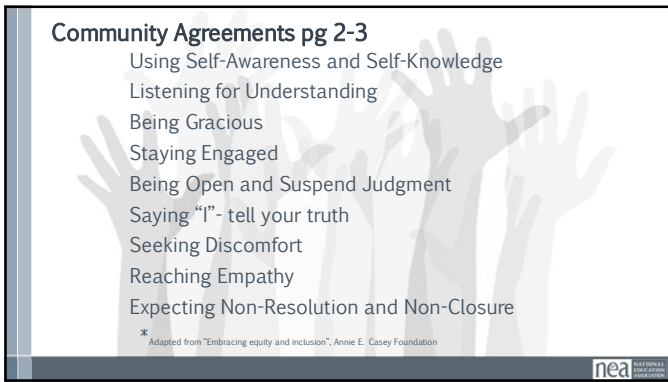




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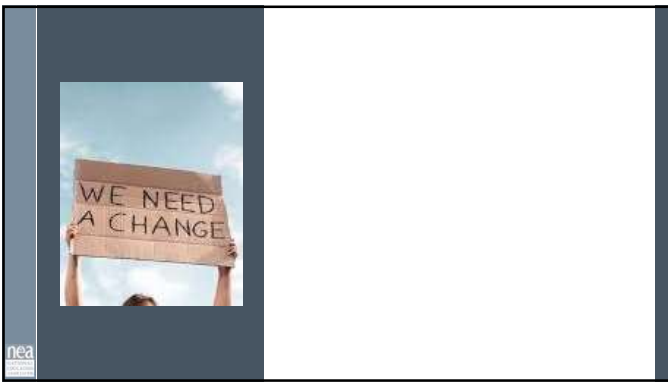
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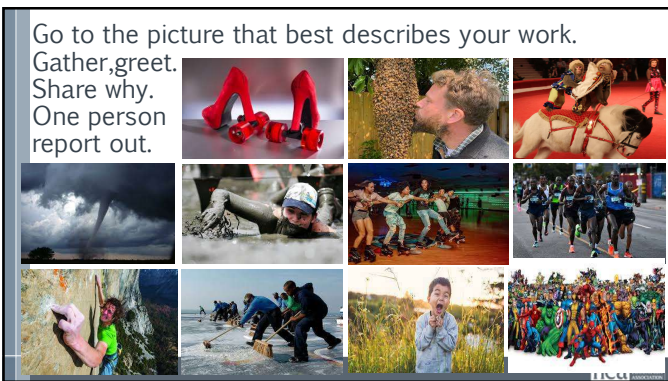
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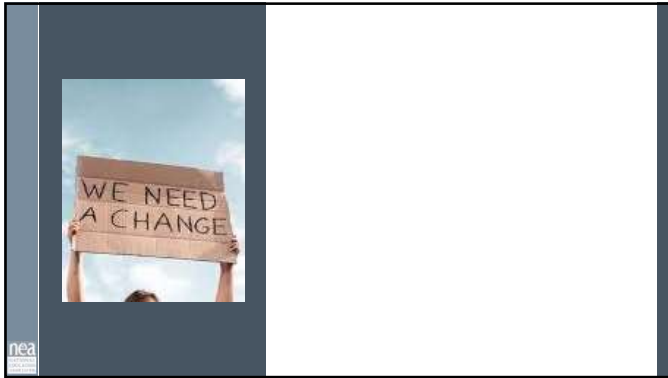
4



5



6



7

Why People Join their Union – Group Work

P. 5 Member Retention Research Memo

Need BWhy People Join Their Union Handout (separate)

Use the chart to analyze the levels of expectation and connection for each reason for joining. Add others that your table might think.

Be Prepared to Discuss:

- › What do you notice?
- › Which ones were harder to analyze than others?
- › Were there any that you added?

A cartoon illustration of a white unicorn with pink hair, wearing a blue t-shirt and a red headband. The unicorn is flexing its right arm. Above it is a blue speech bubble with the text "WE CAN DO IT!" in white. The background is yellow with a starburst pattern. The image is part of a presentation slide with a dark blue border and a small "nea" logo in the bottom right corner.

8

KEY IDEAS

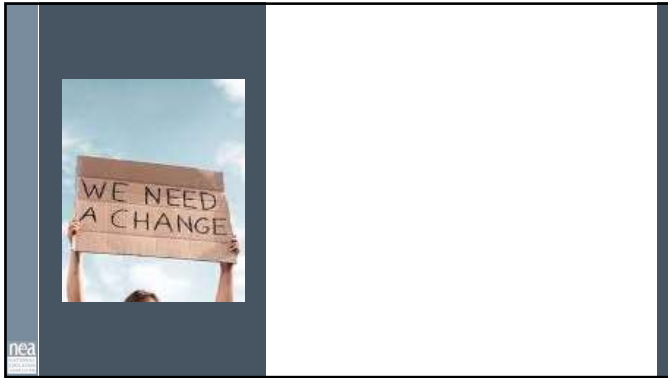
A glowing yellow lightbulb with a pencil for its base, set against a dark blue background with a subtle starburst effect. The image is part of a presentation slide with a dark blue border and a small "nea" logo in the bottom left corner.

The more connection (solidarity, shared value/purpose/issue) and the more meaningful expectations there are – the more likely that members stay and are engaged.

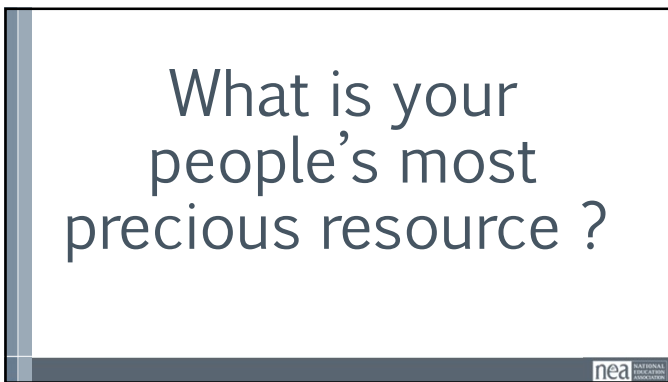
From the Member Retention Research P. 5,

“Our research consistently finds that a member’s bond with the association (how connected a member feels to his/her local) is the best predictor of a member’s intention to remain in the union when given the opportunity to drop. Members who rate their connectedness at 10 are significantly more likely to remain in the union than those who rate their level of connection at 7, 8, or even 9. Merely connecting with our members is not enough. Instead, we must build— and maintain— strong relationships and deep connections with our members.”

9



10



11



12

Resources that shrink as you use them.

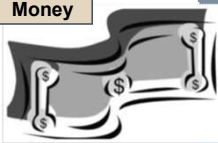
Time/Energy



Tangibles



Money



13

Resources that Grow as You Use Them



Relationships

Skills

Hope

Trust

14

These resources are most precious, because they are priorities that people make decisions about.

Time Energy



15

Resource Analysis P. 50-52

4 Groups, each with one of the cases found on P. 53-82

Refer to the case study notes you completed prior to on P. 50-52

Each team completes the chart on P. 49 and prepares to share what they found.



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16

Report Out and then Final Reflections

Each team shares for 2-3 minutes what they discovered about their case.

Final reflections –

- › How do your groups think about resources at home?
- › How do they get them?



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17

KEY IDEAS



For any campaign to be effective, the leadership team needs to assess the constituents' resources and capabilities and those of the "boss" or target of the campaign.

The bigger the win, the more resource you need.

Adding new people adds new and varied resources.

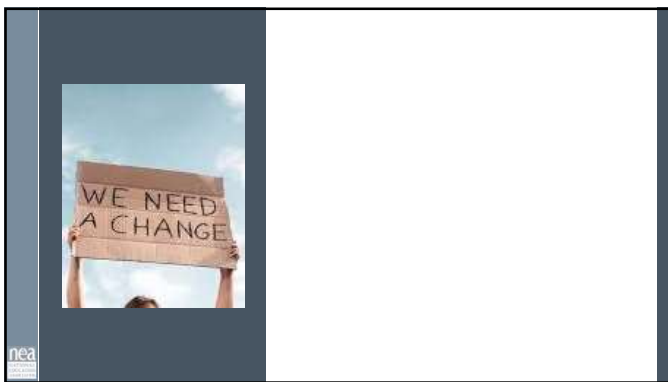
Money is a vital resource, but time, connections, and relationships of a constituency's members are the strongest resource they have.

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18



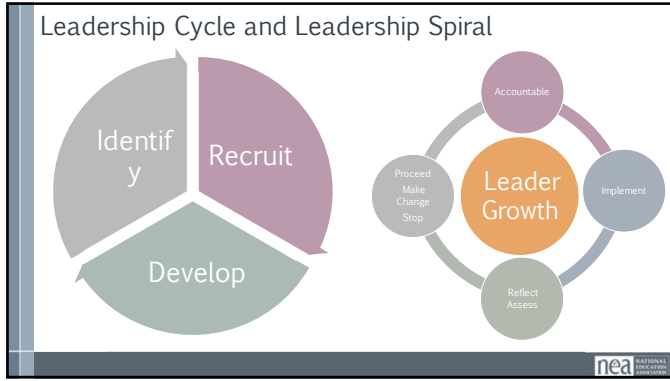
19



20



21



22

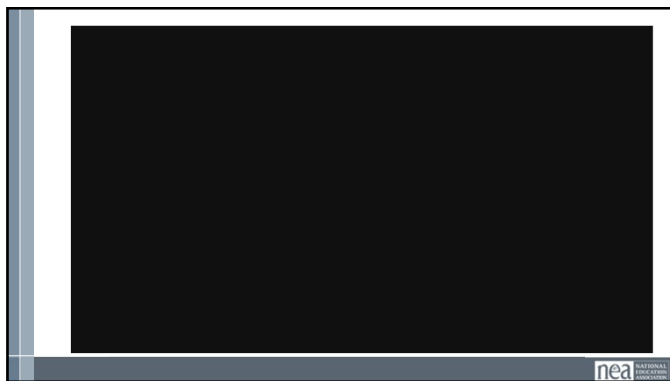
Whole Room Discussion

How do you identify and track leaders in your state?

Resources on Leaders
 Trusted and Respected, P. 87-95
 He was Fired by Amazon..., P. 96-97
 These are the Workers..., P. 98-120

The slide features a title 'Whole Room Discussion' and a question 'How do you identify and track leaders in your state?'. Below the question are three resource links: 'Trusted and Respected, P. 87-95', 'He was Fired by Amazon..., P. 96-97', and 'These are the Workers..., P. 98-120'. To the right of the text is an illustration of a diverse group of people in a room, representing a whole room discussion. The NEA logo is in the bottom right corner.

23



24

What did you notice as you watched?





25

Why Trusted AND Respected?

Trusted:
They will have your back

Respected:
Their work or visible beliefs have value to you.

Trusted AND Respected have the resource we need most
– relationship and connections between people





26

KEY IDEAS



Leaders are not fixed to a certain characteristic, have been trained by the organization, or must be members of the union.

Leaders are those people who are trusted and respected by their colleagues.



27

Some Definitions for Group Work

- › **Leaders** – Trusted and respected by their colleagues in ways that cut across communities of workers- are connected by values and influential relationships with mobilizers, activists, and those not yet part of the work. Get people to move their thinking and take action.
- › **Mobilizers** – Are already convinced members, who are already willing to take action. They are connected to the other already convinced.
- › **Activists** – Supportive and willing to act if invited but not able to move others.



28

Leaders, Mobilizers, and Activists – Scenarios pg 121-122



29

Team Work Leaders, Mobilizers, and Activists



Who is a leader, a mobilizer, and an activist? How do you know?

In what order would you want to invite them into your cause and why?



30





How Recruitment Grows Your Base

Leaders bring their followers.

Mobilizers bring their loyalty to leaders and their reputation with colleagues.

Activists bring their potential.



31

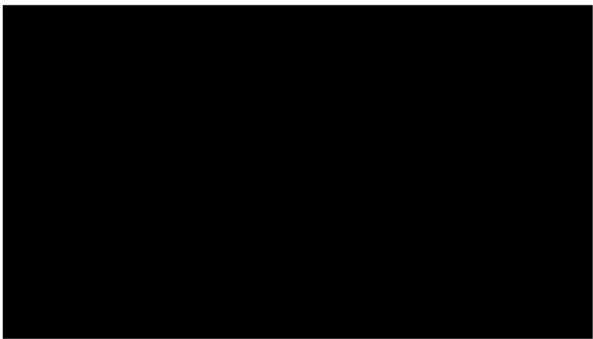
KEY IDEAS



- › Title does not indicate the leader.
- › Leadership characteristics (think True Colors do not make natural leaders.
- › Our primary job is to identify leaders who can build shared power, responsibility, and authority.
- › We grow our constituency's resources for action by intentionally and continually increasing the base of people.
- › Leaders are our greatest resource.



32





33

What did you hear that you want to highlight?



34

KEY IDEAS



- > Patient and persistent identification of the trusted and respected leaders. And it may not be someone who is with us.
- > Members pick their leaders, we cannot pick them for them.
- > We cannot grow and become a fighting union without bringing in new leaders. The identification and inclusion of new leaders is the core of a fighting union.
- > Then we have to figure out what matters to them.
- > Cannot shy away from really hard conversations- they are critical to making the change we need.
- > Unity is the basis of our power and without mass involvement and engagement of our constituency- we do not have the power we need to make the change we cannot alone.



35



36

What are some of the activities that you typically ask members to do?

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37

Do you ask your members to do activities that require them to lead others in the face of uncertainty?

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38

Even clubs, form around a shared sense of purpose and shared values.

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39

Definition Reminder: Values P. 145

Values are fundamental beliefs that dictate behavior

Ideally, Unions advance the welfare of all workers.

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, workers build solidarity and commit to active participation in the labor movement.

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



40

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.

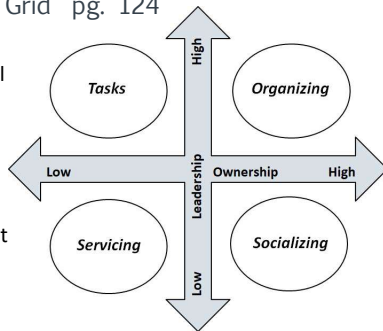


41

Engagement Grid pg. 124

What are typical things that members and leaders do in a union?

...Let's sort it out



42

Bringing it back to our Work

What aspects of the activity do you change to move it through the quadrants? How do you help move them into quadrants with more leadership and ownership?

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43

KEY IDEAS

- People grow when they have to stretch. When the **union staff step back**, members can step forward.
- Tasks have to be meaningful and members need to own them.
- Our job is to look for opportunities to coach people towards taking risks and raising expectations for what they can do with their union.

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44

Constituency Teams

- Early Career Educators
- Retirees
- LGBTQ group
- ESP's
- Aspiring Educators
- Members of Color / Social Justice
- Professional Issues

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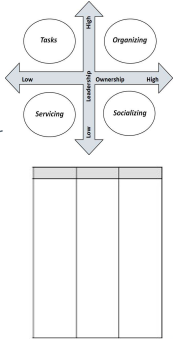
45

Constituency Teams

Step 1 - What is the usual purpose of your assigned group? What are the typical values or issues that bind this group together? (Keep this secret for now)

Step 2 Brainstorm list of “tasks” or “asks” that your assigned group performs and sort them into each quadrant- (socialize, tasks, service, organize) be specific about the activities they would do. (chart with quadrants and list of activities)

Step 3 - Choose 3 of the tasks from step 2 to turn them into something that would be considered as living in the “organizing Quadrant”



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46

Constituency Teams Report Out

- Early Career Educators
- Retirees
- LGBTQ group
- ESP's
- Aspiring Educators
- Members of Color / Social Justice
- Professional Issues



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47

KEY IDEAS



How and what we invite members to do, sets the tone for the relationship and the expectations of what is possible in their union.

If we never move on from BBQ's and info-meetings, we get stuck in a non growth, risk averse culture.

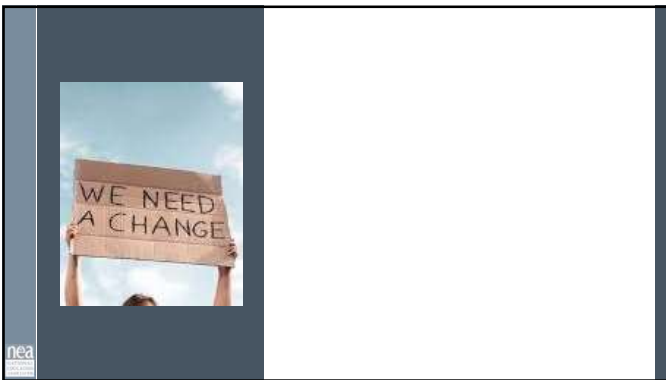
Once a culture is set, it requires disciplined, intentional, methods for changing the levels of engagement.

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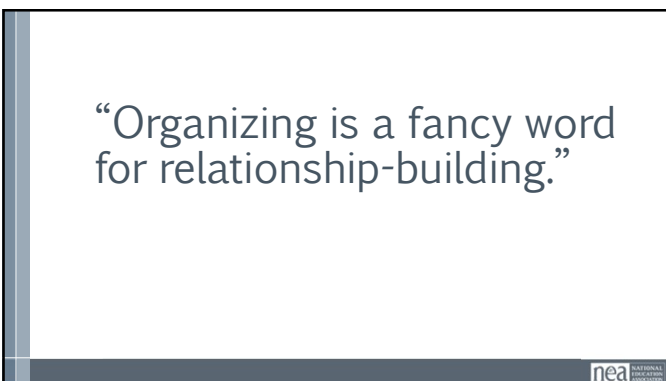
48



49



50



51

Definition Review

Organizing is shared leadership that enables people to turn the resources they have into the power they need to make the change they want.

Power comes from the shared commitment of that community to risk their resources in order to achieve a common purpose.

Commitment is developed through visible, public relationships.



52

What is a public relationship?

Public Relationships are visible and build shared understanding through a focus on:

- Shared Work
- Shared Values
- Shared Interests



53

GROUP WORK

Review P. 135
Where is most of your work completed?
Recruitment, Maintenance, or Mobilizing?



54

Organizing Conversation Review P. 140

Introduce

Exchange

Educate, Agitate

Seek Commitment

Who here is trusted and respected?





55

Leadership Conversations

What do we actually do with all that leadership ID data?

How do we authentically follow up?

Who follows up?



56

What do you hear that you think is important to share?





57

Organizing Conversation Report Out

What did you notice?



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58

KEY IDEAS



Listen and ignore the qualities that you think people have to check.

Organizing is selective, and must be if we are to build the structures that move people forward. But you must be able to check your own bias in this work, or you will continue to pick people that you like.

Relational meetings for those you want to dig deeper with, the wide net is 2-3 minutes with other people.

You also need to share in these conversations, reflect a little on your own story and what you share as part of your public life.

Tension is not a negative, it is energy. Where does energy come from?

59

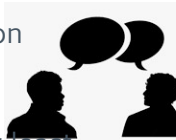
Communication Shut Downs P. 143

Generate at least one effective direct/redirect to the communication shutdown.

If you get stuck move on.

Your goal is for your group to get at least one redirect for each shut down.

15 minutes



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60

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62



63

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"Nothing will ever change"

Acknowledge/Affirm

- "I understand you feel that way right now, especially since the boss never talks to any of us about the changes they are making before they make them..."



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64

"Nothing will ever change"

Answer

- While things don't change overnight, the reality is if teachers choose to do nothing then nothing will ever change.

When we come together as a union we have a chance to make improvements to these types of things because we have more power as a group than we do on our own.



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65

"Nothing will ever change"

Redirect

- If you and the other teachers at your school had a say in the evaluations, what would be the first thing you'd improve?"



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66

Best Practices on Objections

If they say “no” or “maybe” when you call the question,

ask, “What’s holding you back?”

Don’t spend a lot of time on the objection

Don’t let them off the hook

Don’t ignore the objection

Come back to their issues



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67

Organizing Conversation Fish Bowl Tag Team

- › One trainer will be the leader that is the target of an organizing conversation.
- › Another trainer will be the facilitator who moves participants into and out of the “bowl” to serve as the organizer in the middle.
- › The “leader” will put up three objections each round. After the “organizer” gives a response to the objection- the facilitator will say stop, thank the current participant, and have another “organizer” jump in where the other person left off. (This will mean the member/trainer will have to respond to the previous person- but it allows the person to pivot and have to practice).
- › After three objections and responses- stop and reset. Ask the group what went well and what did not.
- › Total of 3 Rounds

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68

Background for the Leader

You are a leader who has not been very involved in the union but you are very involved in your worksite. You are 9 years into your profession. You have thought about being a union member, but time has passed and you have not see a reason to join at this point. You do not particularly care about professional issues, and are worried about your pay and being able to afford to stay in the profession. Maybe a few years ago you would have been interested in professional issues.

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Background for the Organizers

You have done the 1-1's in the building and this person was ID-ed as the most respected person. You got this person to agree to another meeting with you. You want them to join your professional issues leadership team. The team wants to demand that they have the professional autonomy to design and run a peer mentoring and support program that helps new and struggling classroom educators.



70

KEY IDEAS

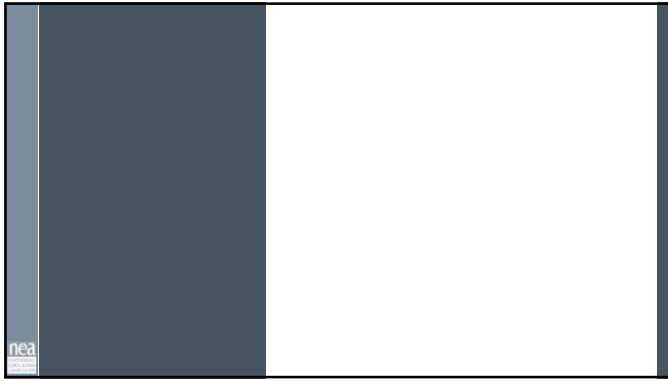


- › Relational Meetings are not just 'get to know you'. They are intentional, targeted to specific people.
- › The goal is to walk away with the foundation of a public relationship and commitment to keep working together.
- › We have to pivot and focus on what members care about ignoring our personal agendas and biases.
- › If we keep agitating on our interests and not theirs we lose the chance to learn more and go deeper.

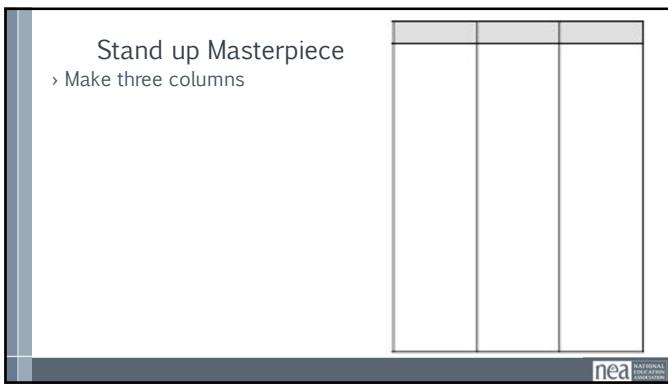


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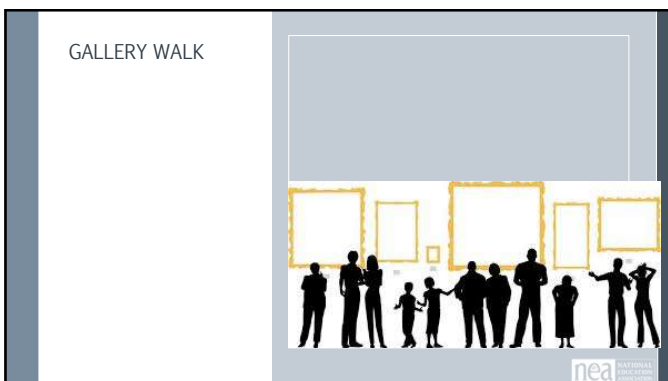
72



73



74



75

Whole group discussion:



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76

KEY IDEAS



Risk is required to move from club to fighting union and from advocacy to organizing.

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77

TEAMWORK
Pg 163, 164

Some of you are Organizers

Some of you are one of the Characters

Your task is to get a commitment.

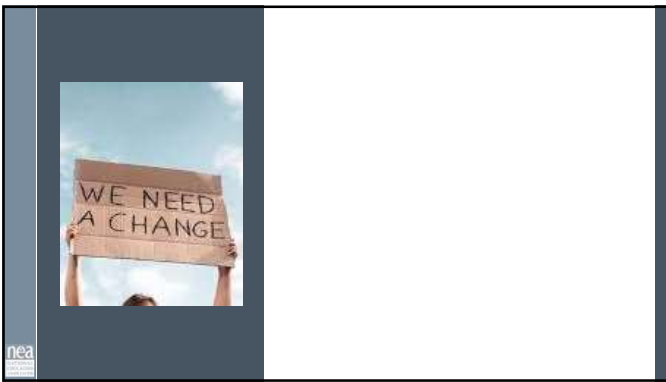


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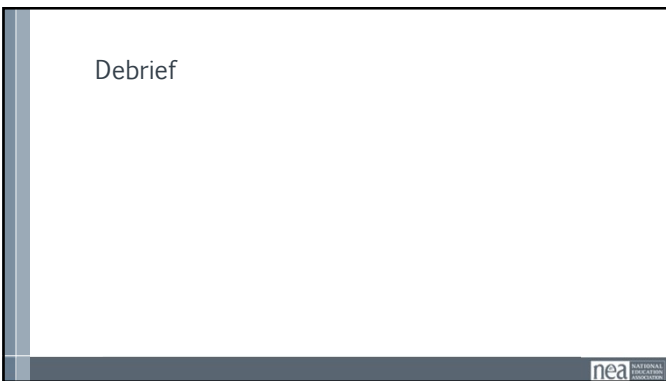
78



79



80



81

KEY IDEAS



How we speak about the work either centers worker agency or it does not.

We have to be able to
TEACH MEMBERS TO DO THIS WORK

We need a continuous plan for working with the folks not already part of our base.

82



Renita

83

Values

Values are fundamental beliefs that dictate behavior

Ideally, Unions advance the welfare of all workers.

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, workers build solidarity and commit to active participation in the labor movement.

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



84

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.

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National Education Association

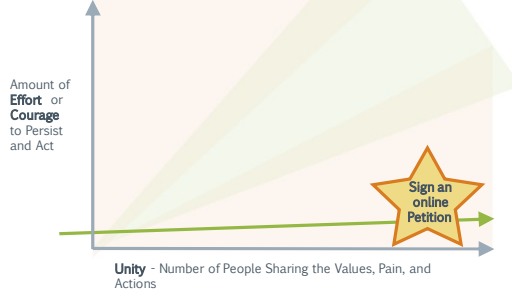
85

Power is a function of Courage and Unity

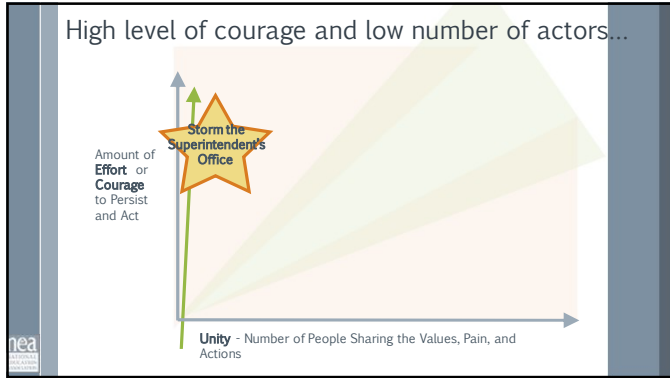


86

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



87



88

High Participation Is a Prerequisite to Power - Super Majority of Workers Engaged

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89

But Also Need...
Unity (against division) TIGHT STRUCTURE Demonstrable & Sustainable Super-Majorities

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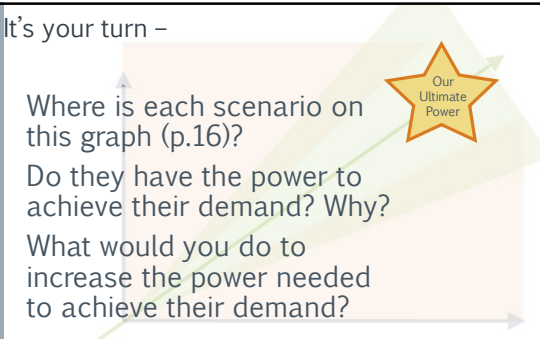
90

It's your turn –

Where is each scenario on this graph (p.16)?

Do they have the power to achieve their demand? Why?

What would you do to increase the power needed to achieve their demand?



91



Ellen

92

MAKE A LIST

What are some objectionable things that bosses have done to the workers of your at-home campaign?



93

How do you identify a worker issue?

- › As a group – put a check next to each of the issues you think would be great for collective action.
- › How did you decide?





94

How do you identify a worker issue? Round 2

- › Now, use the Assessment Tool on Page 6 of your handouts, identify which of these issues is ready for collective action.
- › Were there differences?





95

KEY IDEAS



- › If you don't know the issue – ask the people.
- › Issues should meet the criteria of
 - Widely and Deeply Felt by the people
 - Is Winnable – the demand needs to make sense given the amount of power your base has
 - Brings more people to the cause
 - Is connected to students and the public
- › You can't care about winning the issue more than the people.



96

We are coaching towards the Interdependent Structure
– Leadership and Ownership Rich

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

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Renita and
Ellen

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98

Ending it Right

- Choice Networking
- Housekeeping
- Feedback via email

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99

“The opposite of
networking is
NOT working”
– Someone smart

Choice
Network
Time



100