

Campaign Academy: Coaching and Leading Winning Campaigns Baltimore, 2025



Documents you Will Need Today

- › Pre Academy Module – Pre Academy Worksheets Only
 - Community Agreements and Three Theories Article Reflections
- › Participant Handouts Module – Participant Handouts
- › Campaign Planning Module - Campaign Planning Guide



Campaign Academy:
Coaching and
Leading Winning
Campaigns

Pre Academy
Package Worksheets Only

The Campaign Lab is a system of Affiliate Staff, Members, and Leaders networked to build power to win on issues that matter most by building a culture for organizing. A culture for organizing and continually campaigning includes a shared analysis of how to win, issue identification, goal setting, strategic actions, distributed leadership, and data that informs progress. This NEA Center for Organizing training is designed to build skills around coaching all aspects of a campaign cycle.



Campaign Academy:
Coaching and
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Campaigns

Participant
Handouts

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Campaign
Planning



Overview
Centering Equity
Team
Problem and Issue
Power Analysis
Strategy



Campaign Academy

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Honoring This Space

We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands stewarded by generations of indigenous people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

KEY OUTCOMES



Participants will understand:

Why the Campaign Lab exists

How the Campaign Lab operates to support and network local campaigns

What is expected for participation in winning Campaigns

OVERALL AGENDA



Sunday (Everyone)

- 7:30-8:30 Breakfast
- 8:30-Noon Meeting
- 12:00-1:00 Lunch
- 1:00-4:30 Meeting
- 4:30-5:00 Networking and Adjourn

Monday (Everyone)

- 7:30-8:30 Breakfast
- 8:30-1:00 Meeting
- 1:00 Adjourn, Lunch on your own

TODAY'S AGENDA AND OUTCOMES



- 7:30-8:30 Breakfast
- 8:30-Noon Coaching and Teams
- 12:00-1:00 Lunch
- 1:00-4:30 Campaign
- 4:30-5:00 Networking and Adjourn

Participants will understand the Basics of the Campaign Lab, the Structures for Support, and the stages of a Campaign Cycle

LOGISTICS TO REMEMBER



Questions to Ask
Bathroom
Materials
Food
Room Temperature
PEPs Portal

Shout Out from Your Team and Around the Room

Name
Pronouns
Work Location



Community Agreements

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

Saying “I”- tell your truth

Lean into Discomfort

Reaching Empathy

Expecting Non-Resolution and Non-Closure

*

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



So what is different
about the Campaign
Lab?

3 Prevalent Theories of Change

Advocacy

“Advocacy is the work of creating change through the actions of professionals or technical experts—lobbyists, pollsters, lawyers, communication specialists, researchers. Advocacy relies on the expertise, status, and know-how of these groups of people to make change. Advocacy usually happens in a closed-door room; ordinary people play a small to nonexistent role in its efficacy. Advocacy has become a dominant strategy for unions and liberals.”

Mobilizing

“Mobilizing, by contrast, activates an already-convinced membership. Mobilizing encourages those who already support a cause or a mission to take action to defend their belief—for example, by attending a protest, wearing a button, or signing a petition.”

Organizing

“To organize is to build mass support and strength among ordinary people. Organizing draws its power from working people’s biggest strength: our numbers. The work of organizing is systematic and rigorous: It requires connecting with every single worker in a shop, every educator in a building, every building in a district. At its core, it asks people to understand their own agency and to make choices about how they will exercise it.”

TIME TO TALK



Which of these theories do we mostly work in?

Which of these theories generates the power you need to win the changes you want?

Advocacy is about – using expertise.
Mobilizing is about – engaging the already
committed.

These are necessary, but not sufficient to build
the power we need.

**Organizing is about
building power.**

DEFINING POWER

Power is the ability to control, create, and prevent change.

Power is organized people and organized resources (money).

Power is not static, it is either waning or growing.



UNDERSTANDING POWER

Power is neutral

Our values affect the
way we use power



TRUTHS ABOUT BUILDING POWER

- Power has to be consistently built or it is waning
- Not everyone wants us to have power and actively work to take our power away
- Public actions through shared vision, shared purpose, shared resources, shared risk, and unity is how we build power
- The bigger the win you want– the more power you need
- Building power requires leadership



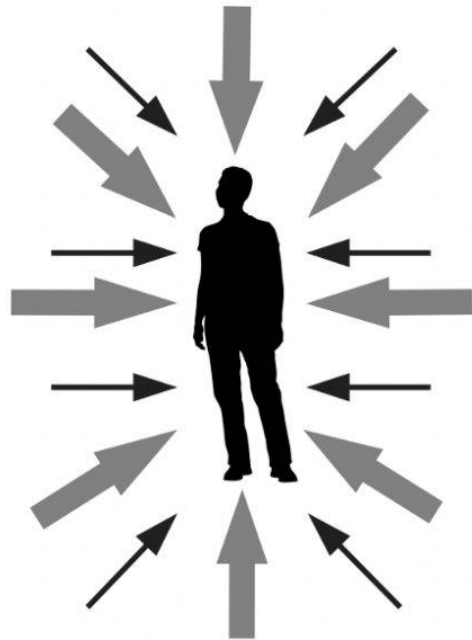
The Right Leadership Begins with You

An illustration of four diverse people (two women and two men) holding a large, multi-colored rainbow ribbon that spans the width of the image. The ribbon has horizontal stripes of red, orange, yellow, green, blue, and purple. The people are shown from the waist up, with their hands resting on the top edge of the ribbon. Below the ribbon, the lower legs and feet of the four individuals are visible, showing they are standing on a flat surface. The background is white.

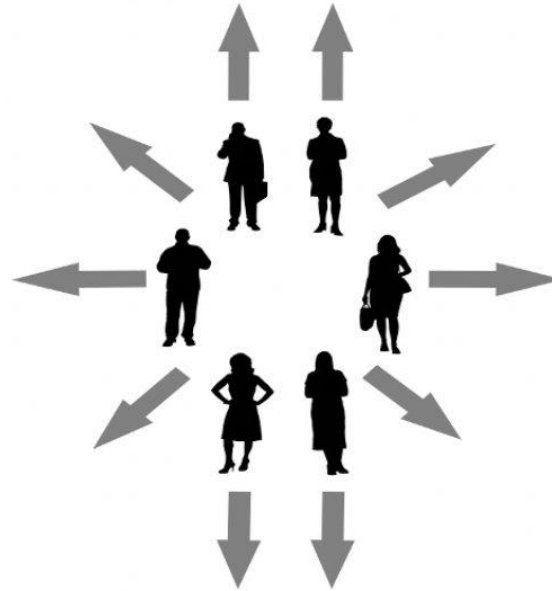
Leaders are those who take responsibility for enabling others to achieve shared purpose in the face of uncertainty

Leaders Across these Three Theories

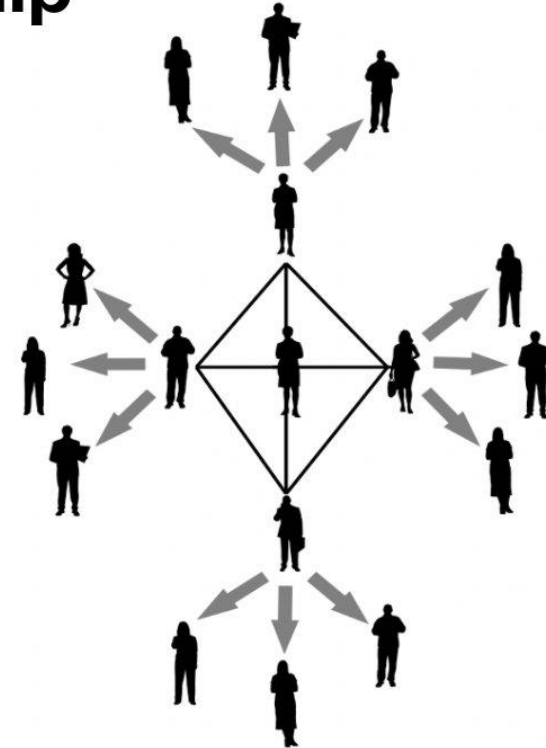
3 kinds of Leadership



"I'm The Leader"



"We're All Leaders"



Snowflake/
Interdependent Leadership

*Credits: Marshall Ganz, "People, Power, Change"
Harvard Kennedy School, Spring 2019*

Campaigns are not Programs

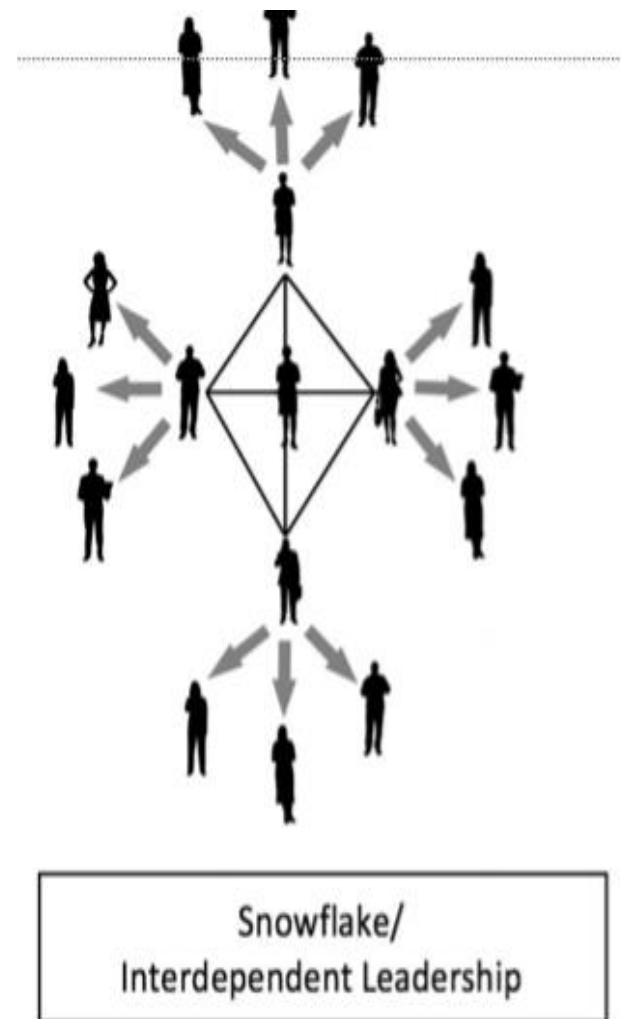
An issue *campaign* is the process through which the people organize around leaders and structures to use their resources in accomplishing goals that achieve the change they need and want. It is public. It involves risk. It results in the story being about the workers.

From Marshall Ganz

In most “Programs” the responsibility and accountability is centralized, members don’t broadly own the program, aren’t risking much to participate, and aren’t typically invested in shareing any benefits of the program. Little power is built to address the issues that are important.

We build the most power when the **members are accountable to one another** and are **responsible for the actions necessary to build that power**. Leadership is interdependent and distributed.

In the Campaign Lab we are intentionally creating an ever expanding structure of leadership.



And that is what is different about Campaign Lab.



This is an intentionally created and networked leadership structure focused on building and using power within and across issue campaigns.

Key Points



- ❑ Intentional campaigns, not programs, build power.
- ❑ The power to win is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the big meaningful changes they want.
- ❑ The kind of power we need depends on a distributed and interdependent leadership structure.



Meeting This Moment

Carrie and Amanda

Let's meet each other!

- › Who has shown the power of their union to their school board or trustees? This could be a vote, a strike, a rally, a petition.
- › Who has brought the issues of the community or students into their union work?
- › Who has advocated for change as a union or coalition with elected officials?

If your school community could have three things right now what they be?





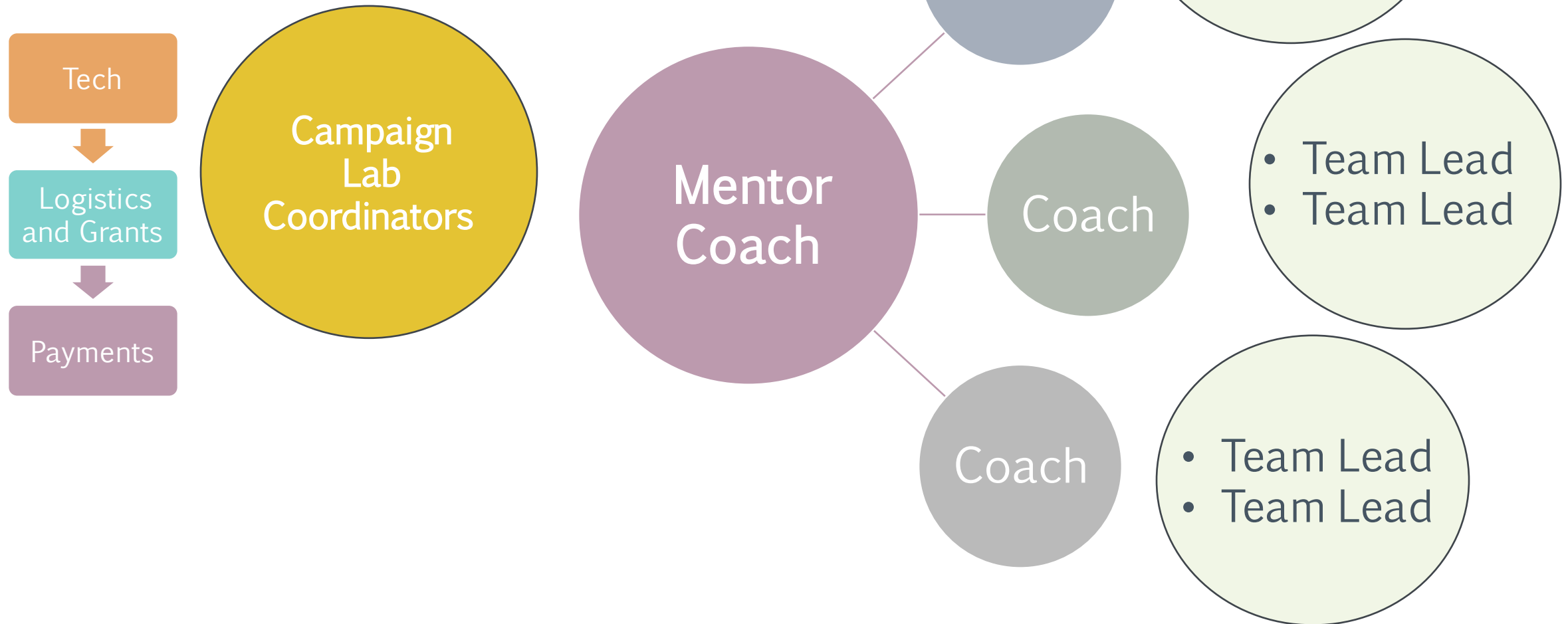
Funded, fed, inclusive,
safe, cared for...
This IS ALL union work
in the
Campaign Lab



HOW DOES CAMPAIGN LAB WORK?

- › COACHING
- › PEER LEARNING
- › TRAINING
- › NETWORKING
- › COLLABORATION
- › POWER-BUILDING

Basic Structure of Campaign Lab



Learning and Growing Together

- › Peer Learning: What are the organizing, campaign or advocacy skills, vision, commitment and/or experience you bring with you to Campaign Lab that you feel you could teach others?
- › Networking through Campaign Lab:
What people do you want to connect with, learn from and organize with?

Power Together

- › We are building power in our locals and communities.
- › What more can we do together?
- › What else might be possible?

Key Points

- › The peer network is what makes Campaign Lab work.
- › All of you are here to learn; All of you have something to share.
- › We are up against a bigger fight than any of us can face on our own, so we need each other.
- › To sustain movements across time, we have to continually support and grow with each other.





Centering Equity

pg. 30 in Participant Handouts and pg. 3 in
the Campaign Cycle Planning Tool

Ellen and Albert

What will it take to
achieve equity for the
people who work and
learn on our
campuses/worksites?



What type of union builds power?

- › Programs
 - › Build Presence
 - › Episodic
 - › Member Recruitment
 - › Committee/Program Leaders
 - › Low Risk
 - › Often Staff Led
 - › Power in Policy
 - › Campaigns
 - › Public Action and Demands
 - › Strategic and Ongoing
 - › Continues to Add
 - Base – Mobilizers - Leaders
 - Allies – Partners - Coalitions
- Requires Risk
Supported by Staff
Leaders Build and Use Power

What about Race, Class, and Gender Justice?

- › Many of us value justice and equity, so we must apply a **Race, Class, and Gender Justice lens** to our work
- › This lens involves both **personal** and **institutional commitment** to advancing equity
- › It means proactively **eliminating systemic barriers** and setting **clear, measurable equity goals**
- › Use it to **develop equity-focused programs** and **anticipate harm** across race, class, and gender lines
- › It's more than avoiding discrimination, it's about **creating** systems that **sustain** equity

Centering Equity

Problems: What inequities are you noticing or experiencing? What are the impacts on different racial groups? Who benefits most and who is hurt most?

Causes: What institutions, policies, or practices are causing or contributing to the inequities? What social norms, popular myths, or cultural biases may be contributing?

History: How did things get this way and are things worsening or improving?

Solutions: What solutions could address the root causes and eliminate the inequities? How would different racial groups be impacted by the proposed solutions?

Strategies: What strategies and actions could be used to advance the solutions?

Leadership: Who are the stakeholders most affected by the inequities? Are they involved in naming the issues and solutions? What kinds of active leadership roles could they take to advance the proposed solution?

Additional Equity Tools: Who is most directly impacted? Who has been left out? How can they be directly engaged? How do our demands center race, class, and gender justice?

Debrief

- ›What did you learn about using this analysis tool?
- ›What did your group struggle with?
- ›How do you think you could use this in your own work?

Key Points



- › Intentional campaigns, not programs, build power.
- › Centering race, class, and gender justice in our campaigns increases the number of people engaged, the number of leaders involved, and the amount of resources we have to win the change we want.
- › Power is only built through people with a shared vision, making public commitments to act, to risk their collective resources, for the meaningful change they want

Organizing Around Issues

pg. 42-45 Participant Handouts
and pg. 11-12 Campaign Cycle
Planning Tool

Amanda and Zac

PROBLEM vs. ISSUE

A problem is the whole pie. Problems are vast, complex, and entrenched.

When we try to tackle a problem, we reinforce the hopelessness of the situation. We are trying to take on the full pie all at once.

Issues are the pieces of the pie. It's a small chunk of the larger problem that we can make progress on, and in turn we are slowly taking on the full problem over time.



Issue

An ***issue*** is a slice of the larger problem that is manageable and solvable.



PROBLEM

vs.

ISSUE



Values

Values are fundamental beliefs that dictate behavior

Ideally, Unions advance the welfare of all members.

They are based on the universal ideal of human rights, the idea of justice, progress, and betterment of self and of society.

Through shared values, members build solidarity and commit to active participation in the labor movement.

Shared values transform individual members into part of something larger than themselves.

Some Union Values

Fairness, honesty/integrity, responsibility, compassion/empathy, safety, health, generosity, hard work/responsibility, community, freedom, democracy, binding contracts, equality, opportunity, respect, stability/security, unity, quality work, justice, collective action, dignity/respect, charity/community service, and due process.

How to Link Issues and Values

Investigating member issues is necessary but not sufficient – we also need to identify workers' **SHARED** values –

WHY is this an issue?

WHY do you want to fix this?



EXAMPLES- Problems to Issues + Values

VALUES – Public Schools should be safe, equitable, and inclusive learning and working environments for all people.

PROBLEM -Our school is hostile to LGBTQ+ staff and students

- **Issue Cut** – There are no gender inclusive bathrooms and/or transgender students and staff are forced to use the wrong restroom.

PROBLEM - Our school reinforces racism by silencing protestors

- **Issue Cut**– We need to stop law enforcement from arresting students and staff for exercising their Constitutional rights.

Key Points



- › Problems are big conditions of injustice
- › Issues are the smaller member identified components that make up the problem
- › Issues indicate a path to action
- › Values build a relatable why across people experiencing the pain of the problem
- › We intentionally work to connect members around issues and values to build Solidarity

TEAM WORK – The Problems

List the problems that you and your members want to improve – these are BIG

For each of the problems you identify – try to think what the values are that are behind WHY you see this as a problem.

Example Problem – We want quality health care for everyone
Values behind wanting to fix this – equity, fairness, dignity

List your problems and values on your charts.

Key Points



We listen for the values as talk about these problems.

This is how we build solidarity.

TEAM WORK – Problems into Issues

Example Problem – We want quality health care for everyone

Values behind wanting to fix this – equity, fairness, dignity

Possible Issues –

Not enough providers in our rural system

Values – access and equity

Drugs are not affordable

Values – fairness and access

No coverage for home health options

Values – equity and dignity

Pick ONE problem and cut into issues on your charts.

Assessing Our Issues

☐ Widely felt and/or deeply felt.

- The pain can be felt by just one, but the injustice of that pain is shared by many.
- The pain AND the injustice of that pain is felt by many.

☐ Winnable.

☐ Builds the union and builds leaders.

☐ Has a connection to students and the public.

Issue Criteria Checklist (as a resource)

Will the Issue...	Issue #1	Issue #2	Issue #3
1. Result in a real improvement in people's lives?			
2. Give people a sense of their own power?			
3. Alter the relations of power?			
4. Be worthwhile?			
5. Be winnable?			
6. Be widely felt?			
7. Be deeply felt?			
8. Be easy to understand?			
9. Have a clear target?			
10. Have a clear timeframe that works for you?			
11. Be non-divisive?			
12. Build leadership?			
13. Set your organization up for the next campaign?			
14. Increase membership?			
15. Be consistent with your values and vision?			
16.			
TOTALS			

Key Points



- › Problems are big conditions of injustice
- › Issues are the smaller member identified components that make up the problem
- › Issues indicate a path to action
- › Values build a relatable why across people experiencing the pain of the problem
- › We intentionally work to connect members around issues and values to build Solidarity
- › **Not Every Issue is an Organizing Issue**

Leadership Team Development

pg. 31-41 Participant Handout and
pg. 4-10 Campaign Cycle Planning
Tool

Ellen and Halimah

EFFECTIVE TEAMS

CONDITIONS

Bounded

Stable

Diverse



STEPS

Purpose

Community
Agreements

Roles



MEASURES

Goals

Capacity
(Team)

Learning
(Individual)

PURPOSE

Goal

What?

Constituency

Who?

Activities

How?

COMMUNITY AGREEMENTS

Decisions

Commitments

Time

ROLES

Outcomes

Capacities

Constituencies

DEVELOPING A SHARED PURPOSE

OUR PEOPLE
ARE...

OUR TEAM'S
PURPOSE IS TO...

WE'LL ACHIEVE
OUR PURPOSE
BY...

WHO?

WHAT?

HOW?

TEAMS - SHARED PURPOSE

STEP 1 - first draft (individual work) — 3 min

STEP 2 - (group work) — (8 min)

*Include **what** your team is striving for, **who** you will organize, and how you'll do it - the kinds of organizing activities you will engage in*

<u>NAME</u>	<u>WHO?</u> <i>Your constituency's characteristics</i>	<u>WHAT?</u> <i>Your team's reason for coming together</i>	<u>HOW?</u> <i>Specific organizing activities</i>

STEP 3 - SHARED PURPOSE - second draft (*individual work*) (3 mins)

Include *what* your team is striving for, *who* you will organize, and *how* you'll do it - the kinds of organizing activities you will engage in

Team Member:

Team Member:

Team Member:

Team Member:

STEP 4 - SHARED PURPOSE - final draft purpose sentence (*group work*) (5 mins)

*Include **what** your team is striving for, **who** you will organize, and **how** you'll do it - the kinds of organizing activities you will engage in*

Decision-making: What is the process by which we will make decisions?

- **Majority rules:** Whatever gets the most votes wins.
- **Consensus:** Everyone must agree.
- **Delegation:** Nominate one or two people on your team to be the ultimate decision-makers.
- **Coin flip:** Leave the decision to fate!
- **Fist to Five:** Show a number of fingers to indicate whether you are in favor (five) or opposed (fist) to the proposal at hand.
- **Other:**

Discussion and Decision-making: How we will discuss options and reach decisions as a team to ensure vigorous input and debate?

Always Do

Engage in open, honest debate
Ask open-ended questions
Balance advocacy with inquiry

Never Do

Engage in personal attacks
Fail to listen to what others say
Jump to conclusions

Meeting Management: How will we manage meetings to respect each other's time?

Always Do

Start on time; stay on time
Be fully present throughout the meeting
Listen attentively

Never Do

Come to meetings unprepared
Answer mobiles or do email

Accountability: How we will delegate responsibilities for actions and activities? How will we follow through on commitments?

Always Do

Provide follow-up on action items (have a goal checklist)
Ask for/offer support when there is a need
Weekly check-in

Never Do

Assume you have agreement
Assume tasks are getting done
Commit to a task that you know you won't do

Accountability Agreement:

****Regular meeting time:**

Role	Responsibilities	You would be good for this role if you . . .Criteria?	Interested Team members & Related Skills/Talents
Team Coordinator			

Understanding Team Roles (10 min.):

Review the Team Coordinator role below as an example of what roles might look like in your individual campaigns. Thinking about how you should organize your constituency, discuss how your roles would fit together to create an interdependent leadership team that supports one another in your project. What would each role have to be good at? Based on the discussion about the roles, **go around the circle** and ask each person to tell others: **1) what experience and talents they have** that might contribute to the leadership team and **2) what specifically they want to learn in more detail (30 seconds each)**. How might these talents match up to particular roles? Are there any clear “fits”?

Note: These team roles should not be seen as permanent. For the team to be strong, all leaders should have to earn leadership by carrying out responsibilities relevant to the role they seek.

Key Points



Leadership Teams Are

- Structures for working together interdependently.
- Strategic capacity that produce more vibrant, engaging strategy than any individual could create alone
- Intentionally created around shared purpose, shared commitments, and accountable through shared agreements

Relationships and Roles

Albert and Ellen



Role Clarity

- › For this work to be equitable, we must have intentional structure, not guesswork
- › Misalignment leads to burnout, duplication, or dropped tasks
- › Clear roles help teams build power and leadership at every level

Three Core Roles in Campaign Lab

- › Mentor Coaches = Support for Coaches
- › Campaign Coaches = Support for Local Teams
- › Team Leads = Support and Coordinate the Team

Mentor Coach

- Mostly staff-based
- Monthly meetings with assigned Campaign Coaches and whole network
- Support Campaign Coaches problem solving and thought partnership

Campaign Coach

- Holds coaching calls, documents progress
- Coaches 1–2 local teams
- Engages in peer problem solving and coaching

Team Lead

- Coordinates team operations
- Clarifies team membership and purpose
- Upholds team norms and shared commitments
- Organizes regular meetings and roles
- Focus on output, capacity building, and leadership development

Reflection

›What are 1–2 actions you can take to clarify your role?

Key Points



- › Role clarity enables power-building and sustainability
- › Each role supports equity through intentionality and reflection
- › You don't have to do everything, just your piece, well



Target and Demand

pg. 51-68 in Participant Handout and
pg. 14-15 in Campaign Cycle Planning Tool
Zac and Amanda

A Target Is

The person with the power to give you what you are demanding.

This person

- . Has a name
- . Has a face
- . Has an address



TEAMWORK

Return to Your Problem and Issue Charts

Who are the Potential Targets for the PROBLEM and your Issues?

Remember our Definition of Target



TEAM WORK – Demand

This should be an **agitational phrase** that creates a **moral crisis** (connected to values) for the listener and demands **action**

Demand

“Hey **TARGET**,
we demand **ACTION**
because **HARM or IMPACT!**”

Demand:

Superintendent Sam: We demand gender affirming bathrooms in every building because all students and faculty need to feel safe and included in our schools!

TEAM WORK - Demand

- › Use your Issue and Target
- › Draft at least one demand of your Target that resolves your issue and linked to YOUR VALUES

KEY IDEAS



A powerful demand makes clear who has the power to make the change that's needed

We can only build a powerful demand when we have taken the steps to accurately identify the issue and determine who has the power to create change



Power Analysis

pg. 46-47 Participant Handouts and
pg. 11-13 Campaign Cycle Planning Tool
Zac and Amanda

REMEMBER POWER

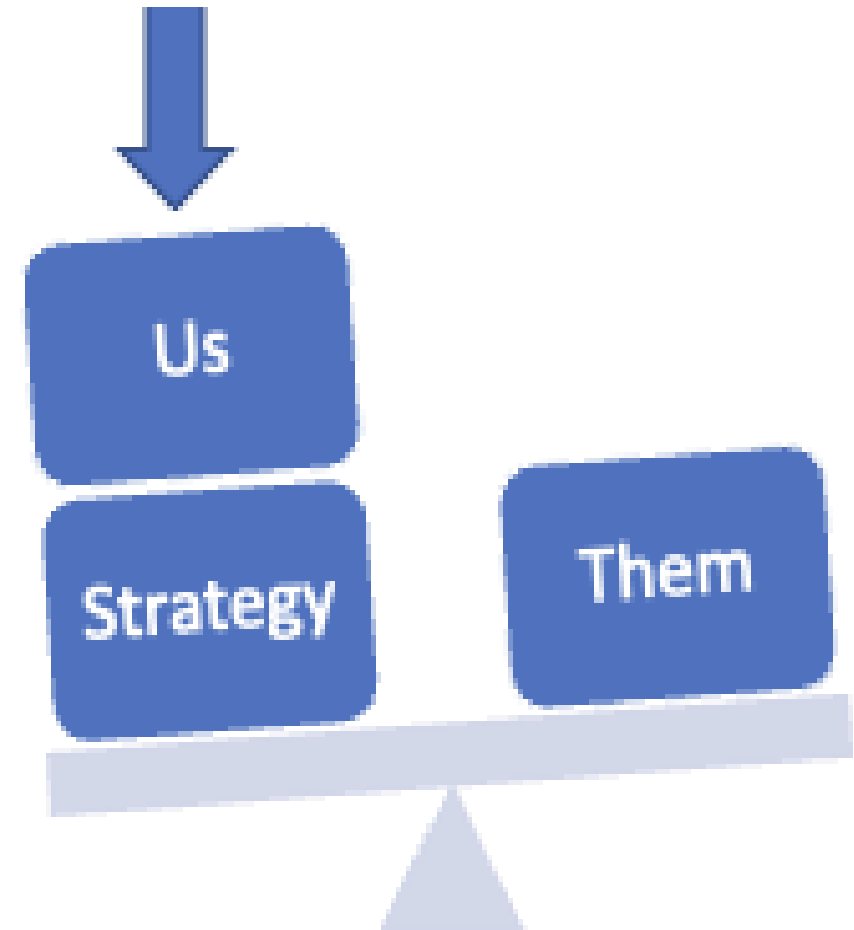
Power is the ability to control, create, and prevent change.

Power is organized people and organized resources (money).



Purpose of Power Analysis

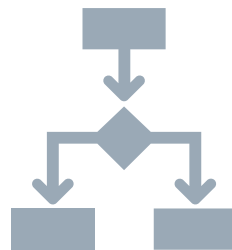
1. Understand how (& by who) power is exercised to cause and maintain the problems & conditions that we seek to change
2. Develop effective strategies for:
 - Permanently altering power relationships in favor of the people suffering from the problems & conditions that we seek to change
 - Grassroots organizing to build power
 - Issue campaigns that BOTH help to build power AND win change
 - Connecting short term activities to LONG TERM goals



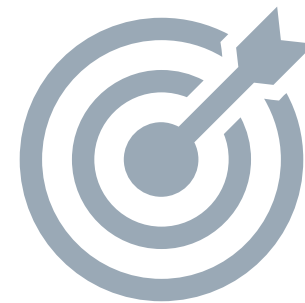
Process of Power Analysis



1. Issue
Background



2. System
Landscape



3. Identify &
Analyze
Target(s)

KEY IDEAS



Understanding our own power, or lack thereof, is a necessary starting point

Understanding who has the power to fix the issue is crucial to building a successful campaign

Process of Power Analysis



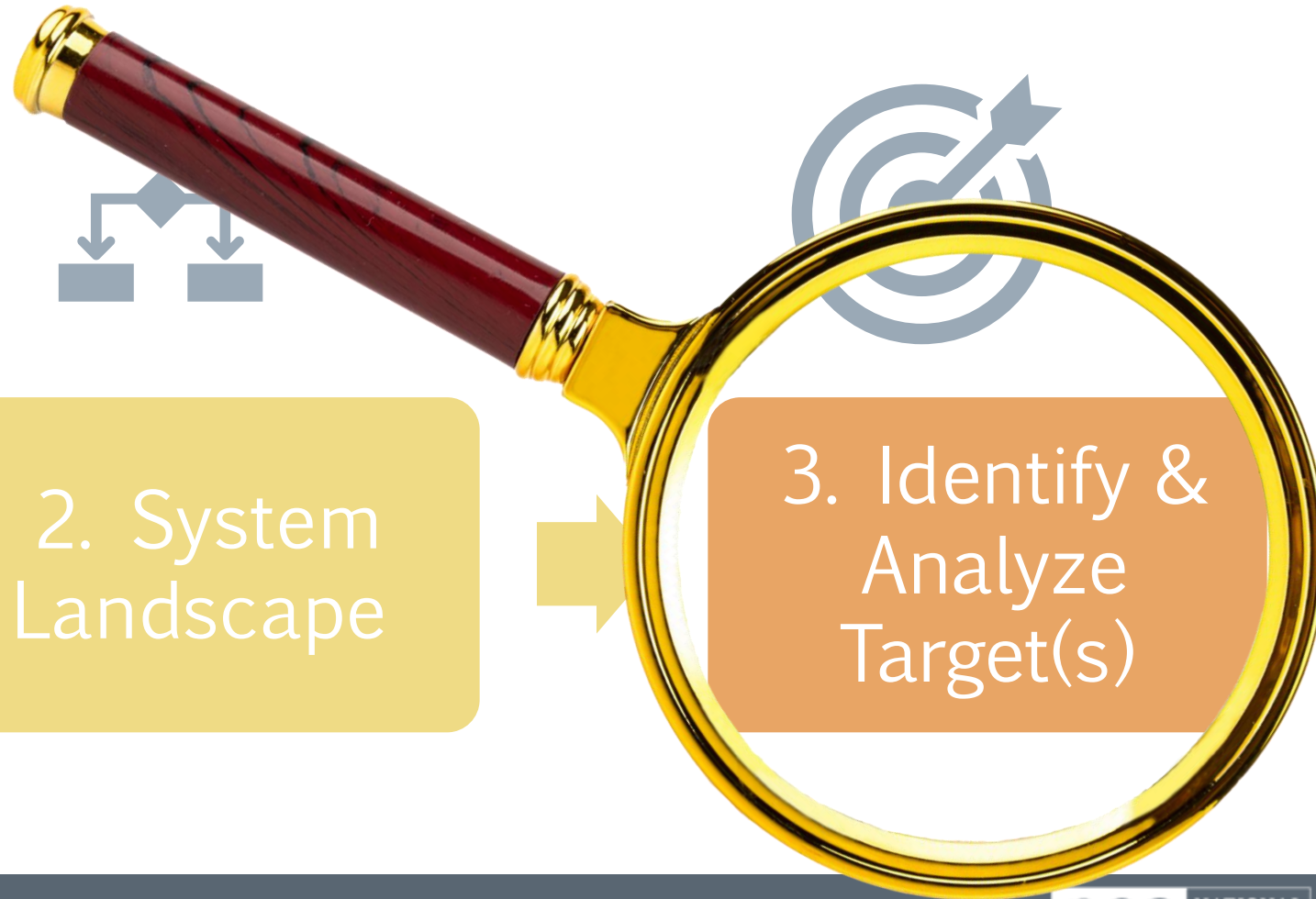
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The person with the power to give you what you are demanding.

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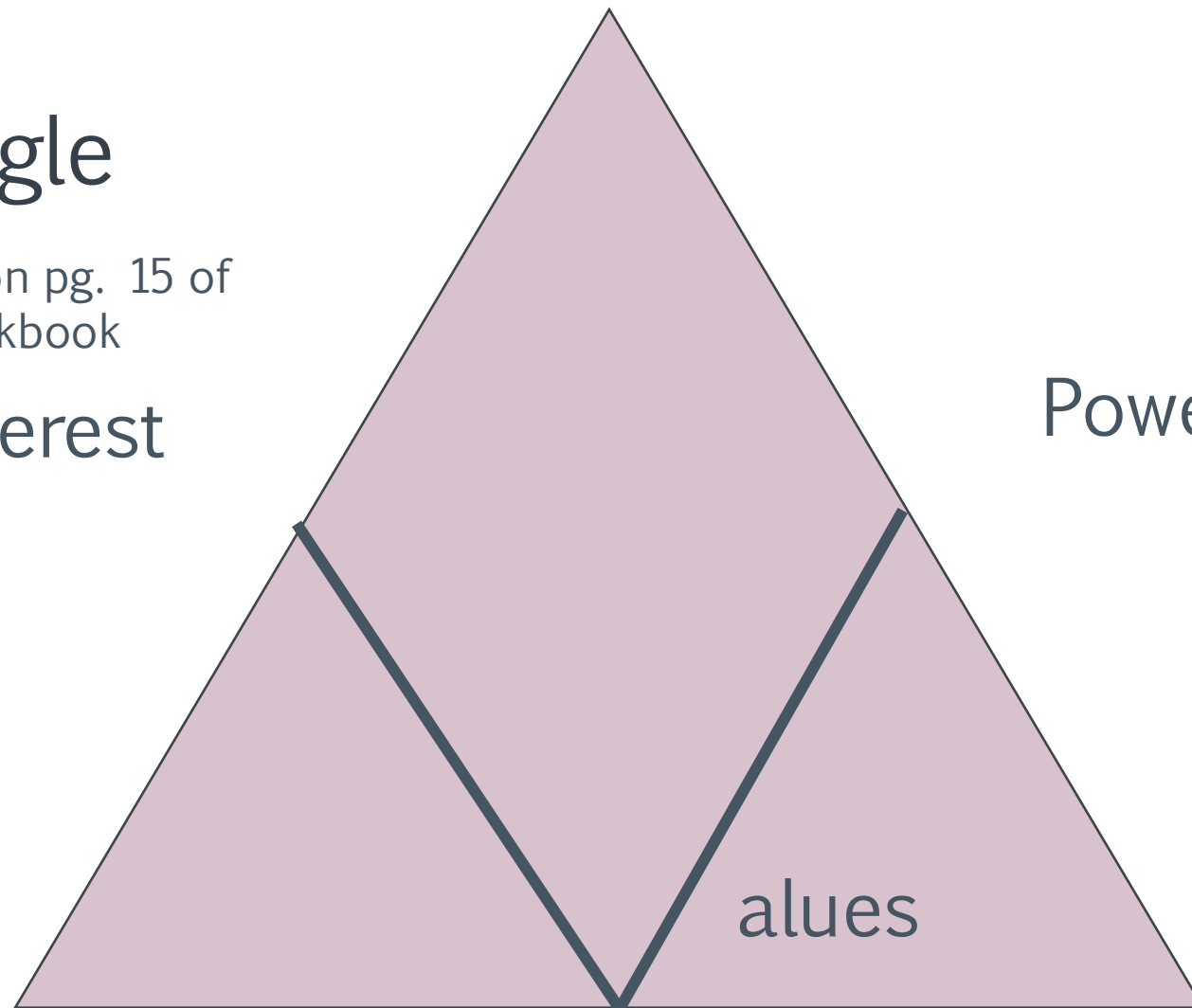


Values Triangle

Consider questions on pg. 15 of
Campaign Cycle Workbook

Self-Interest

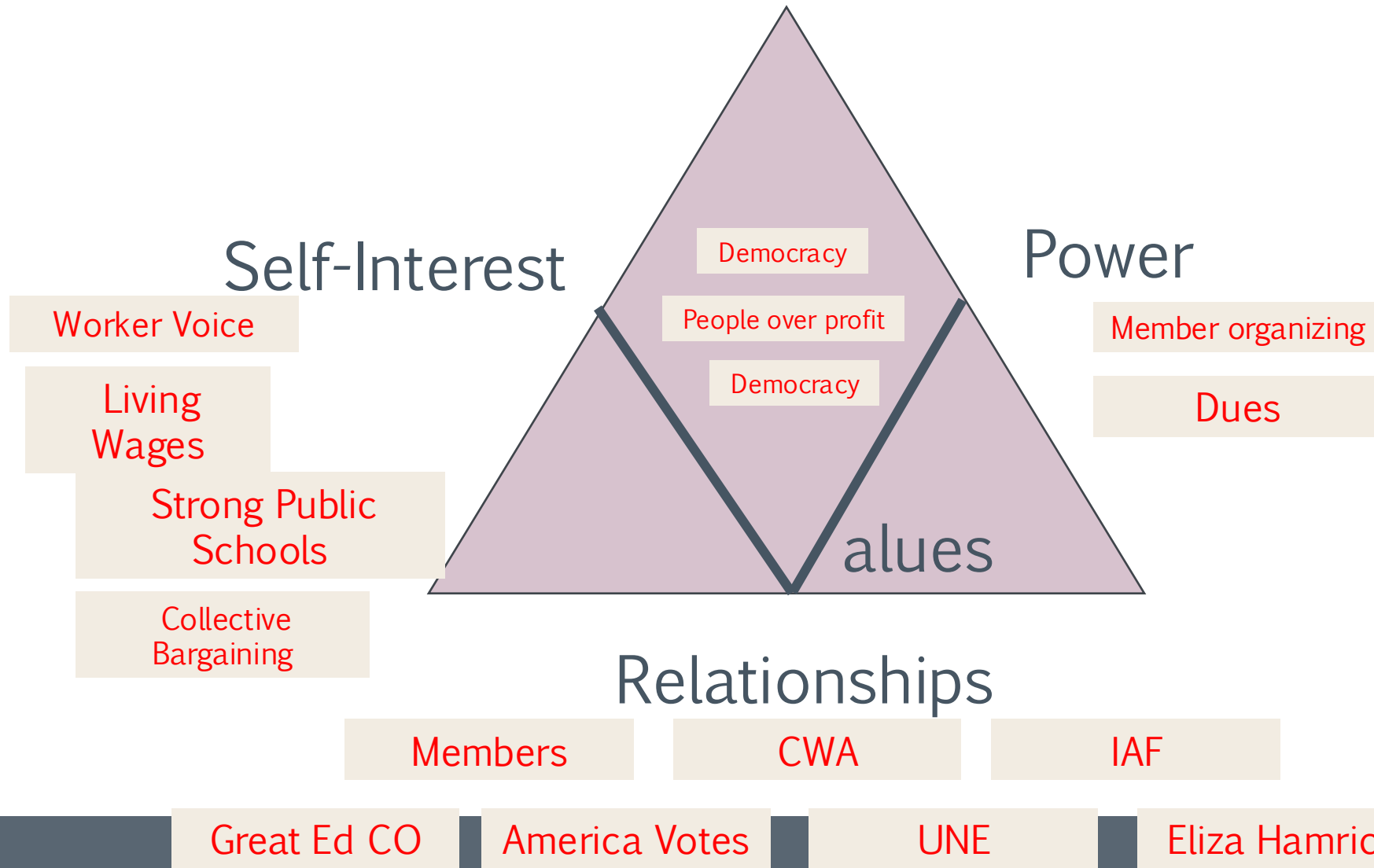
Power



alues

Relationships

Values Triangle



KEY IDEAS



During a campaign, understanding the values, self-interest, and power of those who we need to influence helps to underpin and strengthen our strategy, increasing our likelihood of success.

Strategy, Tactics, Timeline, and Compression Points

pg. 51-68 Participant Handouts and pg. 13-15, 20-22 Campaign Cycle Planning Tool

Amanda and Zac



What do you think
is the difference
between a
strategy and a
tactic?

Strategy

Strategy: The way we use our power to win our demand. It is a series of tactics aimed at putting pressure on the target to meet our demand.

Tactics

Tactic: Actions we take as a part of an escalation plan that increases pressure on the target to win our demand.



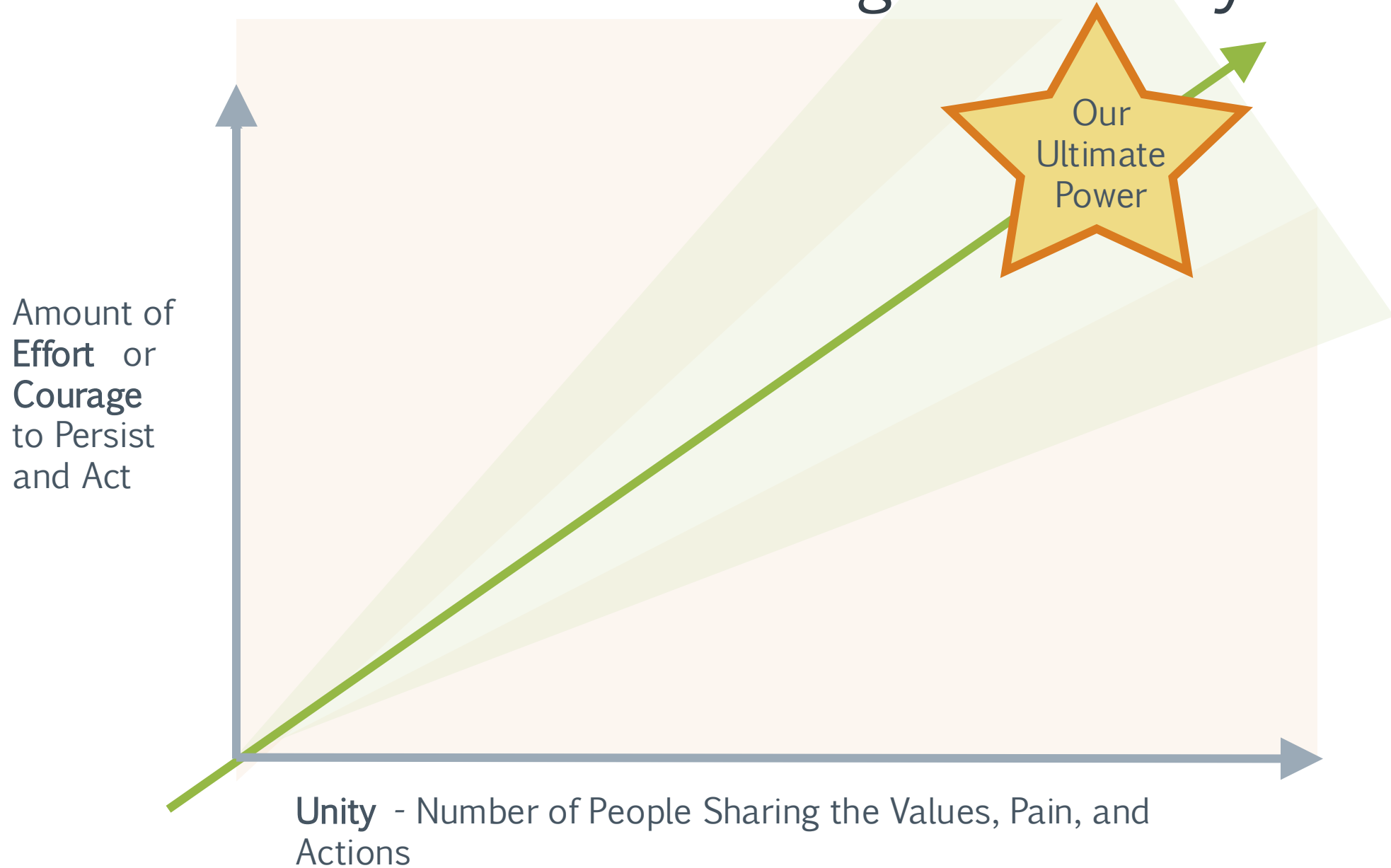
What makes
good tactics?

Tactics Must:

- Put pressure on your Target
(puts them out of their comfort zone)
- Build your Power
(develops leaders, brings more people in, etc.)



Power is a function of Courage and Unity



Low level of courage and high number of actors...

Amount of
Effort or
Courage
to Persist
and Act



Unity - Number of People Sharing the Values, Pain, and Actions

High level of courage and low number of actors...



Tactics Must:

- Put pressure on your Target
(puts them out of their comfort zone)
- Build your Power
(develops leaders, brings more people in, etc.)

In other words be Strategic.



Tactics Must:

- Put pressure on your Target
(puts them out of their comfort zone)
- Build your Power
(develops leaders, brings more people in, etc.)
- Be Strategic



KEY IDEAS



Tactics allow workers to:

- › Share Resources, Values, and Commitment
- › Take risks together and achieve shared wins
- › Build trust in their own agency and the collective effectiveness of their union

TEAM WORK – 5 Minute Tactic Brainstorm

+YOU HAVE 5 MINUTES!+

Brainstorm AS MANY tactics as you can on 1 chart.

- Be creative!
- You are **NOT** evaluating right now! Everything goes on the board!



Team Work

TIME: 10 Minutes

Evaluate your tactics

Decide which tactics that you came up with are strategic based on the evaluation criteria

CIRCLE the tactics you decide meet the evaluation criteria

~~CROSS OUT~~ the tactics you decide are not strategic

Evaluating Tactics Criteria

- › Put pressure on your Target.
- › Build your Power.
- › Be Strategic.

Evaluating Tactics

- Does the action relate to your issue?
- Does it align with your values?
- Will it increase the pressure on the decision-maker?
- Is it visible?
- Is it timed for effect?
- Is it new and different—or tried and true?
- Are enough people ready to do it?
- Will it unify people?
- How will management react?
- Does it violate the law? (If so, are we prepared for the consequences?)
- Will it be fun?

KEY IDEAS



Tactics allow workers to:

- › Share Resources, Values, and Commitment
- › Take risks together and achieve shared wins
- › Build trust in their own agency and the collective effectiveness of their union

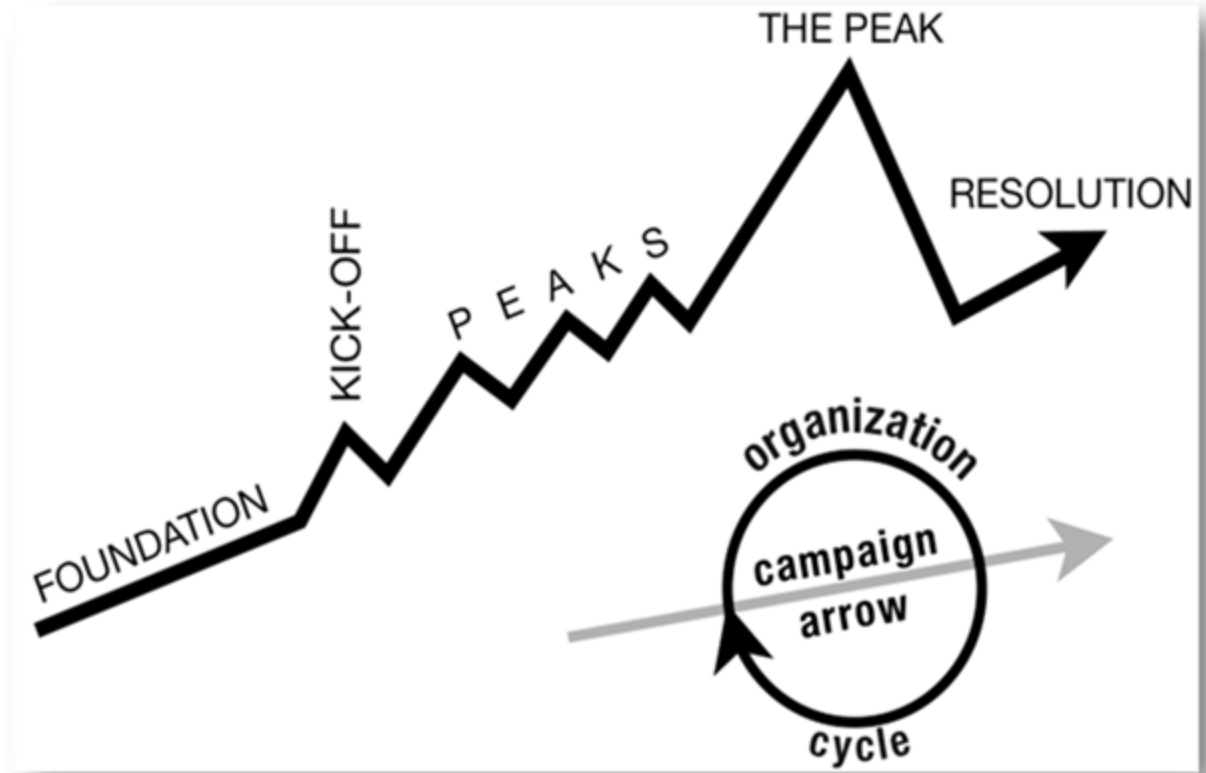
Timeline, Compression Points, and Escalation

pg. 51-68 Participant Handouts and pg. 13-15, 20-22 Campaign Cycle Planning Tool

Amanda and Zac

Timeline

- › How long can you wait for the demand to be met?
- › Are you creating a deadline?
- › Is there an event creating the deadline?
- › How long will it take to identify the problem, identify the issues, build a leadership team, build a presence, etc. etc. etc.
- › When do you make the starting point?



Compression Points

Points on the calendar where you celebrate short term wins or escalate your tactics.

- Naturally occurring deadlines- *Breaks, Board Meetings*
- Artificial deadlines- *target has till day X to act*
- Help us build urgency and crisis

Why do you
think tactics
escalate
gradually?

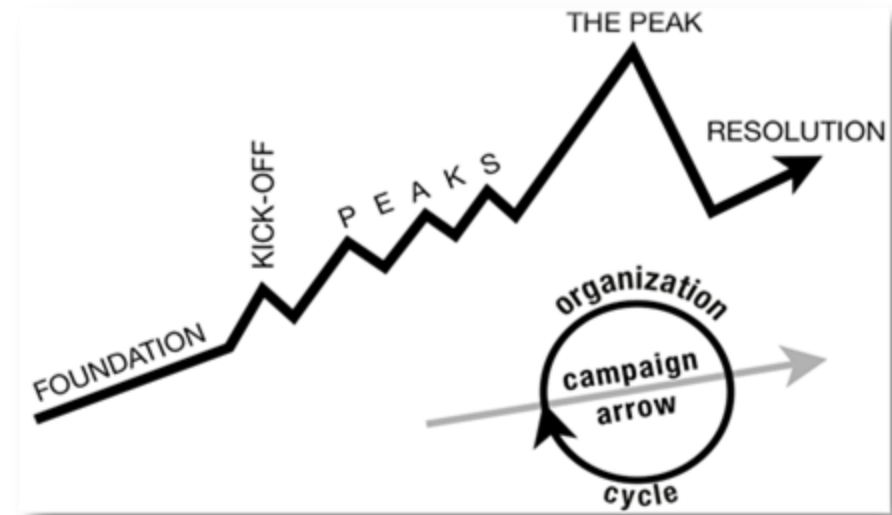


- Less escalated actions prepare our people for more escalated actions
- Give the target a point to do the right thing before things escalate to the next tactic
- Use the threat of escalation
- Allows more people to join our base



Team Activity Directions

- › What is the crisis?
- › How many people, and which people do you need?
- › What happens if you start at the peak?



KEY IDEAS



- › An escalating campaign is held together by a set of values and shared commitment to a demand.
- › Escalating tactics are how we develop leaders, identify new leaders, move more people into our base.
- › If we are organizing, we are always climbing campaign mountain

What is
becoming
clearer?

What remains
murky?

Housekeeping

Closing the Day

