



UNISERV FOCUS ACADEMY

Effective Worksite Leadership Structures



Day 3

Entry Activity



Have you made a
plan to check out?
Do you know how
you are getting to the
airport?

Feedback on Feedback



Agenda Review - Today

7:30 – Breakfast
8:30 – Welcome back
10:15-10:30 Break
12:00 – Presentations
1:00 Lunch



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

Let's Get Graphic -

Each table has only one sheet of chart paper

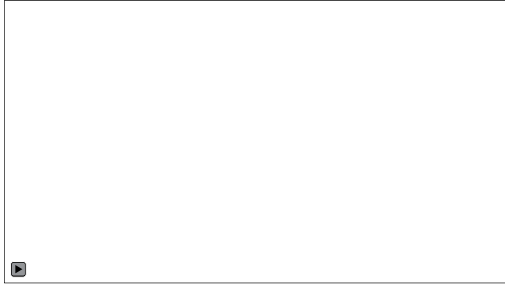
Only pictures - no words, letters or numbers

Must be a joint effort, all table members should contribute

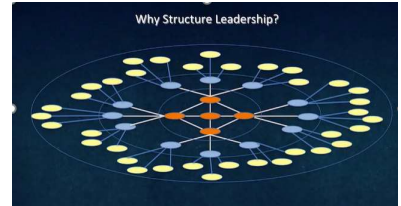
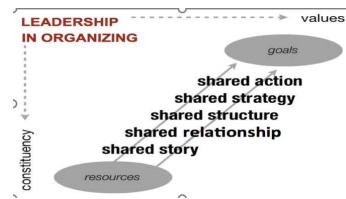


Zac and Terri

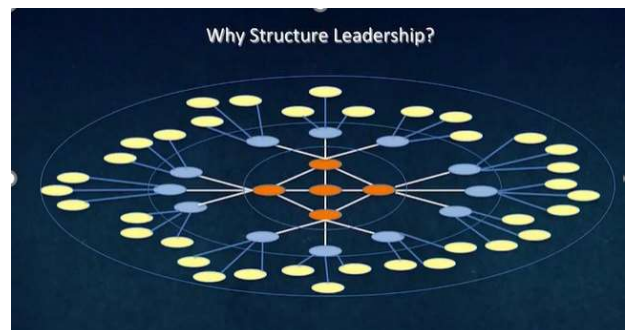
Team & Leader Structures - Ganz



How can we expand our power and impact?



What problems are
"too big" to solve in
your local right now?



Who, why,
when?

WHO: Other labor groups? Congregations?
Parents and parent groups? Non-profits?

WHY: Are we duplicating one another's work?
Could a problem be "solvable" if we worked
together? Do we need to pool resources?

WHEN: Short-term? Long-term? Permanent?
Temporary?

Example:

Building toward food justice in Colorado



Context

2020 - Pandemic school shutdowns

Recently launched coalition – Coloradans for the Common Good



Common Issues

School Shutdown

- Kitchen staff without work
- Transportation staff without work
- (Title I schools) students without food
- (Title I schools) students without transportation

Existing Structures



- Union members



- Congregations



- Food-focused non-profits

Early Wins – Expansion of Food Delivery

Public Forum

Led by Pastor (member institution of CCG)

Direct ask for commitment from Superintendent

Expansion of food program to 7 bus routes



Follow-up Actions



- Candidate forums (member-led)



- Bargaining support rallies (pay increase - \$3/hr over 2 years)



- State-wide campaign kickoff (member voices)

Shifting Needs

Employee compensation

Expiration of federal school lunch funds

"Yes on FF" campaign supporters



Key Points

Coalitions are an organization of diverse interest groups that join resources to produce a specific change that they are unable to deliver as individual groups.

Coalitions require strong leadership and ongoing maintenance.

Coalitions allow organizations to support each other – they do not exist for the benefit of just one of the partners.

Albert





Reflecting on Coalitions

Review the Checklist for Starting a Coalition. p.53-54

1. What statements do you agree with?
2. What statement do you disagree with?

3 Types of Coalitions

Casual Coalitions	Traditional Coalitions	Alliances
• Clubs • Social Events • Fundraising	• Issue Based • Immediate Change	• Long term • Value based • BCG

Simulation Time!



Directions for Simulation p.58

- 1) Read the workplace violence scenario.
- 2) Open your envelope to determine what role you will play.
- 3) DO NOT TELL ANYONE YOUR ROLE.
- 4) UniServ identifies themselves to the group as the lead.
- 5) 30 minutes to discuss the scenario.
- 6) 5 minutes to debrief.

Key Points



Coalitions are diverse organizations with similar values and interests that join resources to produce a specific change that they are unable to deliver alone.

A coalition is a type of structure.

Coalitions require strong leadership and ongoing maintenance.



BREAK

Lakilia and Yvie





Coalition Seminar

Food for Thought



- ✓ What were the leadership barriers that came up? How did you solve this?
- ✓ What were the differences in values that came up? How did you solve this?
- ✓ What were the ownership or turf issues that came up? How did you solve this?



Key Points



We form coalitions around specific, shared agendas.

The coalition is not how “we” achieve something – but how all the coalition members achieve something together.

They are there for us, and we are there for them.

Jessica





Team Planning for Leaders and Structures

Teams will select a scenario.

Identify a goal for the scenario and a basic campaign timeline.

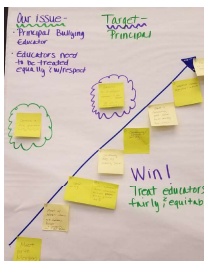
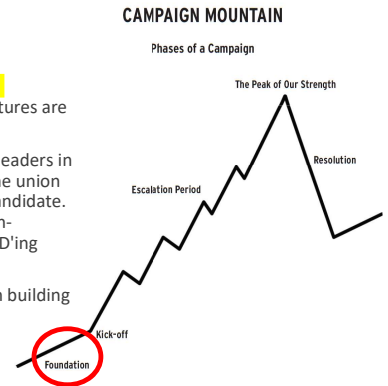
Focus is **not** on actions – but on **leaders and structures needed** to achieve the various “wins along the way” to reach the ultimate win.

Example

What sort of leaders do you need in the **foundation stage** and what sort of structures are being developed?

Want to make sure there are at least 3 leaders in each building who want to make sure the union turns out the vote for the democratic candidate. This team is talking to members and non-members, doing surveys and working ID'ing possible future volunteers for actions.

Structure – Political Action Team in each building that is part of the local's Political Action Network.



Team Work Time

Lakilia and Team



Team
Presentation and
Coaching Time

Heidi



Final Debrief



Gratitude
Evaluations
Final Words for the
Good of the Order





ORGANIZING AROUND SCHOOL SAFETY

COALITION TO ADDRESS WORKPLACE VIOLENCE AND VIOLENT STUDENTS



TIP OF THE ICEBERG



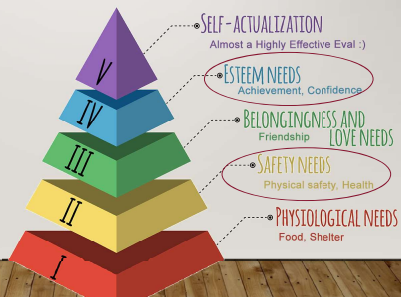
- Nearly 1 in 10 educators threatened with violence.
- Female students feel most unsafe at or away from school (Hispanic students highest)
- Nearly 1 in 10 Freshman report having been threatened or injured with a weapon at school.
- 71% of schools record violent crime – only 35% is reported to law enforcement.
- 1 in 3 H.S. students use per month (Alc. / Marj.)
- Mid-size towns with lowest minority populations have highest incidents of reported bullying (~1 in 5 weekly)
- 1 in 5 students report hindered learning due unsafe environment
- Only 37% of schools take serious action**

Complete USDE & USDOJ Study: Indicators of School Crime and Safety 2017
<https://tinyurl.com/school-violence-2017>

SAFETY IS A PREREQUISITE FOR EDUCATION

Safety is the most powerful organizing issues crossing all interest groups.

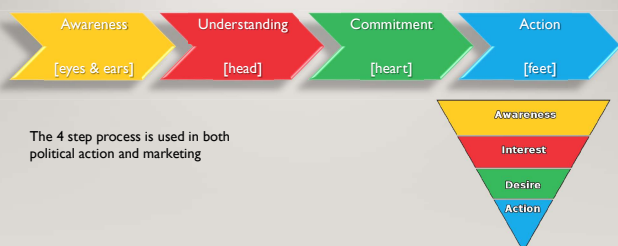
Educators and coalition partners are in a unique position to leverage this issue to effect change.



EFFECTING CHANGE IS A PROCESS

AWARENESS TO ACTION FOR COALITIONS

AWARENESS TO ACTION MODEL



Objective: Educative [Awareness]

Audience: Internal & External

Rationale:

- Developing awareness builds community
- Expands the scope of engagement as a consequence of unrealized connection or interest.

Activate: Eyes and Ears

Tactics to achieve objective: ?

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Phase 1 - Educate

Safe Schools Plan/Policy Development

• Educate •

Phase 1 - Educate

To gain a greater awareness of school safety issues and the laws, policies and circumstances that surround them, complete a series of training sessions that can serve as the foundation for a thoughtful approach to public safety development.

- School / Workplace Violence
- School / Workplace Bullying
- Lockdown and Evacuation
- Other

Phase 2 - Assessment

Phase 3 - Assembly

Phase 4 - Implementation

Training / Session	Date

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Objective: Assess [understand]

Audience: Internal & External

Rationale:

- Need to separate the actual from the assumption
- Determine capacity & needs to address the issues

Activate: head

Tactics to achieve objective: ?

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Phase 2 - Assessment

Safe Schools Plan/Policy Development

• Assessment •

Phase 1 - Educate

Phase 2 - Assessment

Form an Ad-Hoc committee(s) to develop information and data related to the following:

- Identify and location of key identified personnel
- Student incident communication systems
- Building and Facilities
- Response and Evacuation Incidents
- Staff perception of needs, concerns, impediments
- Existing school safety policies and procedures
- Resources that may assist in finding/implementing policy and/or procedures (agencies, organizations)

Phase 3 - Assembly

Phase 4 - Implementation

Note: "Ad-Hoc" committees are formed for a specific task or objective, and dissolved after the completion of the task or achievement of the objective.

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Objective: Assemble [commitment]

Audience: Internal & External

Rationale:

- People who are aware of need, understand the issue and know there's are others who share that knowledge and awareness are more likely to commit to act
- You know the why's, who's and what's...now comes the how?

Activate: heart

Who are stakeholders: ?

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Phase 3 - Assembly

Safe School Plan/Policy Development

• Assembly •

Phase 1 - Educate

Phase 2 - Assessment

Phase 3 - Assembly

This is where you assemble a group of stakeholders to review the issue and come consensus on priorities and approach.

- Stakeholder perception of needs, concerns, impediments
- Resources available to address the issue
- Synthesis of view, priority, and outcome
- Completion of public actions that connect the dots from classroom to community

Phase 4 - Implementation

Stakeholder	Agreement

SAFE SCHOOLS PLAN/POLICY DEVELOPMENT

Objective: Implement [action]

Audience: Internal & External

Rationale:

- Successful plans/policies should create structures, incentives, and celebrations that ensure long-term adaptive fidelity

Activate: feet

What does successful implementation look like: ?



DISCLAIMER:

- This is not an overnight process.
- Expect suspicion and resistance
- Success may look different than planned – go with it!
- Your name may never be known – your effort/commitment will

