

Audio Script

Governance 120 - DLC Leadership

This is the actual audio that was recorded for Governance 120.
Use it for a reference or study guide.

Governance 120 - DLC Leadership

Welcome to Governance 120

This is one of the required courses for the certificate of completion in the Governance track.

The prerequisites for taking this course are Governance 100 and 110.

This course should take you about an hour to complete.

There are four sections in this course:

What is Leadership?

Team Building

Mentoring, and

Politics and Ethics

Section One: What is Leadership?

What is a Leader?

A leader is many things, but basically a leader is an individual with followers.

Leading in union situations means knowing and understanding your team members - what are their passions, their interests and their circumstances - both in the workplace and in their life.

When you begin to understand the strengths of the members you work with, you will be better able to organize and utilize the skills from the group, the experience and culture from the team and, in turn, be more successful in your efforts as their steward.

[What is a Leader? Continued]

Leaders don't usually start out with followers - they attract them over time with their energy, their passion about the topic or issue, and their ability to energize others around that topic.

You and your team of members are continually building on everyone's strengths to do work that you all value in the union.

As the team leader, be sure you recognize and acknowledge the contribution of each team member - everyone wants to be appreciated for their efforts.

You can put together your team by asking individuals to join you for a specific task, such as setting up the chairs for a meeting or handing out fliers for a rally.

If people understand how their task relates to the bigger picture they will be more engaged, so be sure to talk about how their work contributes to the union.

It is also important to remind members that it is THEIR union - it is their participation in policy, activities, priorities and projects that moves the union forward.

Leadership is getting diverse people to work together for a common goal.

Developing Leaders

One of your jobs as a steward is to be on the lookout for potential leaders among the members you work with. There are different types of leaders - Some people are leaders who emerge on their own and nothing can stop them. Some have it inside, but it takes more coaxing to get it out.

Be prepared to help others develop their leadership abilities because you can't do it all alone!

Qualities of a Leader

How many of these leadership qualities describe you?

I help the group stay focused by

- preparing thoroughly for meetings that I am involved in
- by participating in preparing the meeting agenda, and getting input from others
- by keeping to the time limits on the agenda during the meeting
- by speaking up to help things get back on track, and by
- having suggestions for solutions as problems come up

I ask thoughtful questions -

- I can summarize my thoughts effectively for agreement and for disagreement
- I try to help people clarify their thoughts by repeating their questions back to them to check that I understand their meaning
- I gently draw quiet people out in a non-threatening way, and
- I help voice minority opinions in a constructive way so they don't get lost to the majority consideration.

I participate appropriately

- I always work to be an active listener
- I help members disagree in a way that enhances the discussion.

- As an effective leader, I mediate, and don't retreat when there is conflict
- I am receptive to criticism.
- I use my position of power to direct but not to dominate the discussion

As the leader I will reflect on my own skills and knowledge:

- I will be patient with the process and keep the overall goals in mind
- I will try to question my own assumptions honestly
- I will be open to different opinions and points of view that might actually be the best solution
- I will work at understanding different points of view
- I will have self-confidence and not be fearful of or threatened by other people's participation.

Take a moment now to reflect on your leadership qualities...

What might you want to change or improve?

What new leadership skill or behavior would you like to try out?

Steward Leadership

There are three basic types of leadership: Command Leadership, Team Leadership and Cooperative Leadership.

Stewards usually lead cooperatively - that is, they are not the 'boss' of the team, but a member-leader.

The position of steward automatically makes the steward the face of the union and looked to as a source of union information. He or she can provide leadership around the union's goals and priorities for the community, for members and for potential members.

What is the difference between a leader and an activist?

What is the difference between a leader and an activist?

Well, basically a leader plans and an activist does...

[A leader]

A leader has followers and engages those followers to pursue a specific goal for their team.

A leader has vision and engages in long-range planning to focus the group's direction. They understand the goals of the organization and how each effort contributes to those goals.

Working to include team members to achieve group goals increases participation of

the members, while also increasing the chances that the goals of the organization will be met.

[An Activist]

On the other hand, an activist is concerned with pursuing a political or social goal with or without others.

They have their own agenda and are less concerned with the agenda of the group.

An activist does not necessarily have followers, but is interested in, and can even be passionate about, some aspects of union goals and work.

They are often involved in doing union activities and programs but not in leading them.

Section One Review

What is Leadership?

- a. *Moving a group toward a common goal*
- b. Pursuing a political goal
- c. Climbing a ladder
- d. Becoming a steward

This answer is A - Leadership is often defined as the process of getting a group of diverse people to work together for a common goal.

Stewards use which kind of leadership?

- a. Command
- b. *Cooperative*
- c. Team

The answer is B - Stewards, although they both work with and lead a team, usually work cooperatively with their team to get the work done.

Why is a steward a leader rather than simply an activist?

- a. A steward is not concerned with politics
- b. An activist is too radical to be a steward
- c. *A steward wants to engage others in pursuing union goals*
- d. A steward has taken leadership training

The correct answer is C - a steward wants to engage others in pursuing union goals and supporting the union's agenda.

Section Two: Team Building

Volunteers

[We are all volunteers!]

All union members, including stewards, are volunteers. We support the union, its

values and its contribution to improving conditions in the workplace across our state. When a leader can help members understand how their efforts contribute to the larger whole, those members are more likely to stay involved and energized.

[We need volunteers]

All stewards need other volunteers to help with union work! There are a lot of tasks involved in getting this work done.

These tasks include distributing fliers, walking picket lines, gathering information, making phone calls and more. This list can get very long.

[How to get a volunteer]

How do you get a volunteer to commit to your project?

Any successful process starts with the relationship between the people involved - whether you are getting volunteers, working with a committee, or lobbying a politician.

You will be much more successful as a steward if you get a sense of as many people in your DLC or local as you can.

Find out what interests them, what motivates them, reasons why they participate, and what kinds of things they know - so you can make the best use of their skills and have the most productive team possible.

Now you can ask for their help more effectively by matching their skills with the needs of your project. This kind of planning will produce a high-quality team.

When asking for volunteers, be sure to talk to each prospective volunteer one-on-one. If you already know them you will have an understanding of what is motivating them to volunteer. Some common ways that people are motivated include socializing, getting recognition, the excitement of the event itself, or a sense of helping others.

When you talk with a volunteer, let him or her know that you need *them*. Talk about your understanding of what they can contribute, what their skills and experience are, and how they can make the event better.

Be sure you are asking them to help with things that they do well or that they enjoy.

[Recognition]

After the event is completed, provide recognition for your volunteers - even if it's as simple as having their name on a list of contributors for the event.

Praise your volunteers and thank them for turning out - this is the most human kind of recognition. Most people will work very hard for this simple acknowledgement of their efforts.

As a follow-up to the event, send a thank-you note - either through US mail or email to let them know specifically why you appreciate their help.

Acknowledge their commitment - it can be hard to commit time for a task, and you want good volunteers to come back.

Everyone enjoys being recognized - and when a leader provides this kind of support it is more likely that the volunteers will return and help again.

[Motivating volunteers]

One good way to get folks motivated is to engage them in small steps. Start with do-able tasks that don't take a lot of time.

To ensure a successful project or event, get a commitment that they will be there on a specific date, at a specific time and location.

Be clear about your expectations when you get them to volunteer -

Give background information about the task at hand and explain how it will be helping the union from a larger perspective.

Let them know that this task has been done successfully before and that it is not impossible!

And explain the working conditions - for example, let them know that there will be other volunteers working with them, or, that you will be there to help.

Also, be clear about the fact that the task has a beginning and an end and give an estimation of the total time involved.

You can further motivate volunteers by using active listening skills... listen carefully when they have questions, fears or concerns. Any new situation can be uncomfortable and you want their experience to be successful.

Ask specific questions like 'Do you know how to get there?' or 'Do you have everything you need?'

And be sure you talk from your heart - this is a person you know. You both share a concern about the union and its priorities. You are giving them an opportunity to contribute so - be enthusiastic!

If they say 'no,' don't take it personally. Let them know that they will be missed and that there will be another opportunity to help out.

If they say 'yes,' be sure to email or phone them with a reminder that includes all the important details and gives your number in case of emergency.

Building a Team with Volunteers

What is a team?

Jon Katzenbach is a published author and consultant who is best known for his work

on organizations. He says

“A team is a small group of people (typically fewer than 20) with complementary skills committed to a common purpose and set of specific performance goals. Its members are committed to working with each other to achieve the team’s purpose and hold each other fully and jointly accountable for the team’s results.”

[Recognize Diversity]

You can build a strong, successful, interesting team by recognizing diversity in age, race, orientation, gender, opinions, and culture. Be sure you include as much diversity on your team as possible.

Once people bond with their team, they are part of a strong social group. This group will have a high level of loyalty and a low turnover of members.

In addition, by bringing in new volunteers we are growing the union.

You are aiming for a team that people want to be on! Creating this kind of appeal will draw a wide range of people to your group and will keep your team fresh and keep your people energized.

The relationship building you have put so much time into will reward you with a committed, loyal team that you can count on to help out.

Tips for Planning a Work Event

Here are some tips that will help you plan an effective work event

- First, ask for help with the planning - team members will feel ownership and be more willing to participate when they are involved from the beginning.
- Next, sign up more volunteers than you think you will need - conflicts arise, schedules change - you will always lose some folks along the way.
- Be sure to check out the location ahead of time to figure out what special equipment or supplies you might need.
- You can use your knowledge of your members to match tasks to the folks who have those skills or interests in each area.
- Always be clear when you talk about who is responsible for which parts of the event and what is expected of them, and be sure each volunteer has enough training so they are confident.
- Make sure you are prepared with everything you and your volunteers will need including access to food, water, and lavatory facilities for the event.
- Call your team the day before to remind them of their part in the event.
- On the day of the event, get their first! Your reputation as a leader will be stronger if you are prompt.
- Be sure to check in with each volunteer at least once during their period of work.
- Everyone should be always part of cleaning up.

- And, finally, don't forget to thank them as they leave.

Roles and Responsibilities of a Leader

As we have already discussed, an effective leader develops a relationship with each member of his or her team. This provides a strong foundation from which the team can grow.

After forming that bond, a leader makes good use of their understanding of the strengths and weaknesses of the team by matching tasks with appropriate people.

The leader of any group sets the tone and expectations for the rest of the members of that group and 'models' the expected behavior. In other words, if you want your team to arrive on time be sure you are there early and then start on time.

Listen to suggestions and ideas and even criticism from your team members - remember they each have significant skills that they bring to your team, otherwise you would not have asked them to join.

Perhaps a less interesting part of the role of a leader is to maintain good records and fill out the necessary forms. Keeping good records is not very glamorous, but necessary to keep the DLC and the union moving forward.

When planning events or activities, consider what you know about your members' lives and cultural obligations.

And finally, remember that you are a *cooperative* leader - not the 'boss' of the team, but a member-leader.

Difficult People

[The Situation]

Most members you represent work hard and do their best to get along with others. Focus on them and work with them to keep the union strong...and to keep your sanity.

One saying that is used among leaders is that "five percent of the people give me 95 percent of my problems." Those numbers can seem discouraging...

It is certainly a frustrating part of being a steward. It takes time and energy that would be better spent working on workplace issues.

Dealing effectively with difficult people requires both skill and focus. You can't ignore them because they have a way of infecting others around them. But neither can you let their bad behavior eat up big portions of time.

Here are five strategies to use when dealing with difficult members:

[Strategy One: Hear them out]

Find out the real problem and why they are behaving as they are.

Try using active listening skills to find out what the real problem is.

For instance, say, *“Lee, I see you getting into arguments over and over again with others at your workplace. Let’s get together on break and you can tell me what’s going on.”*

Then, really listen to the employee talk about their own behavior - help them see a different perspective and not just blame others.

Try asking challenging questions like, *“What do you think yelling at Terry accomplishes?”* and follow that up with *“Is there some other way you could help Terry behave differently?”*

Sometimes people ‘act out’ because they feel that no one has ever heard their views. When they actually get a chance to talk it out, they may be satisfied that they have received the attention they need.

[Strategy Two: Describe their behavior]

How does the employee’s behavior affect others in the union? It may be perfectly obvious to everyone except that person.

Bring the member’s behavior to their attention by describing it and the effect you see it having on others.

For instance, you can say, *“Pat, I hear you telling workers it’s hopeless to get things changed here. I don’t think it’s hopeless, but if workers keep hearing it from you, they’ll lose interest in working to make things better.”*

The key here is describing the behavior - not labeling the person by saying something like *“Pat, you are impossible.”*

Remember that the goal is to give Pat a chance to consider how their behavior makes others feel and to think twice before criticizing the union’s efforts.

[Strategy Three: Keep ‘em Busy]

The good news is that difficult workers have energy. The bad news is that they tend to use it unproductively. How can you help channel that energy in a positive way?

One approach might be to say, *“Reese, you’ve been complaining that the union never does anything for the office workers. Would you help organize a lunch time discussion so that together we can identify their concerns?”*

Since you have already established a relationship with the members, it should be fairly easy to choose an activity that fits that person’s talents.

If they persist in being negative, this move will call them on their statements. If they choose not to respond, they are actually admitting that there is nothing concrete to complain about and you have removed their power.

[Strategy Four: Stress the Positive]

Show difficult members that there are ways to deal with situations more constructively. Give examples and enlist others to tell difficult employees their stories, such as:

“Chris used to not get involved, but when the supervisor started to cut hours, Chris organized the whole department to walk into the supervisor’s office together and the supervisor backed off. Let Chris tell you about it.”

When difficult workers do act responsibly, be quick to recognize and praise them. Be ready with a suggestion of another constructive action they could do to build on this success.

[Strategy Five: Accept]

Strategy Five: Accept that there are difficult people whose problems are so deep-seated that no technique a steward could use will help. Remember that such employees cannot sustain a ‘following,’ even if sometimes it seems like they have everyone’s ear.

If you have to endure difficult members, you can actually reduce their effect by making sure the union has an active agenda in your workplace to involve and inform all employees.

People want to join teams that are constructive and fun - they will avoid teams that are built on discontent.

Challenge

So, here is a challenge to help you get it all done...identify five people at your worksite that you can always count on...these five can be your ‘go-to’ people for finding new volunteers, hearing about rumors and identifying needs and issues as they arise...this can then become a strategic network that will make your job as steward easier and more effective.

What would it look like if every steward in each building identified five people they could count on?

...how could you work together to make your new group more effective?

...and how would this support system help the union grow?

One powerful way to expand your network would be to talk to someone new in your area each week, or someone who is working in an area that you are not entirely familiar with.

Your team of volunteers will continue to grow as you reach out to employees across your worksite.

Section Two Review Questions

In your DLC, which folks are volunteers:

- a. *Stewards*
- b. *DLC president*
- c. *BUNC chair, DBURs and CBURs*
- d. All of the above

This answer is D - Everyone involved in the union at the workplace is a volunteer.

What is the first thing to address as a leader?

- a. Setting up the meeting place
- b. *Getting acquainted with your members*
- c. Filling out the forms
- d. Attending an SBAC

The answer is B - Get to know your members, stewards and officers as soon as you can. You will be relying on these people to make the DLC's events successful.

Which of these is NOT an effective way to deal with a difficult person?

- a. Hear them out
- b. Talk to them about their behavior
- c. Stress the positive
- d. *Ignore them*

The answer is D - you can't afford to ignore difficult members, because their negative feelings can infect those around them.

Section Three: Mentoring

[Definition]

What is a mentor?

The word mentoring comes from the Greek meaning 'advisor,' or a 'trusted friend,' and 'to think.'

The modern definition is 'a wise and gifted counselor or teacher.'

More commonly though, mentoring is an intensive, one-on-one relationship that not only focuses on specific tasks, but also provides guidance, insight and advice.

[The Mentee]

The person who will be mentored is often called the 'mentee' or the 'protégé.' We will use the word 'mentee' in this course.

Although mentoring is a very informal process in Local 1000, you will still need to decide *who* to mentor.

Some questions to ask yourself when making this choice include:

- Is there a member who is ready for that level of leadership development?

- Is this potential leader even thinking about becoming a leader - and how do you get them to think about leading?
 - One way to start is to say something like, *“I have noticed that you are respected by your co-workers.”* Or *“People rely on your opinions...”*
- Consider the needs of both the worksite and the local - how will they benefit?
- Think about what is going on politically that would be a good fit for a possible mentee.
 - Are there organizing drives around a specific issue?
 - Are there any political campaigns for a candidate or proposed bill coming up?
 - Or are there any steward openings that might a good fit for this person?

As you begin to work with a potential leader, let the person know that you think they have leadership potential, and tell them what you have observed that makes you think so.

Have conversations with this potential leader and explore together what their goals might be.

Most people haven't thought much about these questions, let alone have answers, so be prepared to reach out with ideas and support.

You can get them thinking about their goals.

For instance, help them to begin to think about where they want to be in six months, or a year, or five years...

They can also begin to consider skills they want to learn, such as chairing a meeting, supervising, or other leadership skills...

[The Mentor]

Mentoring is a learning process for the mentor as well as the mentee.

So, as you begin to consider mentoring you will need to think through some questions about yourself...

- What are your goals as a mentor?
- How can you learn through this relationship and this process?
- And, what can you learn from the potential leader you are mentoring?

[Getting Started]

As you start the actual mentoring, think about how you got started...

- How did you learn about being a steward? Did you take a class? Or, did someone mentor you?

- What experiences were helpful as you were learning to be a leader and how can you repeat these experiences for your mentee?
- What would you not want to repeat? How can you keep your mentee from having similar bad experiences?
- And finally, how would you do it differently? What resources can you share, what people can you connect with, what suggestions can you make to support your mentee?

Being aware of your own experiences will help you be a better mentor.

[Review the benefits]

Mentoring benefits both the mentor and the mentee in some very obvious ways, but it also has benefits that are more difficult to observe.

Some of the more subtle benefits of mentoring are that it improves understanding of the union for the mentor and mentee through better communication, clearer goals, and increased commitment.

- The mentoring process focuses on learning - it increases confidence and the ability to set goals.
- Mentoring gives both the mentor and the mentee opportunities to learn from each other and to develop mutual respect.
- The mentoring process also fosters a sense of inclusion and belonging and, in this way, can improve the well-being of both participants.

How to mentor successfully

Here are the nuts and bolts of successful mentoring...

[Talking]

- Meet on a regular basis - meet after DLC meetings, monthly at lunch, or before a meeting with management. Being consistent about getting together will make mentoring more successful for both of you.
- Be a good listener and get acquainted with your mentee. You will be better able to provide effective guidance.
- Discuss your mentee's strengths and interests with them.
- Provide guidance without being judgmental - we are all learning.

[Teaching]

You can help your mentee by assigning tasks that use their skills and are interesting to them.

Share the understanding of how to participate in the union - be alert for an opportunity to expand the mentee's understanding of how Local 1000 works and

how it fits into the larger picture.

Help your mentee learn how to listen to criticism and bounce back while learning from new situations. Everyone will not necessarily agree with you all of the time and a leader cannot be overly sensitive to disapproval or disagreement.

[Confidentiality]

Do not get too personal with your mentee.

Keep the relationship on a business level even as you get better acquainted.

Be sure your behavior stays within appropriate bounds at all times, and help your mentee to be aware of their behavior also.

Communicate about the relationship itself. This can be a challenge, but try to talk about the mentoring process and how it is going. Discuss any ways in which the mentoring is not going well and work together to correct problems.

Remember, as a steward you are always modeling behavior, so be sure yours is exemplary.

You will also need to know when the mentoring relationship is ending. There is only so far any mentor can take a mentee; the mentee will take the next steps on their own.

The most important element of a successful mentoring relationship is trust. Once trust is broken, so is the mentoring relationship.

[Give Feedback]

The main part of a mentoring relationship is conversation. You talk with each other about issues, about skills, about challenges and about mentoring.

In all of these discussions the mentor is actually teaching by discussing choices with the mentee.

There are many excellent ways to give feedback. You can find details about giving effective feedback in the SkillBrief listed below.

Some items from this list include:

Always scheduling a time to debrief - even a few minutes after an event so it is expected and not just connected to a problem.

Ask questions that help the mentee learn the leadership skill of critical self-examination.

Focus on the person's behavior - not on their character. Say, *"Calling a conference when they got angry would have been a good choice"* rather than, *"You are just out of control."*

Use 'I' statements like, *"I think you saying that you feel frustrated"* instead of, *"You*

have such a short temper.”

Do not ‘third party’ the union by saying ‘they,’ ‘headquarters’ or ‘Sacramento.’

Roles for Mentors

There are many roles a mentor plays throughout the mentoring process. Some of these roles can be as a communicator, a counselor, a coach, an advisor, or an advocate.

However your mentoring process unfolds, know that you will be a better, more interesting and more knowledgeable person for the experience. So will your mentee!

Section Three Review Questions

What is a mentor?

- a. A close friend
- b. *A wise and gifted counselor or teacher*
- c. A member leader

The answer is B - A mentor can be a close friend or a member leader, but that alone does not make them a mentor. The common definition of a mentor is a ‘wise and gifted counselor or teacher.’

How will thinking about your own experiences as a steward help you be a better mentor?

- a. It will get your mind off your problems
- b. *Thinking about your own experiences will help you understand what your mentee is going through.*
- c. *Your experiences give you examples of both what to do and what not to do.*
- d. *You will be better able to know how the mentee is feeling if you have thought through your experiences.*

B, C, and D are all correct - as with any part of your life, your experiences as a steward have given you insight and understanding that you can share effectively with any person you are mentoring.

Section Four: Politics and Ethics

[Challenges]

There are issues that come with being both a member and a leader at the same time that can challenge your political skills.

For instance you may need to be the one to tell a member they don't have a grievance, instead of passing it on for someone else to tell them.

You may also be called upon to explain and advocate for existing Local 1000 positions, so be sure you know and understand your union. Visit the website, read the

publications and participate in events that matter to you.

For example: there might be question about ratifying a tentative contract with the state. Stay well-informed to effectively respond to these questions.

You might need to answer provocative questions or to convey difficult information. Your responses must be accurate and not alienate the others in the discussion.

Let's say that a decision was made at council that you voted against. Will you refuse to follow through because you don't agree with the decision? Once the vote is taken, the decision is made...that is the process of democracy. The decision is now part of the union and since you are in a leadership position you must carry out the decision of the majority calmly and with maturity, even if you do not agree.

SEIU Code of Ethics

SEIU International has a Code of Ethics for all members and staff to guide behavior because of the many possible conflicts of interest that can arise when working in the political arena.

This Code of Ethics is grounded in SEIU's moral purpose and values as spelled out in the SEIU Constitution and Bylaws. This constitution states that...

"...a belief in the dignity and worth of workers, a dedication to improving the lives of workers and their families, and the pursuit of justice for all. SEIU members do some of the toughest jobs anywhere, and their dues should be administered with the toughest insistence on honesty, integrity and openness."

It is also clearly stated in the code of ethics that corruption in any form will not be tolerated.

[What is it]

The SEIU Code of Ethical Practices and Conflict of Interest Policy sets the union's ethics rules and standards. Having this stated policy helps the union to accomplish its mission. The code strengthens SEIU's ability to meet the ethical challenges that we face as we pursue our ambitious goals.

The policies are intended to help Union members, leaders and staff understand SEIU's strong commitment to high ethical standards. By holding officers and staff accountable, these policies promote the union's mission of justice for all.

[What does the ethics code do for the union?]

The ethics code provides systems of accountability.

These systems include appropriate checks and balances, and internal operating systems and procedures that try to minimize the opportunity for, or appearance of misuse or abuse, when spending union funds or when making or carrying out decisions for your DLC.

[Who]

The Ethics Code applies to all elected leaders, as well as management and staff of the SEIU locals and the International.

[Member Bill of Rights]

One portion of the Code of Ethics is the SEIU Member Bill of Rights and Responsibilities.

SEIU is committed to providing meaningful paths for member involvement and participation in our Union. This bill of rights is a public statement of these paths and opportunities.

In this bill of rights, member rights include:

- The right to have opinions heard and respected, to be informed of union activity, to be educated in union values and union skills.
- The right to choose the leaders of the union in a fair and democratic manner.
- The right to a full accounting of union dues and the proper stewardship over union resources.
- The right to participate in the union's bargaining efforts and to approve union contracts, and
- The right to have members' concerns resolved fairly and promptly.

Member responsibilities include helping to build a stronger and more effective labor movement. This means supporting the organizing of all employees, helping develop a political voice for working people, and standing up for one's co-workers and all employees.

Members have the responsibility to stay informed about the union and its actions, and to participate in the union and to contribute when possible.

Membership in the union carries with it the responsibility to treat all employees and members fairly and with respect.

Finally, members have a responsibility to offer constructive criticism of the union.

In these ways we are committed to a stronger, more active, more helpful union for all employees.

[Details]

SEIU officers and staff who deal with elected office holders, candidates for elected office and other government officials must maintain the highest standards of ethical behavior in those dealings. They must strictly observe applicable lobbying and disclosure laws and rules governing gifts and campaign contributions.

The Ethics standards state that SEIU officers and staff:

- May not give, or offer to give, anything of value to any government official to influence or reward any official act.
 - They may not provide benefits to any third party at the personal request of a government or union official. For example, you cannot offer a job to their family member or friend.
 - Regardless of the reason, you may not give a gift to a government official, including meals, entertainment, paid travel and the like. There are some exceptions listed in the governmental gift rules.
 - You may not help government officials use their position for their own, or your private gain.
 - You may not make a contribution of union or union Political Action Committee funds to a candidate, or allow a candidate to use union resources, without appropriate reimbursement - this violates campaign finance laws.
 - You may not reimburse individuals for their contributions to office holders or candidates with union funds.
 - You can never give a campaign contribution to an officeholder in his or her office or in any government building. This is a violation of federal law and may violate state law as well.
 - Similarly, you may not give union money to a political office holder.

Remember, contribution decisions are the responsibility of C.O.P.E. - the Committee On Political Education. These decisions are made at the state level, not at the DLC level.

In summary, you are in a leadership position, so be sure you go through the required steps and fill out the proper forms before you make any decisions, hire any people, or distribute any money.

Stay informed

Why should stewards stay informed?

Among thousands of state employees, members, stewards and elected leaders, some people always disagree on almost any union issue - including what is or is not a 'union issue.'

Such differences of opinion are resolved by democratic processes in our DLC structure.

If you understand yourself and where you stand on different issues, and you understand where the union stands and what your members feel, you will do a better job of communicating your members' concerns to the union.

You will also be better able to clarify union positions for members and for the public.

Where can I go to get the information I need to stay informed? You have several contacts that can answer questions and guide you to good resources, including your

Staff Organizer and your DLC President. Also, you can always consult with any of the Local 1000 staff departments.

In addition, there is a lot of information on the Local 1000 website and the most recent developments are highlighted on Channel 1000 newscasts, also on the website.

Section Four Review

Why is being a member leader a political task?

- a. Leaders are always running for office
- b. Leaders can be hard to work with
- c. *Leaders often must answer difficult questions*

The correct answer is C - Member leaders frequently have to answer touchy questions, and manage difficult situations.

Why do we need a code of ethics?

- a. It will prevent some individuals from violating standards of behavior
- b. *Unethical behavior affects the whole Union and hurts all members*
- c. To limit member and staff behavior

The answer is B - unethical behavior can hurt the effectiveness of the union and will negatively affect all members.

End of Course

This completes Governance 120.

Your next step is to take the Final Exam to complete this course.

Take the other required courses to receive your Certificate of Completion in the Governance track.