

Foundations for Winning Campaigns

Honoring This Space

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

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



One Revolution Around the Room

Name _____
Required Pronoun _____
State _____

3 DAY AGENDA



Days 1 and 2

7:30-8:30 Breakfast
8:30 Convene
10:15-10:30 Break
12:00- 1:00 LUNCH
2:15-2:30 Break
4:30-5:00 Choice Networking
5:00 Adjourn

Day 3

7:30-8:30 Breakfast
8:30 Convene
11:00-11:15 Break
1:00 Boxed Lunch
1:00-2:00 Choice Networking
2:00 Adjourn

TODAY'S OUTCOMES



- Clear definition of issue organizing
- Staff roles in winning campaigns
- Understand How Leadership Teams Contribute to Winning Campaigns

5

Logistics to Remember

Questions to Ask
Bathroom
Materials
Food
Room Temperature
Jasmine as a Resource
Travel
Vouchers



nea NATIONAL EDUCATION ASSOCIATION

Community Agreements pg 2-3

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

nea NATIONAL EDUCATION ASSOCIATION

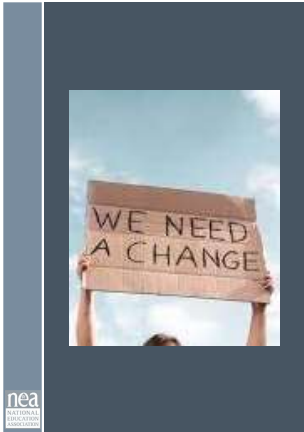
WHY ARE WE HERE?

NEA has an enterprise wide emphasis on organizing.

Our UniServ focused events don't always meet the needs of organizers.



nea NATIONAL EDUCATION ASSOCIATION



Zac

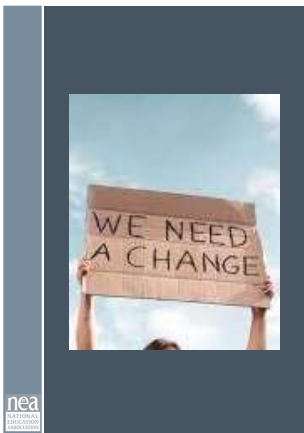
Why
are you
here?

Make a line from least amount of experience to most
fold it in half.

With your partner share:

Names, pronouns, location and

Why did you want to come to this meeting?



Keightley

What is an Issue Campaign?

- › Groups of 4 with Similar Shoes
- › Share Name and Pronouns
- › Go to a Chart



What is an Issue Campaign ?

- › Make two columns
- › Label one “is” and one “is not”
- › With your team write down everything you think issue organizing is and is not
- › Be ready with a spokesperson

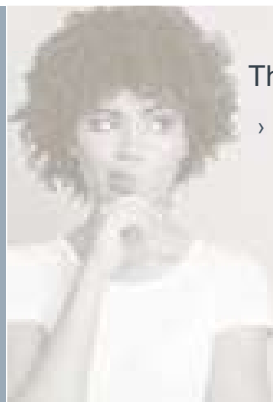
This is a blank sheet of white paper with horizontal blue lines. A single vertical red line runs down the left side, creating a margin. The paper is otherwise empty of any text or markings.

A Common Definition for Our Time

- › An issue campaign is a series of escalating, collective, public actions around issues identified by the people in the action. It confronts the boss/power holder in order to improve a condition.
- › An issue campaign is not in support of a contract, membership recruitment, constituency recruitment, or legislative focused.

Issue Campaigns move more people into the “committed to act” category of members.

An organizer's key role is to continually add to the base of the people in the union willing to act.



Think about it ...

- › At your tables
 - What are campaigns that you have worked on – were they truly issue campaigns? How do you know?
 - What are other kinds of organizing you are/ have been asked to do?
 - Report out

Think about it ... Round 2

› At your tables

–What is the best way to recruit members? Come to some consensus and be ready to talk about it in the room.

–Report out



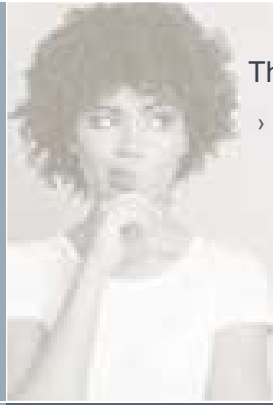
Think about it ... Round 3

› At your tables

–What are the ways that you ensure marginalized groups are part of the issue campaigns?

–Report out

** Pre Reading – Social Justice Movement Needs to Think Differently About Organizing



KEY IDEAS



- › Issue Campaigns involve the people with the issue in actions strategically planned to bring pressure to the boss.
- › Visible, collective action that is directed at changes in conditions and issues most important to workers is the best way to recruit.
- › Including marginalized workers in your activist ranks builds intersectional solidarity across your base of power – your people.



Jeny

Which theory are you operating in? Pg 17-20

› **Advocacy**

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

› **Mobilizing**

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

› **Organizing**

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

Table Discussion

- › Using the framework, and the campaign you brought with you, determine where they lie in this framework.
- › What are the indicators that lead you to this conclusion?

Whole Room Discussion

- › Which theory are you operating from?
- › How do we move from one theory to another?
- › Are any of these theories inherently bad?

KEY IDEAS



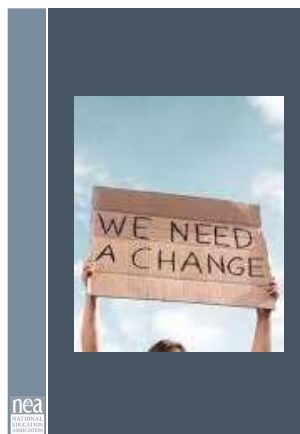
Only one of these theories are utilized during an issue organizing campaign.

To move across these theories requires a shift in ownership and leadership from staff to workers.

This involves risk and requires some level of trust.



25



Ellen

Club or Union? Pg 21 Group Talk

Which of these columns best describes the campaign you've brought with you?

What indicators stand out to you?



Club or Union? Pg 21 Whole Room Talk



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?

Case Study Work Pg 22- 37

- › In your opinion and using our framework of club to fighting union, where do you think the case lies on the continuum?
- › What are the indicators that led you to that assessment?
- › What is the role of staff in moving your highlighted group along the continuum?



nea

NATIONAL
EDUCATION
ASSOCIATION

KEY IDEAS



nea

NATIONAL
EDUCATION
ASSOCIATION

- › Locals are in different places.
- › A union is never in stasis; it is either gaining power or it is losing power.
- › The desire for change comes from the workers and the union staff supports the workers actions to actualize that desire.



Katie

nea

NATIONAL
EDUCATION
ASSOCIATION

MAKE A LIST

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



nea

NATIONAL
EDUCATION
ASSOCIATION

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?



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?



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.



Zac

Problem Solving Scenario – What do you do? Small Group Talk

A building representative contacts you to say that in their building, the principal is forcing all the new teachers and any teacher on a plan for improvement to do group planning at lunch time. They are also being asked to provide their lesson plans one month in advance to the instructional coach.

The overall morale in the building under this principal is low and turnover is high. This particular problem being reported only touches the new teachers and those who are on improvement plans

Because these are new folks and folks who are already frightened about their employment, they don't want to file a grievance.

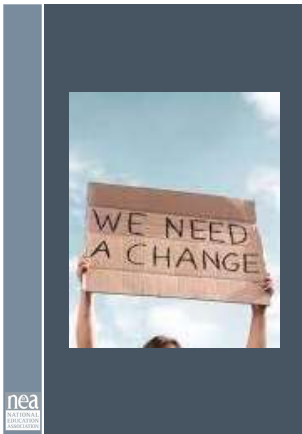
Whole Room Talk

› What did you decide?

Did you center worker agency? Pg 93

Building an organizing culture requires centering worker agency throughout the work of the union (ownership), and identifying larger shared purposes to strive for (leadership).





Zac

Did you center worker agency? Pg 93

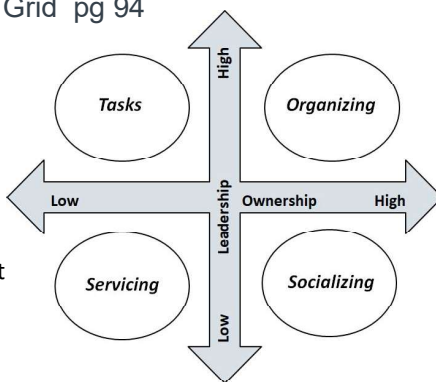
Building an organizing culture requires centering worker agency throughout the work of the union (ownership), and identifying larger shared purposes to strive for (leadership).



Engagement Grid pg 94

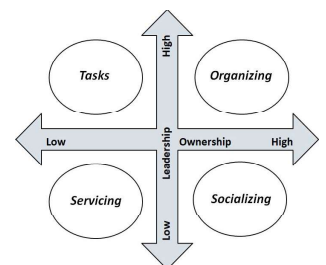
What are typical things that members and leaders do in a union?

...Let's sort it out



Bringing it back to our Three Theories

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?



Task Design to Support Worker Agency



- › “Social scientists have found that tasks designed to yield “intrinsic” rewards (inherently satisfying) produces great motivation, commitment, and adaptive learning than tasks that only yield financial, recognition or status rewards.”
- › -Hackman and Olham, 1980

Task Design

Sierra Club Leadership Development Project



How to design tasks in a ways that increase their motivational properties.

How to create an “escalation” of tasks that create levels of responsibility and commitment.

Coach volunteers up the “ladder” to taking more ownership of the actions and more leadership with their colleagues.

1

Experience meaningfulness: the task is important in the overall scheme of things.

2

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

3

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

3 Conditions of Motivational Task Design

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 ownership and leadership wherever possible.



Jeny and
Renita

Leadership Resources Pg 99-111

Who are leaders?

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

Who are leaders in an Issue Campaign?

- › In the face of uncertainty – they are confronting the boss – risky!
- › Risk builds leadership – but it requires coaching.

IF Organizing is...

...identifying leaders and coordinating them into leadership teams, building community and commitment around common goals, building power from the resources of that community, using that power strategically to make concrete change in the world,

THEN

Leadership in a winning campaign 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.



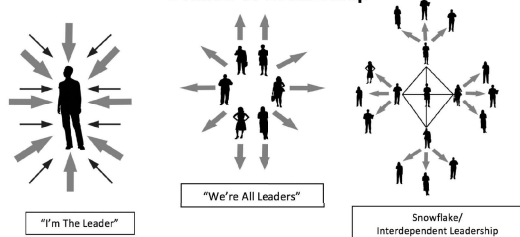
They do this through structures...

- › **Structures** allow for the distribution of power and responsibility and prioritizes leadership development. Structures are how people use their agency in support of the issues they feel are important. Because we think about organizing as a leadership practice that enables people to turn the resources, they have into the power to make the change they want... structures are typically "groups of people" organized around a common purpose or value, using their agency to take action. Teams, committees, networks, boards, coalitions ... etc.



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

3 kinds of Leadership



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

Definitions for Today

- › **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.

Leaders, Mobilizers, and Activists – Scenarios pg 112



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?



Whole Room Discussion

- › What is the role of leaders in a campaign?
- › What is the role of mobilizers in a campaign?
- › What is the role of activist in a campaign?

Assessing Your Current Worksites - Pg 97



How many people have been identified as trusted and respected by a number of people in the worksite?



How many people are actively working in support of the union and have a group of folks that they influence?



How many people are ready to take pro-union action?

Natural Leader ID Review – Pg 114-122

“Who here is trusted and respected?”

61

KEY IDEAS



nea
NATIONAL
EDUCATION
ASSOCIATION

- › Title does not indicate the leader.
- › Leadership characteristics (true colors) do not make natural leaders.
- › Our primary job is to identify leaders who can build shared power, responsibility, and authority.
- › We support members and leaders by helping them identify structures that distribute power, responsibility, and authority.
- › Relational currency



63



nea
NATIONAL
EDUCATION
ASSOCIATION

Renita and
Ellen

HELIUM STICK CHALLENGE



- › Every team member has to keep both index fingers in constant contact with the stick at all times. If even a single team member loses contact, the team has to start over at chest height again.
- › The stick can only be resting on the index fingers. So team members can't wrap a finger over the top of the stick or slide fingernails over the stick, etc. (They can't **force** the stick down.)
- › Every team member must be standing and the starting point is chest height of the tallest person.
- › The goal is to lower the stick to about one foot off the ground.

What did you experience?

- › How did the team develop?
- › If you achieved the goal – what was key?
- › If you did not achieve the goal – what did you need?

KEY IDEAS



Teams learn from each other and share responsibility for the outcomes.

Teams share leadership, even when there is a “leader”

Teams have to be built, they go through some struggles – there has to be a culture of failing forward.



Katie and Zac

Agency is the ability for an individual to decide they can act.

A leadership team is the backbone of your campaign – and you must trust them to delegate and using their relationships.

You alone do not
have the power to
win the demand.

- › Think about a time you were part of a team.
- › Was it a good team? Why?
- › Was it a not so good team? Why

- › Make two columns “good” and “not good”
- › List the characteristics of each

[illegible]

When groups of people come together, conflict is always present. Effective teams are structured to channel that conflict in productive ways, allowing the team to achieve the goals it needs to win. Our role is to support team development.

WHAT DO GOOD TEAMS DO?

- › Meet goals
- › Engage others
- › Learn and improve
- › Coordinate



FIVE CONDITIONS FOR TEAM SUCCESS

- › Diverse People
- › Common Purpose
- › Clear Boundaries
- › Clear Roles
- › Explicit Expectations



THREE CONDITIONS FOR MEASURING TEAM EFFECTIVENESS

- › Action
- › Capacity
- › Learning



YOUR ROLE

- › Establishing outcomes
- › Developing accountability
- › Follow up and check ins
- › Debriefing



YOUR ROLE

Turn and talk:
What does it mean to build a team culture of failing forward?



nea
NATIONAL
EDUCATION
ASSOCIATION

PAGE 170



nea
NATIONAL
EDUCATION
ASSOCIATION

Table Group Work

- › Pick one at-home issue from your table.
- › What's a possible win for the identified at-home campaign?
- › Work through the steps on page 170 to develop a team purpose statement.

KEY IDEAS



The team meets the campaign's interests by meeting goals, and meeting each participant's interests by giving them opportunities and support to learn and develop.

IF your team is not meeting these criteria then you need to return to the foundational blocks and refocus.

Your role is to support and develop the team.

nea
NATIONAL
EDUCATION
ASSOCIATION

Consensus Pg 171-172

- › Everyone in the group supports, agrees to, and can live with the decision.
- › Why is this important to use on a leadership team?

nea
NATIONAL
EDUCATION
ASSOCIATION

The Process of Consensus

- › No commitment until all agree.
- › Agree when you can at least live with the solution.
- › If you cannot agree:
 - EXPLAIN** which interests are not being met
 - OFFER** alternative solution(s) which meet those interests as well as the interests which are already being met

When to Use Consensus

Consensus is most beneficial when...	Consensus is least beneficial when...
The decision is important	The issue is of little importance
Diverse interests will be impacted	Stakeholders have already identified another process
The decision must be widely understood	The value is less than the time required
Ownership is important	Speed is critical
Implementation requires cooperation	

KEY IDEAS



Consensus decisions build understanding and commitment

Consensus decisions require deep listening and active problem solving

Consensus decisions are typically better because they have been informed and shaped by the collective knowledge of the team



Katie and Zac

What is the difference
between coaching,
mentoring, and training?

Reminder...

Who are leaders?



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

How do we enable?

- › Remove barriers to the use of agency- ability to choose to act- we do this by asking what they think they can do to overcome the barriers (coach)
- › When we direct action (teach) –this is OUR agency.
- › When someone defines their goal and uses THEIR agency to move towards it – that builds confidence, power, skills, and trust. We can support the use of agency through good coaching.
- › WE BUILD LEADERS WHEN WE COACH

ELLEN WILL ADD VIDEO OFFLINE

Why is coaching critical to a winning campaign? Page 125



- › Coaching is a direct intervention in an individual or team's work process to help them improve effectiveness.
- › Coaching enables others to build their own capacity to act.
- › Coaching moves leaders from a relationship where staff have an external control to one where they focus on how to grow.

Effective Coaching Is	Effective Coaching Is Not
- Showing up and being present to another person's experience and listening, with both your head and heart	- Being so prepared that you figure out all the answers for the coachee before you even hear or observe their challenges
- Helping the coachee explore and make sense of their challenges and successes and what they learned from it all	- False praising of the coachee or only focusing on their strengths because you do not want to hurt their feelings
- Helping the coachee to find solutions to challenges	- Solely criticizing the coachee for their weaknesses
- Asking questions that both support and challenge the person you are coaching.	- Telling the coachee what to do

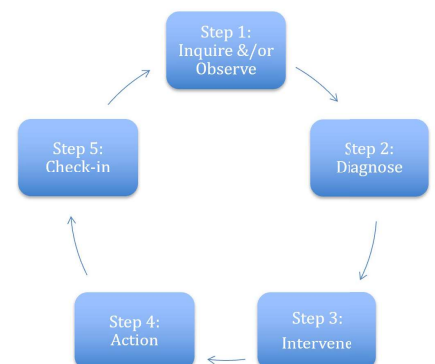
3 Kinds of Coaching

- › Motivational - Heart Coaching aimed at enhancing motivation
- › Strategic – Head Coaching aimed at helping plan, evaluate, strategize
- › Skills-based – Hands Coaching aimed at effective



Coaching Cycle

- › The reason to apply this cycle is to stop yourself from providing THE answer.
- › Leaders grow from productive struggle.



KEY IDEAS



- › Coaching is about releasing your external control and enabling the leader to grow.
- › 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.

Coaching Across Differences pg. 137



1. Curiosity and Compassion
2. Develop you Own Emotional Intelligence
3. Invite Conversations about Differences

Good Questions to Ask

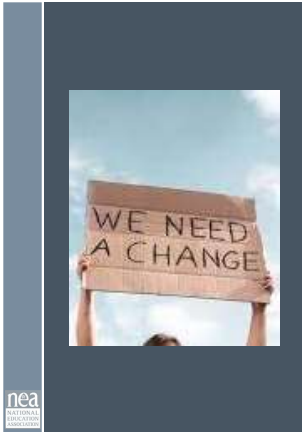
- › What do you need me to understand about your identity in this work?
- › What would you like to know about me that would help you to work with me?
- › Tell me a story that will help me understand a part of your identity that you feel impacts you in this work.
- › What might be challenging about us working together?
- › What can I do to support you when those challenges arise?

Coaching



Regroup!

- You will need to get into groups of 3.
- Note: there may be 1 group of 4



Ellen

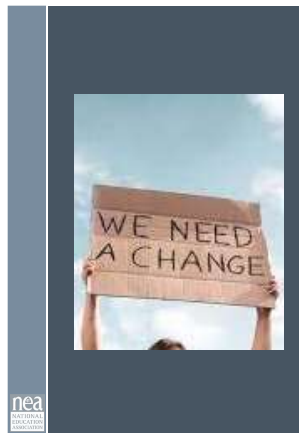


Ending it Right

- Choice Networking
- Housekeeping
- Feedback via email



Choice
Network
Time



Keightly

So why do you think we need campaigns?

Key Parts of an Organizing Campaign Pg 12

- Issue and Values
- Demand
- Target
- Tactics
- Escalation

Campaigns are Strategic Pg 39-50

Strategy involves asking:

- Who are my people (constituency)?
- What change do they need?
- How could they use their resources to build the power they need to achieve that change ?

Strategy is how to turn what you have” into “what you need” to get “what you want” - how to turn resources into power.

Strategy is an intentional plan

KEY IDEAS



Campaigns

- › Involve lots of people
- › Are member led
- › Require strategy
- › Increase power
- › Creates pressure on the boss
- › Increase visibility of the union
- › Build trust and solidarity across workers

STEP 1: PROBLEM, ISSUES, AND VALUES



PROBLEM vs. ISSUE

Campaigns start with issues that workers have value-based solidarity around.

An **issue** is a slice of a workplace *problem*.
Often a **problem can have different issues** depending on the perspective of the people we are working with.

It is **KEY** to get enough input on what the *issues* are that make up the *problem* so that YOU do not drive the solution.

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.

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.

Issues and Values

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

WHY is this an issue?

WHY do you want to fix this?

PROBLEM

vs.

ISSUE



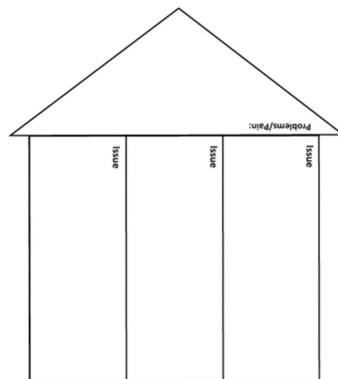
VALUES build a relatable “why”

Deserve safe and reliable transportation

Access to quality parts

Issues are the small(er) actionable pieces that contribute to the larger problem. By asking why is this an issue you can uncover values.

(Pg. 7)



EXAMPLE- Problem, Issue, and Values

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

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

Values – Equity, Safety, Personal Choice, Student Choice

◦ **Issue** – Our healthcare and leave benefits do not cover non-“traditional” family structures or are not fully accessible to people with same-gender partners.

Values – Equitable Access, Fair Pay, Family

◦ **Issue** – Our administration forces us to “out” trans and queer students to their families.

Values- Professional Judgement, Safety, Student Choice

KEY IDEAS



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

GROUP WORK

TIME: 10 Minutes

In your group, spend 10 minutes identifying the potential "Issues" in your scenario.



Assessing our Issues pg 6

What makes a good issue:

- It is widely felt and/or deeply felt.
 - The pain can be felt by just one, but the injustice of that pain is shared by many.
 - The pain AND the injustice of that pain is felt by many.
- It is winnable.
- It builds the union and builds leaders.
- It has a values-based connection to our workers, students, and the public.

Assessing our Issues Pg 8

Sample chart that can be used to assess our issues

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

Group work!



TIME: 15 Minutes

In your group, spend 15 minutes evaluating your issue using the chart in the handouts.

Be sure to identify which of the issues you listed that would have the most opportunities to connect shared values?

STEP 2: DEMAND



Demand:

A demand is the **outcome** that **addresses the issue** that you are **making of a target**.

- › Measurable
- › Achievable

"We demand gender affirming bathrooms in every school because all students need to feel safe and included in our schools."

STEP 3: TARGET



Target

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

A single person:

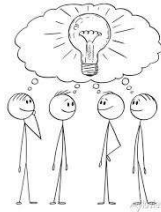
a name, face, & address

“ Hey Superintendent Sam - We demand gender affirming bathrooms in every school because all our students need to feel safe and included in our schools ”

nea

NATIONAL
EDUCATION
ASSOCIATION

Group Work!



TIME: 20 Minutes

In your group, spend 20 minutes deciding the following:

- Issue

Revisit to make sure its the one you want!

- Demand

What do you want to win (and why) to solve your issue?

- Target

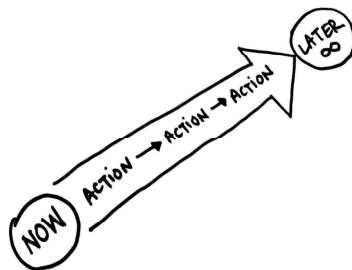
Who has the power to give you your demand?

(feel free to make up names and titles if your scenario doesn't have one!)

nea

NATIONAL
EDUCATION
ASSOCIATION

CAMPAIGN STRUCTURE



What is an Issue Campaign?

An action plan with a beginning, middle, and end, working towards a specific demand

- Involves a series of escalating actions (or tactics) that combine to solve a particular issue
- Increases pressure on decision-makers to give what will solve that issue
- Builds power by increasing engagement, developing leaders, and building capacity around the values and shared pain of the common issue.
- Throughout the campaign we **identify milestones** that indicate we have enough power to try something **more** and something **bigger** and **win!**

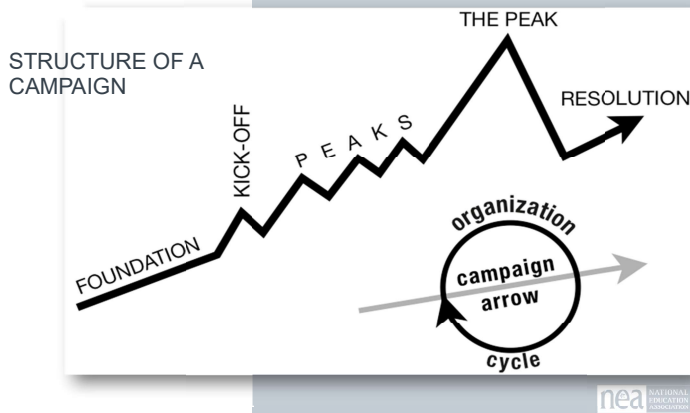
nea

NATIONAL
EDUCATION
ASSOCIATION

nea

NATIONAL
EDUCATION
ASSOCIATION

Why do we need to
organize issue campaigns?



Why do we need to organize issue campaigns?

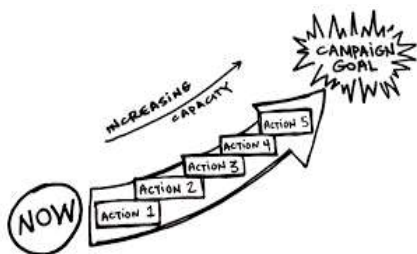
- Builds members confidence in their own agency and collective power to solve shared problems and see themselves as responsible for the win – not a third party (UD, Lawyer, Lobbyist).
- Builds power by continually increasing the amount of member leadership and ownership for the actions.
- Builds membership and solidarity through visible, credible, values-based actions.

KEY IDEAS



We are always
climbing campaign
mountain path
IF we are organizing.

STEP 4: TACTICS



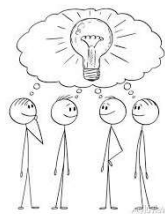
Tactics

Actions workers take as a part of an escalation plan that increases pressure on their target to try to win their demand.

Tactics

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

GROUP WORK!



**+++YOU HAVE 5
MINUTES!+++**

Brainstorm AS MANY
tactics as you can on
1 chart.

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

What Makes Good Tactics ? Pg 13

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

nea

NATIONAL
EDUCATION
ASSOCIATION

KEY IDEAS



nea

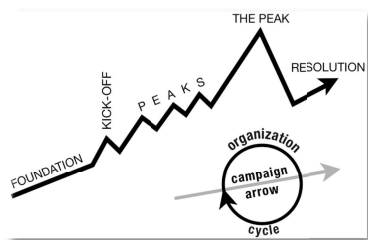
NATIONAL
EDUCATION
ASSOCIATION

Tactics allow workers to

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

STEP 5:

Timeline, Compression Points, and Escalation

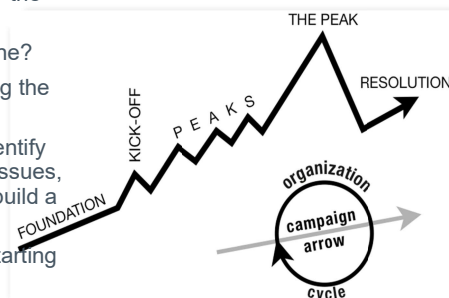


nea

NATIONAL
EDUCATION
ASSOCIATION

Timeline

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



nea

NATIONAL
EDUCATION
ASSOCIATION

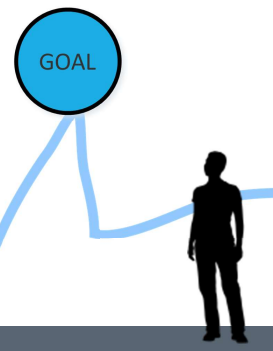
Compression Points

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

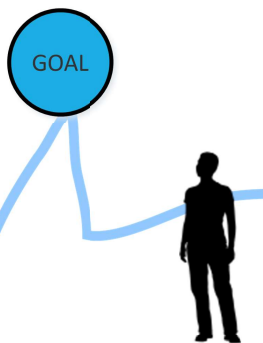
- Naturally occurring deadlines- *Breaks, Board Meetings*
- Artificial deadlines- *target has till day X to act*
- Help us build urgency and crisis

Why do you think tactics escalate gradually?

Pg 14



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



Resources for Campaign Planning

51-59 Chapter 3 of the NEA Strike Guide

60-73 The Forge – Strategy Charts and Power Mapping



KEY IDEAS



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

Case Study UTLA and CTU Pg 74-90

- › Using the article from The Forge you are going to work to complete page 91.
- › Teams of three
- › Each team is assigned either UTLA or CTU
- › Complete the Chart on Page 91



Renita and
Jeny



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.

Problems of Practice

› Triads

- › Find the “Consultancy Protocol” on page 134
- › The purpose for the listeners is to ask good questions – not provide answers.
- › The purpose for the presenter is to determine what about their work with this problem needs to change.
- › There may not be a group debrief.



nea
NATIONAL
EDUCATION
ASSOCIATION

Discuss the Protocol Page 134

- › Opening (We are doing that part now)
- › Presenter – Shares the Dilemma
- › Clarifying questions (NOT Probing)- Review pages 135-136
- › Group Fishbowl – Presenter steps out and listens to the group.
- › Closing – Presenter shares what they learned

nea
NATIONAL
EDUCATION
ASSOCIATION

Problems of Practice

- › 50 Minutes Total
- › Each person has a chance to be the presenter
- › 15 Minutes per round



nea
NATIONAL
EDUCATION
ASSOCIATION

KEY IDEAS



nea
NATIONAL
EDUCATION
ASSOCIATION

- › 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.

Purpose and Team Introductions

Title and Content Layout with List

- › Add your first bullet point here
- › Add your second bullet point here
- › Add your third bullet point here

LET'S TALK STRUCTURE TESTS PG 95

Looking at the timeline of the structure tests what do you notice?

What is the purpose of structure tests?

How do we design them?



DAY 2 AGENDA



- 7:30-8:30 Breakfast
- 8:30 Convene
- 10:15-10:30 Break
- 12:00- 1:00 LUNCH
- 2:15-2:30 Break
- 4:30-5:00 Choice Networking
- 5:00 Adjourn