CONCLAVE TRAINING INITIATIVE

Session Development and Writing Guide

™

Table of Contents

Welcome

Congratulations! You have been chosen to compose a training session for the Order of the Arrow, the national honor society of the Boy Scouts of America. This is a special opportunity, not only because you have the chance to share your knowledge, experiences, and skills in an area, but because you are able to influence the future of the OA. Use this as a *guide* for writing your training.

Before You Begin

A successful training always starts with knowing a few key aspects about the logistics of the session:

Who: You should know the intended audience. An audience of solely Ordeal members will need more explanations while a group of lodge chiefs will need less. Symbolic progression should always be kept in mind so as not to spoil the experience for newly-involved Arrowmen.

What: A training session is not nearly as successful without expected outcomes. The goals and objectives of the session should be clearly stated at the beginning and completed by the end of the session.

When: The time of day and year are very important to consider. A training held first thing in the morning or just after lunch should be more interactive to keep the audience engaged. If the training is before, during or after a conclave or national event, the information must be updated to reflect this. (e.g. Mentioning how awesome NOAC *will* be after it is already over is ineffective).

Where: The venue is important for multiple reasons: context and resources. If the event as a whole has a theme, it would be ideal for the session to include or touch upon the theme, but only if it works well. Session resources are also very important as some venues may not have available electricity, internet, shelter, etc.

Why: Every session should have an underlying purpose. It does not need to be expressly stated or written in the syllabus, but it should be reflected in the goals and objects. If the purpose of the session does not align with the mission and purpose of the Order of the Arrow, then the session should not be written or held.

How: Various training methods should be considered for each and every session. Some topics may be well-suited for a discussion while others require mostly lecture. Be creative when considering the methods used and change it up to keep the audience engaged.

All of these details are important when initially brainstorming about your session. Whether you are given a topic or not, these details should be mostly set in stone by the time the actual syllabus is being written.

Gathering Information

When writing a session, information must be current and correct. Since the timeline between writing and presenting can be as long as a few months, the writer must consider addendums and a certain amount of blank spots for the trainer to fill.

Subject Matter Expert (SME)

The best resource for writing a training syllabus is an expert in that particular topic. Experts are everywhere in the Boy Scouts of America, however, they must also be qualified. A self-proclaimed Subject Matter Expert (SME) is of very little use if their information is inaccurate. A good place to look for a SME is a job-function that closely relates to your topic. For example, a teacher or corporate trainer could assist in writing a session on how to train.

Once you have an SME, utilizing him/her effectively is key. A SME will be unwilling to help if they feel like their time is being wasted. Being organized is critical here. Have discussion points and materials ready for phone calls or meetings. Approach the SME early on to avoid hitting busy times in their work year (e.g.-April for accountants or August for teachers).

There is no limit on the number of SMEs you can have, however, some of the information might conflict and there may just be too much to fit into one session.

The Internet

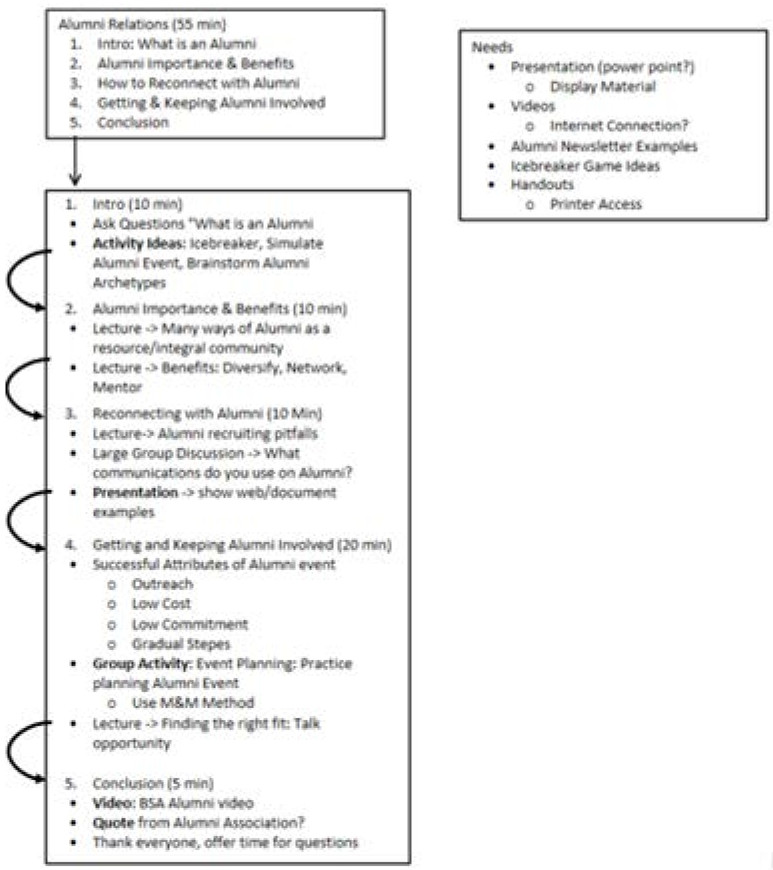
The Internet is a great place to find information. However, one must be cautious. Wikipedia, lodge websites, Yahoo! Answers and many other sources are often inaccurate. Finding vetted (verified, true, trusted) websites is paramount as they can also add to the resources section of the syllabus.

The Order of the Arrow website has a plethora of resources for most OA-related trainings. There are syllabi, PowerPoints, posters and videos already prepared for other purposes - don't reinvent the wheel! Using this information is good so long as it is still correct.

Making an Outline

Before starting to write your syllabus, all of the ideas for the session have to be organized in a logical way. Developing an outline can improve the writing process drastically because it also helps to figure out the timeline of the training.

Example Outline



Alumni Relations (55 min)

1. Intro: What is an Alumni
2. Alumni Importance & Benefits
3. How to Reconnect with Alumni
4. Getting & Keeping Alumni Involved
5. Conclusion

1. Intro (10 min)
- Ask Questions "What is an Alumni
- **Activity Ideas:** Icebreaker, Simulate Alumni Event, Brainstorm Alumni Archetypes

2. Alumni Importance & Benefits (10 min)
- Lecture -> Many ways of Alumni as a resource/integral community
- Lecture -> Benefits: Diversify, Network, Mentor

3. Reconnecting with Alumni (10 Min)
- Lecture-> Alumni recruiting pitfalls
- Large Group Discussion -> What communications do you use on Alumni?
- **Presentation** -> show web/document examples

4. Getting and Keeping Alumni Involved (20 min)
- Successful Attributes of Alumni event
  - Outreach
  - Low Cost
  - Low Commitment
  - Gradual Stepes
- **Group Activity:** Event Planning: Practice planning Alumni Event
  - Use M&M Method
- Lecture -> Finding the right fit: Talk opportunity

5. Conclusion (5 min)
- **Video:** BSA Alumni video
- **Quote** from Alumni Association?
- Thank everyone, offer time for questions

Needs
- Presentation (power point?)
  - Display Material
- Videos
  - Internet Connection?
- Alumni Newsletter Examples
- Icebreaker Game Ideas
- Handouts
  - Printer Access

A good outline combines key topics with session components to provide depth to a topic. An outline will ultimately help connect ideas to presentation and teaching methods. The best outlines block out flexible options and anticipate the trainer practicing and revising their session in drafts. Considering available and necessary resources for conducting the training will help make the transition from outline to presentation seamless.

Session Components

When making an outline, you'll find these components vital in building a session. A good session utilizes only those aspects it needs to get across information in the most effective method possible. This section will provide you with ideas to utilize. Directions on how write session scripts and develop presentation materials are contained in other sections.

Timing

Timing in a session is key to getting everything planned-for, covered. It is the author's responsibility to plan well logistically and rehearse the session prior to finalizing it. While most training syllabi give estimates, it is best to know everything that needs to happen down to the minute. Most sessions will be 50 minutes, which does not include latecomers, tangents in conversation, or technological glitches (all of which will occur). During the execution of the session, a good practice is to have a stopwatch running. Some quick mental math can say whether the session is running early, on-time, or late. This is a good method to timing sessions correctly:

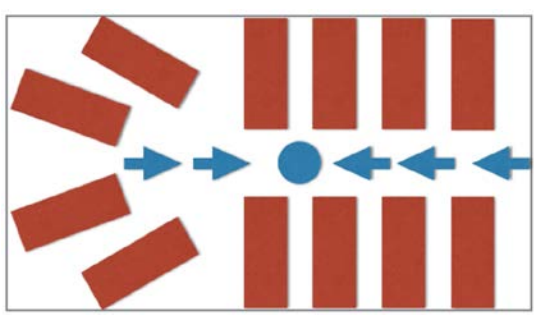
1. Outline session with various components. Give estimates of how much time is needed for each.
2. Start writing. While writing, you'll have a better idea of how much time is needed for each component, including some buffer time.
3. Finalize draft and assign timing.
4. Rehearse. Go through the training as if for real, but don't worry about the timing. Ask someone to follow the syllabus with time the sections. An audience of a few youth and an adviser or two can help simulate questions and also give feedback.
5. Revise timing following rehearsal. Adjust according to reviews from audience and time-limit.
6. Rehearse again, but this time in front of a larger audience and stay within the time limit.

This may seem like a long process for going over the timing of a session, however, if the training coordinator of the event is prepared well-ahead of time then the trainers should have at least 1 month to prepare. With any less time, the training will not be fully developed and therefore will not be a good representation of the trainer's capabilities.

Lecture

The lecture style is one method of training where the trainer is talking. This style can also incorporate other styles to enhance the flow of information to the audience. A trainer should use these guidelines to ensure the lecture is effective:

1. Reasonable timing: A lecture should not take too much time. The amount of time needed to get all of the necessary points across is reasonable, however, any extra time could lead the audience to become restless and disinterested. Coupling a lecture with an activity or quotes to involve the audience is a good strategy to keep everyone awake.
2. Notes: Notes should not be used to read from unless a point needs to be worded in an exact manner. It looks sloppy to read from a syllabus. Doing the proper preparation can allow for a minimal amount of note-reading. With that said, notes are there to help, so do not let the quality of the training suffer by not using them if needed.
3. Other styles: A lecture can be dry if a person is talking for the entire time. Change it up by using other styles of communicating information such as asking questions then writing responses on a flipchart, displaying a PowerPoint, watching a clip, or many more (listed below).
4. Break it up: Recruit a co-trainer to help. A person with a different voice will change gears and keep the audience engaged.
5. Movement: Plan your movement out to match the cadence of your syllabus. Do not stand in one spot. Move around, but make it purposeful. It makes the audience shift to be able to see you, which will keep them engaged. Remember to always face the majority of the audience. The trainer should never have his/her back to more than half of the audience at a time. The following diagram shows how this works for a very specific setup. The arrows are pointing to the direction a trainer should be facing while moving around the room. The circle is the magic spot where the trainer can face almost any direction and still face the majority of the audience. Note: Do not face away from the majority while walking. Walk slowly backwards to avoid turning your back.



Discussion

The purpose of discussion-based training is to gather the best ideas and practices in the room. The trainer, in this case, may not have the best solution to a problem or idea for an application, but someone in the room is bound to know something. A discussion session can foster this sharing of ideas.

Discussions within trainings are a great way to encourage sharing of ideas and opinions, but it is a risky move for the trainer. The risky part is the unknown: what the audience will say. This can throw a trainer through a loop if unprepared. It can also derail quickly if the trainer does not intervene. Discussions can make a trainer look unprepared, so placing them strategically is necessary to get the most out of them. Having topics to discuss is helpful, but the trainer **should also prepare questions.** Here are a few strategies to take when crafting a fruitful discussion session:

1. Topics: Have a set list of topics in mind. A discussion without direction will not contribute to the effectiveness of your session. Make certain that the topics have a logical flow and that forays off-topic benefit the session. Having leftover topics is good - it means that the discussion of the first few topics was beneficial. Consider finishing the discussion in an e-mail chain, Facebook message, or something of that nature.

2. Leading questions: Leading questions are a way to get the desired answer out of an audience member. The questions have to be crafted and executed in a specific manner to be most effective. Here are the steps to crafting leading questions:

    a. Think of a question that covers one of the topics to be included in the discussion.

    b. Brainstorm the topics that could come up and write them down.

    c. Circle the topics you actually want to cover. These topics should have a common theme or big-picture idea behind them.

    d. Craft a new question that contains those big-picture topics.

    Regular question example: How do your lodges deal with Brotherhood conversion/retention?

    Goal points to cover: programs, traditions, communications, etc.

    Leading question: Are there any great methods or programs your lodges use to increase/retain Brotherhood conversion/membership?

3. Roundtable: Roundtable discussion is an open-ended method for covering topics. This is useful when the goal of the session is also open-ended. For

example, if the session is geared towards lodge chiefs, an open-ended discussion of common problems could be useful, especially if the trainer never had the position. The trainer has to be very careful with this method - it can get out of control very quickly. Keeping the group on-topic is paramount. Guide the discussion by asking follow-up questions to points made by participants. Some examples of follow-ups are:

a. Does anyone else experience X topic? How have you dealt with it?

b. What are some ways you've brainstormed to fix X topic?

c. Does anyone have any best practices that relate to X topic?

Things to Avoid!

1. Yes/no questions: these questions do not invite participants to give reasons. Simple hand-raised polling could replace this.

2. Calling people out: If participants do not want to talk, they can just sit there. Never design a session that forces participants to be uncomfortable. Some people are not comfortable expressing ideas in a group setting. Unless you think/know someone has something critical to share, do not force participation.

3. Going off-topic: Design a session with a clear focus and stick to it. Going off topic just looks bad on the trainer. Keep to the clear goals of the session.

Visual Presentation

Once you have developed a good session plan, you can add visuals to complement it. Visual presentations are a very common method of conveying information, seen in high school classrooms, college lecture halls, Scout trainings and many other situations. There are many platforms to use for presentations: PowerPoint, Prezi, Keynote, posters, and flipcharts just to name a few. The goal of all presentation methods is to complement the verbal communications from the instructor while also giving examples that the instructor cannot represent verbally. The following are general rules to follow for presentations:

1. Refer, don't read: Presentations are no substitute for an underdeveloped syllabus. NEVER read straight off of a slide unless it is 100% necessary (clear doctrine, a quote, etc.)

2. Less is more: Too many words on a slide cause the audience to read rather than listen.

3. Blank space: Strategically fill slides. Too much content makes it hard for audience members to take everything in while still listening to the trainer. A slide with less content puts pressure on the trainer to cover everything intended. When in doubt, make another slide to cover more information or combine slides when there is not enough.

Quotes

Quotes are short excerpts that aid in getting a point across. The value-added is when the quote comes from a solid, well-known source. Solid, well-known sources can be celebrities (preferably respected), historical figures, business-people, or even religious texts. Here, the source gives credibility to the words. A quote from an unknown source must be profound, otherwise it will not impact the audience members. Too many quotes will also dilute the impact made on participants. The way in which quotes are presented to the audience also affects the impact made, both positively and negatively. Here are some guidelines on using quotes to amplify a point in a training:

1. Introduce the source: Give a background on whoever said the quote. If participants do not recognize the source, then a more thorough introduction must be made. (It is best to choose quotes based on the audience. For example, audience members nowadays may not get a Rocket Power, Fresh Prince of Bel Air, or Full House reference.)
2. Give a background: Give a short explanation of why it is being included in the training. Tell where the quote came from (speech, diary, article, etc.) and a brief context of using it in the session.
3. Present the quote. Use any combination of methods such as:
    a. Read it yourself
    b. Have an audience member read it
    c. Show it on the visual presentation
    d. Write it on the whiteboard/chalkboard/flipchart
4. Explain more fully the context of using the quote in the session and discuss with participants.

Video

Video clips are cuts of videos anywhere from ten-seconds to fifteen-minutes long. They can be cartoons, movies, news clips, or type of media that is useful to your session. Video clips are an awesome tool to get a point across, but should never be relied upon to get that point across. Using video clips can be tricky because not every participant has had the same experience of visual culture (aka not everyone will have seen the movie/TV show/other media and get the references or point). The following method can help lay a foundation for a clip so that every participant benefits:

1. Introduce the clip: Say where it came from, who is in it (actors/characters), where it is set, and any other relevant information to give the clip a foundation.
2. Give focus-points: Tell participants what to look for and where to look for it. There should be a good reason to watch the clip.

   Note: If this does not apply, then it should not be played!
3. Watch the clip: Narrate parts that might be confusing without context.
4. Guide a brief discussion or reiterate the point you wanted to make using the clip.

Activity

Activities can be anything from games to competitions and anything in between. The goal is to communicate one or multiple learning points from the training in an interesting way. Activities can take many forms:

Knowledge-based: quizzes, puzzles, etc.

Demonstration: obvious/discrete, teaching, songs, etc.

Competition: games, contests, etc.

Team Building: ice breaker, team competition, etc.

These categories are fluid and often can overlap. Lots of training concepts fit the definition of what an activity can be. Incorporating games, puzzles, competitions, and the like can impart information on participants in ways they may not even realize. Many individuals have difficulty or don't prefer to learn passively. Active application of skills makes learning more fun and easier!

Role Play

Role plays are a chance for the participants to be put in a situation created by the trainer. The purpose is to put participants out of their comfort zones to see how they react and teach them how to deal with certain problems. The situations and teaching moments are infinite.

Role plays can have between two participants and a classroom-full of participants - it all depends on the point that has to be made. Some role plays lead with information briefings and others just start with a situation.

A role play should be crafted using the following steps:

1. Outline take-away points for role play and make sure it can fit within the session.
2. Choose the situation and outline all the details. This should include what position each one holds, the actions each role has taken leading up to the role play (if applicable), and the feelings that each role has towards the situation.
3. Play it out in your head and have someone else review the plan. This allows for any awkward moments or inconsistencies to be ironed out.
4. Write briefings for the whole group or each role individually. This part is important. All of the information regarding the situation must be the same in all briefings (unless the role play is highlighting a communication issue). The point of a role play is to show participants how to deal with a range of situations and personalities.
5. Make necessary materials: briefing papers, agendas for the situation, etc.

Writing

Once you've outlined your session and have ideas for the flow of the training, it's time to write a syllabus.

Objectives

Trainings need objectives - otherwise what is the point? A solid set of goals to accomplish will help guide in crafting, tweaking, and presenting the session. The EDGE method is a good place to start because it follows a logical method of training.

1. Explain: Talk through the subject, explaining all the relevant details
2. Demonstrate: Show the participants how to do the relevant skills related to the topic
3. Guide: Allow the participants to try the relevant skills with each other
4. Enable: Push the participants to be able to do the targeted skills

By breaking the objectives of a training up into these categories, the training is organized in a way that helps to facilitate better learning.

Script vs. Explanations

There are two basic methods of writing a training: script vs. explanation. A script is when the author writes everything that needs to be said in the syllabus. An explanation is more of a guideline of what the trainer should say. There are benefits to writing a training both ways. The script is useful for when the content needs a very specific description while an explanation gives the trainer more creative license to describe the content. An important note is that the script is better for more vague trainings that do not necessarily apply to specific lodges or "big idea" trainings such as leadership or time management. A brief outline or explanation is useful for trainings that must use examples from specific lodges such as how to run an ordeal or putting together a service project. Choose carefully because there can also be a healthy mix.

Trainer Tips

Often times, the author is not the sole presenter for a training. Leaving some tips behind to help other trainers get inside the author's head is key in presenting the training. Sometimes the way an explanation or narrative is written also needs a certain vocal fluctuation or emphasis. Other times, the author may want to expand on a certain point being made to help the trainer better communicate it. Trainer tips are also a chance for the author to tell the trainer alternative ways of presenting a point. The author may even include a trainer tip to tell the trainer where his/her own content must be added (for heavily section/lodge/chapter-specific topics).

Creating and Using Visual Materials

After you've crafted your syllabus, you may want to enhance your presentation by creating visual or interactive material. For many, learning is not a solely auditory process. Most of us can't just soak up all that information by listening. Visuals can help you get across more detailed ideas.

Electronic Presentations

Electronic presentations range from Power Point to Prezi to Keynote and are the most commonly used method of presenting information in a training session. The presentation aspect of a training should be crafted after the outline/syllabus is complete. This will allow for less clean-up on the author's part later and for the author to focus on the flow of the session. Most presentations can be used by anyone, but a trainer should review and make changes as necessary, depending on his/her presentation style. Follow these steps to craft a presentation from a (mostly) complete syllabus:

1. Find the desired template. Changing templates later could mean a lot of formatting work.
2. Start from the beginning with a title slide. This will allow the author to review how the title looks in large font.
3. Introduction: Build in a place for the trainer to introduce him/herself. This could be in the form of a slide or could be built into the title slide.
4. Objectives: Outline to show audience the goals of the training.
5. Content: Build slides following the content of the session.
    a. Videos: Work best when built into slide-deck and cropped to exactly what is needed.
    b. Quotes: Use large font and attribute to original author/speaker. Sometimes having a picture of the original speaker can help the audience in relating to the quote.
    c. Pictures: Large, not too many, and relevant. A picture can easily take the place of text - if the content will be covered by the trainer verbally. Remember to always keep track of the sources of images used in presentations and to never use someone's photographs without permission.

d. Animations: Minimal is best, otherwise can be distracting. Use only enough animations to help in making a point. For example, having words fade in and out or letters rearrange is a good way to keep the presentation exciting and keep the audience engaged.

Flipchart

Flipcharts can be used to show content when a presentation is not possible or that the audience gives when answering questions. In the former case, the flipchart is acting as a "planned content" and should be drawn/written out well in advance of the actual training session. With the latter case, the flipchart should still be setup in advance, keeping in mind that the number of responses will vary from audience to audience. Here are some tips for using flipcharts:

1. Place: Know where the training session will take place and size the writing/drawings accordingly. Using more pages is amenable while having a participant leave without having learned is not.
2. Color: Change up the color. Make it exciting! Highlight important points with a certain shade and write quotes with another. The color will draw the audience's eyes - so plan accordingly.
3. Flipping: Plan the pages so that flipping them is natural and easy. If a point needs to continue onto the next page, that is okay, but try to keep pages to as few topics as possible.
4. Scribe: It can be distracting to write responses gathered from the audience, so find a volunteer to write responses! It helps keep the trainer paying attention to the audience. Sometimes, choosing an audience member having trouble paying attention, but the situation must be analyzed.

Poster

Posters are static information references. Posters can play host to quotes, points made in the training, mantras referenced in the training, pictures, mission/purpose statements of organizations, and so much more. Posters can also take the place of an electronic presentation if the content is adjusted. Here are some tips for making and using posters:

1. Use large, plain fonts. Posters are meant to be complementary, not distracting. Using a font like Comic Sans or Ulta is distracting. Bold, underline, or italicize to emphasize certain words or phrases.
2. One poster for a set of ideas. Having a set of ideas continue onto another poster looks bad. Abbreviate or find another way to present the desired information.

3. Make small notes in light pencil. These notes can help when referring to a poster to avoid having to go back to the syllabus or note paper.
4. Avoid pictures. Pictures wear out quickly and make more of a distraction.
5. Remember tape! Keep in mind that the facility may not allow certain tapes on walls. Some training locations won't have anywhere to hang posters, which is when tripods come in handy.

Video

Crafting a video for a training takes a lot of effort and time, but it really shows audience members the amount of care an author has for a topic. An original video can be as simple as a PowerPoint with a voiceover or as complex as a full role-play introduction. The video must take into account the final audience of the training and make sure it is aimed correctly. Chapters, lodges, sections, and even regions do things differently, so the video must be vague or cover multiple situations. Some tips on creating video content for trainings:

1. Keep it short. Video content should not take up more than 25% of the training. If the training is mostly video, then the participants could take it while in the comfort of their homes. They are there to see the trainer and learn from him/her.
2. Professional is important. Make sure the video is of high enough quality. If it looks or seems unprofessional, it will not be taken seriously.
3. Write a script. The actors must know their lines well. No filler words or awkward pauses.

Worksheet

Worksheets are a guaranteed way for the participants to take home a piece of the training. Contracts, event planners, timelines, and even fillable presentation slides can be used as worksheets. A general practice for making worksheets is as follows:

1. Have clear goals for having the worksheet, whether to use it during the training or have it merely be supplemental.
2. Make it by first filling it out with the "correct" answers to determine if the questions/fill-ins are needed. (If it is a contract-based worksheet, then base it off of the goals for the training)

3. Vary the structure. Having a worksheet full of one type of inquiry is tiresome and uninteresting. The following are various elements that can be included in a worksheet:

    a. Questions

    b. Fill-ins

    c. Goals

    d. Diagrams

Getting Feedback

When all materials are completed, it may seem that the work is done, but it is not. The most important aspect of crafting a training is soliciting feedback. Feedback from peers, advisers, and others can help the author craft the best training possible for all audiences and situations. While feedback at the end is critical, even more important is getting feedback throughout the process as well (more revisions made during the process make for less at the end of the process).

A proven method for soliciting feedback is as follows:

1. Gather a group of people. This group of people should make up various ages, experience levels, and subject expertise levels. The subject matter expert (SME) should definitely be involved in the feedback/revising process because it closes the loop for him/her and also gives them another pass at the information they may have given.
2. Setup a method of sharing the materials. Google Drive is the easiest way to do this because multiple people can comment and make edits all in one place. Word Processors, like Microsoft Word, are another option with comments, but then the trainer must reconcile all of the comments. Make sure that there are copies of the materials stored elsewhere or that the comment versions have a special folder and set the permissions to "Suggesting" (top-right corner of the Google Docs interface under comments). In Microsoft Word, make sure that the feedback group has "Track Changes" (under the review pane) enabled so that all edits can be observed. Set a date for the feedback group to have their comments submitted.
    a. Google Docs also has an option to allow sharing with only comments, which may be a better route than giving full editing access.
    b. If using Microsoft Word or any other non-sharing editing software, ask the editors to save their finals like this: [Original file name] [Editor's initials] edits
3. Review the comments. Go through the comments and edits to see what the feedback group thinks. Agreeable changes can be accepted right away. Areas where multiple people have left comments or made edits or where the author does not think edits should be made can be discussed at a conference call.
4. Setup a conference call with the group and enable a sort of screen-sharing so that the author can make edits in real time. Once everyone is on the call, allow for introductions (it will go more smoothly to have the group somewhat familiar with each other) and then dive right into content. Go through all of the materials and all of the comments/edits made. Discuss the thought process

behind the original content and the edits made. Allow everyone to give his/her opinion. In the end, the author is the gatekeeper for all of the changes. The editors are taking their valuable time to help the author, so make them feel that it was worth their time.

5. Final Revisions. Once all the syllabus edits have been made, complementary materials must be reconciled to match. The final materials may need to be transferred into a final template, so leave plenty of time for editing.

6. Perform! The training may be "final", but it will never be 100% done until after it is executed. Ask for feedback from audience members. Take notes during the first few times performing the training. Make edits accordingly. Also, every single session (regardless of being the same training/syllabus) will be a little different due to the audience and their needs. Keep this in mind when making edits.

More Resources

Here are some links to useful resources the OA provides that you can use to help develop your session.

The OA's official training website can be found at http://training.oa-bsa.org/. Here you can access past syllabi and training resources from National Order of the Arrow Conferences, Conclaves, and LLDs.

The Conclave Training Initiative's (CTI's) home on the OA's website provides all CTI resources at http://www.oa-bsa.org/pages/content/conclave-training-initiative.

The resources section of the OA's website can provide you with publications, support materials, and other information about the OA's initiatives. You can find it here http://www.oa-bsa.org/pages/category/C9. Some resources that may be of help include:

1. Forms from the National Service Center
2. *Branding Guide*
3. Unit Chapter and Lodge Support Resources
4. Frequently Asked Questions
5. Publications

Within the Resources section of the OA's website, the "Publications" tab includes many resources including:

1. *The Order of the Arrow's Field Operations Guide*
2. *The Guides to Inductions and Unit Elections*
3. *The Lodge Adviser's Handbook*
4. *The Guide for Officers and Advisers*
5. *The Chapter Operations Guide*
6. *The Journey to Excellence Guide*
7. *The Lodge Finance Manual*
8. Downloadable OA PowerPoint Templates