



Bargaining for All

Day 2

Community Agreements p. 3-4

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

TODAY'S OUTCOMES



- ✓ Status of Bargaining
- ✓ Teams for Building Power
- ✓ Communication and Coaching
- ✓ Power Mapping

Feedback on Feedback

Halimah



Go to the picture that best describes how you feel about convincing your locals to move to Collective Bargaining. Gather, greet. Share why. One person report out.



Once you have selected a picture -

- › Greet one another
- › Share why you chose this picture
- › Select one person to report in 3 sentences or less why this group of folks gathered at this picture
- › Report out around the room

Charles



Basics of Public Sector Bargaining

While the **unionization** of most private-sector workers is governed by the National Labor Relations Act (NLRA), the legal scope of **collective bargaining** for state and local public-sector workers is the domain of states.



Basics of Public Sector Bargaining

State Law and Case Law
Determine, including but not
limited to:

- Right to Bargain
- Scope of Bargaining
- Impasse resolution options:
 - *Mediation
 - *Fact-Finding
 - *Interest Binding Arbitration
- Right to Strike



3 Types of Statutory Bargaining Status Categories

Which are you?

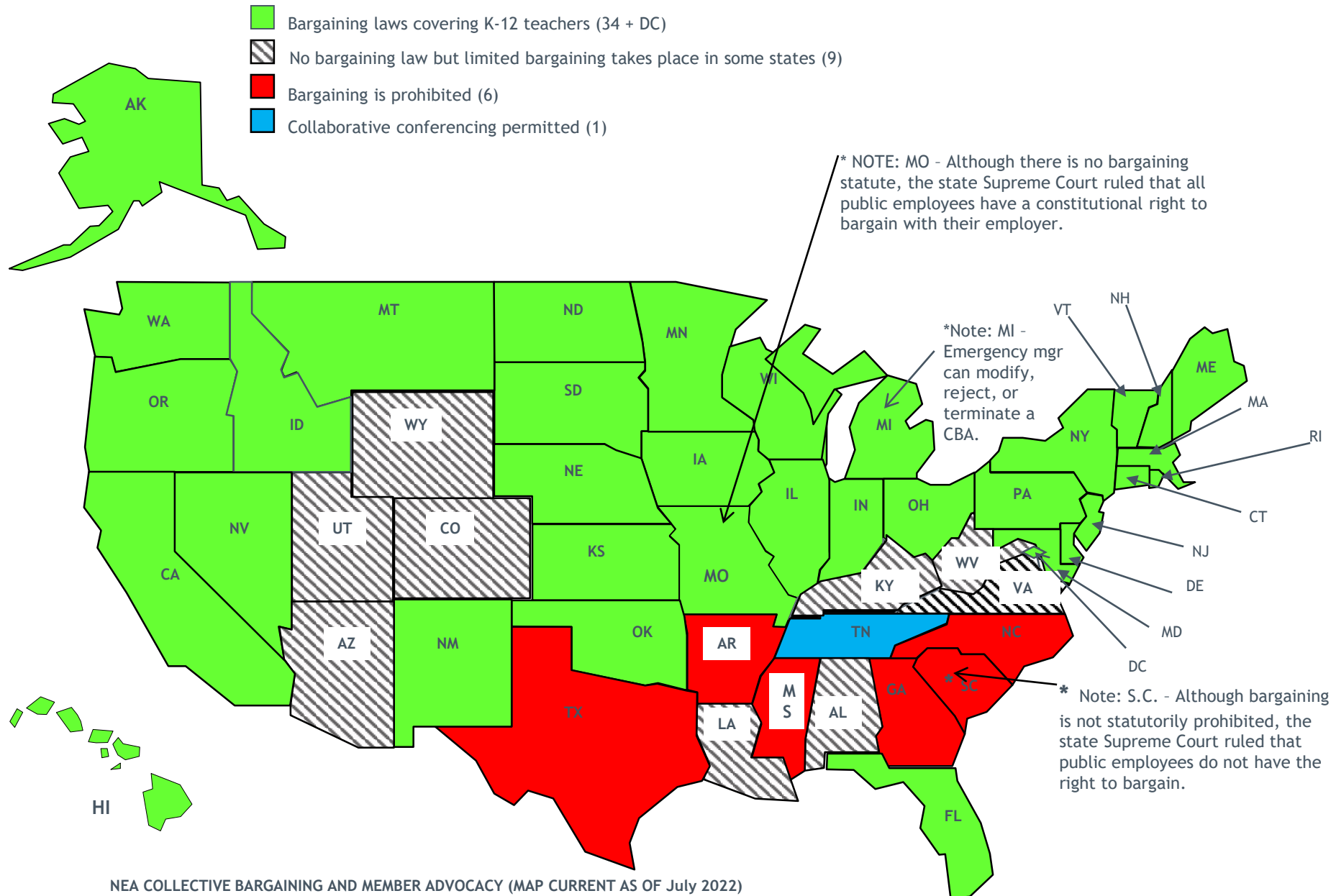
- › Bargaining Law

- › Permissive/

 -No Statute requiring

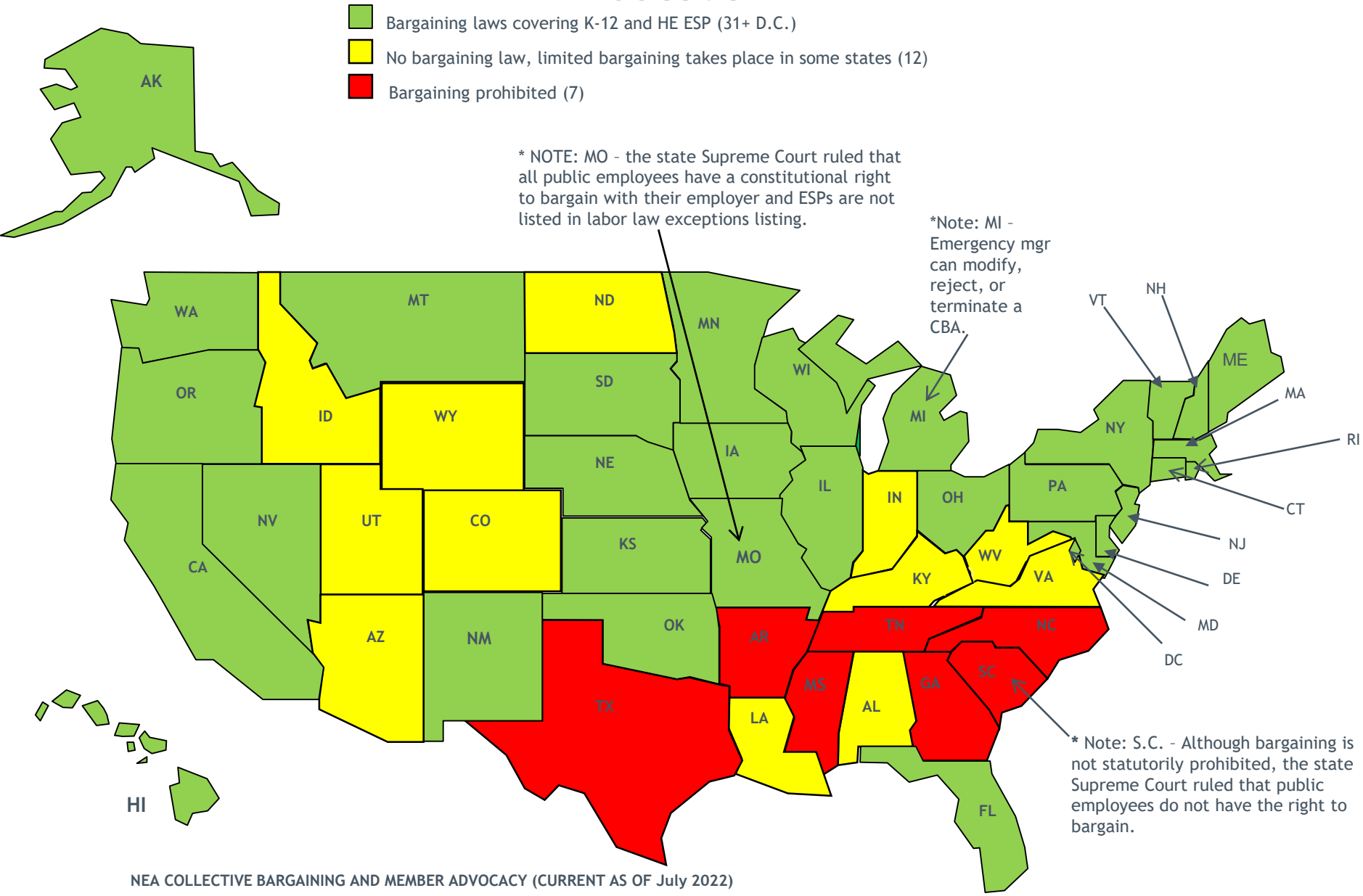
- › Prohibited

Status of K-12 Public School Teacher Bargaining



NEA COLLECTIVE BARGAINING AND MEMBER ADVOCACY (MAP CURRENT AS OF July 2022)

Status of ESP Bargaining Laws: ESP for K-12 & ESP for Higher Education



Brief History of Public School Employee Bargaining

- › 1950-1960 Beginning of Public Sector Bargaining Labor Laws
- › 1960-1980 Establishment of State Institutions Governing Labor Laws
- › VERY LITTLE CHANGED until 2011
- › 2011–2012 Indiana, Michigan, Tennessee, and Wisconsin substantially restricted or entirely prohibited collective bargaining rights of public-sector employees

Indiana

In 2011, Indiana enacted a law stating that collective bargaining is no longer mandatory, and only wages and wage-related items can be part of the collective bargaining process.



Tennessee

In 2011, Tennessee passed the Professional Educators' Collaborative Conferencing Act, making collective bargaining for teachers illegal



Wisconsin

Wisconsin's Act 10 enacted in 2011 eliminated fair share fees for public employee unions and restricted public-sector collective bargaining to only wage and wage-related items. It also capped the annual growth in affected public-sector workers' base pay to the rate of inflation and required teachers unions to obtain annual recertification, a laborious process in which unions that already received enough employee votes to be created must ask their members to vote for the union again every year to retain its status.



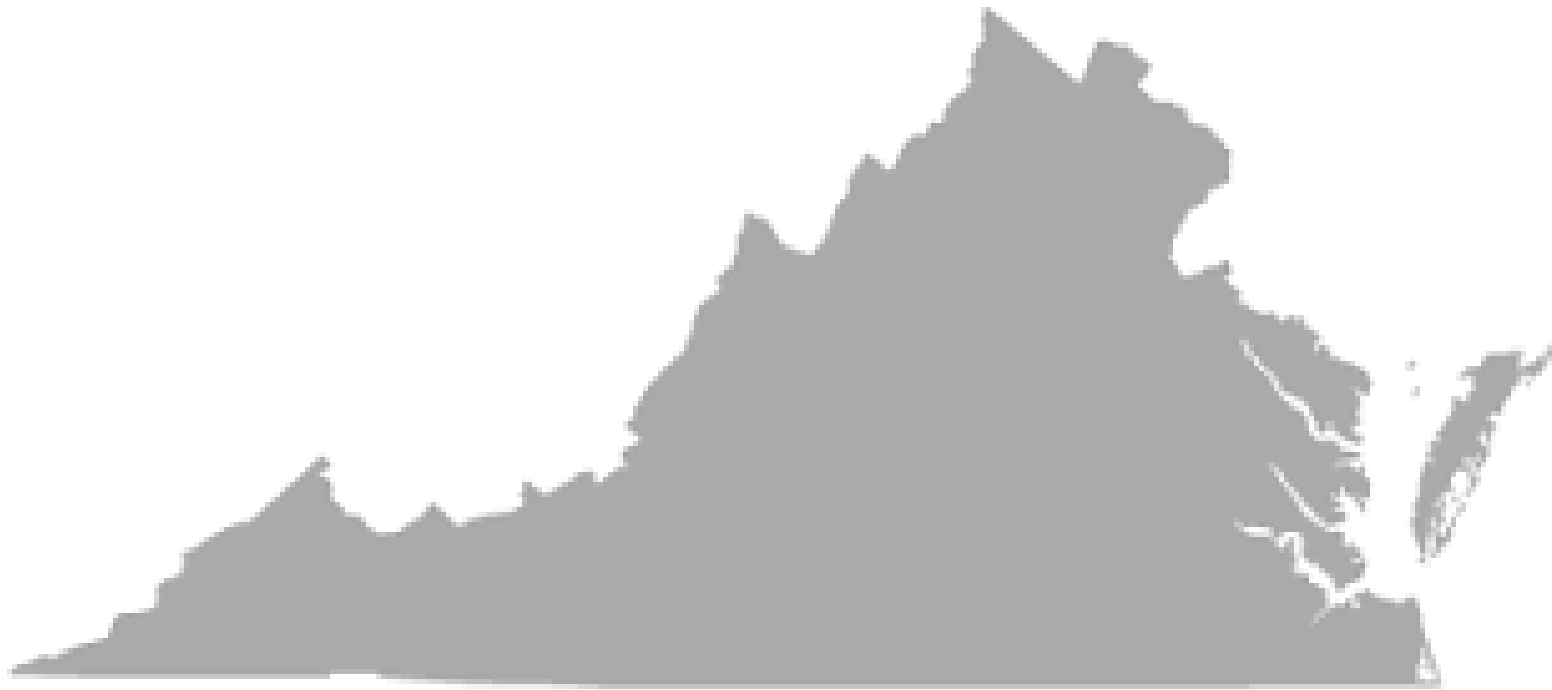
Michigan



In 2012, the Michigan legislature passed the “Freedom to Work” law, a so-called right-to-work (RTW) law. Michigan’s RTW law reduced the financial strength of unions by making it illegal for a group of unionized workers to negotiate a collective bargaining contract that includes fair share fees for nonmembers covered by the contract. (Note that the *Janus* decision has been described as a decision that effectively made all states into RTW states for the public sector.)

Virginia

Virginia's longstanding ban on collective bargaining for public sector workers, which include teachers, law enforcement and firefighters, was lifted when state lawmakers passed legislation in 2020.



Exploring Your State Process

- › What is the state law that allows you to bargain?
- › Is there a state compliance agency that governs the above law ?
- › What are the pertinent benchmarks, timelines, conditions that are required?
- › Who do you bargain with at the table (District; City/County Agency; State Agency)?
- › What are the statutory rules about the actual bargaining process (closed, open, date deadlines, subjects of bargaining; etc.)
- › Create a summary and timeline of these that would define how this process would proceed for you.

KEY TAKE- AWAYS



- ❑ State Law and Case Law Determine, including but not limited to:
 - Right to Bargain
 - Scope of Bargaining
 - Impasse resolution options:
 - *Mediation
 - *Fact-Finding
 - *Binding
 - Interest Arbitration
 - Right to Strike

- ❑ Understanding the framework in your state



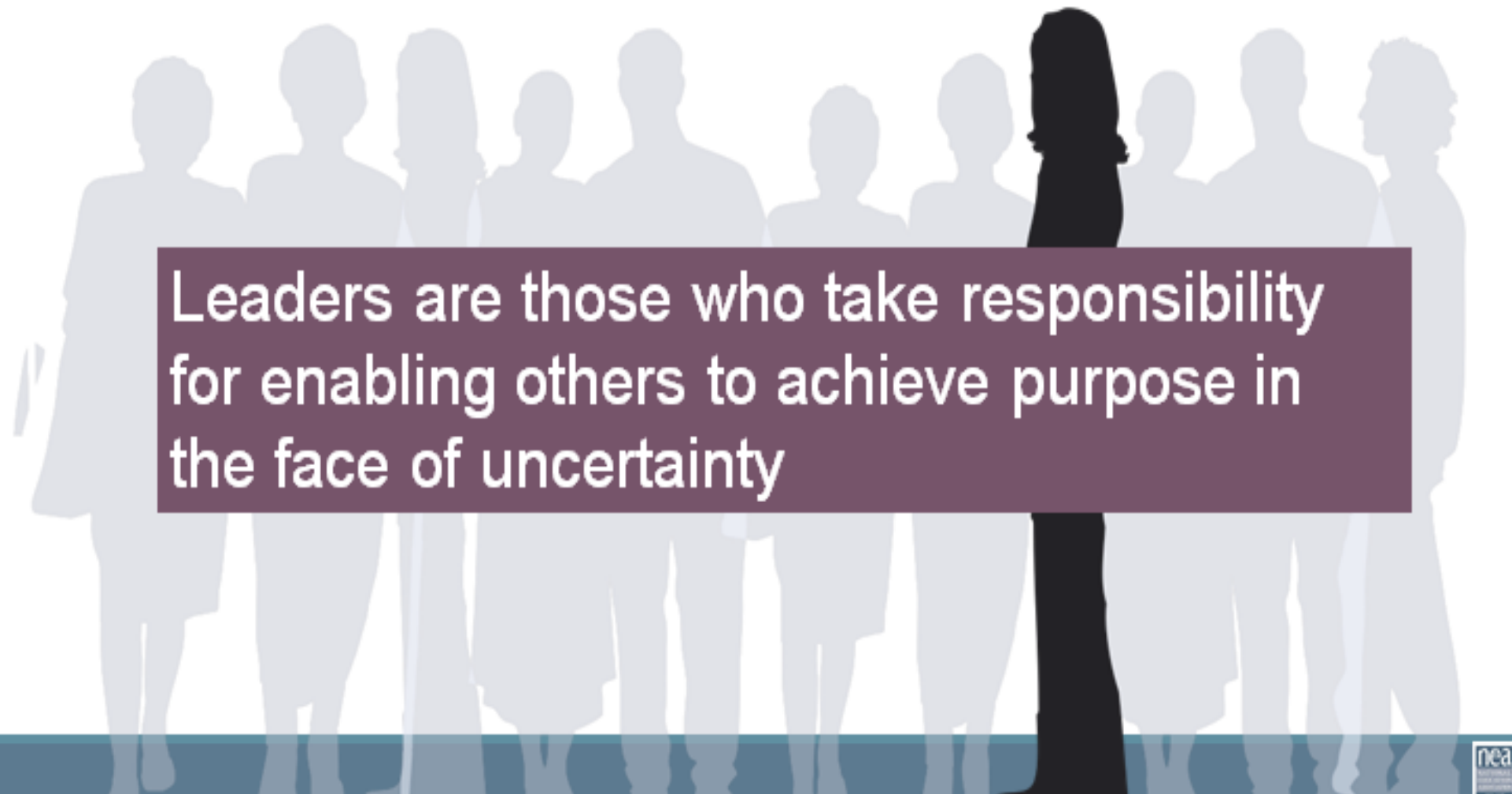
Monet



Visualize teams you know

- What made them successful?
- What made them less than successful?

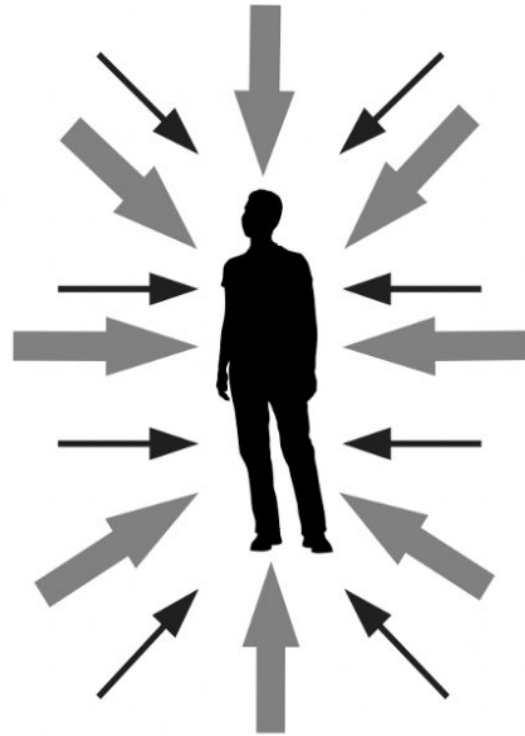
Who are leaders?



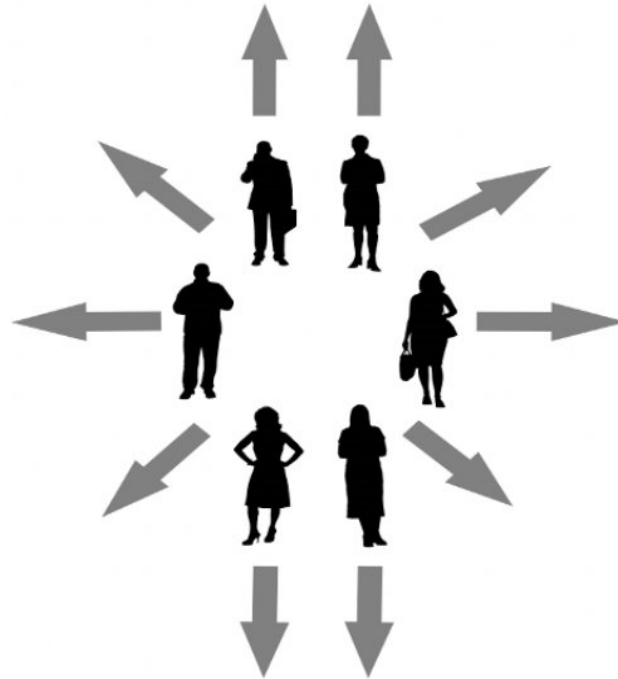
Leaders are those who take responsibility
for enabling others to achieve purpose in
the face of uncertainty

We coach towards the Interdependent Structure – Leadership

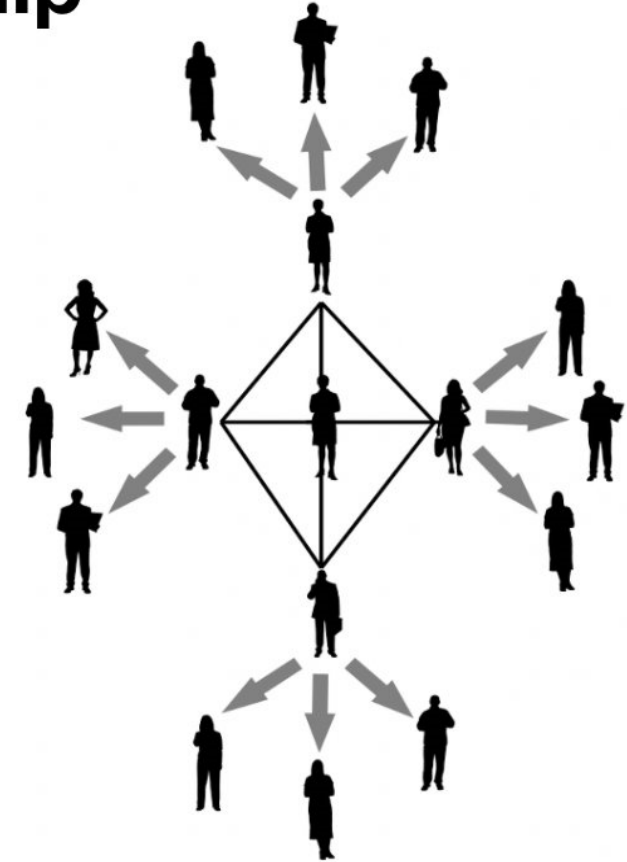
3 kinds of Leadership



"I'm The Leader"



"We're All Leaders"



Snowflake/
Interdependent Leadership

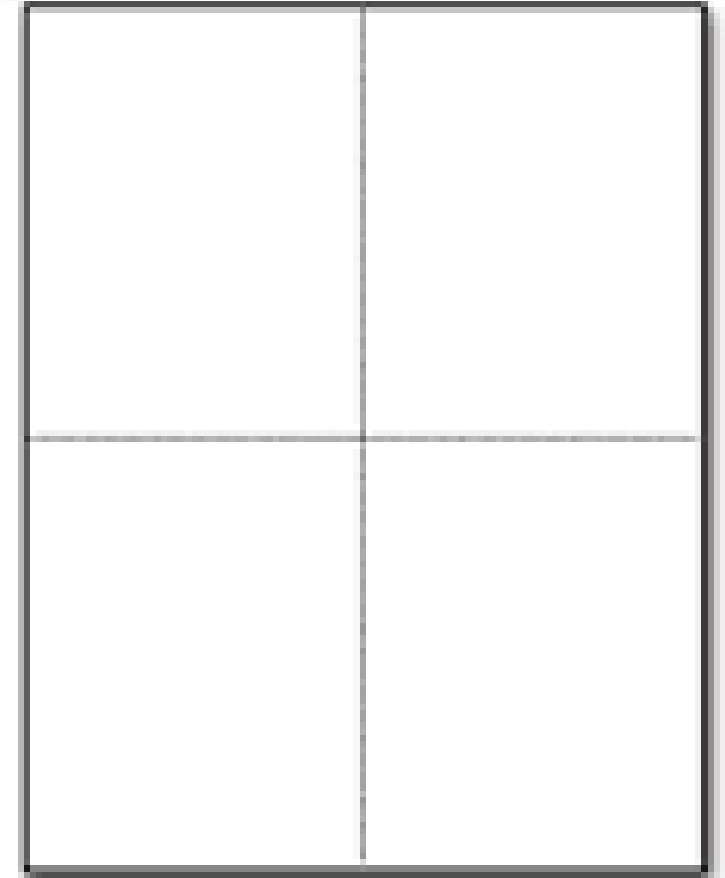
Drawing Your Local's Leadership IQ

Count off into teams of 4

EACH person thinks of one local they want to move to a first contract

The team uses one chart paper divided into fourths

Each person DRAWS what their leadership IQ looks like based on the next slide.



Drawing your local's leadership IQ?

- › How many leaders do you see doing leadership work?
- › Is there one “leader” with everyone else linked to that leader like spokes to the hub of a wheel?
- › Or are there lots of “leaders” linked with each other and with other members, multiple centers of coordination, inspiration and action.
- › Are some people “followers” in relation to some “leaders” but “leaders” in relation to other “followers”?
- › Or are some people always “leaders” and others always “followers”?

How do I know I
am coaching a
team that can
build power?



A Power Building team is formed in Three Steps

- › *Establish a shared purpose.*
- › *Establish clear ground rules or norms*
- › *Organize the work into interdependent roles.*



A Power Building Team has Three Conditions

- › *Your team is bounded.*
- › *Your team is stable.*
- › *Your team is diverse.*

A Power Building Team has Three Outcomes

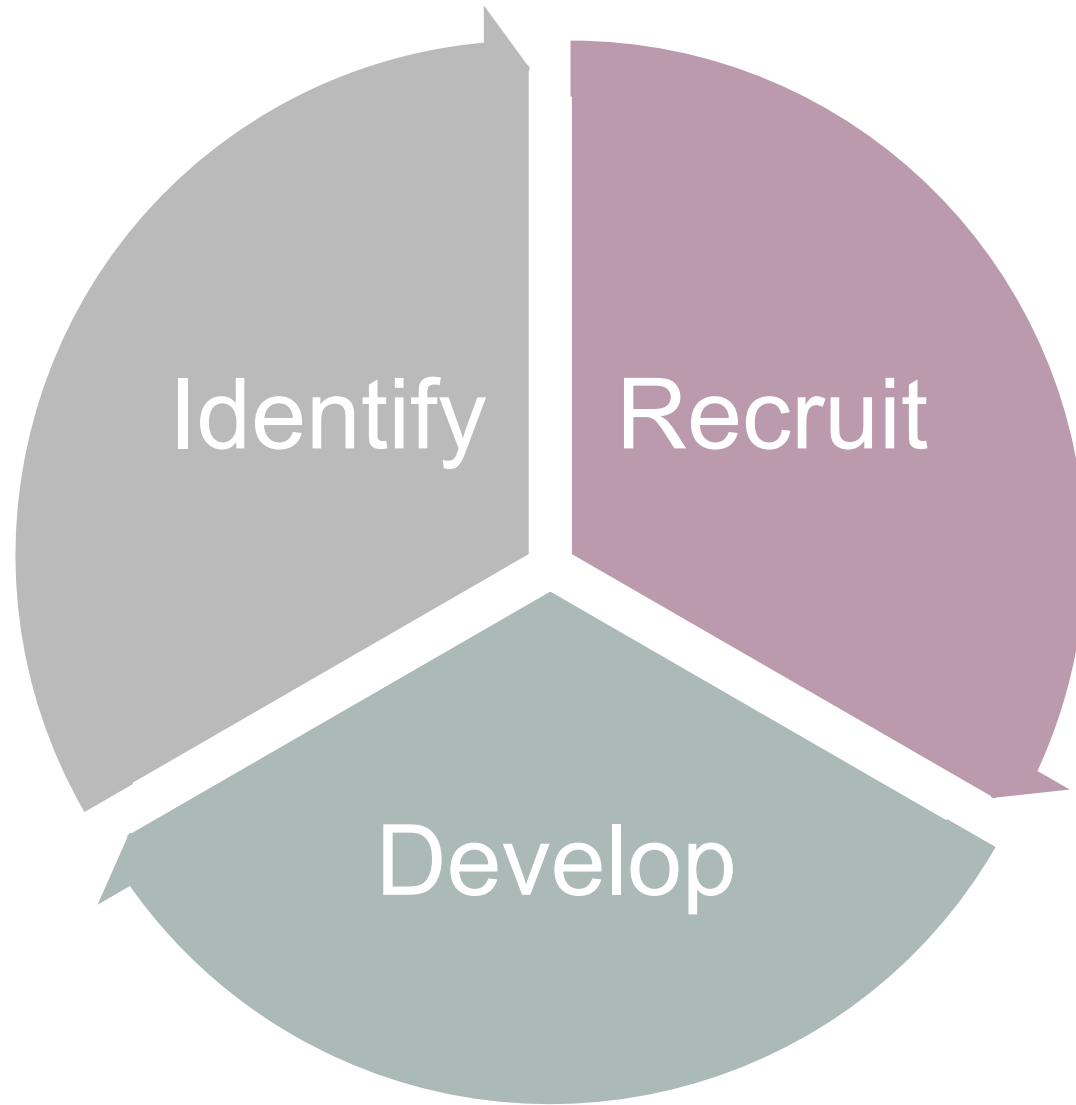
The team accomplishes the goals for which it is responsible.

The team is operating in ways that make it better as a performing unit over time

The team contributes the learning and well-being of individual members



Leadership Team Cycle and Leadership Team Growth



KEY IDEAS



- › We can't become powerful enough to do what we need to do if we can't even work together as a leadership team.
- › You can create the conditions that will increase the odds your team will work drawing on the craft of team design
- › Structuring a leadership team creates strategic capacity: the ability to strategize creatively together in ways that produce more vibrant, engaging strategy than any individual could create alone.
- › .Well-designed teams put to productive use the unique talents of the individuals who make up the team.



Jeny

Communication Matters Team Task

Groups of 5 to 6

One person is the Organizing Staff

Everyone else is a member of the Leadership Team

You need –

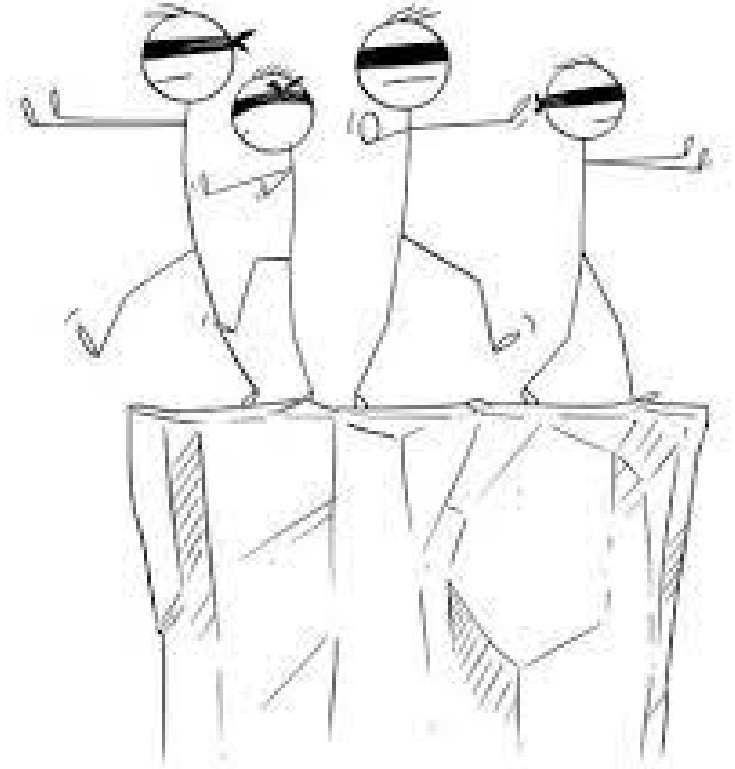
Blindfolds

Table with paper and markers



Communication Matters Team Task

- › Each Organizing Staff person has been given a picture in an envelope.
- › The Leadership Team Members are all blindfolded.
- › The only person who can speak is the Organizing Staff person. That person has to direct all members of the team to reproduce the picture in the envelope onto their team chart paper.
- › The only people who can draw or touch the paper are the members of the Leadership Team.



Communication Matters Task

- › What did you learn about communication?
- › What was most helpful as a Leadership Team Member?
- › What was a challenge as the Organizer?



KEY IDEAS



- › People can grow if given direct, actionable feedback.
- › Communicating outcomes first provides a big picture
- › Continuous reinforcement and correction keeps a team on track



Zac

Reminder...

Who are leaders?



Leaders are those who take responsibility for enabling others to achieve purpose in the face of uncertainty

How do we enable teams?

- › When we direct action (teach) –this is OUR agency.
- › When someone defines their goal and uses THEIR agency to move towards it.
- › Think, "I do." "We do." "You do."

- › WE BUILD LEADERS WHEN WE COACH

Why is coaching critical to a strong team?

- › Coaching is a direct intervention in an individual or team's work process.
- › Coaching enables others to build their own capacity to act.
- › Coaching moves leaders from a relationship where staff have an external control to one where they focus on how to grow.



Effective Coaching Is	Effective Coaching Is Not
- Showing up and being present to another person's experience and listening, with both your head and heart	- Being so prepared that you figure out all the answers for the coachee before you even hear or observe their challenges
- Helping the coachee explore and make sense of their challenges and successes and what they learned from it all	- False praising of the coachee or only focusing on their strengths because you do not want to hurt their feelings
- Helping the coachee to find solutions to challenges	- Solely criticizing the coachee for their weaknesses
- Asking questions that both support and challenge the person you are coaching.	- Telling the coachee what to do

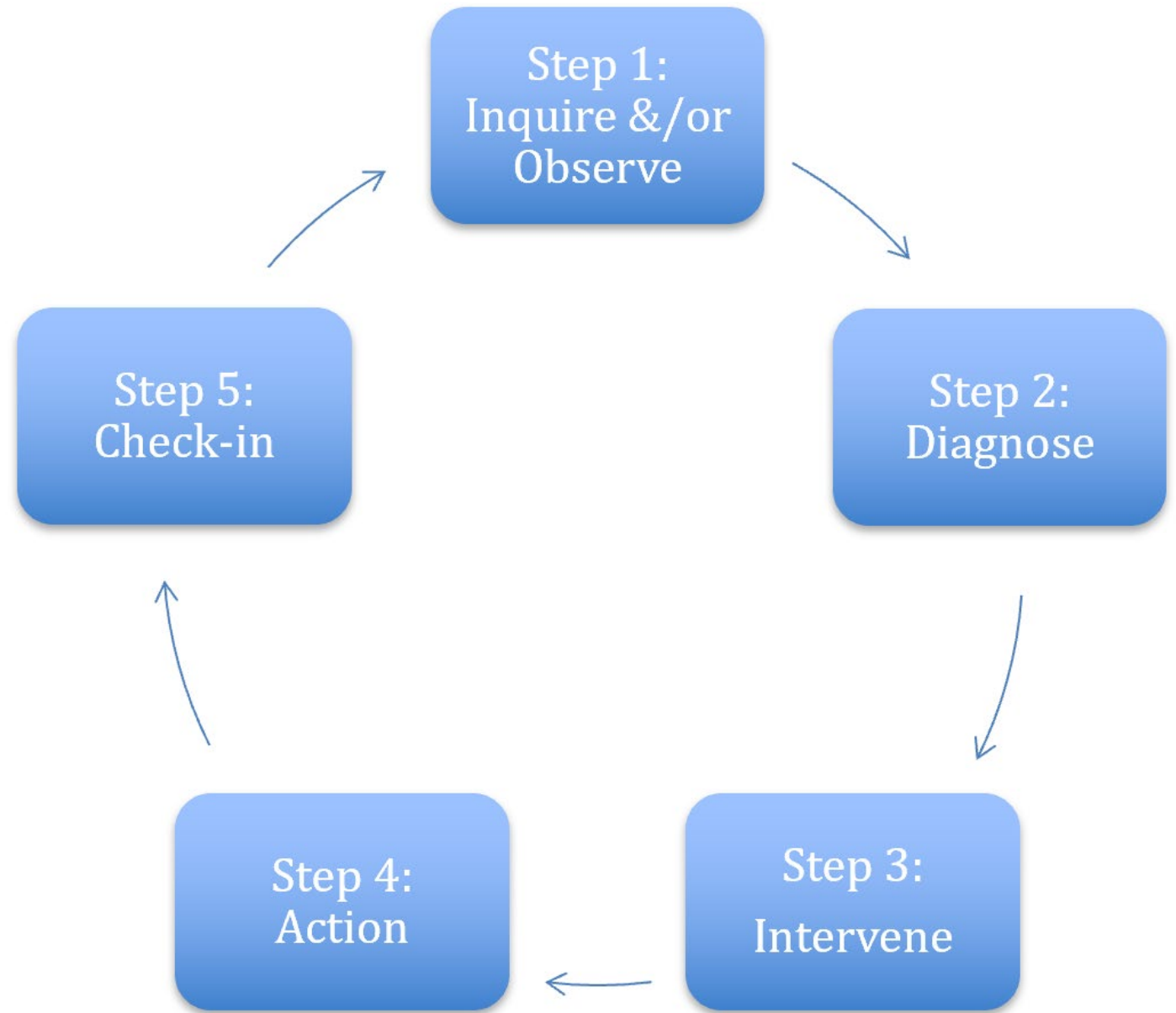
3 Kinds of Coaching- Page

- › Motivational – Heart Coaching aimed at enhancing motivation
- › Strategic – Head Coaching aimed at helping plan, evaluate, strategize
- › Skills-based – Hands Coaching aimed at effective execution of a skill



Coaching Cycle-

- › The reason to apply this cycle is to stop yourself from providing THE answer.
- › Leaders grow from productive struggle.



Coaching Scenarios- Page



Regroup!

- You will need to get into groups of 3.

Note: there may be 1 group of 4

Coaching Scenarios- Page



Debrief

KEY IDEAS



- › Coaching is about releasing your external control and enabling the leader to grow.
- › Coaching is as much about you changing your behavior and growing your skill as it is about growing a leader.
- › We only get good at coaching by practicing it.

Coaching Across Differences p.



1. Curiosity and Compassion
2. Develop your Own Emotional Intelligence
3. Invite Conversations about Differences

Good Questions to Ask

- › What do you need me to understand about your identity in this work?
- › What would you like to know about me that would help you to work with me?
- › Do you have a story that will help me understand a part of your identity that you feel impacts you in this work?
- › What might be challenging about us working together?
- › What can I do to support you when those challenges arise?

KEY IDEAS



- › We can't ever make assumptions about someone's identity and experience.
- › Our words and attitude signal if we're comfortable acknowledging difference and if we affirm who they are.
- › *Inherent, in a coaching relationship is trust. There has to be trust to give and receive feedback.*





Sara

Assessment of Locals

- › Strategy
- › Power
- › Teams
- › Resources



Campaign Readiness Assessment

- › Working at your tables BUT each on their own local
- › Use the categories in the tool to assess your local
- › For each category reflect on where your current strengths, Weaknesses, Opportunities, and Threats.





Quick Report Out

What did this tool illuminate for you?

What do you think this tool would illuminate for members?

Strategy Steps to Win a Collective Bargaining Agreement Tool -

- › Review the 5 Phases
(3 minutes on your own)
- › Which phase are you in?
- › Get into working groups of 4 based on similar phases



5 Phases Group Discussion and Chart



- › Why did you pick that phase?
- › What could you do to move from the phase you are currently in, to the next phase? (Look at the hallmarks and look at your assessment).
- › **Chart up your group thinking on what made you choose the phase you are in and how you are moving to the next phase.**
- › **Share out responses**

KEY IDEAS



- Plan early, plan often
- Strategies are dynamic and should reflect the conditions and goals of your team.
- Planning and assessing your current state is necessary and should be a consistent practice.
- If your team cannot complete an assessment of their work, they're not ready to bargain.
- This is not YOUR work. It's the work of the local.





Heidi

School Boards ~a hill to climb



School Board Assessment

Map your school board's support of Collective Bargaining

Extremely influential					
Somewhat influential					
Influential					
Not very influential					
Not influential					
	Outspoken Champion	Supporter	Neutral or unknown	Opponent	Actively Opposed

Power Mapping

Powerful,
influential, strongly
opposes your
objective

Powerful,
influential, strongly
supports your
objective

Less powerful and
influential, strongly
opposes your
objective

Less powerful and
influential, strongly
supports your
objective

Power, Influence

Support for Your
Position

Power Mapping-Breakout

- › Let's get more specific.
- › Go to the Power Analysis/Mapping Document.
- › Start filling in your internal (current members and potential members), external (administration, other workers at your employer, school board), community (parents, other community), and at-large power actors (mayor, county/city council members, legislators, etc...).
- › Cohorts may vary in the volume of power players that can be currently identified.
- › Return to your engagement maps/lists. Which of your people are connected to these power actors?



Power Mapping-Debrief



- › What trends did you see?
- › What information are you missing?

KEY IDEAS



- › Find the right people, to move the people of power and influence.
- › 1:1's and mapping, together, help put the pieces of the puzzle together.
- › If we don't know how our people connect to the people who have power and influence, we can't win.
- › This isn't an activity to do alone.
- › Connecting with each other is how we connect our way into power.



Monet

Wilson

Things we want you to listen for:

- › How did they get started?
- › What was their narrative?
- › Who were the power players in this situation?
- › What was the process for winning CB?
- › Who was on their leadership team?
- › What role did the staff play?
- › What did they win?
- › What resources did it take to win their campaign?



Sara

Organizer Discourse



- › A conversation of professionals, not specifically led by any one person. These professionals share a particular way of working, values, language, and issues.
- › What are the challenges you are currently facing that you hoped this training would address?
- › In response you can
 - Question
 - Provide suggestion
 - Add to the story (me too, and...)



Ellen



JUST THE END
OF MY POWERPOINT

Keep Calm And Posters.com

Ending it Right

- Prep to Go Home
- Choice Networking
- Housekeeping
- Feedback via email

“The opposite of
networking is
NOT working”

– Someone smart

Choice
Network
Time