

Audio Script: Organizing 110 – Skills of an Effective Organizer

Welcome to Organizing 110

This course should take you about one hour to complete.

It is one of the required courses for the Certificate of Completion for the Organizing track.

The prerequisite to taking this course is Organizing 100.

The sections in this course are:

Understanding the Role of an Organizer

How to Have a One-On-One Conversation

Active Listening

How to Recognize Potential Leaders and Issues, and

Motivating People to Act

Section 1: Understanding the Role of an Organizer

What is an organizer?

As you think about this question, you can probably come up with several possibilities...and, if you ask around, there will be lots of different answers...

An organizer does fill several roles...including that of a facilitator - such as a facilitator of a group, of a discussion with management, of a discussion between worksite leaders, of a conversation between members, and more...

An organizer is also an agitator who identifies, recruits and develops leaders to support issues in the workplace.

An organizer is a developer of worksite leaders to help *them* solve problems. Finally, an organizer, like any good leader, is a strategist: thinking ahead, looking at the big picture, and developing a plan that will guarantee success.

Have you ever signed a petition, worn a union sticker, marched on the boss or picketed? These are all organizing actions! Participating in organizing actions can help us more quickly win resolutions to our issues. We can still file a grievance while at the same time applying pressure on management through organizing actions.

[Why do we Organize?]

President Barack Obama said in his paper, “Problems and promise in the inner city” published in the University of Illinois research magazine, ‘*Illinois Issues*,’

“The only way for communities to build long-term power is by organizing people and money around a common vision and that a successful organization can only be achieved if a broadly-based leadership can knit together the diverse interests of the local institutions and groups.”

Why do we organize around issues that members face? We organize to solve problems and to win these issues at the worksite. We also file grievances to solve problems, but these can take a long time, be frustrating to members, they're only visible to one small group at a time, and the union can be seen as weak in the process. So, we take action -- organizing action!

Organizing and mobilizing members to solve worksite issues is the best way to build union strength and power in the work place. When we have individual complaints, grievances or problems we should always ask: does this issue affect a whole group?

For example, one employee is being disciplined for not completing their work - is this a larger issue of understaffing? If it is a larger issue, it could be a candidate for an organizing action.

To solve the larger issues, think of strategies and actions to win our issues as a group. Strategies such as: group grievances, petitions, large meetings, marches on the boss, etc. This group approach takes advantage of the source of the union's strength - its members!

Organizing is not *only* about solving problems or winning issues, but also about doing these things in order to build the organization in a way that involves the membership and develops leaders.

Organizing is fundamentally how we move power from management to the union.

[Developing Your Leadership Skills]

As your leadership role grows, whether it is in the union or in another part of your life, you can increase your skills and your effectiveness by reading books on leadership, working on your own personal development and taking courses on related topics.

There are several courses available through the Leadership Academy that will help you improve your leadership skills. When you are logged in to the Leadership Academy, click on the 'Catalog' tab to view the very long list of possible courses you can take at no cost to you.

Contact your staff organizer for more ideas on learning opportunities and reading material.

Section 1 Review

Why do we organize?

- a) Grievances can take a long time
- b) Grievances are frustrating to members
- c) The union can be seen as weak
- d) All of the above

The answer is D - all of these are good reasons to organize to solve problems that are deeply felt and widely held.

Organizing moves power:

- a) Off the table
- b) From management to the union
- c) From the DLC to the BUNC
- d) Out of the way

The answer is B - Organizing moves the power from state management to the union where the employees can improve their own working conditions.

What is an organizer?

- a) Facilitator
- b) Agitator
- c) Identifier of leaders
- d) Leader of leaders
- e) Strategist
- f) *All of the above*

The answer is F - An organizer does many jobs in their role in the workplace. They are leaders of worksite leaders and help them solve problems. An organizer is more likely to facilitate a discussion between worksite leaders to solve a problem than to solve it him or herself. Finally, an organizer is a strategist, thinking ahead, looking at the big picture, and developing the plan that will guarantee success.

Section 2: How to Have a One-On-One Conversation

Sooner or later, organizing for any union activity comes down to talking to people one-on-one. How are you going to do that? To make sure these conversations are effective, it's important to think them through ahead of time.

The key thing to remember is that your goal is to draw the other person into a conversation.

This is not you talking AT someone; it is you trying to get a dialogue going with that person.

The golden rule of effective conversations is that you are doing 20% of the talking and 80% of the listening. It means asking a lot of open-ended questions - questions that cannot be answered 'yes' or 'no' - and then REALLY LISTENING to the answers.

There are five main parts to an effective conversation:

- 1) *The first part is the introduction:* Establish a comfortable atmosphere. Let the person know who you are and what your role in the union is. Ask them some questions that are simple and factual to learn about them. For instance, How long have you worked here? What do you like most about your job? or, Why did you choose this career?
- 2) *Part two of an effective conversation is education and agitation:* Explain what the issue is, if there is a defined issue. Or if there is no issue, find out what they care about in their job. Ask questions like: What kind of improvements would you like to make in your work? What about your job do you like or not like? What kinds of changes would you like to see?

Generate emotion. Ask how they *feel* about what's going on. Do state employees deserve more benefits? How does this impact your life? Your family? Your ability to be effective on the job?

And, challenge them to see whether or not they are willing to do something about it. Ask: Do you deserve to be treated that way?

- 3) *The third part is to describe the plan to win during the conversation:* Let the person know what you and their co-workers are doing to improve things. Share a story about how this action was successful in the past. Explain why it's a proven way to solve the issue! Describe the action or event - a meeting, an informational picket, a sticker day, lobby day or a petition. Let the person know that something can be done if we all work together. Provide hope!
- 4) *Recruitment is the fourth part of your effective conversation:* Ask for the person's commitment to participate in the activity. Will they come to the action; will they participate in the meeting or distribute a survey; will they sign a petition? Be specific about what you are asking the person to do. Explain the urgency for each of us to get involved. Every person can make a difference!

Remember that very few people will say yes the first time. If you walk away after they say no, you are telling your co-worker that they are not important or that the issue is not important.

Be persistent. Let them know you are listening and give them a reason why they need to get involved.

If they say YES, confirm the commitment and extend the commitment to include others. Say, "*Bring two co-workers from your office to join us that day.*"

- 5) *Finally, any effective conversation needs a follow-up:* Set up a reminder call time to talk to the person again before the event and confirm their participation - call or email them to remind and re-energize them. Ask if they have transportation or if there is any way you can help. Be sure to greet them at the event and thank them for coming at the end of their work time.

Section 2 Review Questions

One rule to remember when having conversations with members is

- a) Don't talk about anything personal
- b) Don't be pushy about your issue
- c) *Talk 20% of the time, listen 80%*
- d) You have all the answers

The answer is C - You are learning about the issue and the feelings of the member, so you should be talking for 20% of the conversation and listening for 80%.

An important piece of successful organizing is:

- a) Talking about your organizing history
- b) *Understanding how the employee feels about the issue*
- c) Learning about who works close to each employee
- d) Getting a list of grievances that were filed last year

The answer is B - Feelings are what will generate commitment and action. If you understand their feelings you will be more successful in getting them to participate in your action.

An effective conversation includes which of the following:

- a) Talking about your organizing history
- b) Explaining the history of Local 1000
- c) *Finding out what they care about in their job*
- d) Getting a list of meetings they have attended

The answer is C - One part of an effective conversation is listening to find out what the person cares about in their job. Ask questions like: What kind of improvements would you like to make in your work? What about your job do you like or not like? What kinds of changes would you like to see?

Section 3: How to Actively Listen

Effective listening isn't just about passively absorbing information. It's also about actively engaging with the speaker and providing the right feedback. The speaker needs to know that you're listening and that you either do or do not understand their message.

[What is it?]

What is feedback? It is the process of giving comments in the form of your opinions and reactions. In other words, in a conversation feedback is making a direct comment about the person you are talking to. You give feedback to help the other person improve in some way.

Some simple ways to give feedback include always scheduling a time to debrief - even for just a few minutes after an event so it is expected and is not just connected to a problem. When you give feedback, be sure you focus on that person's behavior - not on their character. For instance, 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 are saying that you feel frustrated,*" instead of, "*You have such a short temper.*"

[Types of feedback]

There are two main types of feedback you can give as a listener: Factual and Emotional. You use feedback to demonstrate or clarify your understanding of the facts. And also, use feedback to show that you understand the speaker's feelings - their emotional content.

You should provide feedback about the factual content of a speaker's message if you haven't fully understood the message, if it's ambiguous, or if it seems incomplete. You should also provide feedback to confirm your understanding of the facts if the speaker's message is complex or if it's particularly important that you understand it. Feedback is not needed for short, simple factual messages.

When part or all of a message is designed to express emotion, it's important to give feedback about the speaker's feelings. Beyond just showing empathy, you do this to encourage people to express themselves fully. In turn, this encourages the

flow of information and allows them to release tensions that might otherwise lead to conflict.

Remember also that your body language, facial expression, and tone of voice provide a speaker with feedback. If you express interest verbally but your body language shows you're bored, the speaker will feel you're being dishonest.

[Active Listening strategies]

There are three main active listening strategies. Each strategy is appropriate for different circumstances. These strategies are as follows:

The first strategy, *paraphrasing* what the speaker has said, involves repeating the message in your own words. This is useful for confirming your understanding of both the facts and the feelings conveyed in the message, when you're confident that you've understood them. So paraphrasing reflects the message back to the speaker and indicates that you understood the intent behind it. When you paraphrase, you should focus on repeating only the gist of what the speaker has said - even if you don't agree with the speaker.

You should express yourself in a way that invites the speaker to correct you if your paraphrasing is wrong, or if you've missed the point.

The second strategy is *asking a closed-ended question*. A closed-ended question is one that only has a limited set of possible short answers like 'yes' or 'no.' You can use this type of question to clarify a particular fact when you're not sure you've understood the message. When using a closed-ended question to clarify a message, you might ask something like "*When you say 'soon,' do you mean by the end of the day?*"

This invites a brief answer like 'yes' or 'no.'

Open-ended questions, the third strategy, require more than a simple, brief response. They encourage the speaker to elaborate. These questions are particularly good for clarifying the speaker's feelings when the emotional content of a message is unclear.

They allow the speaker to expand on what has been said or to reflect on their feelings or motives. Using an open-ended question to encourage the speaker, you might say "*I'm not sure I understand. Why are you so upset?*" Or you could ask, "*Can you tell me more about that?*" To encourage reflection, you might ask "*What do you think would have resolved the conflict?*"

[Choosing the Appropriate Strategy]

To decide which of these active listening strategies to use, first ask yourself if the speaker has delivered a clear message. If so, paraphrase the key content. If the message was not clear ask yourself whether the message is largely factual or largely emotional. If it is factual, ask a closed-ended question to clarify the facts. If it is emotional, ask an open-ended question to clarify the feelings.

Knowing when and how to use each type of feedback will help you complete the process of active listening. When you listen in this way, you show the speaker that you're determined to understand what they are telling you.

[Summary of Feedback Strategies]

To summarize, listening actively involves giving a speaker appropriate feedback to confirm your understanding of both the factual and the emotional content of the speaker's message. Strategies for giving feedback include paraphrasing the speaker's message and asking closed-ended or open-ended questions.

[Listening for Issues]

To improve your skills in developing organizing issues, practice the active listening skills. You can refer to the SkillBriefs in this course for more information. Work to improve your follow-up questioning and ask fact-based questions that can help to get a member talking about what they really care about. Critically examine your listening skills to figure out ways to improve. You can work with your DLC president or other member leaders to help identify ways you can improve your listening skills.

As you work with co-workers to determine their issues, get them to elaborate and describe in different ways the things they care about or are experiencing on the job. Ask follow-up questions to get even deeper into the issues, try to ask at least 3 questions for each issue you are discussing.

For example, if one concern is 'pay,' work to get the whole picture - to understand why it is a problem. Is it a pay cut, a salary cap, unfair merit raises, do they feel that they are underpaid...what are the specifics? This kind of detail will help you craft a more effective campaign.

Then, listen for cues in the responses you get from the members - ask questions if you sense that there is more to what they are saying.

Work to understand each employee's personal story. That will help to clarify what they are concerned about and what they might be willing to act on. Ask fact-based questions and gather information whenever you can. Demonstrate to members and to all employees that you and the union are genuinely interested in them, in their work, and in their concerns.

Don't go fishing in your conversations with employees, don't offer them a laundry list of concerns to choose from and don't be an interviewer - that can be intimidating. The best way to get to know them is to just have a natural conversation...

Section 3 Review Questions

What are some reasons to provide feedback in conversations? [Choose all answers that apply]

- a) *Improve your understanding*
- b) *Show empathy*
- c) *Encourage expression*
- d) *Demonstrate that you're determined to understand*

All of these are excellent reasons to provide feedback when having a conversation. You can use feedback in any situation to help improve the communication.

“Are you ready to distribute the surveys?” is an example of what kind of question?

- a) Interrogatory
- b) *Closed-ended*
- c) Hypothetical
- d) Open-ended

The answer is B - A closed-ended question usually requires a yes or no answer, while an open-ended question requires a more complex answer along with some explanation.

If you are giving appropriate feedback, confirming your understanding, paraphrasing and asking open-ended questions, then you are...

- a) *Listening actively*
- b) Organizing an issue
- c) Writing up a grievance
- d) Preparing to testify

The answer is A - Feedback, confirming understanding and paraphrasing are all examples of active listening.

Section 4: How to Recognize Potential Leaders and Issues

[Identifying Leaders]

The union is always developing new leaders as issues move forward and challenges arise. As a steward you can help identify potential leaders in your work area and begin to prepare them for a more active role. We want to have the most effective leaders possible in positions of responsibility in Local 1000, so your ability to identify leadership potential will go a long way to improving the strength and effectiveness of the union as a whole.

For more detail about identifying leaders, take the Leadership Academy course, “Organizing 310: Developing Leaders.”

Here are some issues to pay attention to when working to recruit members or potential leaders:

Before anything else can happen you have to develop the relationship and the understanding of one another that enables trust.

Next, pay attention to place and time - is this person comfortable in their surroundings, can you meet with them on their schedule and in a place that they feel safe?

Each step of the way continue to acknowledge the issues and the interests of the recruit - connect their values with the issues that the union cares about at every opportunity - and keep that connection to the big picture.

Be flexible enough to accommodate whatever arises, but stay clear and focused and always return to your agenda.

Anticipate obstacles and always have a ‘plan B’ in mind.

Set realistic goals of what you want them to do and have a backup position that might be easier for them to accept or commit to, in case you can’t get them to participate.

It is necessary, throughout this process, that you as the steward are active in the local - otherwise there is not much to talk about and certainly nothing to recruit them to do. Members will also have ideas about things that they want to do and you should definitely follow up on those ideas and connect that member with the task or activity that appeals to them.

[Three Members]

Here are descriptions of three members. We will analyze *one* of them to determine their potential for leadership.

Our first member is Tracy Sheppard

- Tracy takes pride in being well-organized and on good terms with almost everyone and, does not seek the limelight.
- Tracy is very worried about contracting out. Tracy's sister works for the state, side-by-side with someone who does the same thing she does, but is a contract employee with no benefits or job security.
- Even though the paychecks have been ok, Tracy is really concerned about what's happening to everyone else.
- Tracy's spouse works nights and they have children, so nighttime meetings are out but daytime meetings would be fine.
- Management is talking about charging for parking in the nearby garage. Tracy feels quite strongly in favor of the parking fee, and doesn't care who knows it.

The second member is Chris Garcia

- Chris is a custodian who has been in the department for twelve years.
- Chris is rather reserved when around management and is well-liked by most co-workers in the office
- Chris is really worried about taking on a leadership role because it means being a steward, and Chris thinks that filing grievances would just be too hard.
- Chris is *not* opposed, in principle, to stewards taking more responsibility on the job, but it just reinforces the concern that the job of a steward would be too hard. Chris would be willing to get more involved if it did not mean becoming a steward, if the union had a plan for leadership development, for dealing with the contracting-out threat and for developing promotional opportunities. Chris is sure that fellow custodians could be the first to go if contracting-out is implemented.
- Management is considering changing the days that paychecks are issued. Chris thinks that this paycheck issue would be something the union could rally people around, and that it would be a good way to get more employees involved in the union.
- Chris's spouse is OK with more involvement in the union, but there are family childcare issues that need to be balanced with union involvement.

Our third member is Pat Travers

- Pat really cares about helping people of color and is active in the local NAACP. This comes from a long history of watching parents and other family members disrespected and treated poorly on the job. Pat would like to work for advancements in the workplace, and believes that all people

should show more interest in fighting against racism in the workplace and make it more of a shared issue.

- Willing to work with the union, Pat wants to see the union directly address *Pat's* issues about race by providing a vision and a program to deal with racism in the workplace.
- Pat doesn't follow-up very well, is not too thorough, and gets impatient with people, but feels confident about having leadership skills.

[Three Members - Which one is a Potential Leader?]

Choose one of these characters - one that you think would be a good leader in your DLC. Think about having a conversation with that person. The goal of this conversation is to recruit them to be a leader in a current campaign.

Here are some questions for you to think about as you develop this conversation.

- What are the employees' main issues?
- What would motivate them to get involved and to stay involved?
- What strengths and weaknesses do they have as a potential leader, and
 - What else do you need to know about their strengths and weaknesses?
- Can you learn about their strengths and weaknesses just from a conversation?
 - What will you have to find out 'in the field?'
- What role would they be good at in the campaign?
- How will you communicate a sense of the big picture as well as the immediate issues?
- What important active listening skills will you need to remember to use?

Section 4 Review

One question to think about when identifying a potential leader is:

- a) How motivated are they?
- b) *What are their strengths and weaknesses?*
- c) How long have they been a member of the union?
- d) How much education do they have?

The answer is B - If you are considering recruiting a new leader for your DLC, or for the union in general, get to know them and their strengths and weaknesses so you can help them develop their leadership skills. You can always motivate them, and it doesn't matter if they are even a member of the union or not yet, and their level of education tells you nothing about their potential as a leader.

Name one leadership skill or characteristic that you can't tell from a conversation, and that you need to observe in the field.

- a) Organizational skills
- b) The ability to listen
- c) Tidiness
- d) *The ability to facilitate a group*

The answer is D - You can only observe someone's ability to facilitate a group by watching them actually doing the facilitating.

Why is it important for stewards to be active in Local 1000? [Choose all that apply]

- a) They set an example for members
- b) They can lose their steward certification
- c) *They won't know what to recruit members to do*
- d) *They won't have much to talk about with members*

The answers are C and D - Stewards must be active in Local 1000, otherwise...they won't have much to talk about with members and non-members, and they won't know what they can or should recruit members to do.

Section 5: Motivating People to Act

There are some key strategies for motivating people.

The place to start is by getting to know the person - see them as an individual and learn about them - their interests, strengths and weaknesses, and what they care about, both at work and in the rest of their lives.

As you get to know them better, you will easily be able to identify their priorities and concerns and be able to transfer that understanding to the ways they can help the union. You are the one who will need to make this connection between their own issues and concerns and what you are hoping they will do.

Remember, anyone is motivated generally by two things: Their values and their own self-interest, in other words what is in it for them.

[Keep in mind]

As you work with members and potential leaders, trying to develop and include them in your union activities, keep the following points in mind:

- Don't make assumptions - get to know the member and *a/ways* ask them for help - you don't know where it could lead!
- Ask clarifying questions - use open-ended questions more often to get a more useful response
- Be curious - don't be afraid to ask - you don't know everything!
- Be present in your conversations - don't be thinking about your next question while the other person is talking.
- Listen 80% of the time and talk 20% of the time
- Use eye contact, watch your body language, and 'stay in' the conversation
- Be sure your cell phone is off or leave it in your car when talking with members. There is nothing that says, "*I don't care*" quite like answering a call in the middle of a conversation.
- Don't pretend to know things you don't. You can say, "*I don't know, but I'll find out,*" and be sure to follow up with the answer when you have found it.

[Planning An Organizing Action]

There are five basic steps in the planning process for an organizing action. Let's look at these steps one at a time...

Evaluate the issue...a good organizing issue is one that matches most of these criteria.

- The issue should *result in a real improvement and be worthwhile*. Will this specific solution help alleviate the problem? Will people see the difference? Will people feel good that they are fighting for something that merits the effort?
- The issue should *be widely held*. How common is this problem? How many employees face this situation? Many people must feel that this is a real problem and must agree with the solution.
- The issue should *be deeply felt*. Is this an issue that people feel strongly enough about to do something? It's not enough that many people agree about the issue if no one feels strongly.
- The issue should *be winnable*. Does this issue seem achievable? Do you know other groups that have won similar issues and how they did it? Success fosters enthusiasm. Since you have solved the easier issues, you may get more help from other co-workers to tackle the more difficult ones in the future.

Actually, winning the case may not be the only way to 'win.' You may lose the case but have engaged more people and discovered an area that normally is not used, but you now have new involvement and interest which creates more opportunities.

- Finally, the issue you choose should also *build the union and build leadership*. How will this organizing effort build employees' capacity for future fights? How will this solution lay the groundwork for future improvements? Will the effort strengthen the solidarity, empowerment and involvement among co-workers?

And don't forget! There are times when there isn't a contract violation, and we can't file a grievance, but the issue is still important to members. We should not feel limited by contract language and view the grievance procedure as the only way to solve problems.

[Set the goals of the action]

The next step to planning an organizing action is to set the goals of the action...What are you trying to achieve by taking this action? What kinds of actions might you organize the employees to take? Actions can be part of a contract campaign to resolve workplace issues, to unify members or to support community or political concerns.

Regardless of the reason, the questions you need to ask yourself are the same:

- What is the problem you are trying to solve? Have you spoken with folks at the workplace? And, do you have an issue that concerns many of them?
- Who can resolve the issue? Who are the potential leaders at this workplace?
- Who are the people impacted? Is it just members, or are all employees impacted by this problem?
- Who are potential allies both inside and outside the worksite? Are there other stewards who have faced the same issue, and if so can they help? Does the URC have resources to help with your action?

- What do you think it will take to move the people in this workplace to do the 'right thing?'
- How can you best describe your goals? Be specific when stating them - volunteers will be better able to see how they can fit into the overall plan when they understand the goals.
- How many members do you want to participate? Again, be specific. Think it through and decide just how many will be needed to do which tasks.
- What is your escalation plan? Management will not usually resolve issues with just one action. We always need to think about how we can put pressure on management and what actions would be successful.

Make sure there is a plan - not just for one action, but also for the next steps in each situation. Start out with a small action and escalate to a larger one. For example: a small action is a petition, a larger action would be a march on the boss.

[Create the Action Plan]

The third step to take before starting the organizing action is to carefully create an action plan:

- Meet with your leaders - a staff organizer or the URC - and answer the questions that we have just discussed dealing with how you set goals for an action.
- Do a checklist of everything that needs to happen for the action with clear assignments and deadlines. This is a good time to delegate to potential leaders in your work area.
- Review assignments, deadlines and who is responsible for what. Be specific and be clear and make sure there is an end to the tasks you delegate.
- Make sure the leaders are leading.
- Make the action a fun activity - get the creative juices flowing and come up with something new, something playful and interesting. If you find yourself repeating the same old actions over and over members are less likely to want to be involved. Repeated actions also tend to lose their effect on management. Union actions should be exciting!

Remember to include members in all parts of the action from the planning through the debriefing...If members don't own the action, they won't own the results.

[Do it!]

Do it! This is the fun part! Implement the action - follow your plans, include your people, be sure to communicate frequently and thoroughly... include everyone - even those who might have initially declined. No one likes to be left out!

[Debrief the Action]

The fifth and final step to successfully organizing an action is to follow up, after the action has taken place, and review your goals for the action. Be sure to include at least some of the volunteers in this debriefing. Make notes about the responses to help you better prepare next time.

- Note the number of members participating - and celebrate that number!

- Discuss the success of moving, or not moving, the supervisor. Did you change their mind? Did they change their behavior as a result of your action? And what were the reasons for the success or failure of this part of your action?
- Did you achieve any union-building goals - for example, leadership development or network-building? If so, why? If not, why not? Take good notes, again - they will be helpful for future actions.
- Review the possible next steps in escalation and consolidation of union building goals.
- Review highlights and lowlights of your action, including the planning process. Go over what worked, what did not work, and how it can be done better next time.

[Many Different Ways]

There are many different ways you can do organizing actions. Here are some possible choices...

- Try actions that are associated with holidays - July 4th can prompt ideas about freedom from a specific bad practice at your worksite.
- Try taking management's words and turning them around...for example, if there is routinely a 'Target 100' kind of campaign, create a parallel 'Target 100% Employee Satisfaction' campaign.
- One fun action that can get everyone's attention can include an ice cream social with the theme of 'Get the Real Scoop.'
- Or, give the supervisors a fun gift with an underlying message such as PayDay candy bars.

Stay positive with these actions to keep the energy up and keep everyone involved.

[AHUY]

"Organizers challenge people to act on behalf of their shared values and interests."

This is a 2002 quote from Marshall Ganz, an academic at the Kennedy School of Government and a former United Farm Workers organizer.

A-H-U-Y , pronounced 'A-Hooee,' is the framework developed by Marshall Ganz to help union members and organizers understand the elements of motivation.

AHUY stands for

Ask and Agitate

Hope

Urgency, and

You make a difference

Let's look at each of the four elements of the AHUY system. This system can apply to conversations in person or on the phone, during a break or in a meeting - anytime you are organizing and motivating people to act.

A - Ask and Agitate

To get people moving, inspire their 'righteous indignation.' Your goal here is to make people more angry than they are afraid. If the person isn't feeling any

emotion, he or she isn't agitated

H - Hope

People are hopeful when they believe change is possible. To give people hope, we have to paint a picture of *the plan to win* - a picture that is valuable to the participants. The results of the plan must make a difference for the individual and the individual's co-workers. The plan must be credible, and people have to believe the plan can work. Show that the plan is proven - it is working now or has worked before. And your plan must be easily understood. You can't recruit people to be involved in a plan that they don't understand.

U - Urgency

Use the goals and deadlines of your plan to create a sense of urgency. If there are no natural deadlines - *create* them.

Y - You Make a Difference

When the person has a reason to act (anger), an understanding of a credible plan to win (hope), and a sense of real urgency, *then* we challenge that individual to act.

No matter how small the action, it must be valuable and make a meaningful contribution to the plan. It must be possible for each person to succeed. That will give each individual the confidence to take on even more responsibility.

The action must also be cooperative. The individual has to know that they are a part of a team of people who are working together to make the plan succeed.

Section 5 Review

What should you do after an organizing action has been completed?

- a) Report to the URC
- b) *Debrief the goals and results of the action*
- c) Make a list of other places you can take this action
- d) Nothing - it's over so just go back to business as usual

The answer is B - after the action has taken place, follow up and review your goals for the action. Be sure to include at least some of the volunteers who participated in this debriefing. Make notes about the responses to help you better prepare next time.

What is one reason to involve members in the planning of the organizing action?

- a) To keep them busy
- b) To prepare them for participating in an SBAC
- c) To help their resumes
- d) *To help them feel a sense of ownership of the results*

The answer is D - If members don't own the action, they won't own the results.

A good organizing issue should:

- a) Result in a real improvement
- b) Be widely held
- c) Be deeply felt

- d) Be winnable
- e) Build the union
- f) *All of the above*

The answer is F - A good organizing issue should result in a real improvement of the situation, the concern should be widely held and deeply felt, the issue should be winnable and the winning of the issue should build the union.

End of Course

This completes Organizing 110.

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

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