



Organizing Through Advocacy

UNISERV FOCUS ACADEMY

Entry Activity

Is Advocacy a Service or is it Organizing?

Feedback on Feedback

Feedback on Feedback

Agenda Review - Today

8:30-9:00	Reentry, Review Comm. Agreements
9:00-10:00	Questioning
10:00-10:15	Break
10:15-12:00	Questioning, Strengths/Weakness, Interrupting the Grievance Process
12:00-1:00	Lunch
1:00-2:15	Great Advocacy, Our People
2:15-2:30	Break
2:30-4:15	Leaders, Problems/Issues
4:15-4:30	Final Thoughts, Prep for Tomorrow



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



Union Witnesses (Direct Examination)

Charles

Prepare your
witnesses

Lay your
foundation

Use open
ended
questions



District's Witnesses (Cross Examination)

Listen and
take notes

Objections

Ask leading
close-ended
questions

ENTERING DOCUMENTS INTO EVIDENCE

During direct, you will have to get documents in through a witness if you did not stipulate to them initially.

Example:

- Advocate: "Please look at Exhibit A. Can you identify this? "
- Witness: "Yes, I can."
- Advocate: "What is it?"
- Witness: "An email I received from my principal on May 1, 2021"
- Advocate: "I move to enter this document as Union Exhibit A."



Steven

Preparing Questions for a Hearing



Return to your scenario from yesterday.

Your team will prepare 2 lines of questioning with 5 questions each:

1. Identify 1 aspect of the union's case you want to emphasize:
witness line of questioning.
2. Identify 1 aspect of the district's case you want to anticipate:
cross-examination line of questions for the district's witness

The team will have **30 minutes** to prepare the 2 lines of questions.

Each person in the group will do a line of questioning.





BREAK

Toney



Time to Do it! Questions for a Hearing Practice

Then each team will have 10 minutes to present their lines of questions to the team they presented their level 2 grievance to yesterday.



Presenting your Case



Debrief

What was challenging about developing these lines of questions?

What did you learn from observing others?

Even at this level, how many workers would be engaged?



Bekah

Strengths and Weaknesses



Strengths and Weaknesses-Directions

Make a T-chart of strengths and weaknesses of doing great advocacy



Strengths and Weaknesses-Report Out



Key Points

Great advocacy is necessary but not sufficient

Individual advocacy is only a pathway to effective organizing

Individual advocacy does not build collective power

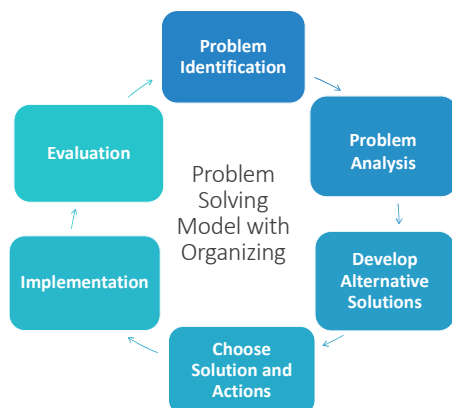
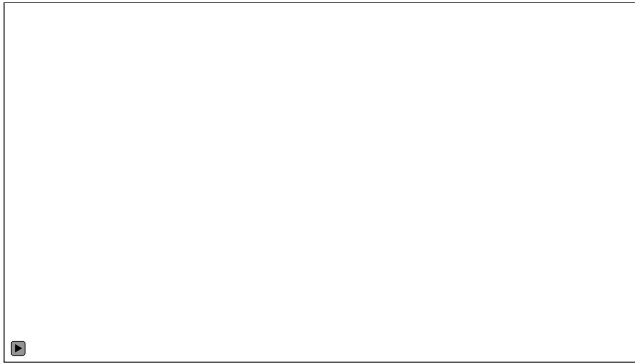


Steve

Interrupting the
Individual
Grievance Process



Why do people join their Union?



Problem Solving Steps – Collective p.94

What Is the Problem - Step 1

- What does the building rep say about this?
- What are other people saying about this?
- How can we get more people involved?

Why Is It a Problem? – Step 2

- Is this a symptom of a larger problem?
- What are the issues related to this problem?
- What is a desired outcome?

How Can the Problem Be Solved? – Step 3

- What are people willing to risk to solve the problem?
- Who has the power to provide relief on this problem?
- Once this problem is “solved” who will the story be about?

Problem Solving Steps – Collective p.94

Choose Solution and Actions – Step 4	Implementation – Step 5	Evaluation – Step 6
• What do members need to lead on the solution? • What actions are people willing to take that apply pressure?	• What is the strategic plan for achieving a solution that engages as many people as possible? • Who does what? • When? • Where?	• What happened? • Did it work? • Feedback? • Impact on the future? • Who is the story about?

Key Points

When your union fights, members need to know

Members join unions that are visible

This moves unions toward the fighting union end of the continuum

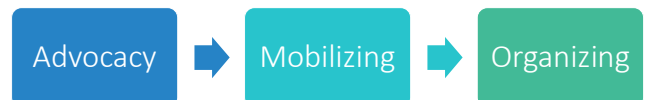


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Ellen

Three Theories of Change-Jane McAlevey



Theory of Change p.5-8

Step 1 – Which theory would maximize membership?

Step 2 – Share at your table what your findings are.



Debrief

Which theory did you choose?

What does this tell you about advocacy?

What are you wondering about?

A Fighting Union is...

A Union is a group of people affiliated around a common purpose. They are committed to collectively sharing their resources and taking collective risks to achieve the demands they make. Collectively, they believe that they deserve better than their current status.

A strong Union has a structure of people who are in relationship and in communication about workplace dreams, problems, issues, and possible solutions.

Your primary staff union role is to build this.

Key Points

When you handle advocacy at an individual level, the real winner is the boss

Organizing is how workers build power to win



Lunch



Seleste

Why isn't great
advocacy enough?

Why isn't advocacy enough?

Using the two articles
found on p. 91, p. 92-93

- ✓ Agree with - Underline
- ✓ Argue about - Circle
- ✓ Aspire to – STAR IT



Whole Group Discuss



AGREE



ARGUE



ASPIRE



Remember this...

"The best measures of powerless union are a large, well-funded, staff-led, lobbying department AND a staff that is focused on answering calls for help. You might win some legal and policy demands – but you will not have enough power to implement them and keep them. You might win some cases for individuals, but you will never have enough leaders to create a just working environment. Power is built through money, position, or people."

(Leader from Seattle Education Association)

We have people.

Vanessa



Problem Solving Steps – Collective

What Is the Problem - Step 1

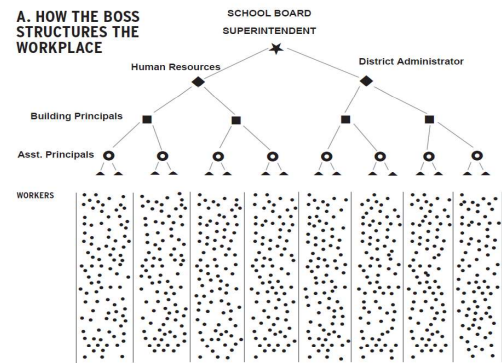
- What does the building rep say about this?
- What are other people saying about this?
- How can we get more people involved?

Who are my people?

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A. HOW THE BOSS STRUCTURES THE WORKPLACE

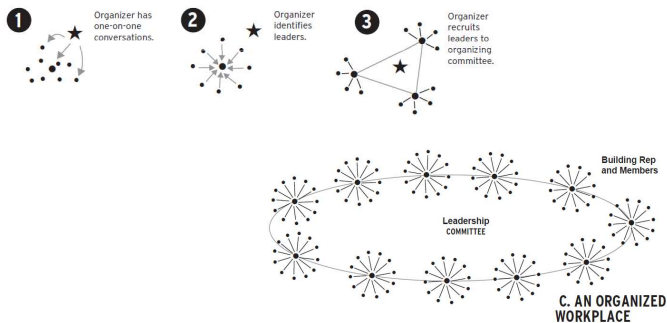


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B. HOW WE ORGANIZE OURSELVES

Adapted from Cathy De La Aquilera



C. AN ORGANIZED WORKPLACE

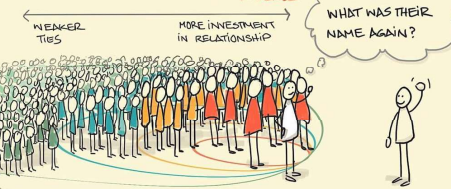


How many leaders do you need?

DUNBAR'S NUMBER: 150

TYPICAL NUMBER OF PEOPLE WE CAN KEEP TRACK OF AND CONSIDER PART OF OUR ONGOING SOCIAL NETWORK

150 TRIBE
50 CLAN
15 SUPER FAMILY
5 CLOSE FRIENDS



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People are the base of our power



Key Points



Without enough leaders who have enough connections with members (and non-members), you can't build and use power

The role of staff is in the facilitation of relationships by connecting leaders.

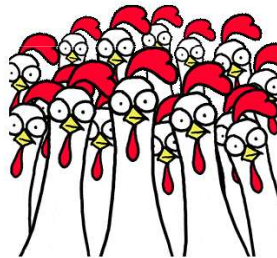
WE begin this work by focusing at the worksite level and building the sense of allegiance among workers using a shared narrative.

Who Are My People?

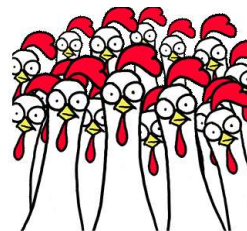
Return to your scenarios. Each group will assess the following for their scenario:

Who are all the possible people who might be affected by the situation?

How would you identify or recruit the other people impacted by the scenario who were not named?



Who Are My People?- Debrief



How many more people are NOW part of the problem solving process?

What barriers or challenges, if any, did you anticipate in engaging more people?

How did you address those barriers/challenges?



BREAK

Ellen, August

How do we get
members to lead?

What is power?

**Power is the ability to act and
cause others to act.**

Table Talk

Individual Grievances

Where is the power, visibility and accountability:

Collectivized Grievances

UniServ Staff?
Member?

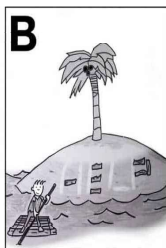
Power comes from

Members using their collective agency to strategically make change.

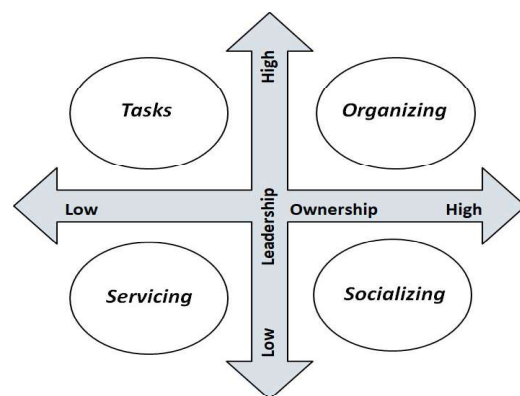
Agency within Educator Unions

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

When individuals have developed their sense of agency to the point where they feel they are capable of doing what is needed to win the fights they engage in, they take bigger risks and they grow.

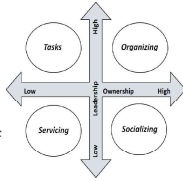


Engagement Grid



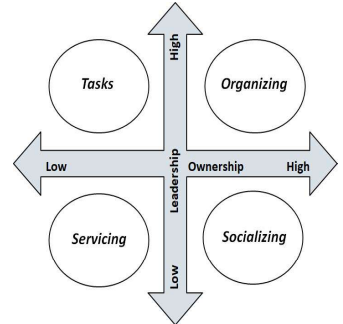
Moving Advocacy at Your Tables

1. You write and file the grievance form.
2. You find the grievance form, you tell the member how to complete and submit it. They do it.
3. The members attend a meeting where you explain one of the benefits of membership – advocacy.
4. A member contacts their building rep, who helps prep them for their meeting and helps them complete the paperwork. The building rep connects with your after the end of the meeting to let you know how it went and seek your advice on what they could have done differently.
5. A team of members build solidarity across the bulk of their worksite on an issue. They survey, do one on ones, sit outside the principal's office, and then pack a school board meeting to apply pressure in order to win their demand.



Engagement Grid Discussion

- What kinds of supports do you think are necessary for members to move higher on leadership and ownership?
- What do you see as an obstacle in moving advocacy from the lower ownership quadrant to a higher ownership quadrant? What strategies would you apply to overcome that?



RULE #1

**Don't do for others
what they can do for
themselves.**

RULE #2

**Always make the
story about member
agency.**

Coaching up to Organizing from Advocacy p.94

Remember...

1. What does the building rep think?
2. What are other people saying?
3. Who are the leaders in this building and are they aware of this?
4. How can you bring the members into this?
5. Who's the right person to go with the member to the principal?
6. What would it take for you not to be in that meeting?
7. How can this be a story about the members?
8. What new leaders are on your radar?
9. What's your plan for this member?
10. What's the membership plan at this school?

Key Points

- 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 increase ownership and leadership wherever possible.



Toney

How do we use great
advocacy to organize?



Review our definition...

Organizing is identifying leaders and coordinating them into leadership teams, **B**uilding community and commitment around common goals, **B**uilding power from the resources of that community, **U**sing that power strategically to make concrete change in the world.



Organizers ask...

Who are my people?

What are their issues?

What do they want as a remedy?

What are they willing to do/risk to get the change they want?

Who has the power to prevent that change they want?



Organizing is always a campaign.

A campaign is an action plan with a beginning, middle, and end, working towards a specific demand

A campaign involves a series of escalating actions (or tactics)

A campaign creates increasing pressure on decision-makers over time by escalating the intensity and visibility of the tactics and increasing the numbers of people involved

Campaigns are a way to identify in advance the ingredients we need to win and put them together in a way that maximizes our chances of success



Key Points

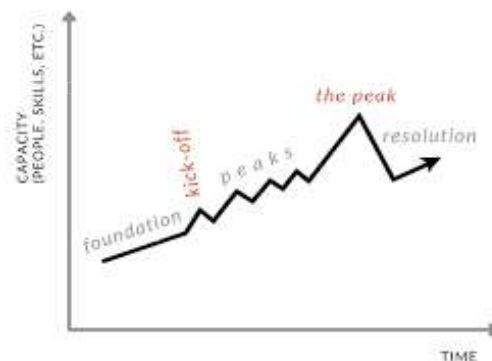
- Grievances are typically invisible, with private, transactional relationships
- Campaigns are visible, with collective displays of power, that transform member relationships with their Union.



Bekah

Campaign Plan

How do we convert the individual grievance process to a campaign planning process?



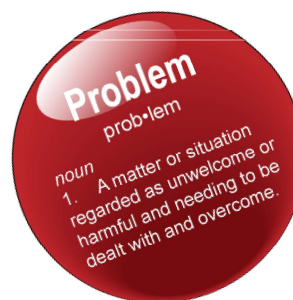
Problem Solving Steps – Collective

Why Is It a Problem? – Step 2

- Is this a symptom of a larger problem?
- What are the issues related to this problem?
- What is a desired outcome?

What are their issues?
What do they want as a remedy?

The BIG Problem and the Issues



Example – Problem to Issue to Win

PROBLEM -Educators do not feel respected by their principal.

- **Issue** – There is not structure or policy that allows educators to have meaningful input on decisions that affect their workday
- **Issue** – Educators' time to teach is severely limited by tests and data meetings that don't improve learning
- **Issue** – Educators' work and professional practices are not adequately compensated for

Strategic WIN – Educators feel Respected by their Principal

- **Tactical WIN** – A joint building level joint labor management team is established
- **Tactical WIN** – More time to teach and meaningful content and less unnecessary testing and data dives
- **Tactical WIN** – Compensation matches work and expectations



Assessing an Issue

- ☐ It is widely felt.
- ☐ It is deeply felt.
- ☐ It is winnable.
- ☐ It builds the union and builds leaders.



Scenario Time-Issues

Each group will chart the possible organizing issues found in their scenario.

Using pages 100, 101, 102 define the issues inherent in the problem and assess them.



What are some issues your team identified?

How do you know that they would be good issues?





Ending it Right

Choice Networking

Housekeeping

Suggested Reading – Trusted and Respected article & review pre-attendance handouts

Plus and Delta at the Door



Choice
Network
Time



Key Ideas





BREAK

