Guideposts to a Successful Summer Virtual Internship

**Occupation:** Business Operations Associate  
**Industry:** Business Services

**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.
Summary:
Throughout the internship the Business Operations Associate will spend time researching our organization and interviewing staff to get an understanding of how our values, processes, and decisions are intertwined. Interns will also perform a number of tasks related to day to day work in our organization and be exposed to our software, processes, and protocols. In addition to day to day work, by week 3, the intern should have enough knowledge of the organization to be able to jump into an independent project or task.
## Weekly Goals and Objectives

### Key Deliverables/Weekly Outcomes:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Interns will describe the organization's vision, mission, and explain how the artifacts and employees represent those values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Interns will be given access to software programs and will be brought into the fold of completing daily tasks such as; data entry, data cleanup, file management, calendar setting, etc.</td>
</tr>
<tr>
<td>Week 3</td>
<td>In addition to week two's daily tasks, interns will demonstrate understanding of the organization's performance system.</td>
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<td>Week 4</td>
<td>In addition to completing daily tasks as outlined in week two, interns will create a process map based on observations thus far at the organization.</td>
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<td>Week 5</td>
<td>Interns will prepare their capstone presentation that encompasses their internship experience. Interns will deliver the presentation at the concluding meeting.</td>
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</tbody>
</table>
Skill Targets

Targeted Skills:

● Using computers and computer systems (including hardware and software) to set up functions, enter data, or process information.

● Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

● Assessing the value, importance, or quality of things or people.

● Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

ONet

Soft Skill Focus:

● Personal Mindset

Review the Soft Skill Building Blocks Here
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:**
- Staff Development Activity
- Virtual Lunch
- Attendance at Webinars/Presentations
- 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>
</tbody>
</table>
| Wednesday | Optional: Facilitate check-in  
Reply to intern’s questions/needs                                                        | Continue work on project(s), contact supervisor with questions/concerns                         |
| Thursday | Reply to intern’s questions/needs                                                 | Continue work on project(s), contact supervisor with questions/concerns                         |
| Friday  | Optional: Facilitate check-in  
Reply to intern’s questions/needs                                                        | Complete assigned weekly tasks, submit deliverables to Supervisor in timely manner, submit any questions/concerns |
## 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 be required to complete a 5 slide presentation in which they identify the organization's mission and vision, share examples of artifacts (brochures, social media posts, articles, etc.) that represent that vision. They will also interview at least two additional staff about the organization's goals and culture.</td>
<td>The intern's end of week presentation includes five slides, sticks to the expected deliverable description, and is accurate and thoughtful. The intern should be able to make connections between the products of the organization and the vision and mission.</td>
<td>Checkpoint 1, Checkpoint 2, Checkpoint 3, Checkpoint 4, Final Project</td>
</tr>
<tr>
<td>After being introduced to the platform and tasks, interns will be given a list of objectives by the mentor. Interns will be expected to submit at least one mid-week checkpoint in addition to the end of the week due date. The deliverable should be clearly articulated at the beginning of the week.</td>
<td>Interns will demonstrate mastery by completing all tasks in a timely manner, and by meeting the needs of the mentor as described at the beginning of the week.</td>
<td>Checkpoint 1, Checkpoint 2, Checkpoint 3, Checkpoint 4, Final Project</td>
</tr>
</tbody>
</table>

- Share the rubric and tasks with the interns.
- It is critical that evidence of mastery is directly aligned to the deliverable.
Performance Evidence: What does success look like?

<table>
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</thead>
</table>
| Interns will be given access to the performance framework and supporting data, and will make recommendations for targeted development based on the results. Interns will present these recommendations in an end of the week presentation. | Interns communicate an understanding of the performance system that is accurate with the organization's expectations. Also, interns will present a clear recommendation for improvement that is consistent with the previously grasped understanding of the organization's vision and mission. | Checkpoint 1  
Checkpoint 2  
Checkpoint 3  
Checkpoint 4  
Final Project |
| Interns will take one of the existing tasks that they have been required to complete or are currently working on and (using a tool of their choice) will create a graphical process map for the task. The intern will submit their process map and deliver an explanation of it to their mentor at the end of week meeting. | Interns will have clearly defined the steps to a process including identifying what the task is, who is responsible, and how/why this is important. | Checkpoint 1  
Checkpoint 2  
Checkpoint 3  
Checkpoint 4  
Final Project |
| Interns will prepare their capstone presentation that encompasses their internship experience. Interns will deliver the presentation at the concluding meeting. | Interns will clearly communicate the ins and outs, highs and lows of the experience. Interns should be clear, engaging, and their presentations should be polished. | Checkpoint 1  
Checkpoint 2  
Checkpoint 3  
Checkpoint 4  
Final Project |

- Share the rubric and tasks with the interns.
- It is critical that evidence of mastery is directly aligned to the deliverable.
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”).
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
- Lunch Delivery/Shared Virtual Lunchtime with Thanks and Appreciation
- Organization Swag/Kit for completion of tasks/duties above and beyond

**Explore Meaning Making:**
- Facilitate a conversation with other employees about career paths/trajectories
- Facilitate a conversation with clients/customers about the organization's impact
- 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:

- Interns will describe the organization's vision, mission, and explain how the artifacts and employees represent those values.
- Interns will be required to complete a 5 slide presentation in which they identify the organization's mission and vision, share examples of artifacts (brochures, social media posts, articles, etc.) that represent that vision. They will also interview at least two additional staff about the organization's goals and culture.

*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 intern's end of week presentation includes five slides, sticks to the expected deliverable description, and is accurate and thoughtful. The intern should be able to make connections between the products of the organization and the vision and mission.

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 get more done, or have better efficiency each week.
Key Goals, Tasks/Activities, or Deliverables for Week 2:

- Interns will be given access to software programs and will be brought into the fold of completing daily tasks such as; data entry, data cleanup, file management, calendar setting, etc.
- After being introduced to the platform and tasks, interns will be given a list of objectives by the mentor. Interns will be expected to submit at least one mid-week checkpoint in addition to the end of the week due date. The deliverable should be clearly articulated at the beginning of the week.

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

- Interns will demonstrate mastery by completing all tasks in a timely manner, and by meeting the needs of the mentor as described at the beginning of the week.

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 _________, and welcome any suggestions to altering/adjusting ____________. Next week, I would like for you to ________________.
Week 3
Estimated Time: 10-12 Hours

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

• In addition to week two's daily tasks, interns will demonstrate understanding of the organization's performance system.
• Interns will be given access to the performance framework and supporting data, and will make recommendations for targeted development based on the results. Interns will present these recommendations in an end of the week presentation.

__________________________________________________

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

• Interns communicate an understanding of the performance system that is accurate with the organization's expectations. Also, interns will present a clear recommendation for improvement that is consistent with the previously grasped understanding of the organization's vision and mission.

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:

- In addition to completing daily tasks as outlined in week two, interns will create a process map based on observations thus far at the organization.
- Interns will take one of the existing tasks that they have been required to complete or are currently working on and (using a tool of their choice) will create a graphical process map for the task. The intern will submit their process map and deliver an explanation of it to their mentor at the end of week meeting.

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

- Interns will have clearly defined the steps to a process including identifying what the task is, who is responsible, and how/why this is important.

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.
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.

- Interns will clearly communicate the ins and outs, highs and lows of the experience. Interns should be clear, engaging, and their presentations should be polished.

*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/
Skill-Building Feedback Method

At / During / With... [CONTEXT]

My expectation was / I had hoped... [EXPECTATION]

I noticed you / I thought you... [EVIDENCE]

I felt / That was / What do you..? [FEEDBACK]

Next time, let’s try... [SUGGESTION]
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.

MHA Labs Skill-Building Feedback Structure

- **Context**: At / During / With...
- **Expectation**: My expectation was / I had hoped...
- **Evidence**: I noticed you / I thought you...
- **Feedback**: I felt / That was / What do you think?
- **Suggestion**: Next time, let’s try...

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**)”

MHA Labs Skill-Building Feedback Method is fortified by the “Seven Keys to Effective Feedback”

Wiggins, Grant. “Seven Keys to Effective Feedback,” Educational Leadership ASCD, September 2012. Volume 70, Number 1

1. References back to a goal or expectation and shows progress towards meeting that goal
2. Provides tangible examples of results and makes the experience transparent
3. Provides actionable next steps to close the gap in where they are now to where they need to be
4. Is broken down to user-friendly language that the receiver can readily understand
5. Is delivered during or soon after when the experience is fresh
6. Given on a regular basis to allow for practice and adjustment
7. Remains consistent in what evidence or level of performance determines success
Skill-Building Feedback Planner

At / During / With...

My expectation was / I had hoped...

I noticed you / I thought you...

I felt / That was / What do you..?

Next time, let's try...
Cooperative Learning/Group Dynamics

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.

**Group Planning/Tracker**
## Sample Group Planning/Tracker: Duties Rotate

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