

Problem of Practice

A problem of practice is something that you care about that would make a difference for your locals if you improved it.

The more specific the problem of practice is, the more helpful the recommendations for your next level of work will be.



Organizing ESP

UniServ Focus Academy

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Feedback on Feedback

Just over 50% responding

High of 4.8 for Overall Outcomes

Low of 4.5 for Materials, Facilitators, Content

Themes

- +The support from the facilitators, financialization, living wage, one on ones, living wage
- Connections, Directions, Timing

Your Words

Knowing half don't love moving and churning but still doing it feels off. Dismissive. Things still move really fast for processing and I have some years of experience doing this work.

I wish that POPs could be organized in a better way. I spend a lot of time scrolling. It is all there and it is better than paper to travel with. Just needs a little more organization.

The timeline and financialization portion of today's learning was interesting. It offered a good segue into talking about a living wage campaign.

I appreciate the movement and conversation with other people in the room. Our table talk time is long enough to engage but not so long that it is belabored. Every meeting I have ever attended with other NEA groups is sit and lecture... The facilitators don't hover for the sake of seeing if we are working... Someone at my table got real help with their plan and for those that wanted to work on their own they weren't chased down unnecessarily.

Agenda Review - Today
Consultancy Protocol
Leaders, from Clubs to Unions
Building Engaged Leaders
Team time and presentations
Lunch
Adjourn



Community Agreements p. 2

- › Using Self-Awareness and Self-Knowledge
- › Listening for Understanding
- › Being Gracious
- › Staying Engaged
- › Being Open and Suspend Judgment
- › Saying “I”- tell your truth
- › Seeking Discomfort
- › Reaching Empathy
- › Expecting Non-Resolution and Non-Closure

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



Consultancy Protocol

Hedy and Vanessa

Problem of Practice

The problem of practice is something that you care about that would make a difference for your locals if you improved it.

The more specific the problem of practice is, the more helpful the recommendations for your next level of work will be.

What is the Consultancy Protocol?

- › Allows a person, the presenter, to identify a barrier in their work
- › The role of the listeners is to ask good questions – not provide answers; this provides the presenter the ability to step back and listen to a different way of thinking of the barrier

How does the Consultancy Protocol Work? Page 73

Step 1: Facilitator Opening

Step 2: Presenter – Shares the Dilemma- including a key question for which they are seeking clarity

Step 3: Group asks Clarifying questions (NOT Probing) - Review p. 74 – 75

Step 4: Presenter steps out & Group Converses (asks questions, brainstorm, reflects)

Step 5: Closing – Presenter shares reactions, insights, feelings

Modeling the Consultancy Protocol

- › Facilitators: Hedy & Vanessa
- › Presenter: one of you
- › Consultant Group: the rest of you



Problems of Practice

› Form groups of six

- Use the “Consultancy Protocol” on page 73 as a reference

› 25 Minutes Total

- At least two people will have a chance to be the presenter
- 10 Minutes per round
- Flexibility for transition



Protocol Debrief

- › What was surprising to you in the difference between following a protocol and just “problem solving” within a conversation?
- › Was it difficult to stay in the protocol?
- › Given your learning so far, why might using a protocol be particularly useful when exploring your challenges working with ESP locals and leaders?



KEY POINTS



- › Coaching requires asking and listening and enables individual choices
- › Coaching is as much about you changing your behavior and growing your skill as it is about growing a leader.
- › We only get good at coaching by practicing it.
- › A protocol is a framework to help reshape old habits of mind into new ones.



Leaders

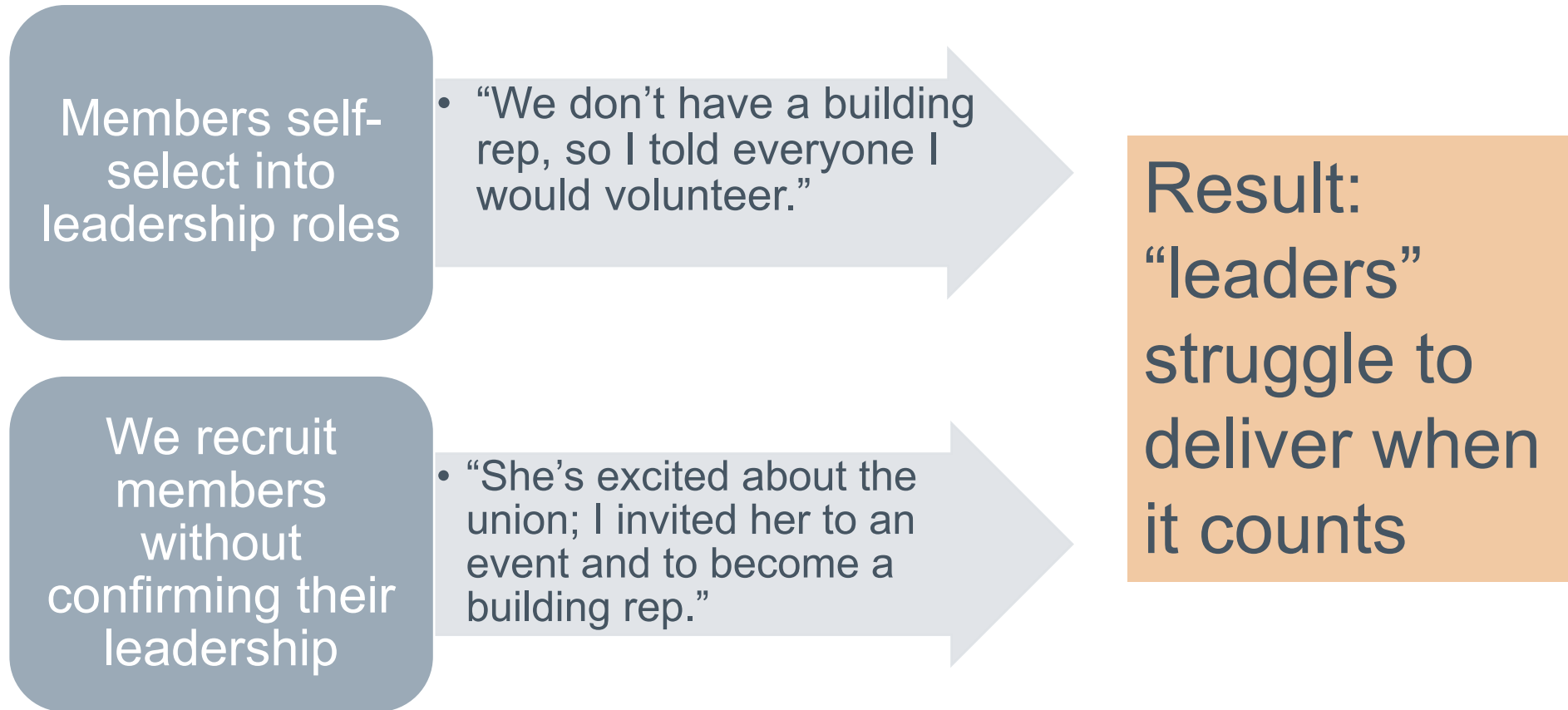
Dawn

Organizing and Leadership

- › Leadership is taking responsibility for enabling others to achieve shared purpose in the face of uncertainty.
- › The members who can lead most successfully are those who already have followers, i.e. people who trust and respect them.



How it typically goes...



PLUS, lots of implicit bias as we choose “leaders” who meet our criteria.

Member to Leader



**Identify
Leaders**



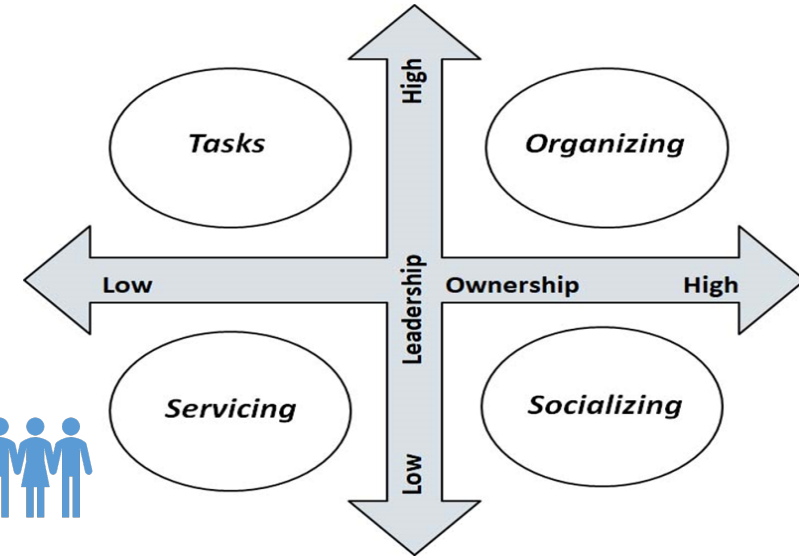
**Know
what your
leader's
issues are**



**Ask them
to join in
shaping
the
agenda
with other
leaders**



**Give leaders
meaningful
tasks/roles
around the
issues they
care about.**



The Blitz, an organizing tool

Have 10-minute individual conversations with as many members as possible in a building:

- 1. What do you think are the biggest issues facing us in public education? In our school district?**
- 2. Who's trusted and respected here in the building?**



Looking at the data - what do you notice?

HAWTHORNE ELEMENTARY 15

CLASS	LAST NAME	FIRST NAME	MEMBER/ AGENCY	WEA- PAC	
CERT	Le	Tan	Member	No	
CERT	Mak	Melissa	Member	No	●
CERT	Mei	Chongyuan	Member	No	
CERT	Hamilton	Gina	Member	Yes	● ● ● ● ●
CERT	Smith-Brown	Charlene	Member	No	●
CERT	Simons	Elaine	Member	Yes	
CERT	Flanzer	Elissa	Member	No	●
CERT	Pogreba	Elizabeth	Member	Yes	
CERT	Martin Nowell	Lalania	Member	No	● ● ● ●
CERT	Kribbs	Katherine	Member	No	● ● ● ● ● ● ●
CERT	Leighton	Tina	Member	Yes	● ● ● ● ●
CERT	Toomey	Bruce	Member	Yes	● ●
CERT	Hunter	Oveta	Member	Yes	● ● ● ● ● ●
CERT	Meraki	Mark	Member	No	● ● ● ● ●
CERT	McDonough	Cassie	Member	Yes	● ● ●
CERT	Lock-Levi	Marcella	Member	No	
CERT	Gianacos	Tami	Member	No	
CERT	Hill	Len	Member	No	● ● ● ● ● ● ● ●
CERT	Rutledge	Stephanie	Agency	No	
CERT	Conner	Julene	Member	No	
CERT	Manzo	Jennie	Member	No	
CERT	Appleyard	Tracy	Agency	No	
CERT	Patterson Lystra	Shawna	Agency	No	●
CERT	Schoenfelder	Caitlin	Agency	No	

Person	Member	Yes	
Susan	Member	Yes	
Deborah	Member	No	●
Tina	Member	No	
Stacy	Member	No	●
Jessica	Agency	No	
Siobhan	Member	Yes	● ● ● ● ● ● ●
Erin	Member	No	●
Heather	Member	Yes	
Elisa	Member	Yes	● ●

KEY POINTS



Just because they have been identified by a number of colleagues does not immediately mean members are the “best” leaders for what the local needs.

There needs to be more work to build a relationship with members about what their agenda is and what the agenda of the union is – moving them to work with the union’s agenda.



Club to Union

Dawn

Opportunities for Leadership

Fighting Union

- Members Lead with Courage and Risk
- Staff Advise and Coach

Union

- Member and Staff Partners – Mid Risk Activities
- Staff Coach and Build Leader Capacity

Club

- Staff Lead – Already Active Members –Low Risk Activities
- Staff Focus on Engagement and Leader ID

Unorganized

- Staff Lead – No Risk by Members
- Focus on Recruitment and Engagement

Club or Union?

	Unorganized	Club	Union	Fighting Union
Budgeting	Little or no local funding	Funding used to recognize activists -- stipends, meals	Funding used to recognize activists and also to reach out to members: stickers, buttons, tee shirts, picket signs.	Funding used to release activists to do work, to communicate with members, and to open opportunities to the newly active. Funding supports coalition work and socially focused issues
Roles	A few officers, risk of vacancy	Proliferation of titles and stipends to Presidential allies	Titles and roles generally tied to actual activities; if there's a treasurer, there is a budget; if there's a newsletter chair, there's actually a newsletter	Titles rotate regularly, or are even dropped when no longer needed
Bargaining	No bargaining, or done by a single expert (UD, President)	Small group of the usual folks on the bargaining team that the president trusts	Team represents all major job categories. Criteria is whether or not the president trusts them and they are recognized by members	Team represents all major job categories; criteria is whether they are trusted by the members
Leaders	Volunteers if any	Tends to be the same small group of folks that populate other teams. Little to no risks are taken.	Elections are regularly held and there are sometimes contested positions. Leaders can move others to act. However, their focus is on activism and mobilizing instead of term organizing.	Are trusted and respected by members, and there is a healthy election process with a number of good candidates. Leaders routinely deliver on persuading large groups to take public collective action; the and actively seeks other trusted and respected leaders. Leaders use their agency to take risks that result in growth.
Equity	Very little prioritization of racial equity or inclusionary practices by local leaders.	An awareness of the value of equity-based practices but seeing that as the districts role to execute.	Values diversity and has an 'official' position reserved in the leadership for a diversity representative. Limited interactions with the community around valuing racial equity and inclusion. Still seen as the district's responsibility to implement equity based practices. Leadership may reach out intermittently to underrepresented employee groups.	Infuse bargaining with concerns that address race, class, democracy, historically marginalized communities/members, and equity issues. Local union budget reflects equity as a priority and positions in the union. The commitment to equity is explicit. Management and Labor are partners in engaging families, community and ethnic groups to support the local public schools. Local leadership and positions in the union reflects the diversity of their membership and/or community they work in. Leaders see racial equity as their responsibility to implement and lead on.

Club or Union? ACTIVITY (In additional participant resources)



Think of a local you work with – at what point of the continuum are they on?

What is your role in moving locals from left to right in this framework?

What do you think is most required to move from left to right?

Club or Union Debrief



- What did you learn?
- How useful was this in thinking about your work with ESP units?
- What would you add to it?

KEY IDEAS



Unions with leaders who are unwilling to take any level of risk will not be able to grow into unions that can demand and win what members want and need.

The way to build leaders is to not do for them what they can do for themselves, design “tasks” that cause people to have more leadership and ownership

A blue rectangular sign with rounded corners and a white border. The sign is mounted on a post and features the words "TAKE A BREAK" in large, white, sans-serif capital letters. The background of the sign is a solid blue color. The sign is set against a blurred background of green foliage and a blue sky.

TAKE
A BREAK

BREAK



Building Engaged Leaders

Michael

Building Engaged Leaders



- › “Social scientists have found that tasks designed to yield “intrinsic” (inherently satisfying) rewards by overcoming some level of risk produces great motivation, commitment, and adaptive learning more than tasks that only yield financial, recognition or status rewards.”

-Hackman and Olham, 1980

The best way to grow leaders is to give them meaningful, challenging (risky) tasks (tests), and see if they can achieve them. Then give them another task to do . . .





1

Experience
meaningfulness: the
task is important in the
overall scheme of
things and is big
enough that it will be a
challenge to achieve.



2

Experience
responsibility: how
well the task gets
done is up to me.



3

Experience results:
as I attempt to do
the work, I can see
whether or not I am
doing well.

How you make the ask matters



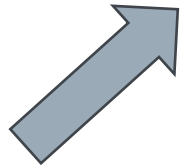
Communicate:

- Why the task is significant
- Why their input and contribution are key
- That multiple skills are involved...and you'll help coach them if needed

**Nothing is meaningful if you aren't
expected to be accountable**



Conditions
of Motivational
Task Design are
achieved when
the leader:



Task Significance
(Why) –
understand
and recognize
the impact of
the work on
the world and
the risks
involved



Task Identity
– one's own
contribution,
from start to
finish, is
clear in the
final result



Skill Variety
– engaging a
variety of
skills,
including
heart,
hands, and
head.

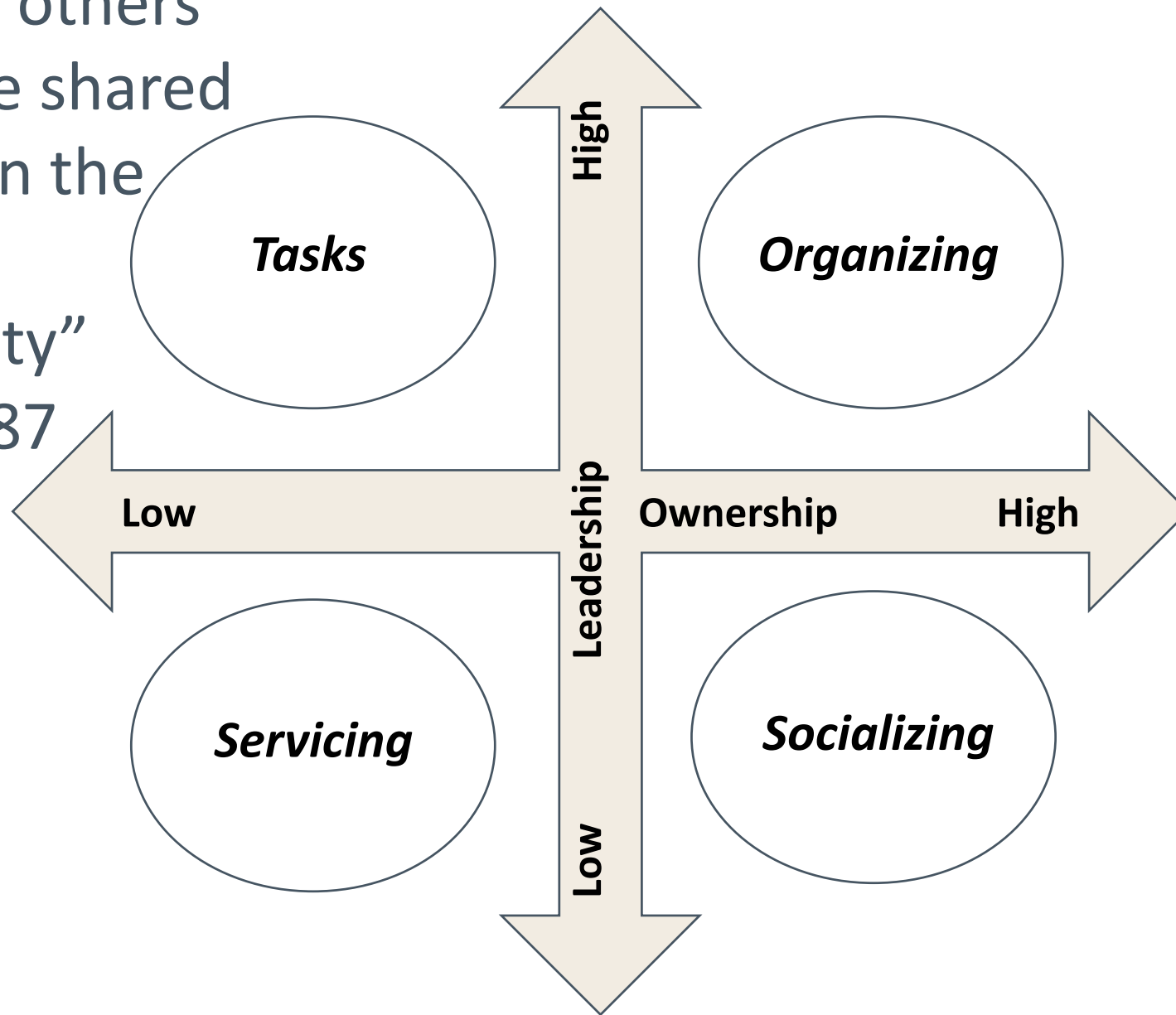


Autonomy –
having the
space to make
competent
choices about
how to do the
work.

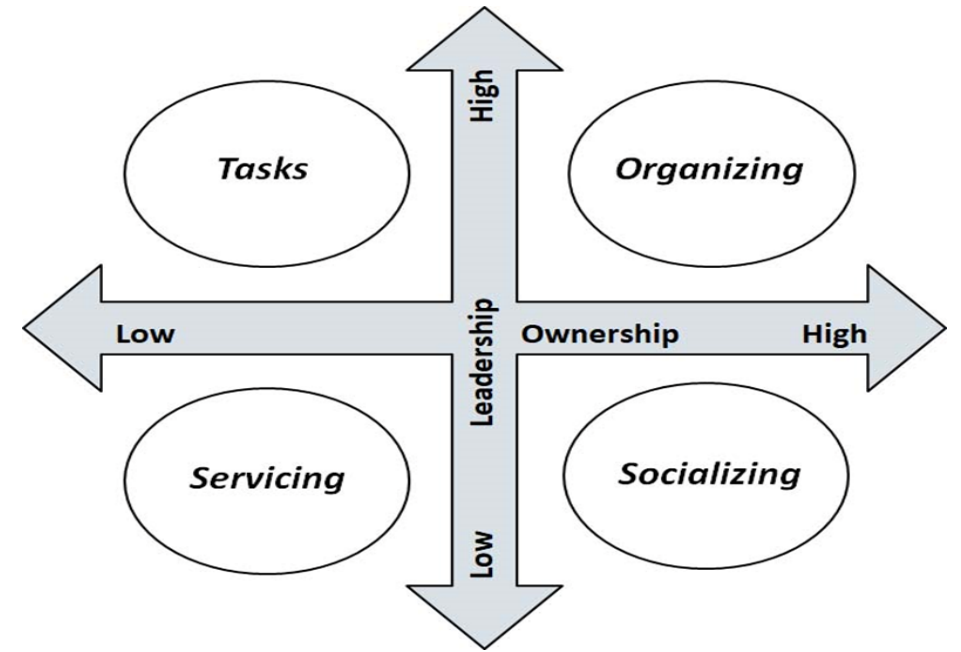


Feedback –
results are
visible to the
person
performing the
task as they
perform it.

“enabling others
to achieve shared
purpose in the
face of
uncertainty”
(Ganz) p.87



- As a team discuss how you could move those not in the org quadrant into the org quadrant or higher up either axis.
- How would you bring this back to your locals?
- Could it be a tool for you to self-evaluate or tool for a local to use with leadership to discuss?



KEY POINTS



- › Tasks must be meaningful and members need to own them.
- › Our job is to look for opportunities to increase ownership and leadership whenever possible.
- › Leaders grow by taking risk, accepting ownership, and sharing accountability



Campaign Planning Team Time

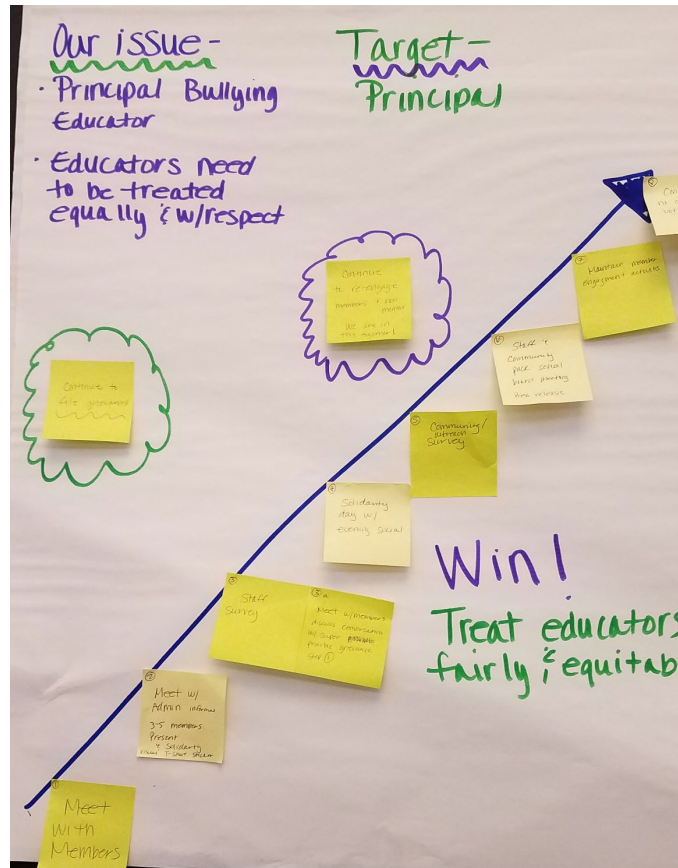
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Team Work Time

Team Presentation and Coaching Time



Feedback Questions

- What specific elements of the plan stood out to you?
- How did the plan engage others around the values they share?
- How did the plan address finding and developing leaders to help implement the plan?
- In what ways does the plan use opportunities to build structure and power?



Ending it Right

Ellen



JUST THE END
OF MY POWERPOINT

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