



UNISERV FOCUS ACADEMY

Effective Worksite Leadership Structures



Day 3

Entry Activity



Have you made a plan to check out?

Do you know how you are getting to the airport?

Feedback on Feedback



Agenda Review - Today

7:30 – Breakfast

8:30 – Welcome back

10:15-10:30 Break

12:00 – Presentations

1:00 Lunch



Community Agreements p. 2

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying “I”- tell your truth

Seeking Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

*Adapted from “Embracing equity and inclusion”, Annie E. Casey Foundation

Let's Get Graphic -

Each table has only one sheet of chart paper

Only pictures - no words, letters or numbers

Must be a joint effort, all table members should contribute

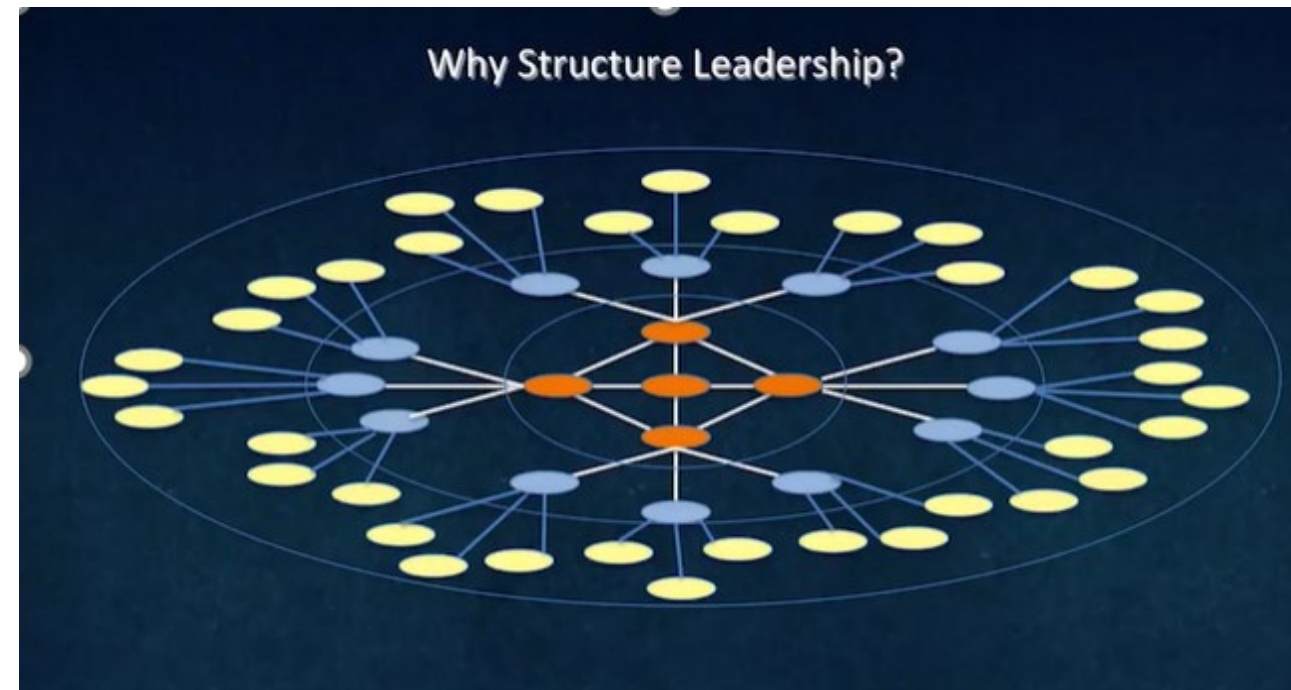


Zac and Terri

Team & Leader Structures - Ganz

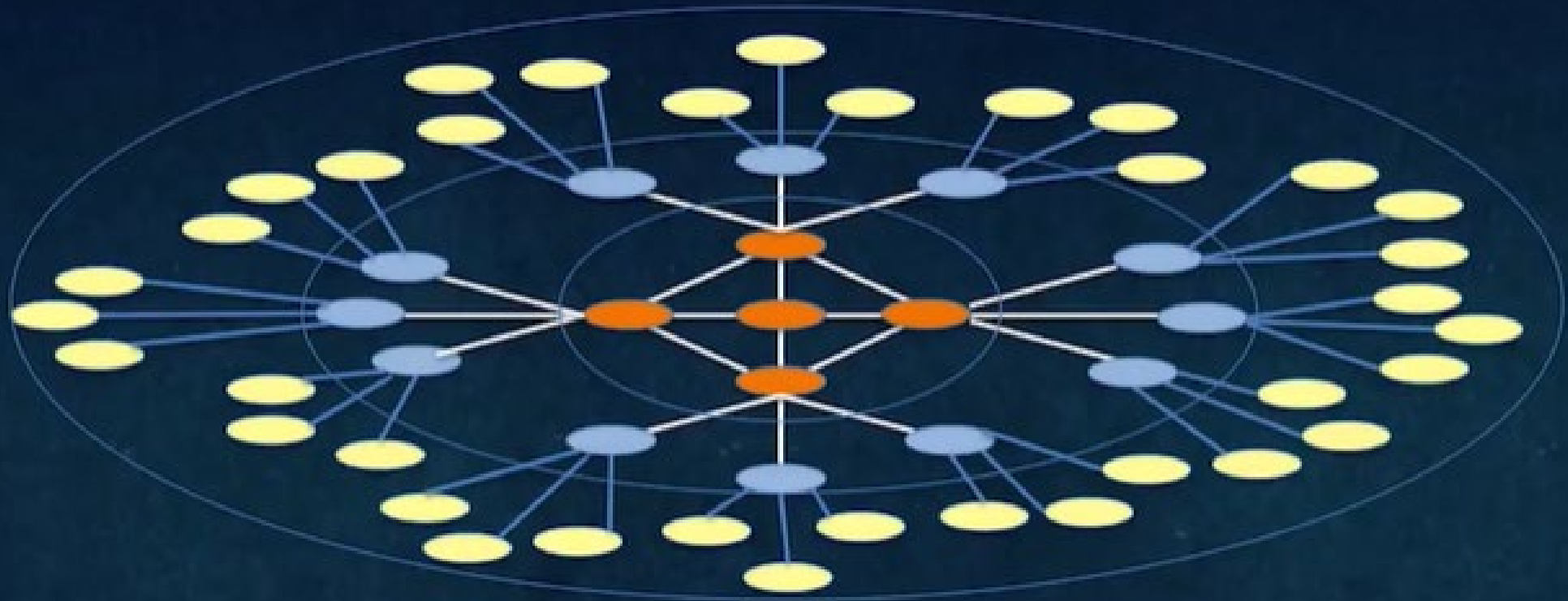


How can we expand our power and impact?



What problems are
"too big" to solve in
your local right now?

Why Structure Leadership?



Who, why,
when?

WHO: Other labor groups? Congregations?
Parents and parent groups? Non-profits?

WHY: Are we duplicating one another's work?
Could a problem be "solvable" if we worked
together? Do we need to pool resources?

WHEN: Short-term? Long-term? Permanent?
Temporary?

Example:

Building toward food justice in Colorado



Context

2020 - Pandemic school shutdowns

Recently launched coalition – Coloradans for the Common Good



Common Issues

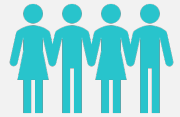
School Shutdown

- Kitchen staff without work
- Transportation staff without work
- (Title I schools) students without food
- (Title I schools) students without transportation

Existing Structures



- Union members



- Congregations



- Food-focused non-profits

Early Wins – Expansion of Food Delivery

Public Forum

Led by Pastor (member institution of CCG)

Direct ask for commitment from Superintendent

Expansion of food program to 7 bus routes

Follow-up Actions



- Candidate forums (member-led)



- Bargaining support rallies (pay increase - \$3/hr over 2 years)



- State-wide campaign kickoff
(member voices)

Shifting Needs

Employee compensation

Expiration of federal school
lunch funds

"Yes on FF" campaign supporters





Key Points



Coalitions are an organization of diverse interest groups that join resources to produce a specific change that they are unable to deliver as individual groups.

Coalitions require strong leadership and ongoing maintenance.

Coalitions allow organizations to support each other – they do not exist for the benefit of just one of the partners.

Albert



When is the best time
to form a coalition?

Reflecting on Coalitions

Review the Checklist for Starting a Coalition. p.53-54

1. What statements do you agree with?
2. What statement do you disagree with?

3 Types of Coalitions

Casual Coalitions

- Clubs
- Social Events
- Fundraising

Traditional Coalitions

- Issue Based
- Immediate Change

Alliances

- Long term
- Value based
- BCG

Simulation Time!



Directions for Simulation p.58

- 1) Read the workplace violence scenario.
- 2) Open your envelope to determine what role you will play.
- 3) DO NOT TELL ANYONE YOUR ROLE.
- 4) UniServ identifies themselves to the group as the lead.
- 5) 30 minutes to discuss the scenario.
- 6) 5 minutes to debrief.

Key Points



Coalitions are diverse organizations with similar values and interests that join resources to produce a specific change that they are unable to deliver alone.

A coalition is a type of structure.

Coalitions require strong leadership and ongoing maintenance.



BREAK

Lakilia and Yvie



Coalition Seminar

Food for Thought



- ✓ What were the leadership barriers that came up? How did you solve this?
- ✓ What were the differences in values that came up? How did you solve this?
- ✓ What were the ownership or turf issues that came up? How did you solve this?

Key Points



We form coalitions around specific, shared agendas.

The coalition is not how “we” achieve something – but how all the coalition members achieve something together.

They are there for us, and we are there for them.

Jessica



Team Planning for Leaders and Structures

Teams will select a scenario.

Identify a goal for the scenario and a basic campaign timeline.

Focus is **not** on actions – but on leaders and structures needed to achieve the various “wins along the way” to reach the ultimate win.

Example

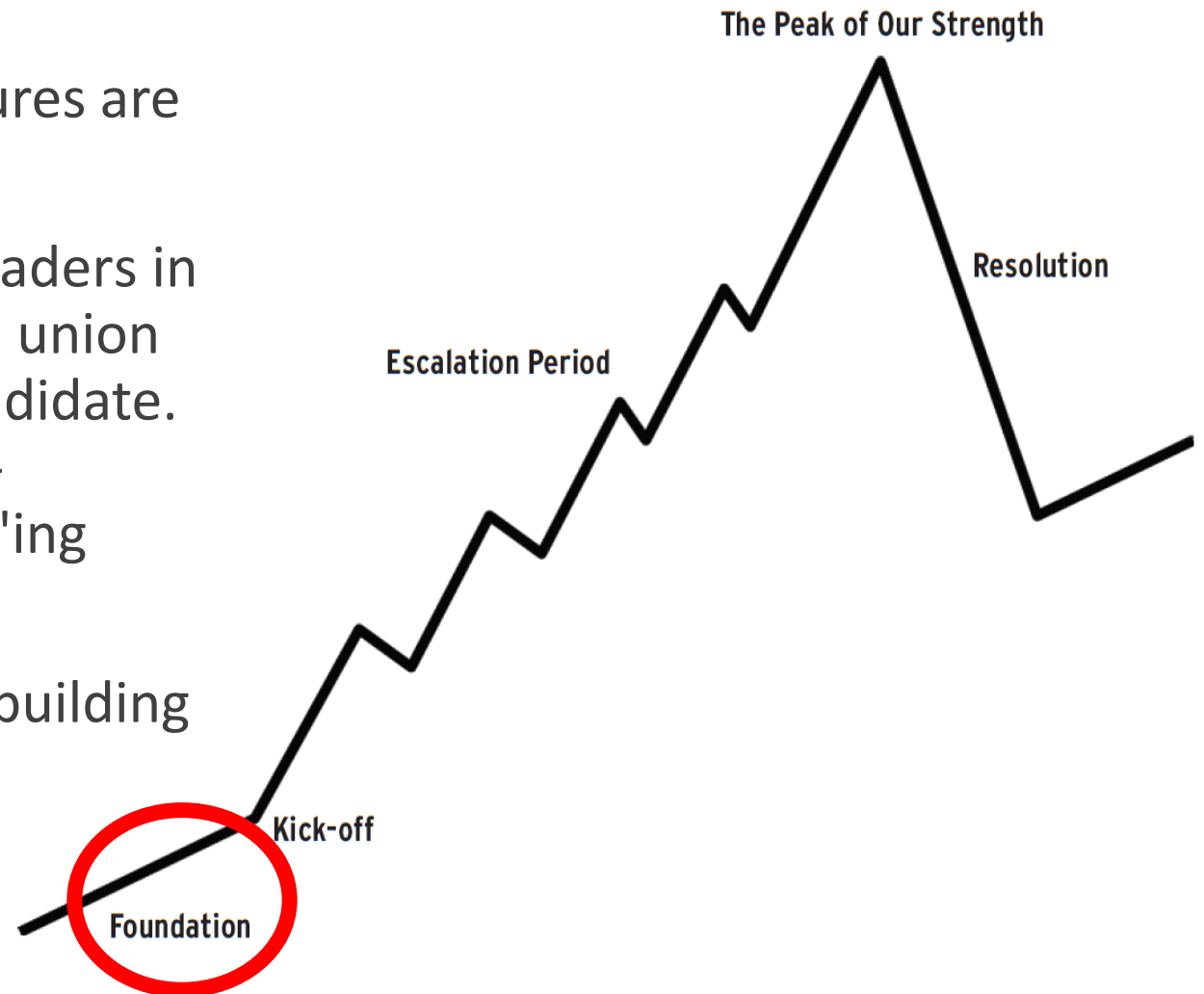
What sort of leaders do you need in **the foundation stage** and what sort of structures are being developed?

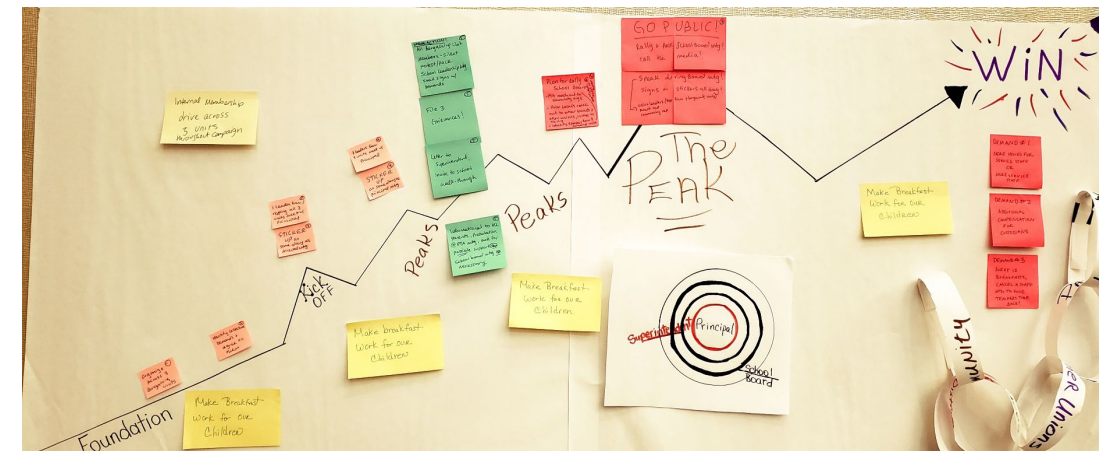
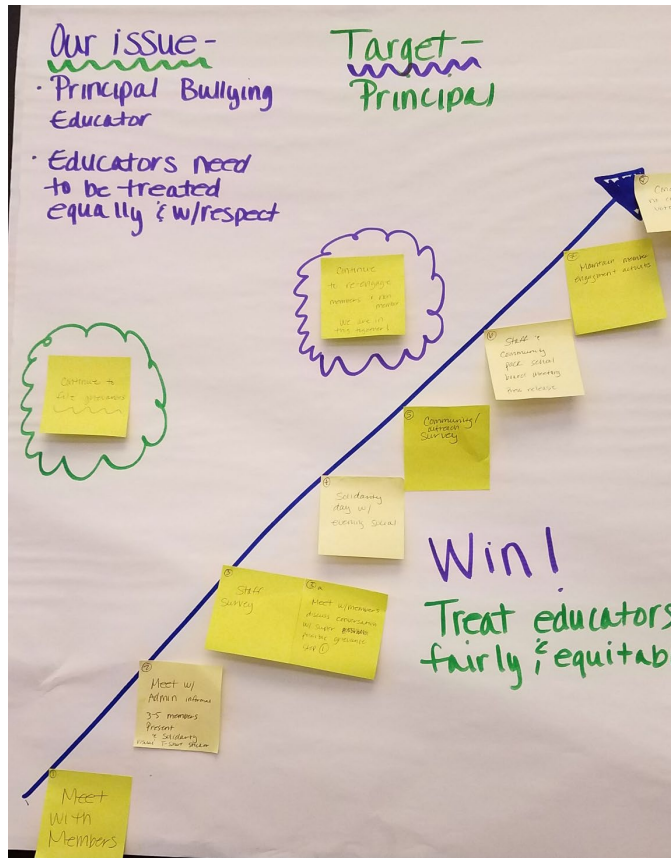
Want to make sure there are at least 3 leaders in each building who want to make sure the union turns out the vote for the democratic candidate. This team is talking to members and non-members, doing surveys and working ID'ing possible future volunteers for actions.

Structure – Political Action Team in each building that is part of the local's Political Action Network.

CAMPAIGN MOUNTAIN

Phases of a Campaign





Team Work Time

Lakilia and Team



Team
Presentation and
Coaching Time

Heidi

Final Debrief





Gratitude
Evaluations
Final Words for the
Good of the Order

ORGANIZING AROUND SCHOOL SAFETY

COALITION TO ADDRESS
WORKPLACE VIOLENCE AND
VIOLENT STUDENTS



TIP OF THE ICEBERG

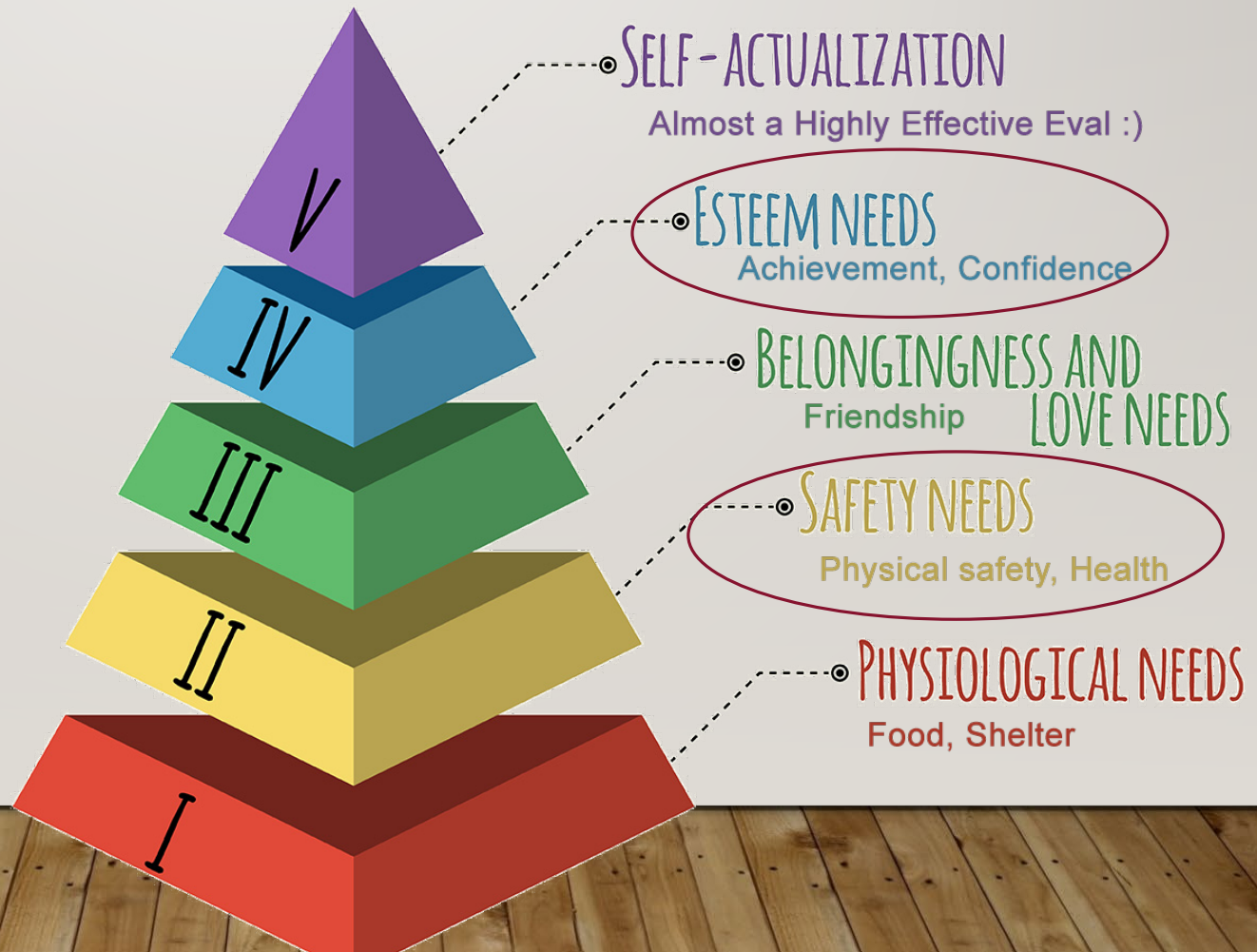
- Nearly 1 in 10 educators threatened with violence.
- Female students feel most unsafe at or away from school (Hispanic students highest)
- Nearly 1 in 10 Freshman report having been threatened or injured with a weapon at school.
- 71% of schools record violent crime – only 35% is reported to law enforcement.
- 1 in 3 H.S. students use per month (Alc. / Marj.)
- Mid-size towns with lowest minority populations have highest incidents of reported bullying (~1 in 5 weekly)
- 1 in 5 students report hindered learning due unsafe environment
- **Only 37% of schools take serious action**



SAFETY IS A PREREQUISITE FOR EDUCATION

Safety is the most powerful organizing issues crossing all interest groups.

Educators and coalition partners are in a unique position to leverage this issue to effect change.



EFFECTING CHANGE IS A PROCESS

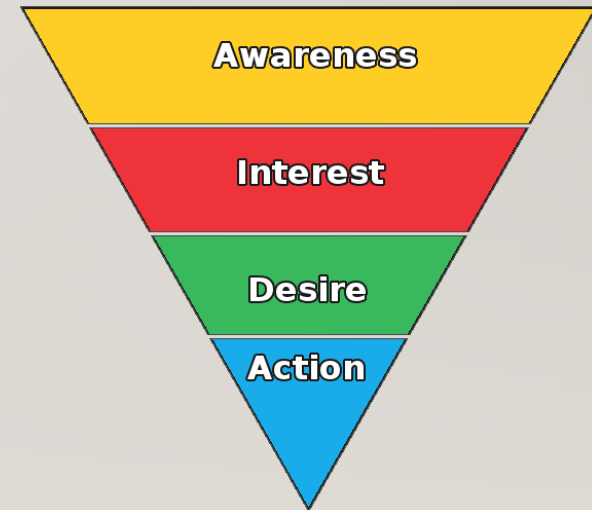
AWARENESS TO ACTION FOR COALITIONS



AWARENESS TO ACTION MODEL



The 4 step process is used in both political action and marketing



Objective: Educative [Awareness]

Audience: Internal & External

Rationale:

- Developing awareness builds community
- Expands the scope of engagement as a consequence of unrealized connection or interest.

Activate: Eyes and Ears

Tactics to achieve objective: ?



PHASES OF PLAN/POLICY DEVELOPMENT



EDUCATE PHASE

Phase 1 – Educate

To gain a greater awareness of school safety issues and the laws, policies and circumstances that surround them, complete a series of trainings / seminars that can serve as the foundation for a thoughtful approach to policy/plan development:

- School / Workplace Violence
- School / Workplace Bullying
- Seclusion and Restraint
- Other

Phase 2 – Assessment

Phase 3 – Assembly

Phase 4 – Implementation

Trainings Completed:

Training / Seminar	Date



Objective: Assess [understand]

Audience: Internal & External

Rationale:

- Need to separate the actual from the assumption
- Determine capacity & needs to address the issues

Activate: head

Tactics to achieve objective: ?

Phase 2 - Assessment



Safe Schools Plan/Policy Development

- Assessment -

PHASES OF PLAN/POLICY DEVELOPMENT

ASSESSMENT PHASE

Phase 1 – Educate

Phase 2 – Assessment

Form an Ad-Hoc committee(s) to develop information and data related to the following:

- Identity and location of Key Identified Personnel
- Student incident communication system(s)
- Building and Facilities
- Prevalence of student incidents
- Staff perception of needs, concerns, impediments
- Existing school safety policies and procedures
- Resources that may assist in finding/implementing policy solutions (individuals, agencies, organizations)

Phase 3 – Assembly

Phase 4 – Implementation

Note: "Ad Hoc" committees are formed for a specific task or objective, and dissolved after the completion of the task or achievement of the objective.

Ad Hoc Committee:

Committee Members:



Objective: Assemble [commitment]

Audience: Internal & External

Rationale:

- People who are aware of need, understand the issue and know there's are others who share that knowledge and awareness are more likely to commit to act
- You know the why's, who's and what's...now comes the how?

Activate: heart

Who are stakeholders: ?

Phase 3 - Assembly



Safe School Plan/Policy Development

- Assembly -

PHASES OF PLAN/POLICY DEVELOPMENT

ASSEMBLY PHASE

Phase 1 – Educate

Phase 2 – Assessment

Phase 3 – Assembly

This is where you assemble a group of stakeholders to review the issue and form consensus on priorities and approach.

- Stakeholder perception of needs, concerns, impediments
- Resources available to address the issue
- Synthesis of view, priority, and outcome
- Comprehensive policy solutions that connect the dots from classroom to community

Phase 4 – Implementation

Stakeholder:

Representing:



Objective: Implement [action]

Audience: Internal & External

Rationale:

- Successful plans/policies should create structures, incentives, and celebrations that ensure long-term adaptive fidelity

Activate: feet

What does successful implementation look like: ?

Phase 4 - Implementation



Safe
School
Plan/Policy
Development

- Implementation -

PHASES OF PLAN/POLICY DEVELOPMENT

IMPLEMENTATION PHASE

Phase 1 – Educate

Phase 2 – Assessment

Phase 3 – Assembly

Phase 4 – Implementation

Implementation is more than drafting documents, a successful plan/policy should create structures, incentives and celebrations that ensure long-term adaptive fidelity.

- Contractual Agreements
- Board Policy
- Periodic review and report
- Calendar and Community

Structure, Incentive & Celebration



DISCLAIMER:

- This is not an overnight process.
- Expect suspicion and resistance
- Success may look different than planned – go with it!
- Your name may never be known – your effort/commitment will

