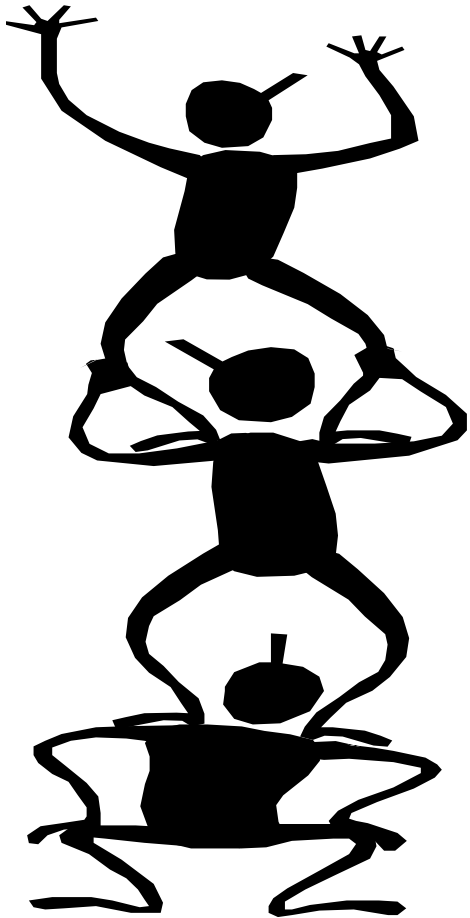# *Supercharging Worksite Leaders!*

Can we build a culture of organizing in our school chapters without energized activists among members who function as leaders?

Strengthening Worksite Structures Needs to be a Priority in Our Internal Organizing

- Do we truly believe this?

- Are we *acting* as never ever before to make it a *top priority*?

- What does this really mean for state federations?

- Where do we need to do?

- How do we get started*?*

Let's face facts . . .

1. Polling, focus groups, and <u>our experience in the field</u> show over and over again that **strong worksite leadership . . .**

    = *higher membership density/fewer fee payers*

    = *greater union commitment and activism*

    = *more effective new member outreach*

    = *more robust leadership development*

2. There is nothing that effectively replaces the strong need for personal connection to the union and one-on-one communication via worksite leaders.

3. <u>*Members*</u> are the union. And *they are at work*—not at a union office or hotel conference rooms. So that's where we need to focus.

Consider the role worksite leaders should play in "The Lifecycle of a Unionist"

ENGAGEMENT

Person is given reason to become interested in/pay attention to the union.

ACTIVATION / RECRUITMENT & RETENTION

Person begins voluntary action in support of the union
Person joins and remains a member.

INDUCTION

Person is oriented to union/comes to know its history, structure, values, etc.

CONTINUAL ACTIVATION

Person continues voluntary action in support of the union.

SECONDARY LEADERSHIP

Person assumes a formal leadership role.
(Building site team, committee and task force work, etc.)

PRIMARY LEADERSHIP

Person advances to highest levels of union leadership.
(Site rep, area or program coordinator, union officer, etc.)

Worksite leaders must have:

SKILL
They have to know what is expected and how to do it.

SELF-EFFICACY
They have to believe that they can do it because it modeled/practiced.

OPPORTUNITY TO PERFORM
Doing it must actually be expected and conditions must encourage it.

SUPPORTIVE ENVIRONMENT
There must be feedback and appropriate recognition for doing it.

SKILL and SELF EFFICACY are **training** functions
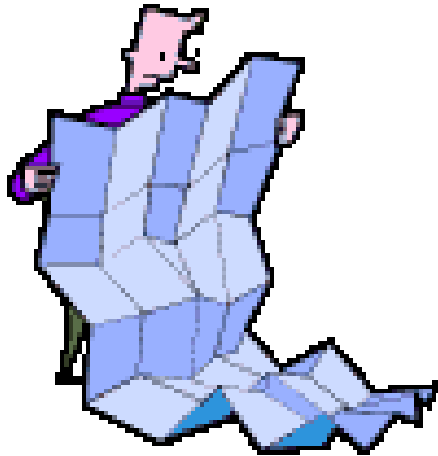*(What we can do in a meeting)*

OPPORTUNITY TO PERFORM and SUPPORTIVE ENVIRONMENT
are **leadership/staff** functions.
(What must be happening all around all the time)

Let's put our cards on the table . . .

- If worksite leadership is so important, is this reflected in the priority, time, resources and creativity we place upon 0 structure as a system?

- Are we even adequately thinking of it as a "system" (a set of connected things or parts forming a complex whole / a set of things working together as parts of a mechanism or an interconnecting network.)

- What grade would you give us?

Discussion:
So, where do we go from here?

If your local union were to pursue a strategy to help its school chapters "step up their game" when it comes to worksite leadership structures:
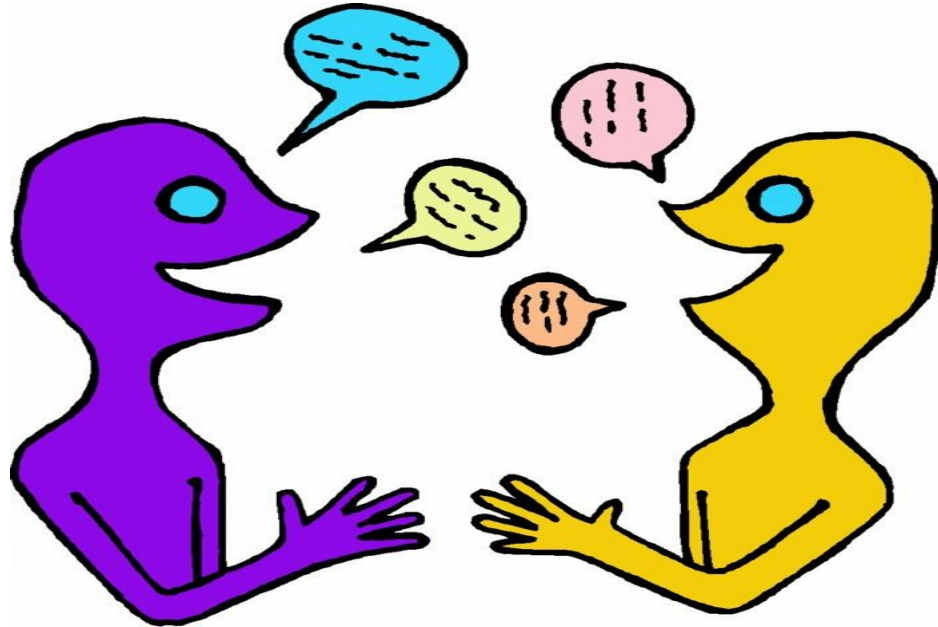
- What might it look like?

- What would we be doing?

- How would we do it?

Let's Practice Starting a Chapter Strategic Plan for Engagement

- Develop a vision statement for your school chapter.

- Develop a values statement for your chapter.

- Create two SMART goals. For each goal, write one action (activity), who is responsible and the target completion date for each action (activity).

Group Sharing and Reporting

Let's Synergize!

Last Words/Next Steps