## 1st Team Meeting

### Purpose

Establish individual and collective ways-of-being, growth, vision, and enrollment/registration commitments.

### Scheduling

Hold eight to ten weeks prior to the training. The meeting will run four to five hours.

### Pre-Meeting Checklist

* Team invitation letters have been sent and RSVPs received.
* Team Captain has received homework from potential team members.
* Review the meeting outline in preparation for discussing with your Coach.
* One week prior, run through the meeting with your Coach.
* One week prior, confirm the meeting‘s location and set-up.
* Make sure all needed sound equipment for playing music of having someone join online is available and working.
* Obtain an easel with paper pad (or dry-erase board) and markers for the meeting.
* Be mindful and in prayer for everyone involved and for the meeting.
* Be prepared to discuss enrollment, the role of GAP Community, and the distinctions of the training.
* Prepare the following materials for distribution:
  1. Team T-Lab Workbooks (if the Sponsor decided to use it)
  2. Pens
  3. Online registration instructions (verbally)
* Plan refreshments for the meeting, including a meal, as well as beverages such as coffee, water, juice, and snacks. (This is optional but encouraged.)

### Meeting Agenda

1. Pre-meeting Refreshments
2. Welcome
   1. Arrival and greeting of team members *(Core Team)*
   2. Nametags *(Administration Captain)*
   3. Music (optional)
   4. Team is seated in a circle
   5. Opening prayer (*Intercessory Captain)*
   6. Music (optional; one or two songs related to the Workshop can be played)
3. Training Introduction
   1. Appreciation for team members coming today
   2. Personal introduction and statement of commitment to this training
   3. Introduction of the Sponsor
4. Theme and Background *(Sponsor)*
   1. Description of Sponsor‘s role and vision  
      The Sponsor shares his/her vision for the training in the community and states his/her declarations
   2. Articulation of theme and articulation of vision: The Journey Ahead
   3. Key Scriptures/Music
   4. Standing for others—enrolling others in life and in the training
   5. Opportunity to serve together, to risk, to challenge, to trust, to confront, to love, to stand for each other, and to break through to one another
   6. Raising the bar/serving with excellence
   7. GAP background information/ministry overview
5. Open Floor Agreement   
   Ask the potential team members for the permission to speak openly into each other‘s lives. This commitment means embracing generous listening and adopting a humble openness to feedback. Just as importantly, it is a commitment to speak into each other‘s lives for the sake of standing for one another. This commitment requires the courage to bring conversations that we might tend to leave unspoken into the light where they can serve as catalysts to authenticity, connection, and community. This sort of honesty and being at stake catalyzes authentic community in an unmistakable way. Make sure you have everyone‘s agreement before proceeding further into the meeting.
6. Team Member Introductions
   1. Have each potential team member introduce themselves and briefly state their commitment in being on the team. There is a two-minute maximum for each introduction. Do not allow team members to exceed the two-minute limit, or you will not have time to complete the meeting components that follow; this is especially true if you have a large team).
   2. Each person will respond to all of the following questions. Write the questions on an easel pad in front of the room for easy reference.
      * Who are you?
      * Why do you want to be on the team?
      * What are your gifts?
      * What are you committed to cause?
   3. Have a time of clearing after each person speaks. This is the time to clear the following, if needed:
      * Being late
      * Incomplete homework
      * Unclear answers
      * Relational conflicts

Note: This clearing is not designed to be a long process but rather crisp, acknowledging broken promises, committing to go again, and then moving forward to the next person.

* 1. Thank them for their willingness to be open and for sharing.

1. What It Will Take to be on the Team

Personal Level

* 1. Showing up: being willing to be at stake for others and to sacrifice time, comfort level, and finances.
  2. Looking at your internal conversations that come up in life and whenever you make a stand or commitment in what matters to you.
  3. Being open to discovering! This involves investigating your assumptions about how/why things are and adopting a learner‘s stance. It also means looking at what opens up for us in life when we choose to live responsibly rather than as a victim.
  4. Being willing to risk and stretch

Question to ask: What else do you think it will take to serve on the team?   
(You can write responses on an easel)

Practical Level

1. Attending all meetings for the entire time and the training (coming early and staying late), plus at least one Intro to Transformation Workshop, & Set-up.
2. Foreseeable costs if there are any
3. Serving with excellence (including being on time, keeping your promises, etc.)
4. Doing what it takes to accomplish the vision
5. Check-In: Taking the Pulse of the Meeting
   1. Questions to be asked
      * What are you hearing?
      * What are you noticing?
      * What are you making up? What assumptions are you making?
      * Do you have questions about what is required to be on the team? On the support teams?
      * What is coming up for you?
      * Are you up for radically risking and stretching?
      * Are you committed to standing with and for this team?
6. Ground Rules
   1. Discuss the reason for ground rules.
   2. Review each ground rule and get agreement from the team.  
      Note: Go through each ground rule; if they agree to the ground rules, have them stand to show their agreement once all of them have been read.
7. Taking the Stand and Making the Commitment
   1. All wanting to be on the team inside the room should stand.
   2. Those not wanting to be on the team may leave the meeting at this point.
   3. The core team leaves the room and decides at that point who they are accepting on the team and comes back in the room to make the announcement.
8. Team Enrollment
   1. Enrollment is about making a difference in people‘s lives.
   2. Enrollment is an exploration of what matters to someone… an inquiry into their hopes and dreams.
   3. Enrollment is an exploration of possibilities.
   4. Enrollment results in action.
   5. In enrollment, remember: it is an opportunity to be in people’s lives (notice we did not say “it’s about getting people to go to TL”); it is standing with and for another person in what matters to them; it results in action.
9. Attention Grabber Exercise (“[TRAINING NAME] is…”)
   1. This exercise gets people talking and sharing and is a great way to get an idea of how people are framing enrollment, such that they can be coached towards even more resourceful ways of being than they may presently be aware.
   2. Place the team in dyads; ask dyads to choose a Partner A and a Partner B.
   3. Have Partner A go first. Repeat this process for partner B.
   4. T-Up: If you had 30 seconds to tell someone about TL, what would you say?
   5. Debrief: What did you discover?
   6. Distinctions to cover in the debrief include the following:
      1. As humans, we tend to shrink enrollment down to “getting someone to do something” because you think it would be good for them/they need it/you want them to do something/it will make you feel good if they do XYZ.
      2. Enrollment is a much bigger context than what we want for another person; it is an exploration of what they desire, dream about, and envision for their lives.
      3. The training is a tool that can support people in what matters to them in their life vision(s) and relationships.
      4. Note: Thus, the context of enrollment is the training being a tool that could support them in what they are up to. You can’t very well introduce the training to them in this context without also exploring who they are and what they desire. Remember, there is tremendous freedom in exploring with the person sitting across from you!
      5. Enrollment is a provision for engaging the dynamics of transformation.
      6. All transformation happens in the context of enrollment.
      7. Enrollment is an object lesson for all areas of life.
      8. This process calls for generous listening, a willingness to have potentially difficult conversations, shifting, going again, and having fun!
      9. “Taking new ground” with others commitment is related to an area of life where a team member will stretch and challenge themselves to become an even more powerful and effective stand for others.
      10. Being a stand for another means being willing to inquire into what ways-of-being will be wanted and needed in any situation.
      11. This is not just a personal growth area; it is new ground with and for others. Taking new ground is about breaking through to others.
10. Enrollment Overview & T-Lab Workbook

\*\*\*Introduction of the T-Lab Workbooks (hand them out now)

a. Explain that we are going to use these workbooks as a catalyst for conversations. Each team member will take responsibility to fully engage in completing the workbook weekly and will use it as a platform for conversations in their weekly buddy calls, as well as with their team and coach.

b. Have the team members open up to page 11 of the workbook. Before starting, briefly talk about what it looks like to enroll people into a limitation and a possibility just to make sure everyone is clear about that concept. Then give them about 5 minutes to complete page 11 on their own. (no need to further discuss, as it will naturally come out in later times for conversation).

c. Have someone from the team read out loud page 12, what enrollment IS and what it is NOT.

d. Ask them to take 6 – 7 minutes to complete page 13 – 14 on their own. Then open up conversation for what they are noticing and hearing for about 20-30 minutes.

e. Read aloud the “Results are your best friend” paragraphs on page 15. What do they hear? What stands out to them or comes up for them as they read it?

f. This is where the “rubber meets the road.”

-- Stop to have a conversation about 2 areas:

1. Getting clear about ***what it is we want to “awaken in others”*** during this team time. You can give them an example of yourself and what you are committed to awaken in others, and give other examples of what it could be: joy, love, peace, hope…. Often the very thing that we desire most, we can only reap by sowing. If they long for more peace in their life, commit to awaken peace in others.

2. ***We are going to declare and commit to a certain number of people that we will enroll directly or indirectly*** (meaning you personally invited them and they came, or you enrolled grads/others to enroll with you who have someone in the room). We want them to take a stretch! And we don’t want their number to be out of fantasy either.

They will take some time in a few moments to consider what their number is. Consider that whatever number you commit to is not an accident! That GOD HAS PROVISION for whoever those 3, 5, or 10 people are! This is a declaration that those people are out there and you are going to be with them in such a way that opens up their possibility for coming!

g. Have them take 2-3 minutes and write down what they are committed to awaken in others, as well as how many people total they are committed to enrolling into the training (page 16 only). Once they’ve written it down, ask them to come up to the front and write their number on the flip chart with their name next to it and declare “I am committed to \_\_\_\_ people being in the training!” Do that one at a time until everyone has gone. Count the total and announce how many the team as a whole is committed to. That is your stand!

h. Now, SKIP “Other Details to Remember” for this moment, and have them complete page 17-18. Give them about 10 minutes.

i. Discuss as a group what is coming up. Potential follow-up questions could be:

* + 1. What do you think it will take?
    2. What is your game-plan for enrolling this person?
    3. Who could assist you in enrolling them?
    4. Is there anyone you notice you are hesitant to talk to? How come?
    5. When are you going to talk to them?
    6. How will you be at stake every day?
    7. What action will you take in the next 24 hours?

1. Team Orientation
   1. Information Meeting
      1. Review the dates and locations for upcoming Intro to Transformation Workshops
      2. Review the nature of an ITT Workshop
      3. Discuss how anyone invited to the Workshop can be enrolled and prepared in advance.
      4. Ask each team member how many guests they will commit to bring to the Workshop(s). Write this in the “Other details to remember” section on page 17 of their T-Lab Workbook.
   2. Buddies
      1. Tell each team member to find someone in the room that they don‘t know very well and to go sit across from them.
      2. Talk about the role of buddies.   
         *A buddy serves as a friend to probe, a support to strengthen, and a reality check for his or her partner‘s commitments. A buddy is one who stands with and for the other; it is someone there for support, feedback, follow-up, and accountability.*
      3. Allow the team to brainstorm practical ways that they can support their buddy and ask team members to speak them out to the team
      4. Buddies can set up calls with each other as they see fit.  
         *This is informal and times or length of calls is up to the discretion of the buddies.*

**\*\*\*Make sure at this point, that they go back and complete the “Other Details” section of page 17 of their workbook. Take a picture of everyone’s page 16 and send them to the administration captain to make a spreadsheet and send out the next day with everyone’s name, address, phone, email, what they are committed to awaken, how many people they are committed to have in the training, and the page 16 numbers for how many will be enrolled by each team meeting date.**

1. Conclusion and Wrap Up
   1. Acknowledge with appreciation their willingness to serve God and others by being on the TL team.
   2. Let each team member know that prayer requests should be turned in to the Intercessory Prayer Captain and provide the process for doing this.
   3. Thank the team for their commitment.
   4. Pray *(Intercessory Prayer Captain)*
   5. Fellowship and snacks, etc.

## 2nd Team Meeting

### Purpose

Inspire the team towards their declared vision, championing them to live their lives with faith, courage, conviction, and passion.

### Scheduling

Hold three to four weeks prior to the training. The meeting will run four to five hours.

### Pre-Meeting Checklist

* Review the meeting outline in preparation for discussing with your Coach.
* One week prior, run through the meeting with your Coach.
* One week prior, confirm the meeting‘s location and set-up.
* Well in advance of the meeting, ensure that the Confirmation Call Captain is clear about training the team on confirmation calls, that the scheduled date for the confirmation call grounding, and that the confirmation call team is in place.
* Make sure all needed sound equipment (such as a portable CD player or iPod with mini speakers) is available and working.
* Obtain an easel with paper pad (or dry-erase board) and markers for the meeting.
* Be mindful and in prayer for everyone involved and for the meeting.
* Be prepared to discuss enrollment, the role of GAP Community, and the distinctions of training.
* Prepare the following materials for distribution:
  1. Team job descriptions
  2. Confirmation Call Materials
* Plan refreshments for the meeting, including a meal, as well as beverages such as coffee, water, juice, and snacks. (This is optional but encouraged.)

### Meeting Agenda

1. Pre-meeting Refreshments
2. Welcome
   1. Arrival and greeting of team members
   2. Nametags *(Administration Captain)*
   3. Music (optional)
   4. Team is seated in a circle
   5. Opening prayer (*Intercessory Captain)*
   6. Music (optional; the theme song for the Workshop can be played)
3. Current Reality Check
   1. Where are we?
   2. Where did we say we would be?
   3. What is our vision?
4. Team Sharing
   1. Each person will have no more than two minutes each to share. Have a timekeeper keep the time and hold to this two-minute per person time limit.
   2. Write the following prompts on the easel for the team members to answer:
      * What is going on with me?
      * Where am I?
      * What’s in my way?
5. Clearing
   1. This is an open floor time to clear any broken commitments, judgments, relationship breakdowns, etc.
   2. Remind the team that authentic community is born in honesty and openness and that withholds and gossip kill community.
   3. Suggestion: Set a ten- to fifteen-minute time limit. Generally this clearing can be done one-on-one, with individuals needing to clear with any one going to them directly.
6. Current Reality Conversation
   1. This is an opportunity to work with team members regarding their new ground declarations and current reality conversations in regards to their enrollment and registrations for which they are at stake.
   2. Investigate what has happened (the current reality), what is wanted and needed, and what‘s next.
   3. Work specifics with team members in terms of investigating current reality and note that this current reality investigation is an opening for team members to expose blind-spots in regards to what normally stops them in life.
   4. Then, anchor the team into their new ground declarations for the purpose of shifting and going again. Dialogue with them in an open floor about where they see that they can shift.
   5. Ask the following questions as a prompt:
      * What is opening up for you in this process?
      * What new possibilities are you seeing?
7. Lunch & Enrollment Conversation
   1. One possibility for this lunch break is to have the team break out in communication groups in order to have an in-depth conversation around enrollment, to strategize, and to have fun.
   2. Ground the groups on the following conversations to have over lunch:
      * Have each team member take their possibility list (the list of people they are going to talk to about the Workshop) and enter them into the team member possibility list, using that as a starting point for conversation.
      * Instruct them to look at how their conversations are going, who they are going to have conversations with, and to get clear on anyone else they would like to contact that has not yet been contacted.
      * Also, instruct the team members to look at the names of those listed under ‘yes‘ or ‘strong possibility‘ and get clear about what was wanted and needed for them to register.
      * Encourage the team members to think of other people with whom they could talk.
      * Ask the team members to look at their sheets and notice whatever they notice and to share about it. There may be some limiting conversations to explore or interrupt.
      * Ask them to notice if they see a lot of possibilities or just a few. If they see a lot of no’s, they can explore if they are connecting with people in what matters to them; if they have many ―yes’s, perhaps follow up on what is missing and needed.
      * Anyone yet to be contacted can be support by being given plenty of advance warning about the training dates.
   3. These conversations will support the team members in embracing current reality.
   4. Note: Using this option will require adjusting your meeting times. Make sure to talk with your Coach if you choose to pursue this alternate lunch option, as you will need more than the thirty-minute lunch break designated in the meeting outline.

**Enrollment Workshop**

1. Enrollment: Support and Strategy
   1. The following Enrollment Workshop will engage the places where team members have potentially gotten stuck, create energy around the opportunity of breaking through to others, and explore new ways of opening possibilities for others. Above all, it emphasizes the energy and fun of enrollment.
   2. When team members are really connecting with others in what matters to them, enrollment is a blast. You will want to cover the following points, but remember that you are not downloading content.
   3. Make the distinctions below in the context of the conversations already present in the team to catalyze renewed vigor and action. Check in with the team members to see where they are seeing new possibilities in enrollment.
   4. Have each team member get out their updated participant possibility list and break into communication groups; review the status of conversations with each person, getting an assessment of actual activity. Explore where they are getting stuck.
2. Enrollment: Creating Context
   1. Enrollment is the opening up of possibility where there were none, leaving a legacy of value.
   2. Enrollment leads to new forward action.
   3. Remember: All transformation happens within the context of enrollment.
3. Enrollment: The Natural Process of Enrolling
   1. Enrolling in anything involves a level of resistance that can prevent a person from moving further into the enrollment process at certain stages.
   2. People‘s survival mechanisms come up when they feel vulnerable or threatened.
   3. How we relate to this natural tension of transformation will greatly influence our enrollment conversations.
   4. Will we consider the tension a problem or a gift?
   5. The tension of enrollment can lead to deeper connection and conversation, producing clarity for another.
4. Rising Up to the CALLL: Courage, Attitude, Listening, Learning & Legacy
   1. *Courage* is the faith and fortitude to commit to risking and stepping out to connect with and love another, even when it is uncomfortable, inconvenient, or impossible to predict the outcome.
   2. *Attitude* is a settled way of thinking or feeling about someone or something, reflected in a person's behavior; it addresses the way you are being with people.
      * What are some attitudes you have noticed in the process of enrolling?
      * Has this been a “have to” or a “get to” for you?
      * If it has been a “have to,” are you open to the possibility it could be a “get to”?   
        How many of you actually choose the attitude (way-of-being) you will presence before every conversation?
      * To be aware of your attitude and its impact is to take control of your influence on the direction of any enrollment.
      * People are in charge of where they want to go in any conversation, but we are in control of the process itself by inviting them into possibilities.
   3. *Listening* is what one does when they are committed to creating value for another.
      * Listening allows us to get connected to another person‘s hopes, dreams, and desires.
      * Broadcasting about TL is very different than connecting with another person in what matters to them.
      * Enrollment is having personal, powerful conversations with another about what matters to them.
      * This sort of connection happens when we are committed to listening to them for them.
      * What do you think it will take for you to experience a quantum leap in your ability to enroll others in your life, your community, and into trainings?
      * Remember: Transformation begins with listening to your own internal conversations about yourself, God, others, and any situation.
      * Transformation requires a willingness to calibrate and reinvent the way you relate to your internal conversations.
   4. *Learning* is a key way to collapse resistance.
      * When the tension in enrollment arises, there is a process of learning to embrace rather than avoid the tension. Getting to this point means listening in order to get clear on what matters to another person.

Resistance actually means that you are getting close to discovering what another person values.

How many of you see objections as a closed door/endpoint/limiting? What if it was actually an opening for deeper conversation and possibility?

Objections provide opportunities to discover what another person does value and thereby to go deeper into the conversation.

Complaint or objection is the negative image of what is longed for. *Complaint reveals longing.*

* + - Objections are an object lesson for life. For example, if you are willing to press in, willing to take new ground in this conversation, the conversation becomes a learning situation to work through resistance in other areas of your life. Enrollment is an object lesson for all of life.
    - When someone presents an objection such as “the price of the training is too high for me,” how we relate to this objection will either open up or shut down possibility.

This objection is actually an opportunity to get curious about what a person does value rather than trying to make them feel better about the cost of the registration fee.

* + - When people start getting clear on what they value, they enroll themselves and will be at stake for their participation if they choose to register for the training.
    - If they choose not to enroll into the training, they will be clear about why they are not participating, which will create clarity and value for them.
    - Notice…

Your attitude around objections will determine your experience and enjoyment of enrollment conversations; how we relate will determine our legacy in enrollment.

When we are relating to objections as an opportunity, we will actually move closer to them in order to discover how to add value for another.

What if an objection was framed as an expression of concern and therefore a request for more relevant information about that concern? Which frame is more resourceful? Which invites possibility?

* + - In the conversation that follows, invite yourself to frame all objections as an invitation for more information.
  1. *Legacy* is what one leaves behind. What if enrollment was the process of presenting legacy through your way of being for people?
     + Remember: In enrollment, you get to be courageous and align your attitude, your way-of-being, with your vision in each enrollment conversation.
     + You listen for what matters to another person, for what they value, and learn to see objections as opportunities to connect and go even deeper.
     + You view objections as a request for more information.
     + You listen for complaints and explore the flip side of that complaint as longing. In doing so, you create a legacy of possibility for another person.
     + Anchor Points: I‘m now going to teach you three anchor points for collapsing objections in order to get clear on what another person values, then we will role play.

No Problem (NP)

This phrase implies the notion that things are perfect and as they should be to have them work out, all is under control, building confidence that whatever the concern, it is part of the natural process. When this phrased is mastered it engenders trust and can put the listener at ease in the conversation so that you can move deeper into the process of creating agreement to act on something.

I Understand (IU)

This phrase is an acknowledgement that one has been heard and implies empathy and connection with the speaker; it creates alignment between the two parties instead of polarizing them against one another. In this frame, the speaker and the listener are partners working to solve a problem or challenge. It is used most effectively whenever restating a concern or objection for example: “NP, IU that you are concerned about the cost of the Workshop.”

Would You Consider (WYC)

This phrase is a great transition from an objection to request alternative options that might satisfy the interest of the listener.

1. Enrollment: Warnings
   1. Here are a few points to remember regarding enrollment conversations:
      * Producing unprecedented results is a result of navigating the natural resistance that arises while guiding people further into the enrollment process.
      * If you attempt to avoid or evade objections that arise, you will be perceived as pushy, insensitive, or uncaring, and your credibility as a trusted friend or advisor will be greatly compromised.
      * Always work to address the objection by moving to the next stage of the enrollment process.
      * Don‘t attempt to close an enrollment when addressing an objection. This is a very common mistake and one that will polarize people in the enrollment process.
      * You will not necessarily overcome every objection you encounter. However, if you approach objections with curiosity and openness, the number of objections that get overcome will take a quantum leap and so will your competency in enrolling people.
2. Enrollment: Exercise
   1. Get into triads, with members A, B, and C (Enroller, Enrollee, Observer).
   2. Give various enrollment scenarios. (See below.) Use the scenarios covered in small groups regarding the places where team members are getting stuck. Use some of these areas to calibrate the scenarios in the exercise.
   3. Triads will have four minutes to have a conversation (not necessarily to “close” it), and then the other two group members will give feedback.
   4. Before you begin, check in with the triads to make sure they are well grounded. Do they get what they are supposed to do?
   5. Go four minutes. Then stop. Have the enroller give themselves feedback; then, the other two (enrollee and observer) give Feedback: What worked? What didn‘t?
   6. Encourage the team members to calibrate their feedback towards whether the enroller heard the other person.
      * What did they notice in the enroller‘s listening?
      * Did they step into openings?
      * Did they miss openings?
      * What did you notice?
   7. If feedback is about “Hey, you did a good job,” then it is probably because they are listening from the same place. That is, the conversation matches the way they might approach it or have approached it in the past.
   8. Notice if “good job” is equivalent to event promotion rather than getting clear about what another person values. Often, people judge enrollment based on the quality of broadcasting, because it is the only tool they know.
   9. Begin with one round of three scenarios so that A, B, and C each get to be the enroller, the enrollee, and the observer.
   10. Then, come together as a large group and debrief for 15 minutes.
       * What do you notice?
       * What is opening up?
   11. Mix up the triads and go again for three rounds; then come together for another 15 minute debrief.
3. Enrollment: Some Scenarios
   1. The following are four typical scenarios team members regularly experience:
      * This is your friend, they are interested in attending the training, but they think it is too expensive.
      * This is an acquaintance and they are interested, but they have done other trainings and are not sure this is worth the time and money.
      * This person is not very interested, but you notice they complain of close relationships in their life not working well.
      * This is a Christian acquaintance and have some interest but are worried it is not really Christian.
   2. To support team members who are excited to have conversations with the potential participants on their list after the 2nd Team Meeting (usually family or friends), the scenarios should reflect conversations team members will generally attempt within the next 24-48 hours.
4. Enrollment: Action Steps
   1. To close the session, have team members break up into communication groups and journal action plans for whom they will enroll and by when.
   2. Leave the team grounded in specific action they can take towards their way-of-being declarations.
5. Team Assignments
   1. Assign jobs.
   2. Field any questions about jobs.
6. Conclusion and Wrap Up
   1. Review the two weeks out procedures with the team:
      * Review the action plans for the time period between now and the 3rd Team Meeting.
   2. Acknowledge with appreciation their willingness to serve God and others by being on the team.
   3. Let each team member know that prayer requests should be turned in to the Intercessory Prayer Captain and provide the process for doing this.
   4. Thank the team for their commitment.
   5. Pray. *(Intercessory Prayer Captain)*
   6. Play theme song for the training.
   7. Fellowship and snacks, etc.

## 3rd Team Meeting

### Purpose

Come to completion about what has occurred in preparation for the training, strategize the last week and a half‘s enrollment action plan, go through all the final logistics for the training, and acknowledge and thank the team for their stand in making the training a possibility for others.

### Scheduling

Hold two weeks prior to the TL Workshop. The meeting will run four to five hours.

### Pre-Meeting Checklist

* Review the meeting outline in preparation for discussing with your Coach.
* One week prior, run through the meeting with your Coach.
* One week prior, confirm the meeting‘s location and set-up.
* Well in advance of the meeting, ensure that the Confirmation Call Captain is clear about training the team on confirmation calls, that the scheduled date for the confirmation call grounding, and that the confirmation call team is in place.
* Make sure all needed sound equipment (such as a portable CD player or iPod with mini speakers) is available and working.
* Obtain an easel with paper pad (or dry-erase board) and markers for the meeting.
* Be mindful and in prayer for everyone involved and for the meeting.
* Be prepared to discuss enrollment, the role of GAP Community, and the distinctions of TL.
* Prepare the following materials for distribution:
  1. Training outline for team members
  2. Sample participant final packet (for last day)
* Plan refreshments for the meeting, including a meal, as well as beverages such as coffee, water, juice, and snacks. (This is optional but encouraged.)

### Meeting Agenda

1. Welcome
   1. Arrival and greeting of team members
   2. Nametags *(Administration Captain)*
   3. Music (optional)
   4. Team is seated in a circle
   5. Opening prayer (*Intercessory Captain)*
   6. Music (optional; the theme song for the training can be played)
2. Current Reality Check
   1. Where are we?
   2. Where did we say we would be?
   3. What is our vision?
   4. What is the current status of enrollments/registrations?
3. Team Stand
   1. Each person will have no more than two minutes each to make their declaration. Have a timekeeper keep the time and hold to this two-minute per person time limit.
   2. Write the following prompts on the easel for the team members to answer:
      * I am getting off…
      * My commitment from this point forward is…
      * The new ground I am taking is…
4. Nonverbal Acknowledgment
   1. This is an opportunity to acknowledge the gift that you are to one another without words. You can do this by any means other than using words.
   2. Stop halfway through the exercise.
      * What are you discovering about yourself?
      * Did you want to avoid that intimacy?
      * Are you resisting?
   3. Sponsor acknowledges the team for all they have done thus far and the sacrifices they have made for the sake of others.
5. Finishing Strong: Enrollment/Registration Statistics
   1. The deadline for participants to register is by 5pm two days prior to the training.
   2. Update the team on the current registrations.
      * Registrations to date.
      * Enrollment commitments and days left before the close of registration.
      * Outstanding possibilities.
   3. Consider possibilities.
      * How many more registrations are possible?
      * How many are outstanding?
      * By when will they be contacted?
      * What is wanted and needed to accomplish the number of registrations for which we are at stake?
   4. Establish an action plan to finalize all outstanding potential registrations.
   5. Develop an action plan, looking at the possibility update.
6. Job Clarifications and Review
   1. Confirmation calls completed.
   2. All forms submitted.
   3. Review jobs so that the entire team is clear on roles and responsibilities.
   4. Ensure each team member is ready and clear on what they are doing.
   5. Solve any outstanding logistics with each role.
   6. Make sure the team understands that the Workshop is not done until the room is clear and everything is put away.
   7. Set a 72-hour deadline for when all materials (including rentals) will be returned. Get a clear commitment from the team on this deadline.
7. Training Outline
   1. Run through the outline of both days.
   2. Discuss expectations.
8. Conclusion and Wrap Up
   1. Acknowledge the team with appreciation for the courage and stand they have taken.
   2. Review the set-up time and commitment along with the team grounding the night before the training.
   3. Remind the team that their dress code for both days of the training is business casual.
   4. Review the registration action plan and what is wanted and needed to accomplish the team’s way-of-being declarations and registration commitments.
   5. Review the team ground rules for during the training.
   6. Pray. *(Intercessory Prayer Captain)*
   7. Play theme song for the training.
   8. Fellowship and snacks, etc.