

Training Recruiters

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Where to Start

Step

The Importance of Training

- Training teaches everyone the proven method of membership recruitment—the method based on the potential member, the listening method.
- It lets everyone know what to do and where to get help.
- Training reminds every one of the Association's strengths, accomplishments, and advantages, starting with the most important level—the work- site.

The Purpose of Training

The training session is designed to help membership recruiters in four areas:

1. Skills—learning the skills involved in recruiting members.
2. Attitudes—learning how to approach membership recruitment and maintenance.
3. Process—learning the way it is done.
4. Content—learning facts that will help in recruiting members including overturning objections and dealing with competing organizations.

Many local affiliates report that they have achieved their best results by holding training sessions in a separate room at a local restaurant, diner, or coffeeshop.

The Logistics of Training

- Try to hold your training session away from any work location.
- Talk to a local restaurant or hotel owner or even the owner of a small business who might allow you to use a meeting room for the session.
- Try to get a room that is bright, not one that will impose a negative effect on the group.
- Many local affiliates report that they have achieved their best results by holding training sessions in a separate room at a local restaurant, diner, or coffee shop.
- Make simple visuals of information in this section and post them around the room. They will help remind participants of some of the important points in membership recruitment and maintenance.

Step 1

- Have copies of materials available to hand out during or at the end of your session.
- Anticipate the need for breaks based on observations of participants. Breaks will keep things from bogging down. They also provide a good time to build team spirit.

A Sample Agenda

Step

Below you will find a sample agenda. It is just that—a sample. Build your own training session around it. Be flexible and listen to your recruiters. Make sure your session provides them with the help they need to do their important job for the Association.

Notes on the Agenda

- Have each person introduce himself or herself.
- Explain why the training session is necessary and your expectations for the session. Ask participants what they hope to gain from the session.
- Guide participants through the steps for successful membership recruitment and retention.
- Hold an open discussion about the Association that includes a question-and-answer period.
- Discuss the most effective ways to appeal to potential members.
- Talk about the importance of listening and asking questions.
- Point out methods to overturn objections to membership and offer answers to questions potential members might ask.
- Conduct role-playing exercises.
- Distribute information for recruiters.
- Wrap up the session and include time for recruiters' evaluations and suggestions.
- Adjourn when you said you would. This lets participants know that you value their time. Limit the length of the meeting to the amount of time the participants agreed to devote.

AGENDA

Promoting the Association

- Welcome and Introductions
- Purpose of Training
- Steps to Successful Membership Recruitment
- Knowing the Association
- Listening
- Overturning Objections
- Practice Makes Perfect
- Information for Recruiters
- Wrap-up and Feedback
- Adjournment

Steps to Successful Membership Recruitment

Step

(You may want to make a visual from this list to use during the training session.)

- First, the recruiter makes contact with the prospective member.
- Second, the recruiter gets to know the prospective member by asking open-ended questions and listening to the answers.
- Third, the recruiter, continuing the conversation, attempts to learn the prospect's interests and concerns.
- Fourth, the recruiter gets the

prospect to agree on a position,
issue or concern that can lead to a successful
membership recruitment.

- Fifth, the recruiter shows the

prospective member how the Association ties into the prospective member's issue or concern. And how the Association may provide a way to a successful resolution of a conflict or the means to achieve a goal.

- Sixth, the recruiter finally explains the advantages of Association membership.
- Seventh, the recruiter asks the prospective member to sign the membership enrollment form.

*Follow the steps to successful
recruitment*

Note: The recruiter or another person may undertake these steps immediately, after consultation with the other members of the membership team, or at a later time.

Tips for Successful Membership Recruitment

The following tips summarize the most important points to cover in your training session. Use this list during your training session and handout copies of the list to all participants.

1. More people will join the Association because we are interested in them than for all the facts we may know about the organization. They are not buying the organization, but rather what it will do for them.
2. Remember, people join for their reasons, not ours. The best promoter of membership is an enthusiastic member. Let it be known that you are proud of the Association and you believe it is the best thing you have going. Let people know you believe that the Association can make a difference.
3. Contact the potential member in person, one-on-one, when he or she is alone rather than in a group. You obtain the best results from personal contact. After making personal contact, call the potential member. Then send a letter and printed material, if appropriate.
4. Timing is important. People are most likely to join when:
 - A major activity occurs.
 - They are newly hired.
 - They receive help with a problem.
 - They are already “joiners.”
 - They are asked and asked and asked...
5. Take a few minutes to plan your contact. Review the use of open-ended questions and listening skills and ask yourself:
 - What do I know about this person (the prospective member)?
 - What is the purpose of this contact?
6. Remember that your job is to listen, not talk, until you find out all you need to know about the prospective member. Ask questions that start with who, what, where, when, why, and how. Listen to the answer. Find out:
 - What the prospect knows about the Association.
 - What his or her concerns, questions, needs are.
 - What his or her objections are, if any.
 - How our Association can fill his or her needs.
7. Prepare yourself with information about organizational goals, programs, and services. Know where to get additional information should you need it. Talk about the Association in terms that would answer the question, “What will it do for me?” Use what you have learned about the prospective member to determine what to highlight about the Association.

Tips for Successful Membership Recruitment

(Continued)

8. Keep in mind that you don't have to know all the answers. A general briefing on the Association at the local, state, and national levels will usually suffice. Find out the questions, concerns, and needs of a person and get back to him or her within a week. You may also ask a more knowledgeable leader or staff person to follow-up on your contact.
9. If you need assistance or a follow-up contact, decide who the best person is for the task. When possible, select a member who has a positive personal relationship with the potential member. When members know potential members, they are often willing to help the recruiting team.
10. When talking about dues, talk in smallest terms—by the day, week, or month. Use the daily amount and compare it with what little that amount will buy in everyday purchases. Stress that members receive protection and service 365 days a year.
11. Use printed material selectively. Hand deliver materials. Point out specific information that responds to the prospective member's interests. Write a personal note to go along with the material. The NEA Web-Site and new member CD-ROM are good sources of information.
12. Positive attitudes produce positive results. Be positive. Expect everyone to join. Let the prospect be the one to tell you otherwise.
13. If someone shows any sign of interest, try to get him or her to sign up immediately. It takes less than two minutes to complete a membership form, especially if you have filled in the information in advance. Become familiar with the membership form so that you can help. Offer to take the completed form to save the person the bother of sending it in.
14. If there is any uncertainty in "closing" the membership "sale," remember the basics of closing, reminding the prospect:
 - Here's who we are.
 - Here's what we do.
 - Here's what we can do for you.
 - Here's what we can do together.
 - Here's what the dues are.
 - Then ask, "Will you join with us?"
15. Set a goal for yourself each day. For example, ask one open-ended question, contact one potential member, remember to say "us," or call and support another membership recruiter.
16. Much more comes through to the potential member than just the words we speak. It's been said that just 7 percent of the message comes from our words, 38 percent comes from our tone of voice and how we say the words, and 55 percent comes from other non-verbal messages we send with our facial expressions and body language.

Tips for Successful Membership Recruitment

(Continued)

17. After a person joins, tell him or her what he or she can expect. Do not promise anything you can't deliver personally. Immediately after a person joins is an excellent time to help get the person involved. Do what you can to make every new member feel good about his or her decision to join.
18. Make sure every new member receives some tangible indicator that the services and benefits of membership have begun to flow to them. The recruiter has responsibility for this, preferably by personal delivery. In 1998, NEA developed a CD-ROM for new members. You can present the CD-ROM to the new member immediately after he or she joins. It fulfills the recruiter's portrayal of the Association's value to members because it conveys information on a broad spectrum of services and benefits of membership and explains how members may access these benefits.

Listening

Step

What's the most common mistake in membership recruitment? Hitting the prospective member with a sales pitch before you have any idea what that person is all about—what he or she wants or cares about. Think about it. Doesn't it turn you off when someone calls or confronts you in an impersonal manner?

So how do you learn about a prospective member? You listen to him or her. And how do you get him or her to talk to you? You ask open-ended questions—questions that get the other person talking to you.

Once you have the recruiters and Association Reps comfortable with just making contact and carrying on a conversation, use the role-playing exercise to give everyone practice, asking open-ended questions. This will help get everyone to accept the idea that we're there to listen to, not talk "at" the prospective new member.

By listening, we are able to fit the presentation to the individual, and that makes the presentation more effective.

- By listening, we learn about the potential member. And by learning about him or her, we discover which points will be most effective when the time comes to close the membership recruitment.
- By listening, we learn which of the Association's strengths will be most effective with the prospective member.
- By listening, we are able to fit the presentation to the individual, and that makes the presentation more effective.
- If you can get your membership recruiters thinking this way, you're sure to be more successful in membership recruitment and maintenance.

One more point to bear in mind: Remember that we don't want to wear a prospective member out by a conversation that turns into a marathon debate. Set a reasonable time period for each contact with the prospective member. Many locals set the limit at 10 minutes per conversation. You can always resume the conversation later in the day or week.

Make sure every recruiter gets a copy of the list of open-ended questions

found on page 67 of this handbook.

7 Reasons to Be A Good Listener

1. We learn a great deal.
2. Listening helps us solve problems.
3. Listening gives us time to think.
4. Listening increases our self-confidence.
5. Listening generates ideas.
6. Listening helps us sell ideas.
7. Listening shows other people that we care.

Guidelines for Improving Listening Skills

- Increase listening span.
- Take time to listen.
- Give your full attention.
- Restate the message you've just heard.
- Avoid hasty evaluation.
- Don't overreact to content.
- Don't fake enthusiasm.
- Don't become distracted.
- Listen between the lines.
- Listen for ideas, not facts.
- Don't monopolize.
- Adapt your thought speed.
- Don't listen only to what you want to hear.

Listener/Sender Responsibilities

Listener Responsibilities

- Show interest by your actions.
- Take time to listen.
- Learn something about the sender.
- Get the whole message.
- Don't interrupt the sender.
- Concentrate on listening.
- Practice listening.

Sender Responsibilities

- Show the receiver that you want attention.
- Be sure the receiver is taking time and is ready to listen.
- Try not to waste the receiver's time.
- Give the receiver the whole message (what, why, when, where, who, and how).
- Repeat and clarify the main idea.
- Position yourself and the receiver to avoid distractions.
- Look at the receiver.
- Evaluate the receiver's interpretation.

The Art of Asking **Step** *Questions*

Reasons to ask questions:

- To find facts
- To understand ideas
- To discover interests, attitudes, opinions
- To identify leaders' networks
- To uncover objections
- To isolate issues

Effective fact-finding questions are simple and easy to answer. They are designed to relax the potential member. At the same time, these questions provide valuable information that enables you to understand the prospective member and guide your dialogue.

Lists and Visuals

Use the lists of sample questions you will find on the following pages. Make visuals of the different lists as indicated. Use those visuals during the training session. Post them on the walls to keep the key points in front of participants.

Questions provide valuable information that enables you to understand the prospective member and guide your dialogue.

The Art of Asking Questions

OPENED-ENDED: Cannot be answered with “yes,” or “no.” Begin with who, what, why, where, when, and how.

CLOSED: Can be answered with one word, usually yes or no.

DIRECTIVE: Phrased to direct a person towards a specific, usually brief answer.

Sample Questions

“How do you feel about...?”

“What do you think?”

“Do you think it would be better if...?”

“What would you suggest?”

“What is your opinion?”

“Why is that important to you?”

“What would be your reaction to...?”

“What would happen if...?”

“What do you think is a better way to do it?”

“Where do we start?”

“What do you think you need to get the job done?”

“What’s your biggest worry about...?”

“Could you tell me more about...?”

“How important is that to you?”

“Why is it being done like that?”

“Could you give me an example of that?”

“What difference would it make if...?”

“May I ask what you like most about your present...?”

“Would it be fair to ask what you like least about your present...?”

Active Listening Techniques

Responding to the Speaker

Statement	Purpose	To Do This	Examples
ENCOURAGING	- To convey interest - To encourage the other person to keep talking	Don't agree or disagree Use neutral words Use varying voice intonations	"Can you tell me more..." "I'm glad to be here with you, and I want to hear what you have to say..."
CLARIFYING	- To help you clarify what is said - To get more information - To help speaker see other points of view	Ask questions Restate wrong interpretation to force speaker to explain further	"When did this happen?"
RESTATING	- To show you are listening and understand what is being said - To check your meaning and interpretation	Restate basic ideas, facts	"I thought I heard you say..." "So, you would like for your parents to trust you more. Is that right?" "I may need to check this out again..."
REFLECTING (verbal)	To show that you understand how the other person feels	Reflect the speaker's basic feelings	"You seem very upset." "Seems like you are very subdued today, want to talk?"
SUMMARIZING	- To review progress - To pull important ideas, facts and feelings together - To establish a basis for further discussion	Restate major ideas expressed including feelings	"These seem to be the key ideas you have expressed..."
VALIDATING	To acknowledge the worthiness of the other person	Acknowledge the value of their issues and feelings Show appreciation for their efforts and actions	"I appreciate your willingness to resolve this matter." "I think I understand why you'd be confused."
BUILDING	- To help build and continue the discussion - To offer other options	Ask questions Offer ideas or suggestions	"Have you considered talking this over with her?"
REFLECTING (nonverbal)	- To convey the speaker's nonverbal message - To clarify the meaning of the nonverbal message	Verbalize the speaker's body language and/or facial expression	"I've just been noticing that when you talk about your anger, you smile. That confuses me."

Other Ways to Keep People Talking

Pick up on a few key words from a person's last statement, repeat them, and wait. That encourages the person to tell you more.

Remain silent and wait. A person will often continue to expand on what he or she has just said. Be sure to show concern, empathy, and understanding for the person.

Questions to Reflect on What a Person Says

"Why is that important to you?"

"What do you think is a better way to do it?"

"What, when or how do we start?"

"Could you tell me more about that?"

"Would you explain that further?"

"What do you mean?"

Comments that Encourage People to Keep Talking

"I see."

"Tell me more."

"I understand."

"Wow."

"Really."

"No kidding."

"It's okay to feel (angry/frustrated/that way)."

"You aren't alone."

Knowing the Association

Step

Your local membership recruiters must know the Association. But don't forget that people organize people. Paper doesn't do it.

A simple review of key facts about the Association will be enough. Recruiters need to know about the value of membership, including what members get for their dues investment.

- Cite a few major gains achieved at the local, state, and national levels.
- Stress local issues and achievements whenever possible.
- Stress pocketbook issues whenever they can pay off.

Recruiters need to know about the value of membership, including what members get for their dues investment.

Your Association is the unparalleled primary advocate for quality education, students, education employees, and the future of public education. The Association is undoubtedly primarily responsible for salary increases realized by employees over the last several years. These raises result from local negotiations, effective lobbying at the state level, and also from Association efforts that have saved and increased federal funding for public education. Each of these achievements has a direct impact on education and education employees at the local level.

- Stress that ours is one organization with effective structures at all levels necessary to provide needed services and representation to education employees. The entire structure serves each individual member and education as a whole.
- Take a strong, positive position on the various levels of our Association. Let everyone know that, "In our local, **WE** are the state EA and the NEA. Talk to **US** about that."
- Let potential members know that our Association is among the most democratic organizations in the world. The individuals we elect to represent us at every level determine the Association's policies and positions.

6

Step

(Don't allow the conversation to bog down on any individual issue or a real or alleged resolution. Elected representatives, your colleagues, vote on the resolutions. Remember that some locals where a majority of members have disagreed with several specific NEA resolutions over the last decade or so still have achieved and maintained more than 90 percent membership. That's because personal contact and concern are far and away the most important elements in membership recruitment and retention.

- Provide answers to any important local issues that arise.

Practice Makes Perfect

Step

The best way to help your membership recruiters gain experience and confidence in the recruitment process is to encourage them to practice in the training session.

Conduct simple three-minute role-playing practice sessions to help participants polish their skills. Divide participants into groups of two or three. Let one person ask questions or raise objections. Have another person respond.

The third person can serve as an observer to provide comments and helpful hints at the end of the session. (If two people work together, the one who asks the questions can offer feedback.)

Role-playing can help you equip recruiters to contact potential members, answer questions about dues, overturn objections, or succeed at any part of the recruitment process. Consider role-playing various potential member roles—new employees; long-

Conduct simple three-minute role playing practice sessions to help participants perfect their skills.

time, hard-core non-joiners; recent drops; and, if appropriate, agency fee payers. You may want to videotape and critique the session. The NEA videotape, “Membership Is the Key,” offers a lighthearted approach to this type of exercise. The videotape is available from your state Association or NEA Broadcast Services.

Overturning Objections

Step

The keys to overturning objections are:

- Careful and skillful listening.
- Understanding the relative importance of different issues and concerns.
- Knowing the Association.
- Understanding that many times the first objection, excuse, or reason a person gives you may not be the fundamental or most important one.
- Knowing some effective responses to most-often-heard objections.

Use a role-play exercise to give recruiters practice in dealing with objections. You will find two lists, later in this section, to help you with this part of your training session. They are entitled “Some Thoughts on Handling Objections” and “Some Tips for Overturning Objections.” Use them

Many times, the first objection, excuse, or reason a person gives you may not be the fundamental or most important one

during this portion of the training session.

Also, later in this section, you will find a collection of often heard objections and lists of suggested responses to each objection. When using these lists, remember:

- Recruiters must respond in ways that are most comfortable for them and that are responsive to the concerns expressed.
- Listen to the objections, but don’t spend all of your time dealing with details.
- Maintain a positive attitude about your chances of successfully recruiting the potential member.
- For those who don’t join, come back later and then deal with their primary objections.

Some Thoughts on Handling Objections

- Despite your positive attitude, not everyone will join. But many of those who are reluctant now will join if we continue to ask them.
- A person's reasons for not joining the Association are often not strong.
- The first objections given are often not the real reasons for not joining.
- Often objections are because of incorrect information or a lack of information.
- Look at your task as one of identifying the real objections, providing sufficient or adequate information to overturn or minimize the objection as compared to the value of membership.
- Excuses may be a result of fears, uncertainties, and doubts about the recruiter, the organization, the programs and benefits of membership, or the cost of membership and timing of the contact.
- An excuse for not joining may be the result of not having spent sufficient time establishing a positive relationship and finding out the prospect's needs, wants, and concerns.
- Reluctant prospects have often joined when recruiters continue to ask them, even though they continue to hold the same objections.

Some Tips for Overturning Objections

- Keep asking. Make the potential member your project until he or she joins.
- If a potential member attempts to get you to argue or defend your position, respond with a question or offer to provide more information.
- Listen to what the potential member is saying. Continue to use listening skills while the person fully expresses his or her objection.
- Refrain from giving an immediate response to an objection.
- Keep the potential member talking after he or she has raised an objection. Ask open-ended questions that reflect on what the potential member said. This helps the person “talk it through” without your arguing or defending.
- Determine if the potential member is firm in his or her objection by observing if he or she sticks to it.
- Listen carefully until it is your turn. Then check out your statement of what you believe the objection is before you respond to it. (People often want to merely get something off their chests. In that case, just hearing them out is all that is required.)
- Share your own reasons for joining. An enthusiastic member is the best person to promote the organization.

The following are some of the most useful techniques for responding to objections:

- “That was yesterday. What can we do about it now?”
- “What should we start doing now?”
- “What should we stop doing?”
- “I’ll accept that.”
- Even if that were true...
 - ...what can we do to change it?”
 - ...what better option do we have?”
 - ...what better option have we than to work together?”
 - ...how about giving us a chance?”
 - ...why don’t you join us to change it?”
 - ...why don’t you join sides with the rest of us?”
 - ...I believe it’s the best thing we have going.”
- “I hear what you are saying.”
- “I understand.”

Overturning Some Specific Objections

Step

Recruiters will be most successful if they follow the listening techniques already explained and illustrated. Their own, personal answers to questions are very likely to be the best ones to use.

Experience has shown that some questions arise again and again in all jurisdictions, all sections of the country, among all employee classifications and in local affiliates of every size.

The pages immediately following deal with 12 of the most often heard objections. We offer a number of possible responses to each objection. These are merely guides.

Recruiters' own personal answers to questions are very likely the best ones to use but take time to consider the suggested responses to common objections.

We include them to help you along in your training session. Do not substitute them for personal ingenuity and creativity and certainly not for answers that prospective members themselves suggest in conversations with the recruiters.

Objections and Responses

1. "Membership costs too much. I can't afford it."
2. "Why should I join? I get the benefits for nothing."
3. "I don't agree with _____ of the Association."
4. I'd join the local (or local/state) but not NEA.
5. "I don't like unions."
6. "We shouldn't be involved in politics."
7. "The Association doesn't do anything for kids and education."
8. "My spouse is a member. I don't need to join."
9. "I don't like (past or present) leaders."
10. "We don't need to be members this year." (non-bargaining year)
11. "I'm disgruntled because of what happened in the past."
12. "I don't know how long I'll be working here." (retiring soon)

Objections and Responses

(Continued)

I. “Membership costs too much. I can’t afford it.”

- “How can you afford not to?”
- “You pay only ____ a pay day (week). What can you buy for only ____ a pay day (week)?”
- “The cost of membership is less than the cost of a Big Mac, (movie, a six-pack of beer...).” Equate the daily amount to an item it would buy.
- “Money is tight for most of us. We are all on the same salary schedule. Those of us who join think the benefits outweigh the cost.”
- “Membership can actually save you money if you take advantage of NEA Member Benefits opportunities.” Show how members save money through NEA Member Benefits group buying.
- One recruiter placed a copy of his first pay voucher alongside a current voucher on a sheet of paper to show how much he’d gained in salary over the years. On the same sheet of paper, he wrote, “Thanks, to a large extent, to the Association’s efforts.”
- Cite salary increases over recent years and credit Association lobbying and bargaining efforts. Show that dues are a good investment.
- List protections and benefits members get 365 days a year for just \$____ per day in dues, such things as lobbying at the state and federal levels, contract enforcement, bargaining, defense in legal cases.
- “What if you lost your job? You will need the Association to represent you more than ever if you need your salary, medical insurance, and retirement credit from your job.”
- “If you needed an attorney to defend you against charges such as child abuse, how would you pay the bill?”
- Remind NEA-Student Program members that their membership dues entitle them to a credit that will be deducted from their dues when they join NEA as active members after graduation.
- Equate dues to an investment.
- Remind NEA Retired members that their membership keeps them protected and involved.
- “You aren’t buying services, you’re buying into a cooperative.”
- “You don’t wait until your house is on fire to buy fire insurance.” Equate paying membership dues to buying insurance.
- NEA Dues Tab provides life insurance in the amount of your dues for continuous membership.
- Personalize your message by using a member who is a single parent, new employee, or veteran member who has never had to actually “use” the organization.

Objections and Responses

(Continued)

2 “Why should I join? I get the benefits for nothing.”

- “No one gets the benefits free. Your colleagues at the local, state, and national levels are paying the tab.”
- Make a list of what non-members don’t get.
- Members pay dues that cover the cost of representation and bargaining for all bargaining unit members and potential members (in units that don’t have fair share provisions where all employees pay for the costs of representation.) In addition, dues payments entitle members to vote, hold office, attend meetings, voice their concerns, and be represented on all work-related matters. It also entitles them to liability insurance and buying privileges reserved for members.
- “It costs money to represent employees.”
- “The time has come when members can no longer carry the financial burden of others who have failed to make the commitment to their profession. Those who oppose public education and public school employee organizations have joined forces. We can afford to do no less.”
- “We should all be working together to make our organization the very best it can be at representing all of us.” (for locals that do have fair share or agency fee agreements)
- “When you remain a potential member, you are actually working against your colleagues.”
- One Association sends a “bill” to potential members each month to ask them to join and to remind them that it costs money to represent them.
- “As a member, you can take an active part in decision making. You can vote, hold office, and have a voice in a democratic, representative organization.”
- “If something happened to you and you needed the Association, it would be too late to join and obtain the assistance automatically provided to Association members.”
- “If everyone felt as you do, the Association would not exist, and you would not be able to receive these benefits.”

3. “I don’t agree with _____ of the Association.”

- “Few people agree 100 percent with the actions or positions of any group or organization. But representative government in organizations—as well as nations—depends on people who “pay their dues” and who participate in decision making. If you don’t agree with some direction the Association is taking, join, become active, and work to change its course.”
- “Our Association is democratic. No member is required to agree with the majority on any issue. But every member has a chance to try to sway the majority through representative democratic governance structures. Furthermore, our representative bodies issue the recommendations of the majority. The Association doesn’t attempt to speak for every individual member in every decision.”

Objections and Responses

(Continued)

- “What if taxpayers in the district could elect not to pay taxes because they objected to something or because they do not have children in public schools or universities?”
- Emphasize the democratic nature of the organization and that the Association respects the opinions of those in the minority.
- Compare membership dues to taxation and services such as water, fire-fighting, trash collection, parks, security. Each taxpayer pays his or her share even when he or she may disagree or not make use of some services
- “Each year the NEA Representative Assembly (RA) holds open discussions on resolutions that members initiate. The RA votes on them.” Introduce the prospective member to his or her local representative who was a delegate to the RA.
- Review the NEA Resolutions (available to every member in the September issue of the all-member *NEA Today* and in the *NEA Handbook*, available in each UniServ office). Have a member of the Resolutions Committee from your state contact the potential member.
- “How can you get involved, be informed, or work for change if you don’t join? Wouldn’t joining and working for change be more effective than staying outside and complaining?”
- “Some positions that the Association takes do not affect us on a day-to-day basis. The advantages of membership far outweigh the disadvantages of one or two things with which we may disagree.”
- “Our enemies distort our positions.” Explain the distortions, emotional issues, and tactics of the radical right.
- “Public education is at stake.”
- If the objection is to our protecting a “bad” employee, point out that it is our responsibility to make sure each employee has a “day in court.” Point out that rights, like laws, must be enforced for each individual or they will not exist for anyone. Cite cases.
- “Do you agree with everything the legislature does? But you don’t drop your citizenship, give up the right to vote, or refuse to pay your taxes just because elected officials take positions with which you disagree.”

4. I’d join the local (or local/state) but not NEA.

- The NEA family—local, state, and national affiliates—works constantly to protect, promote, and strengthen member rights through a variety of avenues.
 - UniServ
 - Legal services
 - Professional development

Objections and Responses

(Continued)

- Research
- Bargaining assistance
- Benefits
- Human and civil rights
- Staff assistance at conferences and workshops
- Offices and office supplies
- Shared projects
- Show the Association's budget.
- "Who represents you as a delegate at all levels of the Association?"
- "How would you be affected if a colleague had a problem and no one had resources or simply chose not to help your colleague? Precedents set in other cases help protect all of us."
- Demonstrate how the NEA resolutions and budget are taking new directions. Explain politically motivated efforts to separate members from leaders, local affiliates from state affiliates, and state affiliates from the national.

5. "I don't like unions."

- "What do you think of when you say union?"
- Use dictionary definition of union: join together for a common cause.
- Cite professional development, community action, child protection, help for parents, and workshops and conferences on professional issues ranging from stress and discipline to school safety, technology, and teacher quality.
- "What would be the effect if there were no union to monitor, lobby, represent, enforce policies and contracts, and ensure due process?" Cite local, state, and national records.
- "Our activities are common to both unions and professional associations."
- The unions role is to work to improve education and to guarantee that everyone's rights are respected.

6. "We shouldn't be involved in politics."

- "If we want to have an impact on the resources that are available to our schools and students, we must recognize that people elected to public office control those resources."
- "If we want modern schools, qualified teachers, and computer-equipped classrooms, we need to have people in public office who regard these as priorities. If we're not involved in politics, public education may not be a priority."

Objections and Responses

(Continued)

- NEA does not use dues money to make direct contributions to candidates in federal elections. (Add state and local rules and practices.)
- Education employees make recommendations regarding support for candidates for public office through a fair and open process.

7. “The Association doesn’t do anything for kids and education.”

- “The Association is focusing its efforts on ways to enhance teacher quality and improve student achievement.”
- “What should we be doing?”
- “What are you willing to do?”
- Share information about local, state, and national activities to promote quality education and benefit students.
- Share information on teaching and learning initiatives.
- Share information about new unionism.
- Share information about the \$1 per member per year of NEA dues set aside to support the National Foundation for the Improvement of Education.
- Point out the Association’s many professional development and outreach activities: grants and scholarships, workshops, publications, professional standards, activities for American Education Week, Teacher Day, and Read Across America.
- Point out the resources available through the NEA website www.nea.org, such as “helpfrom.nea.org,” and the new member CD-ROM, “It’s All About Kids.”

8. “My spouse is a member. I don’t need to join.”

- “How many salaries do you and your spouse get? If one of you is a member, only one of you will get the benefits of membership—liability insurance and representation, for example.”
- “It’s true you both can read our publications, but the percent of dues that goes to publications is minimal. So much more goes into other vital services that benefit every member.”
- “Anti-public education attacks and anti-education employee actions affect both of you. Association activities that counter these attacks help both of you.”
- Note other couples who are both members.
- “Both of you get salary increases and bargained benefits.”
- “Could either of you afford to pay for attorneys to defend yourself?”
- “There are special needs of special groups at the work-site level.

Objections and Responses

(Continued)

- “The school system did not hire you because you are a couple. Each of you must stand on his or her own.”

9. “I don’t like (past or present) leaders.”

- “Get involved and help change things.”
- “It’s understandable that some people don’t like some people.”
- “They are volunteers.”
- “The way to influence the Association and its leaders is to join and participate.”
- “They are elected by means of open nominations and secret ballot by majority vote.”
- “That was yesterday. What should we do about it now?”
- “What should we start/stop/continue doing?”
- “Whom would you suggest as a better leader?”
- If the prospective member is speaking of a current leader, ask him or her to follow up.
- Take the prospective member to a meeting with you.

10. “We don’t need to be members this year.” (non-bargaining year)

- What happens in neighboring districts and states affects us when we bargain next time—rollbacks, strikes, arbitration, legal cases, unfair decisions, for example.
- Programs go on all the time:
 - Teaching and learning initiatives
 - Research
 - Training of leaders and bargaining teams
 - Office maintenance
 - UniServ
 - Lobbying
 - Monitoring of state and federal agencies
 - Monitoring of retirement funds
 - Legislative programs
 - Community relations
 - Public relations and employee image programs
 - Contract enforcement

Objections and Responses

(Continued)

11. “I’m disgruntled because of what happened in the past.”

- “What are you willing to do to change that?”
- “That’s history. What do we need to do now?”
- “I understand that.”
- “You’re right. Now what can we do?”
- “Nothing can change that. Now we are ...”
- “I know it.”
- “A lot of us used to feel that way.”
- “We’re working this year so that we will be strong next year.”
- If the problem is a poor record in the past, especially in bargaining, acknowledge it if it’s true. Then move the potential member to join to help improve the situation or cite positive gains in the most recent bargaining. “We’re making improvements now.”
- “We didn’t have the benefits of your participation in the past. What can you do to ensure better results next time?”

12. “I don’t know how long I’ll be working here.” (retiring soon)

- “Your retirement income depends on salary gains these last years. We need your support to get maximum gains.”
- “Retired people have the greatest need of all for these vital protections and services. The Association monitors such things as retirement funds and insurance.”
- “Join now and stay involved through NEA Retired. You’ll not only remain a vital part of education, but the Association will continue to work 365 days a year to protect your investment and your future.”
- “For now, join the group and build unity. Get to know your colleagues.”
- “You’ll benefit from the support of other Association members.”

Information for Recruiters

Step

The last section of your training session is the time to make sure you've covered all the bases, answered all the questions, and set in motion a system that will deliver for your Association. Here are some of the points you should make sure you have covered:

- Dues structure, deadlines, and any other relevant details new members will want to know about dues deduction
- Dues amounts and where the money goes
- Procedures for processing memberships, dues (how to complete the form, information required, where to send the information)
- Materials that will be forthcoming to recruiters in the next few days and weeks
- Planned Association activities designed for potential members (when and where activities will be held and what arrangements, if any, you need to make to get potential members to attend)
- Resources available to help with the membership effort—staff, officers, other local leaders, and volunteers
- Where to call for help and support when needed
- Local incentives for membership success (Remember, the keys to organizing success are respect, recognition, and reward. Practice them with your membership recruiters, and your membership system is sure to be a success.)
- Where to get the NEA New-member CD-ROM to present to new members after they have joined.

The goal of the training session is to enable the recruiters to leave the session knowing what to do and feeling ready to do it.

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Key Information for Recruiters, Staff, Others

Each recruiter needs to have basic information. Adapt this sample information sheet for local conditions and services. (Note: In some locals, two or three people may fill the majority of these roles. If so, indicate that.)

Names	Phone Numbers
Local Association _____	_____
Jurisdiction _____	_____
President _____	_____
Vice President _____	_____
Secretary _____	_____
Treasurer _____	_____
Membership Coordinator _____	_____
Bargaining Team Chair _____	_____
Grievance Chair or Rep _____	_____
Public Relations Chair _____	_____
Special Services Chair _____	_____
Political _____	Action _____ Chair _____
Social _____	Chair _____
Staff _____	_____
Others _____	_____

Local Benefits

Salary schedule _____

Sick leave provisions _____

Fringe benefits _____

Health care _____

Other district-paid insurance coverage _____

Special services _____

Other _____

Dues

Full-time _____

Half-time _____

Monthly _____ Per Day _____

ESP _____

Key Information for Recruiters, Staff, Others

(Continued)

Highlights of Current Contract Provisions

Check off the provisions that apply to your local. Add either the page number from your collective bargaining contract or a highlight of each provision.

- Just cause: (have you won for employees the provision that they can be dismissed only for just cause? That's an important benefit!) _____

- Workload: (hours, breaks, duty-free lunch, preparation/conference periods, aide time)

- Class load limitations _____

- Number of contract days (workdays, holidays, vacations) _____
_____ (Calendar, if possible)
- Term of contract (dates, provisions for reopeners) _____
- Transfer and assignment protections _____

- Leave provisions _____

- Professional development _____

- Site-based decision-making _____

- Partnerships with Universities and/or Business _____
- Special Education issues _____

- Assistance in assault situations _____

- Involvement in Education Technology and/or curricular decisions _____

- Other _____

“Success Sheet” for Recruiters

What are three recent local victories or successes that might be useful in showing potential members the Association’s effectiveness in your school district or at your university?

Examples:

- A grievance protecting employee rights
- Political victory
- Association involved in training members of site-based councils
- Bargained or lobbied salary increase
- A Mentoring or Peer Assistance Program
- Bargained Professional Development
- Release time secured to improve skills with Student Standards
- Community action or event

Current recent “hot” issues	Local Position	Outcome	Most Knowledgeable Members