detailed feedback from previous week, answer questions as they arise</td>
<td>Participate in Check-In, ask any outstanding questions, begin work on weekly project(s)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Reply to intern’s questions/needs</td>
<td>Continue work on project(s), contact supervisor with questions/concerns</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Optional: Facilitate check-in Reply to intern’s questions/needs</td>
<td>Continue work on project(s), contact supervisor with questions/concerns</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reply to intern’s questions/needs</td>
<td>Continue work on project(s), contact supervisor with questions/concerns</td>
</tr>
<tr>
<td>Friday</td>
<td>Optional: Facilitate check-in Reply to intern’s questions/needs</td>
<td>Complete assigned weekly tasks, submit deliverables to Supervisor in timely manner, submit any questions/concerns</td>
</tr>
</tbody>
</table>
**Performance Evidence:**
**What does success look like?**

<table>
<thead>
<tr>
<th>Key Component of the Final Deliverable</th>
<th>Evidence of Mastery in Context/Project</th>
<th>When to Assess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interns will recall the organization's brand/image and design process at an end of week meeting. Interns will create a one page creative introduction of themselves to the organization using the existing brand/image principles.</td>
<td>The interns are able to explain orally what our brand/image and design process is. Also, the interns introduction of themselves will demonstrate an understanding of the brand and design process.</td>
<td>✓</td>
</tr>
<tr>
<td>Interns will produce a one page informational flyer based on elements that the mentor requires. The product will be at its publish ready stage.</td>
<td>Intern work will be ready to be sent to stakeholders and will fully grasp the organization's brand, image, and vision.</td>
<td>✓</td>
</tr>
<tr>
<td>Interns will produce content for four possible Social Media posts based on the mentors requirements.</td>
<td>Interns drafts of social media posts will embody the brand/image of the organization will be impactful, and will cast a positive light on the organization.</td>
<td>✓</td>
</tr>
<tr>
<td>The interns will produce the content for four social media posts. These posts will reflect the organization's brand/image, and will also carry some of the intern's own personal taste/input.</td>
<td>Interns have created the content for four social media posts, and they have been inclusive of the organization’s brand, image, and vision. In addition, the intern's personal creativity and youthful views are reflected in the final product.</td>
<td>✓</td>
</tr>
<tr>
<td>Interns will prepare their capstone presentation that encompasses their internship experience. Interns will deliver the presentation at the concluding meeting.</td>
<td>The presentation is clear, concise, and offers a comprehensive look at the consultancy experience. The slides are not read from directly, but rather guide the presentation, and the intern uses mixed media to convey the message.</td>
<td>✓</td>
</tr>
</tbody>
</table>
One of the most critical components to growth is delivering and receiving effective feedback. Feedback that is honest, consistent, evidence based, and action oriented has proven to be a contributing factor to intern success. Below is a formula created by MHA Labs that is helpful for encouraging feedback conversations to stay on track:

- **Context**: At/During/With... *discuss the context through which the observable action was noted.*
- **Expectation**: My expectation was/I had hoped... *explain what the expectation for the action or behavior was, remind them that this was discussed and explained.*
- **Evidence**: I noticed you/I thought you... *be explicit about the action you are explaining. Be honest, don’t exaggerate, stick to observed actions.*
- **Feedback**: Have a conversation with your intern where you allow them to express their feelings about what has been shared.
- **Suggestion**: Always close with a suggestion for improvement (even if the intern “nailed it”).
Recognition and Meaning Making Strategies

An important component of the complete consultancy experience involves magnifying recognition and exploring meaning making with your interns. In both instances the goal is to continue to build confidence and further solidify the purpose of the experience (How does this fit into my long term goals?). As a supervisor, you are asked to find opportunities to magnify recognition and explore meaning making. Below are the strategies you identified you are able to execute. Be sure to place a checkmark, or highlight the strategies you use to keep track.

Magnify Recognition:

- Shout out via email (shared with other staff)
- Shout out in team meeting/huddle
- Shout out on Social Media
- Shout out on organization website
- Organization Swag/Kit for completion of tasks/duties above and beyond

Explore Meaning Making:

- Facilitate a conversation with other employees about career paths/trajectories
- Request that the intern research this occupation, the training required, and the typical paths to employment
- Weekly journal/reflection that is shared with mentor (feedback provided)
Week 1: Onboarding and Introduction
Estimated Time: 10-12 Hours

Key Goals, Tasks/Activities, or Deliverables for Week 1:

- The intern will be able to identify and explain the organization's brand/image, and will be able to recall the organization's design process. Interns will review content, meet with team members, and begin a basic project that will demonstrate understanding (or not) of the above.
- Interns will recall the organization's brand/image and design process at an end of week meeting. Interns will create a one page creative introduction of themselves to the organization using the existing brand/image principles.

*Reminder to supervisors: Make sure to follow the guidance in the Employer Toolkit for Day 1!

Checkpoint 1
Assessment: Use the rubric/assessment tool on Performance Evidence to assess the deliverables due this week.

- The interns are able to explain orally what our brand/image and design process is. Also, the interns introduction of themselves will demonstrate an understanding of the brand and design process.

Feedback:

- If intern performed below expectations, here are some suggested feedback prompts:
  ○ This week has been a great chance to get to know each other, but in this time you have failed to deliver on the expectations. We discussed the timeline and the tasks at the beginning of the week. Was there something else I could have done? What prevented you from being successful?
  ○ Next week I would like to have an additional check-in to see if we can get on a better working pattern.

- If intern performed at or above expectations, here are some suggested feedback prompts:
  ○ This week was fun. You listened well, communicated your needs, and delivered on the expectations that were discussed. Thank you for that. As we move on through this experience, continue to refine your skills, and seek to be got more done, or have better efficiency each week.
Week 2
Estimated Time: 10-12 Hours

Key Goals, Tasks/Activities, or Deliverables for Week 2:

- Interns will complete a one-page informational flyer based on content provided by mentor that will be publish-ready by the end of the week. Interns will engage in collaboration, receive feedback, will have to ask questions, and will become more embedded in company culture.
- Interns will produce a one-page informational flyer based on elements that the mentor requires. The product will be at its publish-ready stage.

Checkpoint 2
Assessment: Use the rubric/assessment tool on Performance Evidence to assess the deliverables due this week.

- Intern work will be ready to be sent to stakeholders and will fully grasp the organization's brand, image, and vision.

Feedback:
- If intern performed below expectations, here are some suggested feedback prompts:
  ○ I want to revisit our check-in on Monday and remind you of the expectations we discussed. It is important that we communicate clearly. How can we improve that? Next week I would like for you to send me a mid-week update of how things are going.

- If intern performed at or above expectations, here are some suggested feedback prompts:
  ○ The work you did in ______________ was outstanding. You are generating an understanding of this work, and it is showing in your productivity. Keep that up. I encourage you to continue to refine your work, and welcome any suggestions to altering/adjusting the tasks. Next week, I would like for you to increase your output.
Week 3
Estimated Time: 10-12 Hours

Key Goals, Tasks/Activities, or Deliverables for Week 3:

• Interns will take their knowledge of the brand, image, and vision further and will apply it to Social Media posts based on mentor’s suggestions. Interns will gain an understanding of the organization’s Social Media "footprint". Also, interns will be able to continue to build on the teamwork and collaboration that has been building.
• Interns will produce content for four possible Social Media posts based on the mentor’s requirements.

__________________________________________________________________________

Checkpoint 3:
Assessment: Use the rubric/assessment tool on Performance Evidence to assess the deliverables due this week.

• Interns drafts of social media posts will embody the brand/image of the organization will be impactful, and will cast a positive light on the organization.

Feedback:
• If intern performed below expectations, here are some suggested feedback prompts:
  ○ Your ____________ was not up to our standard, and you did not meet the expectation for the ____________. I would like for you to tell me how I can assist. Next week, we will do a daily email check in to gauge your progress and needs.

• If intern performed at or above expectations, here are some suggested feedback prompts:
  ○ I have been impressed by your work thus far. You are hitting all the marks of a successful employee. Keep it up. How do you think it is going? Next week let’s just continue to deliver great products. I will invite you to a couple of calls so you can meet the people I work with.
Key Goals, Tasks/Activities, or Deliverables for Week 4:

- Interns will continue to refine their understanding of the organization's brand, image, and vision and will offer suggestions for refinement. Interns will combine their own creative ideas with that of the mentor to create content for an additional four social media posts.
- The interns will produce the content for four social media posts. These posts will reflect the organization's brand/image, and will also carry some of the intern's own personal taste/input.

Checkpoint 4
Assessment: Use the rubric/assessment tool on Performance Evidence to assess the deliverables due this week.

- Interns have created the content for four social media posts, and they have been inclusive of the organization's brand, image, and vision. In addition, the intern's personal creativity and youthful views are reflected in the final product.

Feedback:
- If intern performed below expectations, here are some suggested feedback prompts:
  ○ We are almost near the end, and unfortunately you have missed the mark. I would like for you to reflect on what it was that hindered your success and ask that you consider that in your final presentation. I would like for you to finish on a high note. What is it that you think you need to do to finish strong? Let’s do a daily check-in to make sure your final presentation is your best work.

- If intern performed at or above expectations, here are some suggested feedback prompts:
  ○ I want to commend you for a great job done. You have hit the mark on the deliverables and done so with great pride. What do you think has contributed to that? As we move into next week I would like you to capitalize on how well you have done in this experience, and let that shine in your final presentation.
Week 5: Capstone Week
Estimated Time: 10-12 Hours

Key Goals, Tasks/Activities, or Deliverables for Week 5:

- Interns will prepare a capstone presentation that encompasses their internship experience. Interns will deliver the presentation at the concluding meeting.
- Presentations should include all the elements of the YouthForce Capstone requirements plus any additional artifacts that the intern has developed.

Checkpoint 5 Assessment and Exit Interview: Use the rubric/assessment tool on pg. 2 to assess the deliverables due this week and complete the final evaluation survey, which will be emailed to you.

- The presentation is clear, concise, and offers a comprehensive look at the consultancy experience. The slides are not read from directly, but rather guide the presentation, and the intern uses mixed media to convey the message.

Mentors are also expected to complete a final evaluation survey, which will be emailed to you from the YouthForce NOLA team. Be sure to complete the assessment prior to your exit interview with your intern(s).

Feedback:

- If intern performed below expectations, here are some suggested feedback prompts:
  ○ This week was presentation week, and although we didn’t hit the mark, I can see how valuable this experience has been. I hope you learn from this...these are not mistakes you want to make on your first job. Continue to listen, and continue to work hard.

- If intern performed at or above expectations, here are some suggested feedback prompts:
  ○ This experience has been a reflection of a great set of skills and tools that you have. Tell me what allowed you to remain successful. I encourage you to keep up with those best practices you have already identified, and always remember to learn from your mistakes.
Additional Resources

- REFRAME Methodology
- Soft Skill Building Blocks
- Feedback Formula
- Cooperative Learning/Group Dynamics
REFRAME Methodology

REFRAME is an acronym that MHA Labs’ Leslie Beller, and Paige Boetefuer with YouthForce NOLA designed that helps communicate a lesson or activity plan that includes steps critical to Skill building. When combined with the Soft Skill building blocks, we believe that interns will have a great opportunity to grow in their Skill development.

- **Reveal Targeted Skills**
  - Whether Technical, Academic, or Soft...skills needed to succeed must be identified.
- **Establish Evidence**
  - Determine the criteria and the exemplars upon which success will be measured
- **Focused Activity Design**
  - Ensure that the activities, target skills, and established evidence all align in an efficient manner.
- **Reinforce Expectations**
  - Have clear conversations and tools that make it known what actions need to be taken, when and how they should be taken, and how they will be measured.
- **Assess Using Feedback**
  - It is critical that assessment is ongoing, applicable to real world experiences, and consists of an open feedback loop.
- **Magnify Recognition**
  - Find opportunities to celebrate the victories (no matter how small) and seek to replicate the ingredients that led to success.
- **Explore Meaning Making**
  - Find opportunities to reinforce the connection between the skills learned in this experience to their applicability to the world beyond this experience.
EXPLORE THE MHA LABS BUILDING BLOCKS

The MHA Labs 21st Century Skill Building Blocks were specifically designed to be inclusive of a broad range of core skills but still practical for everyday use in the classroom. There are 35 foundational skills organized into 6 building blocks or categories. You will find in your practice that each building block of skills supports success in the others. We encourage you to only focus on the skills that are most critical to success in your curriculum. This focused list is called your Skills Mastery Profile or “Power Profile”. Before we get to the “Power Profile” section, let’s first take a moment to familiarize yourself with these skills.

**PERSONAL MINDSET**

- Needs minimal supervision to complete tasks.
- Attempts to complete tasks independently before asking for help.
- Follows rules/directions as required by the task/situation.
- Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
- Avoids actions that have produced undesirable consequences or results in the past.
- Strives to overcome barriers/set-backs, seeking assistance when needed.
- Adapts approach in response to new conditions or others’ actions.

**PLANNING FOR SUCCESS**

- Sets and prioritizes goals that reflect a self-awareness of one’s capabilities, interests, emotions, and/or needs.
- Breaks goals into actionable steps.
- Accurately estimates level of effort and establishes realistic timelines.
- Manages time to complete tasks on schedule.
- Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.
- Monitors progress and own performance, adjusting approach as necessary.
- Demonstrates a belief that one’s own actions are associated with goal attainment.

**SOCIAL AWARENESS**

- Recognizes the consequences of one’s actions.
- Balances own needs with the needs of others.
- Takes into consideration others’ situations/feelings.
- Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).
BUILDING BLOCKS cont’d

COMMUNICATION
» Organizes information that serves the purpose of the message, context, and audience.
» Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.
» Signals listening according to the rules/norms of the context and audience.
» Seeks input to gauge others’ understanding of the message.
» Asks questions to deepen and/or clarify one’s understanding when listening to others.

COLLABORATION
» Completes tasks as they have been assigned or agreed upon by the group.
» Helps team members complete tasks, as needed.
» Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.
» Provides feedback in a manner that is sensitive to others’ situation/feelings.
» Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.
» Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.

PROBLEM SOLVING
» Defines problems by considering all potential parts and related causes.
» Gathers and organizes relevant information about a problem from multiple sources.
» Generates potential solutions to a problem, seeking and leveraging diverse perspectives.
» Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
» Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.
» Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution.

How were the Building Blocks developed? MHA Labs believes that teachers, youth developers, colleges and employers need a unified skills framework to empower youth success. To achieve this goal, MHA Labs first built a 4000-item competency database from existing education and employment research. Then MHA Labs engaged over 100 subject matter experts, teachers, counselors, youth developers, assessment specialists, youth and parents to isolate 6 core skill domains and 35 core skills. Before finalizing the framework, a cultural anthropologist and linguist analyzed and debated each skill proposed for the framework to ensure that MHA Labs skills were actually skills, not cultural norms masquerading as skills. Read more at http://mhalabs.org/skill-building-blocks/
The Art and Science of Feedback
Providing timely feedback is vital to skills development - Yet too few people do it. Why? Fear to give it and fear to receive it. People are extremely reluctant to give feedback for fear of being negative. People are extremely defensive receiving feedback for fear of failure. MHA Labs makes a critical distinction between performance judgment and judgmental feedback. A person may meet/exceed an expectation (positive) or not (negative), but the feedback you give in both circumstances should be non-judgmental and developmental.

In response, MHA Labs developed a simple method to promote skill-building feedback and minimize the tendency to use judgmental language. Skill-building feedback incorporates 5 core components—context, expectation, evidence, feedback and suggestion. Incorporating this method into your own personal communication style can transform your skill-building practice.

Page two provided a clear example of strengths-based feedback. Now explore more complex growth feedback.

Situation: Michelle is alienating everyone on her service learning team by refusing to do what the team leader Jamie needs her to do.

Instead of replying... “Michelle, there is no need to yell. Just do what Jamie tells you to do and finish the project on time.”

Now try the Skill-Building Feedback method... “Michelle, on your service learning team (context), I was hoping that you would begin to use some of the collaboration skills we have been working on (expectation). I noticed every time someone on the team asks you to share in the tasks you yell “no, you can’t tell me what to do” (evidence). Now you respond enthusiastically when I have assigned you tasks so I know you can take direction. Why do you think it is harder from your classmates? (feedback conversation ensues...) Oh, I didn’t realize you were worried that they will make fun of you. How about tomorrow you agree to do the tasks and I will facilitate a team debrief where everyone on the team gets recognized for their contribution. (suggestion)”
Cooperative learning and group dynamics are nothing new to the world of education and/or project based learning. Below are some suggestions for how to make the best use of groups during the consultancy.

1.) **Define Roles:** Clearly defined roles will help alleviate any confusion when it comes to task completion. Since you will have no prior knowledge of the interns, you may find the best value in a random assignment of roles at first. You can then gauge the intern performance and refine the roles as the project(s) go on.

2.) **Promote teamwork and communication:** Although inherent in “groups” is the understanding that interns will be working together, do not be afraid to over communicate the value of teamwork and positive communication. Regardless of the outcome of the project(s), you have an opportunity to build skills in the area of teamwork and accountability that rarely come along for our young people.

3.) **Rotate Positions:** If your project repeats itself weekly, and the interns have an opportunity to practice various roles within a group, we encourage you to allow interns to try the different positions within the team.

4.) **Provide an Outline for Group Norms/Expectations:** Share with your interns what your organization’s group work and norms look like. Artifacts like meeting agendas can speak to your organization’s values, and give a structure for the way interns conduct their group work away from your supervision.

5.) **Be Flexible and Seek Teachable Moments:** Sometimes the most valuable lessons learned are those that you never plan for. Cooperative learning often leads to amazing opportunities for teachable moments. Embrace the challenges and give honest and consistent feedback.
# Sample Group Planning/Tracker: Duties Rotate

<table>
<thead>
<tr>
<th>Group Member</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly Role</td>
<td>Weekly Role</td>
<td>Weekly Role</td>
<td>Weekly Role</td>
<td>Weekly Role</td>
</tr>
<tr>
<td>Member 1</td>
<td>Leader &amp;</td>
<td>Organizer</td>
<td>IT</td>
<td>Harmonizer</td>
<td>Editor</td>
</tr>
<tr>
<td></td>
<td>Content Producer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member 2</td>
<td>Editor</td>
<td>Leader &amp;</td>
<td>Organizer</td>
<td>IT</td>
<td>Harmonizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content Producer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member 3</td>
<td>Harmonizer</td>
<td>Editor</td>
<td>Leader &amp;</td>
<td>Organizer</td>
<td>IT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content Producer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member 4</td>
<td>IT</td>
<td>Harmonizer</td>
<td>Editor</td>
<td>Leader &amp;</td>
<td>Organizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Content Producer</td>
<td></td>
</tr>
<tr>
<td>Member 5</td>
<td>Organizer</td>
<td>IT</td>
<td>Harmonizer</td>
<td>Editor</td>
<td>Leader &amp;</td>
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<td></td>
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<td>Content Producer</td>
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</tbody>
</table>

[Google Sheets Version](#)
# Group Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>Communicates plan, objectives, and expectations. Responsible for producing content.</td>
</tr>
<tr>
<td>Organizer</td>
<td>Sets calendar events, Zoom calls, meeting agendas, and communicates with the team often.</td>
</tr>
<tr>
<td>IT</td>
<td>Responsible for ensuring that technology needs are met, that resources are available.</td>
</tr>
<tr>
<td>Harmonizer</td>
<td>Stays on top of group to make sure that everyone understands their role and responsibility. Makes sure productivity stays high by planning fun things and/or sending encouraging messages.</td>
</tr>
<tr>
<td>Editor</td>
<td>Ensures that deliverables meet the standard as explained at the beginning of the project.</td>
</tr>
</tbody>
</table>

**Note:** In addition to filling the duties of these specific roles, all members are responsible for content production. When one role’s task or duties are finished, and there is still work to be done, team members will assist their teammates.