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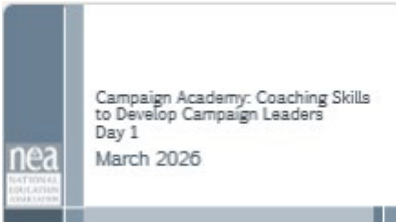
Use - Facilitator Agenda – DAY 1 Coaching Skills for Developing Campaign Leaders

General Materials Needed:		Room Set-up: 80 people max
Name Tents with the Norms Room signs, Stick on Name Tags Chart Paper (10 full w Sticky Strip)	Materials Box for each table with: Markers (Mr. Sketch variety) Post its – 3x3” and 4X5” sizes	Long Rectangle table at back for facilitators Round Tables for participants Projector, Screen, mics, and Speakers Carousel stations and reporting stations
Key Outcomes for the Event: (Campaign Lab Team Leads and Coaches) <i>March 13-15, 2026, Oklahoma City, OK</i> • Explore how coaching can be a leadership development practice that expands the capacity of leaders to build organizing power and impactful campaigns. • Develop core coaching skills including asking powerful questions, learning to self-manage and centering the agenda of those being coached. • Learn how to coach common challenges in leadership, centering equity and shifting from a service to organizing model of unionism. • Learn how to assess affiliate readiness and capacity to focus on multi-issue, multi-constituency work, and coach a leader to define goals and priorities for growing the strength of their local union. • Develop a shared understanding of institutionalized and structural systems of oppression and apply power analysis and research methods. Outcomes for Day 1 • Develop core coaching skills including asking powerful questions, learning to self-manage, cooperative interruption, harnessing curiosity and unpacking judgement and centering the agenda of those being coached. • Coaching for equity in union and campaign work.		

Overview of Day Time, and Facilitator Assignment - Bekah, Melissa, Katie, Carrie, Kristin, Fabricio			
7:00 - 8:30 - Breakfast	ALL	1:00 - 1:40 - Coaching Towards Alignment Activity	Kristin
8:30 – 9:00 - Welcome	Carrie	1:40-2:10 - Self-Management	Bekah
9:00 - 10:30 - 1.1 Systems Thinking + Puzzle	Fabricio & Katie	2:15 - 2:25 - Break	
10:30-10:45 - Break		2:25 - 2:55 - Curiosity and Unpacking Judgement	Melissa
10:45 - 11:15 - Coaching Overview	Carrie	2:55 - 3:25 - Interrupting	Kristin & Melissa
11:15- 12:00 - Coaching Towards Alignment	Kristin	3:25 - 4:20 - Coaching Equity	Bekah
12:00 -1:00 - Lunch		4:20 – 4:30 - Closing	Carrie
		4:30 -5:00 - Adult Choice Networking	All
		5:00 - Adjourn	

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Time Slides Facilitator	Resources	Instructions, Activity and Debrief (Facilitator Script)	Essential Questions and Outcomes
	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	What question(s) will this learning answer? What will participants know or be able to do?
7:00 -8:30 – Team prep, practice, room set up, sound check, etc. and Breakfast			
Entry Activity			
8:30 -9:00 Carrie		30 Mins TOTAL Getting Started	

 Campaign Academy: Coaching Skills to Develop Campaign Leaders Day 1 March 2026  Campaign Academy By attending this training, you confirm that you are either an NEA affiliate staff person or NEA member in good standing. The information you receive here is only for your use in your capacity as an NEA affiliate staff person or NEA member. This presentation and its contents are confidential and may not be further distributed or passed on to any other person or published or reprinted, in whole or in part, by any medium or in any form, for any purpose unless written consent has been provided by Gary Holmes. Audio/video recording, copying of slides, and the use of AI note-taking tools are prohibited without the written consent from Kyle Semmes. Violation of these terms may result in legal action.  NEA Standards of Conduct NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to and free from discrimination, harassment, or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity, or expression, or any other characteristics protected by law will not be tolerated. If you have experienced any discrimination or harassing behavior, please report the incident by emailing Ron "Duff" Vanden (ronvanden@nea.org) and Gladys Williams (gladyswilliams@nea.org). Thank you for your commitment to ensuring a positive event for all.  Honoring This Space We begin by acknowledging that through a history of colonization and brutality, we are currently on the traditional lands descended by generations of Indigenous people: Ojibwe, Chickasaw, Choctaw, Muscogee (Creek), and Seminole Nations are today the first nations of Oklahoma who maintain significant cultural and political presence today, with distinct governments and rich heritages. We acknowledge that the 88 coveys, turkeys, and other wildlife that roost in our Oklahoma state parks are the descendants of the first nations of the South American continent. We acknowledge the territory once covered as a trading ground, trade route, and point of migration for the Apache, Cherokee, Creek and Seminole. We honor these Indigenous people, all others, past, present, and emerging. We are called to learn and share their knowledge about the rich history, culture, and traditions that have been suppressed in the telling of the story of what we now call the United States of America.  Training Objectives, Participants will: ■ Explore how coaching is a leadership development practice that expands the capacity of leaders to build organizing power and impactful campaigns. ■ Develop core coaching skills including asking powerful questions, listening to self-manage and centering the agenda of those being coached. ■ Learn how to coach common challenges in leadership, centering equity and starting from a service to organizing model of unionism. ■ Learn how to assess affiliate readiness and capacity to run effective campaigns, and how to coach a leader to define goals and priorities for growing the strength of their local union. ■ Learn about awareness-based systems thinking as a coaching model for deeper growth.	Norms in Handouts Agenda on Slides Parking Lot Chart Name Tents Handout Package	Welcome: Land Acknowledgement, Review Agenda, Shared Agreements, Introductions. Gratuity volunteer. Use mics. There are people in the room who need you to use the mics. Framing: As coaches we are supporting leaders as a whole person. We can deepen a leader's vision, determination and capacity to lead. As Campaign Lab Coaches, we are also guides to support the Team Lead to be rigorous about the process of building a strong union and campaign.	Participants will know how we are going to work, the basic schedule, and the logistics relevant to the training.
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OVERALL SCHEDULE

Monday Course: 8:00am Daily

Monday Course:
Friday/ Saturday
Starts 8:00am
Mid-Morning Break:
10:00-10:30am
Lunch 12:00-1:00pm
Mid-Afternoon Break:
2:00-2:30pm
Evening Start 4:00pm
Evening: 4:00-7pm
Evening: On your own

Sunday
Starts 8:00am
Breaks 10:15 am - 11:00am
End 1pm
Lunch: Best lunches we get

Documents you will need today

- Make sure you can access the Course
- Make sure you have downloaded all files.
- Pre Academy Assignments and the Participant Handout Module
- Community Agreements
- Be able to access your personal local assessment.

Campaign Academy: Coaching and Leading Winning Campaigns

Participant Handouts

Community Agreements

Using Self-Awareness and Self-Knowledge

Listening for Understanding

Being Gracious

Staying Engaged

Being Open and Suspend Judgment

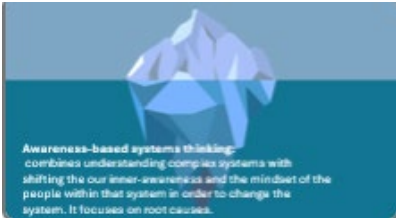
Saying "I" - tell your truth

Lean Into Discomfort

Reaching Empathy

Experiencing Non-Resolution and Non-Closure

assessment/assessment

Do you want to build the power of your local? Apply to the Campaign Lab.  Experienced in leading campaigns? Apply to be a Coach!  Ice breaker: Introduce Yourself! > Name, title, location, pronouns > Years of organizing or union campaign experience > Kinds of organizing or union campaigns you have been a part of > Secret Superpower - (One word share your gift, skill, or talent you bring to table (doesn't have to be campaign-related)) <i>One person should take notes and add up the years of experience, type of experience and list of superpowers!</i>			
9:00-10:30am Fabricio, Katie and Fabricio Activity		Awareness Based Systems Thinking Concept and Puzzle Activity	
		I. Awareness Based Systems Thinking Concept – 30 min 9-9:30am Awareness-based Systems Thinking combines the understanding of complex systems with shifting inner-awareness and mindsets of people within the system in order to change the system. It addresses root causes. In order to change the conditions outside, we need to change the conditions inside. The NEA has existed for 169 years. The version that we are all familiar with has existed for a couple decades. Over our history, we have ratified, who knows how many contracts. We have gained the right to collectively bargain in a couple of places, and have lost the right in a few more. We have advanced the cause of public education with the shared belief that teaching conditions are learning conditions. We have also been shifting more and more to organizing and campaigns as a union.	

		INSTRUCTIONS: I am going to make 6 statements. If you agree with the statement I make, please stand up. 1. On the whole, our union has improved the work lives of educators. That is amazing. Take a look around. Let's take a moment and celebrate your hard work and our union. Take a seat. 2. On the whole, YOUR LOCAL has improved the work lives of teachers and support staff. Again. Amazing. Take a seat. 3. Workers' rights and unions have gotten stronger. NOTICE CHANGE. Ok. Thanks. Take a seat. 4. Since you started teaching, the political environment has improved for educators and public education. Thank you. Take a seat. 5. Student outcomes, have gotten better since you started teaching. Thank you. Take a seat. 6. Teaching has become easier since you started. Thank you.	
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Our union has been able to improve working conditions, but we see that the student outcomes aren't following the same successful path.

Despite our work in the union, the job is getting harder every year.

WHAT DOES THAT MEAN TO YOU?

WHAT DOES THAT MEAN ABOUT OUR THEORY OF CHANGE?

A theory of change describes what we believe and why we do what we do. For example, as teachers...

We believe that teaching conditions are learning condition. Because we believe that, we organize teachers to improve those conditions.

WHAT DOES THAT MEAN ABOUT OUR THEORY OF CHANGE?

These opposing trends tell us that achieving good outcomes for students and teachers is more complex. This conflict, the gap between what we do and the outcomes we are trying to achieve, is shared with other large complex problems such as racism, the environment and democracy.

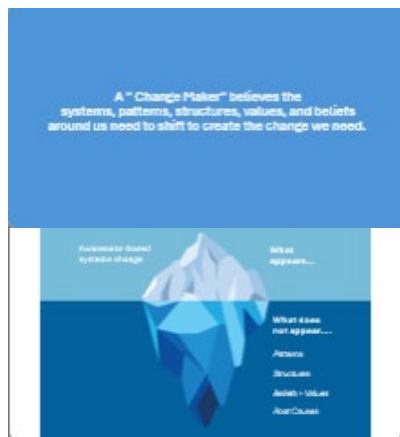
It's not enough to just learn the skills of organizing or the practice of campaigns.

SLIDE Quote

We are Change-Makers in this room.

A "Change Maker" believes the systems, patterns, structures, values, and beliefs around us need to shift to create the change we need.

SLIDE with ICEBERG





I want to introduce the concept of Awareness-Based Systems Thinking. You can see in this iceberg. Above is what we see - yet underneath what appears are the structures, patterns of behaviors, the deeper values, beliefs and mindsets that are enabling the problems.

We need to understand the root causes of the challenges we are facing.

This can help us understand points of leverage where we can intervene to advance change.

"We cannot solve our problems with the same thinking we used when we created them." Albert Einstein

Our ability to create transformative change is enabled and limited by our ability to see, understand and change what is taking place within us.

If MLK could not not only "HAVE A DREAM" but also feel it, and make millions of other feel it, as if it were real and possible, we never could have taken one step closer too it.

Let's take a moment or two to try to UNDERSTAND the CURRENT SYSTEM.

This Iceberg model is used to illustrate the current system and the invisible dimensions of leadership that are available to us.

Let's look at the top of the Iceberg. The first rule is to UNDERSTAND the system.

We are not going to spend a lot of time on this. I am just sharing it with you to see if this pattern sounds familiar to you.

Who has ever heard the someone say, "This is just how it is."?

If someone feels powerless, are they going to organize?

Shift	Beyond an individual perspective into sensing the broader system.
Notice	Recurring patterns and our own role in creating them.
Move away	Close? Learning to let go? Towards "the way the future" and what is changing.
Help	Leaders that are experts at setting, learning quality from failures, when the system is changing.
Build	New structures that support and sustain change.

RAISE YOUR HAND IF you've had some refuse to join the union because they did not believe that we could improve things?

RAISE YOUR HAND IF you've been in union meetings and seen people shutting down new ideas because "it won't work, because our members won't act?"

This is a pattern of people closing their minds to new ideas and information, closing their hearts to the suffering of others and closing their will to try to improve the situation.

If our processes, within the union, have become shaped by fear, doubt and disbelief, if those are the condition we are cultivating WITHIN, how can we create transformative change in the outside world?

If we, as change-makers, set our INTENTION of moving away from the old patterns, we are taking the first step toward transformative change.

Our ability to change systems is enabled and limited by the conditions within each of us. That's why coaching leaders is so powerful.

Awareness-Based Systems Thinking is a way of analyzing the world as it is, AND a process of disrupting our old patterns to get different results. Awareness-Based systems thinking is a process of OPENING.

So is organizing.

Integrating awareness based systems thinking can help leaders:

Shift Beyond an individual perspective into sensing the broader system.

Notice Recurring patterns and our own role in creating them.

Activity Find a new friend and answer the two questions below: > What patterns, thoughts, habits or tendencies do you notice in your union that are preventing your union from cultivating more participation and organizing more leaders to take action? > What patterns, thoughts, habits and tendencies do you notice in yourself that are holding you back from trying to change that? Share Out > If you can successfully disrupt the old patterns, what does that inspire inside of you? > With an open mind, heart and will, what change in the world <u>becomes possible</u>? Puzzle Piece Activity Silent Reflection: "What does it feel like to belong to a community that is supported and shows up for everyone?"		Move away From "reacting to the past" towards "sensing the future" and what is emerging. Help Leaders test new ways of acting, learning quickly from failures rather than fearing them. Build New structures that support and sustain the change. We are going to go deeper this approach on Sunday. But let's work with what we have covered so far. <u>Get up.</u> <u>Go find a new friend.</u> <u>Answer two questions below.</u> 1. What patterns, thoughts, habits or tendencies do you notice in your union that are preventing your union from cultivating more participation and organizing more leaders to take action? 2. What patterns, thoughts, habits and tendencies do you notice in yourself that are holding you back from trying to change that? Share out- 2-3 teams if there is less time. More share outs if more time. If you can successfully disrupt the old patterns, what does that inspire inside of you? With an open mind, heart and will, what change in the world <u>becomes possible</u>?	
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Puzzle Activity - 60 minutes – 9:30-10:30am – Katie + Fabricio

Break out teams to start.

Step 1: Silent Reflection (5 minutes)

Prompt 1 – 2.5 minutes

Make sure it is quiet during this silence reflection. On a blank piece of paper, write or sketch whatever comes to mind as you reflect on this question:

“What does it feel like to belong to a supportive community that shows up for everyone?”

Use words, images, colors, or symbols — anything that expresses that feeling.”

(Pause 2.5 minutes)

Prompt 2 – 2.5 minutes

Now take a few more minutes to reflect on the next question:



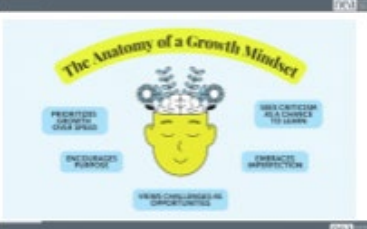
Outer Part of the Puzzle On the outer edges or border of your puzzle piece, express your reflections from the first question: ‘What does it feel like to have a community that is supported and shows up for all?’ Inner Part of the Puzzle Now, use the inner area of your puzzle piece to express your reflections from the second question: ‘What belief, value, or mindset must change – within us or within the system – for that kind of community to be possible?’ Initial Debrief: Level 1 • What patterns or colors do you see? • Do you notice anything about the textures used? • Do you notice any shared themes across the pieces? Level 2: Deeper Analytical Question 1. What does our outer-puzzle art reveal about what we value most in a supportive community? 2. Looking at the inner messages, what common beliefs or values are emerging? 3. What common needs or experiences are reflected across our pieces? 4. What connections or interdependencies do we notice between our visions of community? 5. What does this reveal about the challenges our system is living through? Whole Group Debrief Now take a few minutes to walk over to the other group's puzzle. Observe what stands out to you. Notice similarities, differences, surprises, or insights. Debrief: Who would like to share what you noticed between the two collective pieces? What themes stood out? What surprised you?		‘What belief, value, or mindset — within us or within the system — would need to shift so that a “supportive community” could become possible?’ Again, write or visualize whatever surfaces. There’s no right or wrong way to do this — just honest reflection. (Pause 2.5 minutes) Step 2: Puzzle Art Creation (20 minutes) Now we’re going to turn your reflections into visual expression. Each of you has a puzzle piece in front of you. As you begin creating, remember: • This is not about artistic ability. • You do not need to draw well or make something pretty. • This is about expression, insight, and imagination. • Use color, words, lines, metaphors, shapes — anything that helps you express your thinking. • Challenge here you to limit stick figures. Share art materials options.	
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		Outer Part of the Puzzle On the outer edges or border of your puzzle piece, express your reflections from the first question: <i>“What does it feel like to belong to a supportive community that shows up for everyone?”</i> Inner Part of the Puzzle Now, use the inner area of your puzzle piece to express your reflections from the second question: <i>‘What belief, value, or mindset must change — within us or within the system — for a supportive community to be possible?’</i> Your puzzle piece is a visual representation of: • the community we want, and • the mindset shifts needed to move toward that vision. Take your time. Let the art lead you wherever it needs to go. <i>(Begin 30-minute art creation)</i> Step 3: Group Debrief (40 minutes) Split the group into 2 groups. When you’re finished, in your group place all your puzzle pieces together to create one large puzzle for your group.	
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 Key Takeaways > We can see that there is a shared vision and experience across our experiences. > We can find patterns across all of our individual experiences. > Achieving change requires opening up to new solutions and disrupting old patterns. > Awareness-Based Systems Thinking allows us to develop a deeper insight and understanding of the system and identify where we might intervene for change.		There should be have two large, assembled puzzles — one for each group. Please gather around your group’s puzzle so everyone can see the full picture. Debrief Instructions Choose from the questions below but be sure to touch all three levels: Level 1: Surface Questions (10 minutes) • What patterns or colors do you see? • Do you notice anything about the textures used? • Do you notice any shared themes across the pieces? Level 2: Analytical Questions (10 minutes) • What does our outer-puzzle art reveal about what we value most in a supportive community? • Looking at the inner messages, what common beliefs or values are emerging? • What common needs or experiences are reflected across our pieces? • What connections or interdependencies do we notice between our visions of community? • What does this reveal about the challenges our system is living through?	
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		Level 3: Evaluating & Creating Questions (10 minutes) • What do these puzzle pieces say about the future we're ready to step into together? • What strengths, hopes, or sources of power become visible when all of our pieces come together? • Based on our shared artwork, what elements of a supportive community must we prioritize first as a union? • Which parts of our shared vision feel most achievable if we work together — and which require deeper system change? • What leverage points or opportunities do we see that could move us toward the community we envisioned? • How might we turn these visual themes into commitments or next steps that we take together? Step 4: Swap & Whole Group Debrief (10 minutes) Now take a few minutes to walk over to the other group's puzzle. Observe what stands out to you. Notice similarities, differences, surprises, or insights." <i>(Give groups 3–5 minutes to rotate)</i> Let's come back together as a whole group. Who would like to share what you noticed between the two collective pieces? What themes stood out? What surprised you?	
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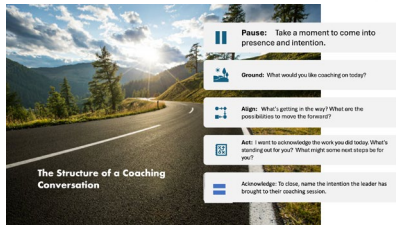
		Key Take Aways: • We can see that there is a shared vision and experience across our experiences. • We can find patterns across all of our individual experiences. • Achieving change requires opening up to new mindsets and disrupting old patterns. • Awareness-Based Systems Thinking allows us to develop a deeper sense and understanding of the system and identify where we might intervene for change.	
10:30am-10:45am		BREAK (15 mins.)	
10:45am-11:15am Carrie	Carrie	30 Mins TOTAL – Coaching Overview	
Coaching is a leadership practice. Coaching..... • Enables leaders to grow, understand their own agency and gain clarity about what is needed. • Guides leaders to explore how to overcome challenges to make their campaigns and organizing more effective.  	.	<u>Slide 1: Coaching is a Leadership Practice – 2 min</u> <i>We all have a tremendous vision for how we can achieve lasting, impactful change. We know we can achieve that vision through organizing and campaigns. But it all starts with expanding the capacity of leaders to lead in that work. Coaching is a leadership practice.</i> <i>Coaching....</i> <i>Enables leaders to grow, understand their own agency and gain clarity about what is needed.</i> <i>Guides leaders to explore how to overcome challenges to make their campaigns and organizing more effective.</i> <u>Slide 2: Poem – 2 min</u> People who speak of hope Are themselves hope.	

 Pair Share Activity • Where have you witnessed ordinary people becoming "hope" in your life? • What do you hope to contribute in being a coach? • What feels purposeful for you in being a coach? Engaged Listening • Open body language • Maintain eye contact, nodding • Facial expressions that show empathy or curiosity • Bring curiosity • Listen • Paraphrase • Reflect the feelings you hear • Consider what is not being said   The Anatomy of a Growth Mindset PERFECTS YOUR GROWTH MINDSET ENCOURAGES PURPOSE VIEW CHALLENGES AS A CHANCE TO GROW EMBRACES IMPROVEMENT VIEW CHALLENGES AS AN OPPORTUNITY Grounded in the principles of Healing Justice. We partner with changemakers to reimagine what is possible through deep listening and transformative presence. 		People looking for a new way Are themselves a new way. In truly good people Is already a good world. It is within people It begins with people. Again People are the only hope." By Park No-Hae – Korean labor activist/poet/former political prisoner (Translation by the amazing coach of movement leaders who recently passed: Helen S. Kim) <u>Slide 3: - 10 min</u> Take a moment to reflect. <i>Where have you witnessed ordinary people becoming "hope" in your life? What do you hope to contribute in being a coach?</i> <i>Pair with someone you don't know and share.</i> <i>Use engaged listening skills. (engaged skills)</i> <u>Slide: Having a Growth Mindset in Coaching: 5 min</u> Group Discussion: <i>When a leader has a growth mindset, how do they approach being coached?</i> <i>What are some signs that you might be coaching someone with a more fixed mindset?</i>	
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 The Coaching Conversation • Center curiosity and how to improve effectiveness. • Build their own capacity to act. • Focus on how to grow and have a growth mindset. • Overcome challenges and tap new possibilities. Core Competencies in Coaching • Understanding how coaching can support growth • Centering the Leader's Agenda • Asking Powerful Questions • Active Listening • Diagnosis • Curiosity, Interrupting and Acknowledgment • Self-Management  Organizing Conversation Structures • LAVA: Listen, Amplify, Vision, Ask • ABILITIES: Anger, Hope, Urgency, You • Feel: Felt, Found • AAA: Affirm, Assess, Redirect <i>The one-on-one organizing conversation</i>  What's the difference? • Count off by 3 • Get into your group • Create a T chart • What is a coaching conversation • What is an organizing conversation	<i>A part of our role when coaching another person is moving them to orient towards a growth mindset.</i> <u>Slide : The Coaching Conversation –2 min</u> Coaching helps campaign leaders..... Center curiosity and how to improve effectiveness. Build their own capacity to act. Focus on how to grow and have a growth mindset. Overcome challenges and tap new possibilities. [ADD back the organizing convo stuff] Activity: Drive home difference between coaching and organizing conversation – Count off – correct <i>They know what they need to do. Your job is coaching person not problem.</i> <u>Slide: The Structure of a Coaching Conversation: - 5 min</u> - Pause: Take a moment to come into presence. - Ground: Establishing the agenda of the leader. What would you like coaching on today? What would success look like? - Align: Centering their agenda, Ask questions to support greater clarity - Act: Moving towards action. - Acknowledge: Acknowledge the intention the leader has brought to their coaching session. <u>Slide: Centering the Agendas 5 min</u>	
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The Coaching Conversation

- Coaching supports campaign leaders.
- Center curiosity and how to improve effectiveness.
- Build their own capacity to act.
- Focus on how to grow and have a growth mindset.
- Overcome challenges and tap new possibilities.



Centering the Leader's Agenda

"What do you want coaching on today?"

- It's what the leader is noticing that they want to pay attention to in their lives.
- This is the area where they would like to see move, find clarity or strategies to support them to act.
- On the surface, it might seem like the only agenda.

3 Agendas of the Leader

Transactional
Deeper
Future



Key Takeaways



- Coaching...
- Builds Leadership Capacity
 - Strengthens Decision Making and Agency
 - Helps leaders Navigate Challenges
 - Improves Campaign and Organizing Impact
 - Has 3 agendas: Transactional, Deeper and Future
 - Is intentional

A. Coaching at its core – is meeting someone where they are at. Understanding the leader's agenda is a shared understanding of what the coach and the leader are doing.

B. We have talked about centering the leader's agenda in coaching. We start coaching by asking, "What do you want coaching on today?"

It's what the leader is noticing that they want to pay attention to in their lives.

This the area where they would like to see move, find clarity or strategies to support them to act.

On the surface, it might seem like the only agenda.

But there are actually 3 agendas of the leader that we need to center in coaching.

TRANSACTIONAL – What they name as their agenda

DEEPER: What is beneath the surface of our leader's coaching agenda. It's all their conscious and subconscious feelings, values and beliefs that influence their actions and behaviors. We do this by asking powerful questions, something we will focus on in an upcoming section.

FUTURE: There is also the Future Agenda. In coaching, we encourage people to come into presence into order to gain clarity and tap into their own agency to grow and to act.

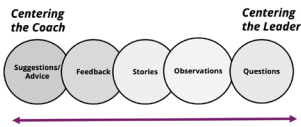
The coach typically opens the future agenda by inviting the leader to get curious about what's possible, who they want to become, and the bigger picture.

Key Takeaways:

Asking Questions as a Coach • WHAT and HOW questions that are open – ended to allow the Team Lead to be in the driver seat - problem solve and draw from their own experience. • WHO, WHEN, WHERE questions temporarily allow the coach to be in the driver seat to uncover blind spots or move through difficult conversations. Asking Building Questions • What is important about the issue? How do you wish it would be? • Identifying Barriers: What is getting in the way? • Explore Possibilities: What is needed to change that? Overcome that obstacle? What is needed from your leadership? Asking powerful questions.... • What is getting in the way? • What are might be another way to think of this challenge? • How is this challenge impacting how you feel about the work? • What needs more clarity for you? • How might other people help with finding a solution? • What values or beliefs might guide you right now? • What's the lesson for you in this situation? • What do you want to be spending more time on? • How are you adapting?  • Ask concisely. Preambles aren't needed. • Build upon where they are going. • Silence and pause can give space to a deeper insight. Wait. • Interrupt to support greater clarity. • Invite them to consider different possibilities.		leader to be in the driver seat - problem solve and draw from their own experience. WHO, WHEN, WHERE questions temporarily allow the coach to be in the driver seat to uncover blind spots or move through difficult conversations. Ask concisely. Preambles aren't needed. Build upon where they are going. Silence and pause can give space to a deeper insight. Wait. Interrupt to support greater clarity. Invite them to consider different possibilities. b. Asking Powerful Questions to support deeper insights and clarity, move through limiting beliefs, and fears or deeper issues holding them back. What is getting in the way? What are might be another way to think of this challenge? How is this challenge impacting how you feel about the work? What needs more clarity for you? How might other people help with finding a solution? What values or beliefs might guide you right now? What's the lesson for you in this situation? What do you want to be spending more time on? How are you adapting? c. Asking Building Questions What is important about the issue? How do you wish it would be?	things through. It's ok, they don't need to fill it. The participants understand that powerful questions are helping coachees unlock what's holding them back, how to build their team and in general think about the problem in a more holistic way. Participants understand that building questions help coachees
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		Identifying Barriers: What is getting in the way? Explore Possibilities: What is needed to change that? Overcome that obstacle? What is needed from your leadership? d. Coaching Skill: Transformational Coaching Stem by Elena Aguilar C. Activity: 5 min Write down at least 10 questions that you might like to incorporate into your coaching. D. Center room Role Play Centering 3 agenda + Asking Powerful Questions 15 min ○ Role play example (Fabricio coaching, Kristen coachee, other facilitator give coaching feedback?) ○ Coaching 3 agenda ○ Debrief – 5 min Katie Debrief We are going to have lunch now and then practice coaching when we get back!	about how to reach the goal.
12:00 – 1:00 P.M.		LUNCH	

1pm-1:40pm Coaching Triads – 35 minutes Each group will have 3 people. 8 minutes for each coaching conversation. Each group should have one volunteer in these different roles: 1) Coachee: Share a challenge you are facing in your union work and receive coaching. 2) Coach: Ask powerful questions to help the person explore their challenge. 3) Observer: Observe the coaching conversation to note what was impactful. Debrief! For 2 minutes share: Observer: What did you observe in the coaching conversation? What went well? What might be something to adjust for the future? Coachee: What was your experience being coached? What felt impactful or helpful to you? Coach: How did it feel to be a coach? What worked well? What might you try differently next time? 		PRACTICE – 40 min (Kristen) - Reinforce structure and reminders to avoid yes/no - How/Why - 10 min talk, 2 debrief - Create group count by 15 - Asking Questions: Coach is only allowed to ask questions, and can ask for a life line if they are stuck. Practice coaching. - Review coaches conversation structure and questions 4 min big group process Triad: 40 minutes	
1:40 -2:10 - Bekah		30 Mins TOTAL– Learning to Self-Manage	
The coach's role is not to fix the problem or find the solution."  Coaches don't have to be experts. Coaches don't have to guarantee the outcome of the coaching. The leader is responsible for their own growth. The coach supports them in this process. 		I. Coaching Skill: Self-Management <i>Slide: As a coach you don't have to fix it!</i> <i>Slide: The good news? <u>Coaches don't have to be experts</u> – and they don't have to guarantee the outcome of the coaching. The leader is responsible for their own growth. The coach supports them in this process.</i> - We are moving from a sage on the stage to a guide on the side. <i>Slide: Spectrum of centering the coach and the leader.</i> We can do that most effectively when we self-manage. Why might some of the practices on the side that center the coach be considered pitfalls for a coach? (large group discussion 5 min) ○ Advice giving ○ Focusing on solutions ○ Sharing personal experiences	

Possible Interventions  Centering the Coach Centering the Leader Why might these practices be considered self-management practices? • Giving advice • Focusing on solutions • Sharing personal experiences • Storytelling What are some signs that we are not centering the leader and their agenda? • On chart paper • Draw or Write the moment when you were not centering the leader in a conversation or you were having or you did not center someone else. Adapted from simply.coach  When coaching, manage your... Fears Beliefs Judgements Opinions Reactions 		○ Storytelling Coaching at its essence is “about asking rather than telling.” Our role as a coach is to center the agenda, the process of the leader. For many of us, self-management is a skill we have to practice as a coach in order to learn it. Ask folks to raise their hands on when they have used this skill. Has anyone used this skill as an educator? A facilitator? organizer? leader? in your relationships? As a parent? It’s a practice many of use across different parts of our lives. In this case, it’s a foundational skill of coaching someone. e. Slide: Centering the Leader’s Agenda – 10 min f. What are some signs that we are not centering the leader’s coaching agenda? <u>Small Group Activity:</u> g. <i>How did you feel when you were in a conversation and the person was centering them and making the issue about them?</i> h. <i>Or how have you decentered the other person and center yourself in a conversation.</i> i. <i>Drawing activity.</i> j. <i>(Crowdsource from group) Some to shared if they aren’t mentioned:</i>	
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		○ <i>The topic dramatically changes and the coach doesn't confirm that's the direction the leader wants to take</i> ○ <i>Speaking more than the leader</i> ○ <i>Interrupting insight moments</i> ○ <i>Over-explaining or using jargon</i> ○ <i>Rescuing the leader from feelings</i> <i>Who here is a local president? Have you ever tried to rescue a person from their feelings.</i> <i>Equity: Or helping someone avoid being held accountable for racism.</i> <i>What is the potential impact of some of these pitfalls on the leader and your coaching conversation? (large room conversation (5 min)</i> <i>(Share these takeaways if participants don't bring them up.)</i> When you speak too much, it centers the coach not the leader. Coaching is 10/90 ratio of talking to listening. The coach should let the leader lead the session: Don't rescue them from exploring pain or insecurities. Over-explaining isn't necessary. You can just ask the question. The leader can ask for clarification if they need it. Manage our own feelings. k. In coaching you also need to manage your own beliefs, fears, judgements, opinions and reactions. You can do this through the practice of self-awareness and skill of self-management. l. How might we self-manage as a coach? Pause.	
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How might we self-manage as a coach? Pause. Notice the urge to share, give advice, and fix it. Reflect on why you have that urge. Take a deep breath. Ask the leader a good question to support their deeper insight or greater clarity. Key Takeaways •Self- Manage •You cannot force your members/other leaders to want something more than you. •Organizing conversations are 10% talking, 90% listening •Guide on the side, not sage on the stage		Notice the urge to share, give advice, and fix it. Take a deep breath. Ask a good question that brings the leader into deeper insight or clarity. KEY TAKEAWAYS Manage your own feelings somewhere else. Self Manage You cannot force someone to want something as much as you. Talking 10/90 Guide on side not sage on stage.					
2:10-2:25 PM		BREAK (15 mins.)					
2:25-2:55 PM Melissa		25 Mins - Coaching Skill: Curiosity and Unpacking Judgement	.				
Curiosity.... • Core competency of coaching. • A posture of openness and genuine interest in the thoughts, feelings, and experiences of another individual. • Builds the connection between the coach and the leader. • It supports exploring what's hidden beneath the surface. • Curiosity is a part of "not knowing" and being willing to explore new perspectives and a way forward. Judgement It's important to bring awareness of judgement into a coaching conversation because it will limit the exploration of deeper understanding and new possibilities. <table><tr><th>IS</th><th>IS NOT</th></tr><tr><td> • Counterpart to curiosity • Invites the leader to evaluate themselves rather than be curious about themselves. • Invites a feeling of assessment, problem solving, forming opinions, and decision making. </td><td> • Invited into a coaching session because it creates barriers for the leader to move outside of set parameters. </td></tr></table>	IS	IS NOT	• Counterpart to curiosity • Invites the leader to evaluate themselves rather than be curious about themselves. • Invites a feeling of assessment, problem solving, forming opinions, and decision making.	• Invited into a coaching session because it creates barriers for the leader to move outside of set parameters.	Need 1 chart paper for each table group	I. Opening - 5 min. a. Curiosity is a core competency of coaching. It's a posture of openness and genuine interest in the thoughts, feelings, and experiences of another individual. a. Builds the connection between the coach and the leader. b. It supports what's hidden beneath the surface. c. Curiosity is a part of "not knowing" and being willing to explore new perspectives and a way forward. b. Judgement is the counterpart to curiosity. Let's unpack judgement. Judgement invites the leader to evaluate themselves rather than be curious about themselves. It invites a feeling of assessment, problem solving, forming opinions, and decision making. In our lives, judgement is a core part of our lives.	
IS	IS NOT						
• Counterpart to curiosity • Invites the leader to evaluate themselves rather than be curious about themselves. • Invites a feeling of assessment, problem solving, forming opinions, and decision making.	• Invited into a coaching session because it creates barriers for the leader to move outside of set parameters.						

Unpacking Judgement: Table Groups 10 minutes - List common judgements in our union work and identify how they might take a posture of curiosity. - Develop coaching questions that feel authentic without judgement. Example: The members don't want to do anything. What might motivate the members to get involved? Share Out Key Takeaways > Curiosity is about questioning. It allows you to probe deeper into understanding. > Curiosity allows people to see themselves and the challenge from different perspectives. > Prior to judgement, a question is better. > Judgement reinforces existing systems.		However, judgement is not invited into a coaching session because it creates barriers for the leader to move outside of set parameters. It's important to bring awareness of judgment into a coaching conversation because it will limit the exploration of deeper understanding and new possibilities. II. Table Group Activity - 10 min. - On chart paper: - List common judgements, and identify how they might take a posture of curiosity - Ask coaches to develop powerful coaching questions or select coaching stems that feel authentic without judgement. III. Table groups share out – 9 min. IV. Key Points – 1 min.	
2:55-3:25 PM – Kristin & Melissa		Interrupting – 30 min	
How do we feel about Kristin interrupting Melissa?		[Sources: Blooming Willow + Teal Burrell, March 2018, <i>The Science Behind Interrupting</i>] (role play interrupting....one facilitator begins the section while another facilitator interrupts rudely/unconstructively) - Our role in coaching a campaign leader does involve guiding someone towards intentional action. For example, to build a committee, work with a team to develop a plan, take risks in a campaign, drive a focused campaign, deepen organizing and participation? - Today we will introduce some tools to support a structured approach to coaching. However first we are going to start with a key technique you will need in coaching to develop a campaign leader.	

What do we mean by interrupting?

Process of stopping someone from continuing what they are saying by suddenly gently speaking to them or making a noise.

Intrusive Interruptions

Disagreement: Jumps in to voice a different opinion

Floor-taking: Takes over the conversation, but stays on same subject

Topic-change: cuts in to change the topic

Summarization: Paraphrases the speaker's point, often minimizing it

Collaborative Interruptions

Agreement: shows support or elaborates on the speaker's idea.

Assistance: provides a word or phrase the speaker was searching for.

Clarification: asks for an explanation about something the speaker just shared.

Focusing the Conversation on Intention

* Interrupting a coachee by inviting them to Pause as needed to support them to move with greater intention

* Interrupting may be experienced as rude, but as framed here we can see it is a skill that coaches need to develop. Our role as a coach is to maintain focus in the coaching conversation and steer the leader to focus on the coaching agenda they laid out.

What do we mean by a pause?



TAKING A MOMENT,
TAKING A BREATH.



Moment where the leader is asked to pause and listen to the coachee's intention.

d. Types of Interruption

We are going to explore the practice of “Interrupting.” When we hear the idea of interrupting, how does that make us feel? (*encourage honest responses, feels disrespectful, silencing, triggering, etc*). These are called intrusive interruptions - and not the kind of best practices in interruption we want to perpetuate :)

SLIDE: Intrusive interruptions:

- Disagreement: Jumps in to voice a different opinion
- Floor-Taking: Takes over the conversation, but stays on same subject
- Topic-change: cuts in to change the topic
- Summarization: Paraphrases the speaker's point, often minimizing it

There is another kind of interruption. Has anyone heard of “Cooperative Interruption”?

{If no one has heard of it, you could invite some volunteers to make an educated guess.}

SLIDE:

Cooperative Interruptions

Agreement: shows support or elaborates on the speakers idea

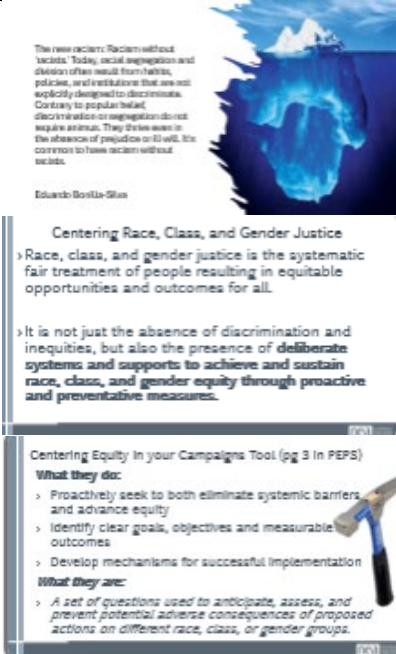
Assistance: provides a word or phrase the speaker was searching for

Clarification: asks for an explanation about something the speaker just shared.

e. Show SLIDE: “Interrupting a coachee by inviting them to Pause as needed to support them to move with greater intention.” Blooming Willow

WHY might we need to interrupt when coaching someone? Our role as a coach is to be the guide, and when someone gets them off track, bring them back into clarity so they can find their way. When should we interrupt? Background info: We just need to know the impact on the coachee, not what led to it. Long stories: Only need to know what's important about it, not all of it's detail. Details about Others: Should focus on the coachee, not the people around them. Loops: Repeating same thoughts, ideas, words, phrases. Confusion: Coachee is lost and needs a moment to rest. Need only: Coachee doesn't see a needed course of action of the conversation. Coaching Tips: - A coach supports greater clarity—and helps someone tap into their own wisdom. - Help an individual decide: are thoughts, beliefs, emotions that strengthen their ability to take action and achieve what's important to them. "Bottom-line" or understand the essence of the person's communication and support them to get their own thinking going again. Let's try it! - Count off by 5 and go to a chart paper with your group. - Write down a list of potential prompts you could use to compassionately interrupt someone. - Examples: - Let's take a moment to breathe - I don't want what you just shared to get lost - Share out - What would you feel comfortable saying to interrupt?		Interrupting may be experienced as rude, but as framed here we can see it is a skill that coaches need to develop. Our role as a coach is to maintain focus in the coaching conversation and steer the leader to focus on the coaching agenda they laid out. What do we mean by pause? Taking a moment, taking a breath. Pausing allows the leader to achieve deeper intention in the coaching conversation. f. WHY might we need to interrupt when coaching someone? (<i>Ask the room, encourage discussion</i>) <i>Summarize:</i> The coach sometimes will need to interrupt the leader "pause and focus on themselves instead of others, move away from obligatory storytelling, stop negative self-talk, and receive support to focus on their coaching agenda. Our role as a coach is to be the guide, and when someone gets them off track, bring them back into clarity so they can find their way. g. WHAT do we mean by interrupting the person being coached? SLIDE: "Process of stopping someone from continuing what they are saying by suddenly gently speaking to them, or making a noise" Blooming Willow h. WHEN: When should we interrupt? To support someone to move forward, focus or go deeper such as: (Brief Slide). Coaches get permission to interrupt when the leader goes into..... 1. Background info: We just need to know the impact on the coachee, not what led to it. 2. Long stories: Only need to know what's important about it, not all of it in detail	
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Debrief What did you hear that stuck out? What will you use? Key Takeaways > Interrupting can be used constructively to keep conversations focused.		3. Details about Others: Should focus on the coachee, not the people around them. 4. Loops – Repeating same thoughts, stories, words, phrases 5. Confusion – Coachee is lost and needs a moment to reset 6. Boredom – Coachee doesn't seem interested in the direction of the conversation. Coaching Tips: • A coach supports greater clarity – and helps someone tap into their own wisdom. • Help an individual discover new thoughts, beliefs, emotions that strengthen their ability to take action and achieve what's important to them. • “Bottom-line” or understand the essence of the person's communication and support them to get there rather than engaging in long stories. <u>10 min Activity: Let's try it!</u> <i>Table group activity</i> (Adapt...) Interrupting can be challenging, In this exercise, you are going to develop prompts that are authentic to you to interrupt a leader to support them to pause for deeper reflection – “without throwing them off energetically.” Count off by 5. Go to a chart on the wall. Write down some potential prompts you could use to cooperatively interrupt someone. For example: - Let's take a moment to breathe - I don't want what you just shared to get lost	
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		Chart with group. Select two people in your group to role play an issue. One person should be a member/leader with an issue. The other person should be the coach constructively interrupting to keep the member/leader on track and focused on the coaching process and the goal. Debrief: 5 min Reflection and reminder. Be mindful of who are interrupting. If you are a white person interrupting a person of color, ground yourself in the principals and check your bias if you are doing cross race coaching.	
3:25-4:20pm Bekah		Centering Equity in Coaching – 55 min	
		I. Framing Equity Interrupting to support the leader to explore equity is sometimes needed. What do we mean by centering equity? Ask group. In this next session, we are going to explore core concepts in equity, review a helpful equity tool, and practice coaching equity. We center equity because it is the only way we will achieve equity – by being explicit, intentional and engage in a continuous process to center it. II. Introduce Centering Equity Tool To center equity, we want to be explicit about asking direct questions that center race, gender and equity. What are some common equity themes in leadership? Small group activity or large group?	

Would the campaign(s) your coaching have answers to these questions or be able to say most components of these tools are a part of their campaign? What is something you noticed that could support your coaching?  Factors that Support the Coaching Equity in your Campaigns Tool › Buy in from the organization and its leader › Routine and ongoing use of the RET › Data-driven assessment › A commitment to making changes › Tenacity – A commitment to overcoming obstacles to making changes WE HAVE TO DECIDE TO DO THINGS DIFFERENTLY AND STICK WITH IT Coaching Equity—Tabletop Discussion › How can we coach leaders to center equity? › How can the tool assist? › What are some coaching questions you could ask? › What might come up for the leader as they explore issues of race, gender, culture, etc? › How can this be used to discuss not just a campaign but also the functioning of the union? Coaching for Equity Transformational coaching requires: • Compassion • Curiosity • Connection • Courage • Purpose This is especially true for coaching for equity. Working to cultivate  Diversity asks, "How many pieces of your own marginalized identity groups do we have this year than last?" Equity responds, "What changes need to be made in the next year?" Inclusion asks, "How many pieces of your own marginalized identity groups do we have this year than last?" Justice responds, "What changes need to be made in the next year?" Diversity asks, "How many pieces of your own marginalized identity groups do we have this year than last?" Equity responds, "What changes need to be made in the next year?" Inclusion asks, "How many pieces of your own marginalized identity groups do we have this year than last?" Justice responds, "What changes need to be made in the next year?" DR. D-L STEWART		III. Coaching Equity Group Activity: 15 min Small table discussion with a facilitator at each table. How might we coach leaders on centering, navigating, and advancing equity? How might the tool assist? Using the tool? What might be some questions a coach could ask that centers equity? What might come up for the leader as they explore issues of race, gender, culture, etc IV. Practice Coaching Equity – 25 min One person brings a problem of practice that involves issues of equity (something specific to how systemic inequities play out in their local union, campaign or worksite) 10 min for each coaching session, 3 minutes of debrief	
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Coaching Practice (groups of 3) › Coach, leader, observer/timelkeeper › 12 minutes coaching, 3 minute debrief › Switch roles. Pick one of these scenarios to practice: › Union participation is all white, despite 35% of members being people of color. › Students are missing school due to fears of ICE. › Teachers of color report that parents complain about them frequently. Key Points › Centering race, class, and gender justice in our campaigns increases the 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. › Centering equity requires changes in the work we do and in how we do the work we do. 			
4:20-4:30 Carrie		10 Minutes - Closing	
Let's start with a moment of reflection: ○ What a deeper lesson you have learned in organizing, campaign or leadership? ○ How might you connect someone with that wisdom by asking a question? Let's break into pairs to share for 5 minutes. 		5 min <i>Reflection (MOVE TO OPENING DAY 2)</i> <i>We are going to take a moment for reflection. We encourage you to write. Explore these two questions:</i> • Which skill do you feel will be challenging for you? • What makes this skill or practice challenging for you? FOR TOMORROW – Any housekeeping or reminders about feedback form or reminders about what is needed next day	Participants will be able to bring a little closure to their learning and provide feedback on the day.
4:30 – 5:00		30 Minutes - Choice Networking Activities	
		This is a time for participants to meet and discuss any issues they are thinking about with other members of the group. This is not led by facilitators and highly encourage to occur in any other space besides the conference room.	Participants will make useful connections with staff from other affiliates.
5:00 ADJOURN			
NOTES <u>Slide 6: The Organizing Conversation (5 min interactive)</u> <i>Let's take a moment at thinking about another approach to an intentional conversation that might be familiar to us. The Organizing Conversation! Many of us have learned the practice of having an organizing conversation. Do any of these organizing conversation formats look familiar to you? How is an organizing</i>			

conversation different or similar to a coaching conversation?