



DAY 3

UniServ Foundations Academy



DAY 3 Entry

Sit with your scenario teams.

Complete Day 2 Feedback if you have not already done so.

Please locate and read the VERY short article "Apathy is not Real" p. 76-77 as you get settled in.

Feedback from Day 2

Agenda Review - Today

8:30-10:15 - Getting Started, Mapping, Leading and Action
10:15-10:30 - Break
10:30-12:00 - Leaders, Obstacles, Issues
12:00-1:00 - Lunch
1:00-2:00 - Organizing Conversations, Worksite Organizing Practice Prep
2:00-2:15 - Break
2:15-3:00 - Good Questions
3:00-4:15 - Worksite Organizing Practice Prep
4:15-4:30 - Wrap Up and Reflect
4:30-5:00 - Adult Networking
5:00-7:00 - Reception



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



Labor History Mixer

You each have a card.

Read who the person is.

Find a partner – you each introduce your Person of Labor History (90 seconds per person)

At the signal – switch to another partner and repeat.

Let's try to do this three times.



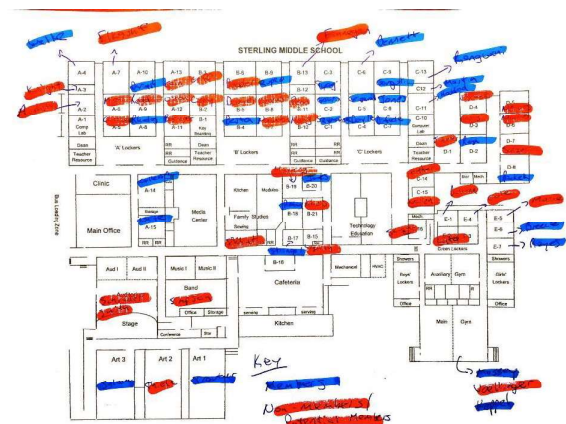
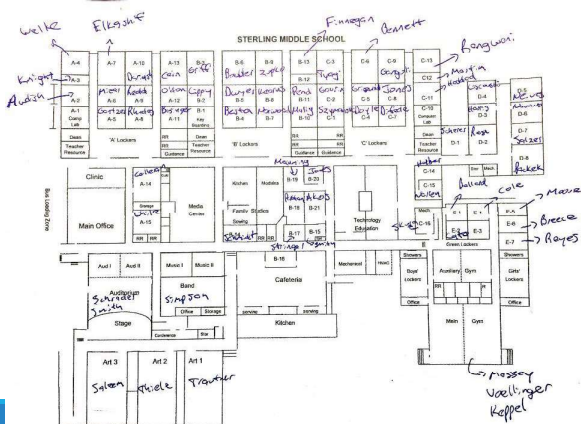
Grat and Jeny

Barb



How do we know who they are connected to?

- Building Mapping
- Relationship Mapping
- Engagement Mapping
- Effectiveness Mapping
- Power Mapping



Walking Path High School P. 78-80

Goal is 80% Membership

Blue – Solid Members	Green – Highest Priority Targets	Yellow - Priority Targets	Pink – Low Priority Targets
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Create a chart that clarifies what each means – define WHY for each category



Walking Path High School Debrief



Share your “Why” for each category



Walking Path High School p. 78-80

Goal is 80% Membership



Blue – Solid Members	Green – Highest Priority Targets	Yellow - Priority Targets	Pink – Low Priority Targets
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Walking Path High School Debrief



How would you get to the 80% membership goal?

How might you use this in your own locals?



Key Points

Mapping is an analysis tool.

Your coding system needs to be consistent FOR THAT GOAL.

Helps you think about your people differently

Matt



Sticker Up at Walking Path High School p. 93

Goal is 100% of employees wearing a sticker

How would you plan and execute the day of action?

- Who would you talk to and give stickers to?
- Who would you have a hard time reaching?



Sticker Up Debrief

How did you decide you could reach as many people as possible – as quickly as possible?



Key Points

Pre-identified leaders and Pre-developed structures are necessary for strong worksites with high union visibility.

You alone are not enough.



BREAK

What makes a leader? p. 94-99

Leaders have followers.

Leaders take responsibility for enabling others to achieve purpose in the face of uncertainty.

ACTIVITY:

Rank the leaders from Walking Path HS



Jeny



Leader Ranking Debrief

Who was the best leader?

Who was not in your top three?

WHY?

Why is it important to use this type of method to identify leaders?

Key Points

Leaders have followers.

There are probably multiple leaders, with different followers.

You have to talk to a lot of people to find out who the leaders are, and to learn about how the workplace is organized.

The leader of one group might not be respected by another group, and might even be alienating to some.

Just because someone is already in favor of the campaign doesn't make them any more of a leader than someone who is unsure or even hostile to the union.



Barriers to Acting

Remember our entry reading on apathy?

p. 76-77

Which corner is most effective in keeping people from taking action?

- Summary of Why
- 3 Ways to Overcome



Linda

Barriers to Acting Debrief

Share your summary of why your corner is most effective in keeping people from taking action?

What are 3 ways your group decided could be used to overcome this barrier?



Key Points

Apathy isn't real – everyone cares about something – it is our job as organizers to identify the barriers and work to diminish them.



Member Retention Findings p. 11

What connections do you make—
between what we have been
learning and the findings in this
research brief?

What stands out?

What surprises you?

What challenges you?

Hedy





Identifying Worksite Problems and Issues

Enchanted County Scenario

Identify a list of possible problems and issues

Lunch



Hedy

How do we identify what issues people care about?
p. 90-91



How to be a good listener.

Brainstorm a list of do's and don'ts of how to be a good listener with your table group.



Good Listening Don'ts

- Don't assume you know the answers to questions. Let people tell you what they think is important. It might not be what you think.
- Don't ask questions that are really statements: "Don't you think what we need to do is go on strike?"
- Don't go fishing—running through a laundry list of questions or issues: "So do you want higher wages, better health insurance, smaller class sizes?"
- Don't talk like a salesperson: Selling union benefits that only a small number of teachers and school employees think they will need or use (example, liability insurance) might convince them they *don't* need to be involved. Example: "All you need is one student making a complaint..."



Good Listening Do's

- ✓ Do listen more than you talk (80/20)
- ✓ Do slow down. Don't rush through the conversation to get to the ask
- ✓ Do show you are listening by acknowledging what the other person says. Ask follow-up questions.
- ✓ Do practice empathy. When people tell you what they're upset about, acknowledge their experience. Don't judge or dismiss it.



Key Points

80/20

Organizers listen more than they talk



Grat

Why do we want to build relationships?

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

Power comes from our **commitment** to work together to achieve common purpose, and commitment is developed through our

Relationships

“Organizing is a fancy word for relationship building.”
– Mary Beth Rogers

Relationships are

Build Around Shared Values
Long Term
Mutual Commitment
Involve Consistent Attention and Work



How we Build Relationships:



One to Ones



House Meetings



Organizational Mtgs



Team Meetings



Basics of One on Ones

We listen to relate to our people

Listen 80%; talk 20%

Use open ended questions

Not about winning an argument or
interrogating

Learning where our stories
connect



We listen to identify Issues

Use probing questions

What's not right?

What would they change?

How could our schools be even better for us and our students?

We ask for commitment

Use direct and specific language

Stress the shared values you have exchanged

Frame it so that the person IS the solution to the ask



We ask to identify leaders

Who is trusted and respected

In order to objectively identify leaders, we must ask our people

3 Types of One on Ones

Recruitment

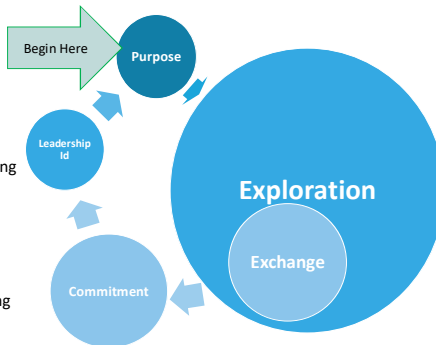
Escalation

Maintenance



Conversation Wheel

- **Purpose**
 - Let them know why you are meeting even before you get there.
- **Exploration and Exchange**
 - Most of the 1 on 1 is devoted to asking probing questions
 - So that we can exchange resources, stories, information, support, insight
- **Commitment**
 - We end with a commitment to start working together or continue working together.
- **Leadership ID**
 - Who here is trusted and respected



Practicing One on One's

Triads

1. Organizer – Asks questions
2. Worker – Answers
3. Observer – Coaches



Debrief

What did you learn?
What did you notice?

Resource: p. 81-87

Key Points



Organizers listen and ask questions!

We want our workers to realize:

- They care about a problem
- There is a decision-maker who has the power to fix this problem
- The decision-maker won't fix it until someone pushes them to
- To really solve the problem they need to join their colleagues, share their resources and take action together



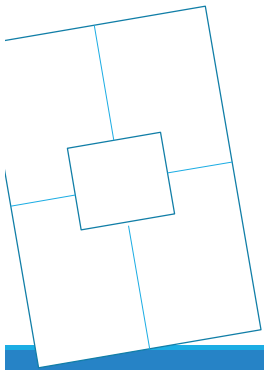


BREAK

Jessica and Halimah and Team CTA



Types of Questions Team Activity



Each Team Creates a Chart Divided in Five Pieces

In the center – Getting Started Questions

Choose any 4 of the following:

- Agitate
- Polarize
- Inspiring Hope (these might not be questions)
- Create Urgency
- Calling the Question



Types of Questions Debrief

What are you favorites?

- Getting Started Questions
- Agitate
- Polarize
- Inspiring Hope
- Create Urgency
- Calling the Question



Key Points



Don't shy away from being direct.

Don't move on until you get an answer.

A great way to inspire hope is to have a plan.

Find good times to catch teachers and school employees.

Sometimes if the conversation is critical, you need to set up a meeting after school, at a coffee shop, or at someone's house.



Rap for our Worksite
Organizing Practice

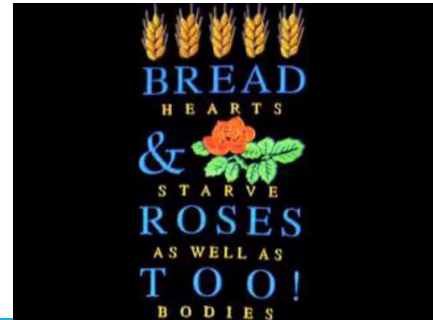


Team Prep for Site Visits



Bread and Roses...

[facilitator name]



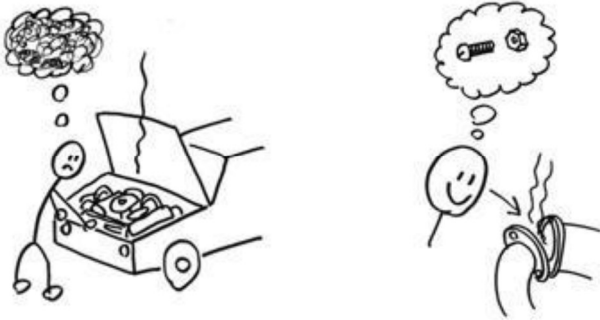
https://www.youtube.com/watch?v=LWkVcaAGCt0&list=PLaOYihwaS97QmsnhTn-d7C_pAWvXSrZYG



Evaluation Time

Extra materials

PROBLEM VS. ISSUE



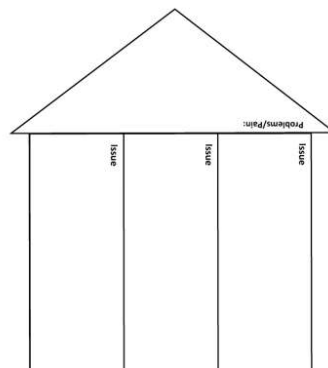
Problem vs. Issue

Problem is something that is focused on the current state and has a limited notion of how the situation could be fixed.

Issue- Is a problem statement that indicates what a solution to the current state might be. It allows others to see their own interests in the Issue

Identify the Problem(s)

What issues are contributing to this Problem?



Example – Problem to Issue to Win

PROBLEM -Educators do not feel respected in this building.

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

Strategic WIN – Educators feel Respected

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

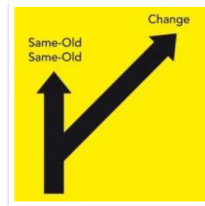
Assessing the issue

Is it concrete (**measurable**)?

Does it make a visible impact in people's lives (**meaningful**)?

Does it leverage your resources creatively and make for a good story (**motivational**)?

Must you **organize** and **distribute leadership** in order to win?



Choosing Your Issue

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			