

UNION POWER = ACTIVE MEMBERS

Total Time—2.5 hours

Learning Goals

- Understand how and why people become active in our union.
- Discuss the importance of signing up and welcoming new members.
- Consider what's useful to learn about our co-workers and how to track the information.
- Learn the elements of an effective one-on-one conversation.
- Practice sharing our own stories and talking with co-workers.

Sections—Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. How and Why People Become Active—15 minutes
- III. Signing Up New Members—5 minutes
- IV. Welcoming New Employees—15 minutes
- V. Learning About Our Co-Workers—15 minutes
- Break—15 minutes
- VI. Charting and Mapping Our Worksites—15 minutes
- VII. Sharing Our Story—30 minutes
- VIII. Conversations with Co-Workers—30 minutes
- IX. Wrap-Up—5 minutes

Materials Needed

Flip Chart, Markers, Tape
Copies of the Steward Handbook

Handouts/Worksheets

Talking with Members Handout
Box Room Handout
Map Your Workplace Handout
One-to-One Conversations Handout
Sharing Your Story Worksheet
Member Profiles (4) Worksheet

I. Goals for the Training—5 mins



Post and review the goals for the training:

- Understand how and why people become active in our union.
- Discuss the importance of signing up and welcoming new members.
- Consider what's useful to learn about our co-workers and how to track the information.
- Learn the elements of an effective one-on-one conversation.
- Practice sharing our own stories and talking with co-workers.

II. How and Why People Become Active—15 mins



Observe that identifying and recruiting others to become more active in our union is one of the most important contributions a steward can make.

Ask how and why the participants became involved in our union. Ask a few people to share their stories, including as many specifics as possible (Why were you interested in and willing to be involved? Did someone recruit you?, Why did they recruit you?, Were you asked to participate in an action or event? What was that like?)



Reflecting on these stories and their own experience, ask the group how and why they think people become involved in our union. Chart the responses.

Add the following if not mentioned:

- People often become involved when there's something that affects them personally.
- It's easier for people to become active if there are concrete actions—i.e. asking someone to sign a petition or to help distribute a survey.
- It's important to have a series of steps as part of these actions— so that their involvement can build.
- People have different interests and skills. Someone who won't attend a meeting might be interested in participating in a rally.

Module Icon Key



Flip Chart



Ideas



In Handbook



Worksheet/
Handout

- Sometimes people need assistance with childcare or rides—helping to alleviate the barriers to their involvement can make a real difference.

III. Signing Up New Members—5 mins

Note: You can skip this section if the participants do not work in a so-called “right to work” state.

Explain that in a number of states, UFCW local unions operate under so-called “right-to-work” laws. These laws are designed to weaken our ability to represent workers effectively by limiting how we’re able to collect union dues (in states that do not have “right-to-work” legislation, once workers come together to form a union, they all pay dues—and don’t have to sign up individually).

So-called “right-to-work” laws are really the opposite, bringing down wages and benefits and hurting our right to represent our co-workers.



If you live in a so-called “right-to-work” state, one of your primary jobs as a steward is to know who belongs to our union at your worksite, and to sign up everyone else.

IV. Welcoming New Employees—15 mins



One of the most critical roles of union stewards is welcoming new employees into our union.

Explain that it’s critical for new members to learn about our union from other union members (versus from management). By talking with new employees about what union membership means, stewards can also find out what people care about and how they might want to participate.

Ask if anyone has had conversations with new employees or participated in a new member union orientation. If so, ask people to describe their experience.



Ask for tips on how to approach new employees, and what to include during these conversations. Chart the responses.

If not included, mention:

- Try to avoid lecturing people; ask questions that draw out their experiences and ideas
- Share why you became involved and why you’re a steward; what being a part of our union means to you
- Explain what a union is (building off of their knowledge)
- Introduce the contract/ review highlights of important language
- Let them know how to reach you in the future

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- Invite them to meetings, actions and events
- Ask how they'd like to be involved (offer options, so that attending a meeting isn't the only way to show an interest or become involved)
- Check back with them

IV. Learning About Our Co-Workers—15 mins

Explain that whether you're having a conversation with a new employee or someone who's been at your worksite for many years, it's important to learn more about who they are and what they care about. Ask what kinds of things we might want to learn about our co-workers. Chart the responses.

If not included, mention:

- Name and contact information
- Where they work (department/area)
- When they work (shift/ schedule)
- What they do (job titles/ classifications)
- Their familiarity with unions
- How long they've worked at this job (seniority)
- Their first language and other languages they speak
- The problems they'd like to see addressed at work
- Questions and thoughts they have about our union
- Their social connections at work (who they take breaks, eat, carpool with, etc.)
- Community organizations or places of worship they are involved with (this may be useful if/when our union needs support around bargaining or organizing campaigns)

Explain that it's also important to understand the ways that people's ability, age, ethnicity, gender, language, race, religion and sexual orientation impact their work and life experiences. As stewards, we may notice if workers from different groups are not participating in our union (and then try to include them).



Stewards are uniquely able to serve as a bridge between people, protect against any employer divide-and-conquer tactics, and help to build solidarity.



Point out that a list of things we'd like to learn about our co-workers is in the Steward Handbook.

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V. Charting and Mapping Our Worksites—20 mins

Explain that it would be impossible for any of us to remember all of the information we learn about our co-workers. For this reason, we need to record and track as much of it as we can.



Distribute and review the Talking with Members Handout. Explain that this is a basic chart that can be used to track what we've learned from conversations with our co-workers.

Ask what's missing from this chart (friendship networks, seniority, etc). Explain that sometimes we might need to use a few different charts or lists. In some cases, we may be able to contribute important information (like keeping members' contact information up-to-date) to our local union, so that it can be centrally organized and tracked.



Distribute and review the Box Room Handout. Explain that it is an example of a chart used in a so-called "right to work" state, where everyone is not a union member.

Observe that the names between the dashed lines are friends. The stars indicate the people who are union activists and the 1s, 2s and 3s reveal whether they are union members, undecided about joining our union or are anti-union.

Explain that the same type of chart could be used in a worksite where everyone is a union member, but where we want to track member's feelings about a political or worksite issue (similarly using 1s, 2s and 3s).

Ask what's missing from this chart (contact information, languages spoken, etc).



Charting our worksites is particularly useful for revealing where our union is strong and where it's weak—in terms of shifts, job classifications and among different groups of members. By identifying these weaknesses (for example, if we realize that there are no union activists on the second shift), we learn who we need to talk with and recruit.

Note that it's important to keep some information, such as numerical ratings of members, on charts in private files.

If there is a chart or form that the local union uses for tracking information about members, share this with the participants.

If you have extra time, distribute the Mapping Your Worksite handout and break the participants into small groups, with flip chart paper and markers (you can also provide different colored sticky-dots, for participants to use with their maps), asking them to begin the process of mapping their work areas according to the directions on the handout. This process will

take approximately 45 minutes, 25 minutes for the map making and 20 for report-backs.

VI. Moving Our Co-Workers to Take Action—10 mins

Explain that once we know who we want to approach, and what we want to recruit them to do, we need to initiate one-to-one conversations with our co-workers.



Distribute and review the One-to-One Conversations handout.

Ask for people's reactions to the handout and what they might add or change. Explain that the full outline might happen over the course of one or more conversations, but that it's important—since our goal is to grow our union's power—to never leave a conversation without asking people to take action.

VII. Sharing Our Story—30 mins

Explain that we're now going to focus on #3 from the outline: "sharing your story." Observe that many stewards find this part of a conversation challenging.

While we always want to listen more than we talk, it's important that when we are talking that we're not lecturing people.

By sharing our own short (2-3 minutes) stories, we invite others to do the same and inspire them to take action.



Distribute the Sharing Your Story Worksheet and ask for volunteers to read the three different story-starters.

Explain that they'll have ten minutes to work on their own, thinking about which story they want to share, making notes and preparing to share this story with another participant.

After ten minutes, ask people to pair up with someone they don't know well and to practice sharing their stories. Explain that you'll let them know when to begin and when to stop.

Once everyone's seated with their partners, announce when they should start, and, after three minutes, to stop.

Repeat this process, asking the pairs to switch.

After both people have shared their stories, ask them to discuss, for five minutes, how they think it went.

While constructive feedback about how the stories were told is welcome, ask the participants not to critique or question the content of each other's stories.

Bring everyone back together and ask what people's experience was like with this exercise. What was easy? What was difficult? How did it feel to share your story? How did it feel to hear someone else's story? What did you learn? Will you share your story with your co-workers?

VIII. Conversations with Co-Workers—30 mins



Divide the participants into small groups and give each group one of the four Member Profile handouts.

Ask the groups to read and discuss the handout together, and for one person in the group to take notes for the report-back. Explain that they have ten minutes for this section of the exercise.

After ten minutes, ask the groups to role-play a conversation with the person profiled on their handout (each group will need two volunteers; one to play themselves, a steward, and the other to play the worker they've just been discussing). Remind everyone about the outline on the One-to-One Conversations handout.

Give the groups a few minutes to decide who will volunteer and inform them that they'll have five minutes for the role-play. Let them know when to begin, and, after five minutes, when to end the conversation.

Bring the groups back together to de-brief. Ask each group to a) introduce the worker on their handout and to share highlights from their initial conversation about the questions on the sheet and b) to reflect on the role-play.

Ask if people had specific ideas for what they could ask the workers to do. Chart the responses.

If asking people to come to meetings is the primary action step mentioned, challenge the participants to brainstorm other possibilities (not because attending meetings isn't important, but because recruiting people is most effective when there are a variety of options). If this is difficult, encourage them to work with their union representatives to come up with other options (updating the union bulletin board, writing an article for the union newsletter, posting photos to the union's facebook page, organizing the kid's activities at the union's picnic, attending a public-hearing on an issue that affects working people, investigating a workplace issue that many people seem upset about, joining the labor-management safety committee, etc.)

Observe that the One-to-One Communications handout mentions "agitating" around a specific issue and asking people to take specific actions related to this issue.



Often, the best way to involve our co-workers, is to organize a worksite-related campaign, with concrete roles for members.

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Note that for a co-worker like Juan, who many people look up to and who's "always on-board," his action step might be to become a steward/other type of leader within the union.

Identifying and recruiting other leaders is a key role for union stewards.



Wrap-Up—5 mins

Refer back to the beginning of the workshop and the participants' stories of how they became involved in our union. Observe that it's now our job to recruit and encourage others. Through one-to-one conversations where we share our own stories and learn more about our co-workers, we can involve more members and build real worksite power.

NOTES

HANDOUT: TALKING WITH MEMBERS

Talking with Members		<i>Steward:</i>
		<i>Job/Shift:</i>
Name	Contact	Comments / Questions / Concerns
A. Sue Groff	555-221-1111 (cell)	She's bilingual (Spanish & English). Loved the Tuesday actions. Interested in helping with organizing campaigns. Said she'd come to the June meeting.
B. Ernesto Sánchez	555-331-1313 (cell)	Had a bad experience with a union at a previous job. Upset that safety problems don't get fixed. He may come with Bob to June meeting.

BOX ROOM

Shift, Rating, Friendship Networks*

1=Union Member 2=Undecided 3=Anti-Union
 ★=Union Activist COUNT: 21 Members/48 Total

1st SHIFT	2nd SHIFT	3rd SHIFT
1 Sara Hayes ★	2 Thai Nguyễn	3 Carlos Zacapa
1 Hao Phan	2 Jeff Lee	3 Shawn Lee
1 Christy Brown	1 Rosa Miller	1 K.C. Hoag ★
1 Ana Ortiz ★	2 Vicky London	2 Louann Day
1 Joe Johnson	3 Juan Carrilo	1 Scott Frotman ★
1 Jason Parks ★	2 LaTonya Lewis	3 Chris Olson
1 José Sanchez ★	2 Shirley Eaton	2 Jody Fisher
2 Kwasi Saro-Wiwa	2 Donald Jones	1 Wayne Anthony
1 Karen Brand	1 Paula Harris ★	1 Aung San
2 Claudia Luna	2 D'Shauna Jones	3 Don Craig
2 Bob Bett	1 Rhonda Smith	2 Sharonda Wells
1 Maria Rios	2 Faizah Olanrewaju	2 Brian Atkins
1 Lien Lê	2 Joseph Oppong	1 Abdulah Sidran ★
3 John Scott	1 Maria Vera	3 Michael Duke
2 Bill Meyer	2 Nick Murphy	2 Anna Cortes
2 Iman Azikiwe	1 Jean Gombri ★	1 Kim Jung

**This chart reflects a worksite in a so-called "right-to-work" state where some workers are union members and some aren't. A similar chart could be used in a non-right to work state, to track how interested members are in becoming more involved, their feelings about political issues, etc.*

HANDOUT: MAP YOUR WORKPLACE

Mapping your workplace will give you a picture of where the union is strong and where it's not. You can then build on those strengths to develop more power. Mapping your workplace—and keeping it updated—is an ongoing process.

WHAT CAN A WORKPLACE MAP TELL YOU?

- How people are already organized, both formally and informally.
- How communication happens—and how worksite leaders can tap into this.
- How to identify leaders.
- Who gets to walk around and interact with most of the employees.
- How management is organized.

HOW TO MAP YOUR WORKPLACE

Begin with a large (flip chart size) piece of paper and different colored markers. If the workplace is a large facility, you may want to begin by mapping your department or shift and to then work with other worksite leaders to piece together a map of the entire workplace.

- Begin by drawing an outline of your department. Imagine that you are a fly on the ceiling, looking down. Note workstations, desks, machines, etc.—a floor plan.
- Place a circle where every worker is usually stationed and write in their names. Identify people who are active with our union, on the fence/unknown, and those who are anti-union. You may want to use different symbols or colors for each of these categories.
- Identify workers who can move around, if this matters.
- Indicate new hires.
- Identify and circle informal work groups. Informal work groups are workers who frequently interact with each other. They may spend time together on breaks.
- Mark the influential people or informal leaders. Sometimes these will be stewards, sometimes not.
- Indicate on your map where members of management are usually stationed.
- Mark where workers tend to gather (break areas, lunchrooms, bathrooms, water fountains). Identify who gathers with whom in these places. Identify who the leaders are in those groups.
- You may want to keep notes on each worker such as: date of hire, whether they have been active with our union, conversations you've had with them (their concerns and interests). These notes should be kept separately.

Your diagram may show that the workplace keeps some people divided; a good reason for map-making.

HANDOUT: ONE-TO-ONE CONVERSATIONS

The following is a guide for one-to-one conversations when the goal is moving workers to take action.

1. Introduce yourself and explain why you are talking with workers.

- If you don't know the person: "Hello, I'm Sylvia, I'm a steward with Local x."
- "We've been talking with workers about (whatever the identified problem is)."

2. Listen to the worker's concerns, and agitate around the issue.

- Ask basic questions like: "How long have you worked here?" "What shift do you work on?" "What kind of work do you do?"
- Get specific: "Has (the identified problem) affected you?" "How?"
- Agitate around the issue: "Do you think this is fair?" "Don't you think we should do something about this?"
- Don't interrupt or jump to conclusions. Keep asking questions.
- Ask what other concerns the worker has.

3. Share your own story.

- You became involved in our union for a reason and it's important to share why.
- By sharing your own story, you build trust and help others to see what you have in common.
- Your story can inspire others to take action; if you can do this, so can they.

4. Educate about our union and what we can do to build power.

- "If we act as a group, management will be more likely to listen."
- "We're reaching out to as many people as we can so that we can have a greater say in what goes on and make some real changes."
- "By sticking together, we can take an active role in improving our jobs."

5. Ask the worker to participate.

- "Will you wear a button, sign a petition, come to a meeting," etc. "Will you take part in whatever the action is?"
- "Can I keep in touch with you?"
- "Who else is affected by this problem? Will you introduce me to them?"

6. Get a specific commitment.

- Remind people: "Remember to wear your button, come to the meeting at 5:00 p.m. tomorrow," etc. (whatever the action is)
- "Thank you for being a part of this. I'm really glad you're on board."

WORKSHEET: MEMBER PROFILE #1

MEMBER PROFILE #1: Gloria: New Member

Gloria is a new employee and you're not sure what she knows or thinks about her new job and/or about our union.

How will you build a relationship with Gloria?

How will you incorporate parts of your own story into the conversation?

How will you learn about her skills and interests?

What, specifically, can you ask her to do?

MEMBER PROFILE #2: *Tony: Active in the Past*

You've heard that Tony was active in our union in the past, but he hasn't come to any events or meetings this year. You're not sure why.

How will you build a relationship with Tony?

How will you incorporate parts of your own story into the conversation?

How will you learn about his skills and interests?

What, specifically, can you ask him to do?

MEMBER PROFILE #3: *Juan: Always On-Board*

Juan is always at union meetings and events. He seems to have good ideas and many people look up to him.

How will you build a relationship with Juan?

How will you incorporate parts of your own story into the conversation?

How will you learn about his skills and interests?

What, specifically, can you ask him to do?

MEMBER PROFILE #4: *Connie: Never Interested*

Connie's a long-time employee where you work and, as far as you know, she's never been interested in anything related to our union.

How will you build a relationship with Connie?

How will you incorporate parts of your own story into the conversation?

How will you learn about her skills and interests?

What, specifically, can you ask her to do?

ORGANIZE

Total Time—3 hours

Learning Goals

- Discuss why it's effective when members tell their story to non-members and why members should be involved in helping to organize workers.
- Examine how to overcome workers' fears of joining together.
- Practice initiating first contact during an organizing campaign and moving through a conversation with workers.
- View examples of creative ways members have engaged in actions to support organizing campaigns.

Sections—Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. Being Part of Our Union—10 minutes
- III. Why Organize and Why You—30 minutes
- IV. Overcoming Challenges in Organizing: Facing Fear—30 minutes
- V. First Conversations with Non-Union Workers—30 minutes
- VI. Home Calls—30 minutes
- VII. Home Call Role Play—30 minutes
- VIII. Wrap-Up—15 minutes

Materials Needed

Flip Chart, Markers, Tape
Copies of the Steward Handbook
Internet Connection, Laptop, Projector, Speakers and Screen/Blank Wall

Handouts/Worksheets

Talking Union with Non-Union Workers
A Complete House Visit

Preparing for the Workshop

The facilitation team for this training should include experienced organizers.
The training includes multiple internet videos. A solid internet connection is recommended.

I. Goals for the Training—5 mins

- Discuss why it's effective when members tell their story to non-members and why members should be involved in helping to organize workers.



- Examine how to overcome workers' fears of joining together.
- Practice initiating first contact during an organizing campaign and moving through a conversation with workers.
- View examples of creative ways members have engaged in actions to support organizing campaigns.

II. Being a Part of Our Union—10 mins



- Ask what the participants value about being a part of our union (chart responses and post, for reference later).

III. Why Organize and Why You?—30 mins



- Ask: Why do organizing campaigns to bring more workers into our union matter to us? Chart responses.

If participants don't mention these points, explain that:

- Our own self-interest. For all of the reasons we mentioned that being a part of the union matters, we want to insure that we grow to be even more powerful. Bringing new workers into our union can improve our ability to make change at our own workplaces and to negotiate and enforce strong contracts. This, in turn, positively impacts our families and communities and leads to broader social and economic justice.
- Our organizing campaigns are part of a bigger plan to grow the union density (how many people belong to unions) in our industries. This helps to win new protections and to keep the gains we've already achieved, including our benefits, job security, fair treatment, working conditions and wages.

Show the video "This is Why We Fight" <http://www.youtube.com/watch?v=8TKVsZ4iYaE>. Discuss the video as a large group, reinforcing why new organizing matters to build our power.

Module Icon Key



Flip Chart



Ideas



In Handbook



Worksheet/
Handout

ORGANIZE!

NOTES



Ask: How can you connect with people who may not have previous experience with a union (or are unfamiliar with unions in the U.S.)? Could sharing your own story be effective? Chart responses.



If participants don't mention these points, explain that:

- “Showing” (with specific examples) versus just “telling” them that workers are the union/ have power
- Sharing your own experience-no one can tell a story like someone who's lived it. A grocery worker telling her story to another grocery worker is more impactful than someone who's never done this work (and exercised rights under the contract). Your voice is powerful!

Explain that there are two short videos that members created as part of their contract campaigns to share why being a part of a union is important. The first is “One union/One Voice” and the other is “Retail Workers Speak Out!”

Ask the participants to listen closely for the message that the workers convey.

Show the videos: <http://www.youtube.com/watch?feature=endscreen&v=shKuFW8vvJI&NR=1>

<http://www.youtube.com/watch?feature=endscreen&v=EGMDPgB6HtY&NR=1>

IV. Overcoming Challenges in Organizing: Facing Fear— 30 mins



Ask: What are some challenges you foresee when trying to talk to non-union workers about organizing? Why aren't more people in unions? Chart responses.



If participants don't mention these points, explain that:

- Fear is a challenge that all workers have to overcome to be successful in organizing a union.

This includes:

- Fear of the unknown (a worker may have never been part of a union and only heard what their bosses say about organized labor)
- Fear of losing their job and what this would mean for them and their families
- Fear through intimidation- after being disrespected and pushed down for so long, it may be difficult to see that there's another possibility (standing together and organizing).

Ask: How can we help people to overcome their fear? What would you do to move non-union workers past their fears so that they can organize together? Chart responses.

Referring to the participants' responses, highlight comments related to anger or hope. If no one identifies anger or hope, explain that:

- When dealing with a strong emotion like fear, we need another emotion just as strong (or stronger) to overcome it. Two powerful emotions, similar to fear, are anger and hope.
- We can use hope and anger to move people to act (not just react) in place of fear. The idea that with unity there is hope can be very powerful. This not only applies to strength in numbers, but also the hope that change is possible.

Refer back to the charted responses about why belonging to our union is valuable and identify hopeful responses (I like having a contract that provides greater benefits for me and my family) or angry responses (I hate the way management treats us and we get to fight back with our union).

Explain that in order to figure out what a person might feel hopeful or angry about, we need to know what they care about. In union organizing, we sometimes call this “finding the issues.” In order to learn about workers' issues, we need to talk with them. One-to-one communication is key.



Ask: Where do you think we can have these conversations?

If participants don't mention these points, explain that:

- Talking with workers in their homes is usually the safest space. If not their homes, another location where we and the worker(s) can talk and listen freely to one another.

Reinforce that one-to-one communication is critical and is the most important role for members during organizing campaigns. By sharing our own stories, we can make the idea of a union real for other workers.

V. First Conversations with Non-union Workers—30 mins

Explain that our first contact with workers is usually quick. Most often it's at a worksite or in a parking area near a worksite. Our goal is to engage the workers enough in this brief exchange to get their contact information and some sense of their key concerns or issues. This will help to lay the groundwork for later conversations.

We often call our organizing conversations (whether quick or more detailed), our “rap.” The “rap” is an outline for the conversation that can help us stay focused and be most effective as organizers.

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Distribute and review the Steps in Talking Union with Non-union Workers handout.

Example Role Play

Ask for a volunteer to come up to the front of the room, to play a worker being approached by a union organizer. As the facilitator, you will play the organizer. Explain that this is an example of what the “rap” might look like.

This is a sample script for the role play. It is provided here as a guide; make it your own:

Hi my name is... And I'm a member of the UFCW union from (such and such). Some of your Fresh and Easy co-workers contacted us about... So what's it like working here? Is there one thing that you think would make this an even better place to work? Oh, that makes sense. I can see how that would improve your job. We've been able to make some changes like that with our union at ... and this has helped me/ my family because... Does this sound like something you might be interested in learning more about? Great. I have a lot more to tell you. Can I get your contact info-so we can talk when you're not working?

Role Play in Pairs

Break the participants into pairs. Explain that everyone will have a chance to play a) an organizer and b) a worker being approached. Ask everyone to practice taking turns having an initial contact conversation. Explain that this is their warm-up for the next exercise and should take 10 minutes (5 minutes for each conversation).

Parking Lot Role Play

Once everyone has practiced in pairs, divide the participants into two groups. Explain that one group will play workers who've just gotten off of work and are walking in the parking lot and that the other group will play organizers approaching them. Explain that who they approach will be random, just as it would be in an actual parking lot. Encourage them not to think too much about who they approach.

Remind everyone that the first goal is to approach workers and have an initial conversation. The second goal is to leave with some contact information (name, address, phone number). Explain that they'll have 5 minutes total for the one conversation.

Debrief

Bring everyone back together and ask how they felt about the parking lot role play. Were they able to achieve both goals? What was easy about the exercise? What was challenging? What ideas/tips do they have?

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VI. Home Calls (or other extended in-person conversations)—30 mins

Explain that although workers may initially have some questions and/ or concerns about why we've appeared at their door, we'll be able to get past these by having genuine conversations. For the most part, people feel more comfortable talking about their jobs away from their worksite and when they're in their own space.



Distribute and review the handout, A Complete House Visit. Ask what questions the group has about the handout.

Explain that once a worker has let us into their home, we need to start a conversation.



Ask: What do you think are some good first questions? Chart responses.

If participants don't include these questions, mention:



- How long have you worked there?
- If you could change one thing at work what would it be?
- Have things gotten better or worse- if so, how? (for long-time employees)
- Are things better or worse than you expected? (for newer employees)

Explain that, in addition to asking these questions, there are some communication tips that can help our home calls go well.



Pre-Chart the words in bold and review the list with the group:

- **Listen.** Try to listen more than you talk
- **Go deeper, not wider.** If the worker tells you that their employer has a bad temper, don't change the subject to talk about health insurance.
- **Follow a question with a question.** Use follow up as a tool to encourage the worker to share more, and ask questions that make sense.
- **Ask open ended questions.** You can't have a real conversation with a worker if you set things up for them to only respond with a yes or no.
- **You're not taking a poll.** If it starts to feel this way, you may be talking too much
- **If you don't know... ask!** We're organizers, not their co-workers. Don't act like you're an expert and remember that people usually like to explain more about their own experience.

VII. Home Call Role Play—30 mins

Explain that we're now going to practice home calling workers.

There are two facilitation options:

ORGANIZE!

- If there are enough experienced organizers/facilitators who can help with this section, break everyone into small groups, with each of the experienced organizers playing the workers being home called (as well as leading the group/ keeping the exercise on track).
- If there are only one or two experienced organizers/facilitators, keep everyone together, with the experienced organizer(s) playing the workers and leading the group.

How to lead the role play: Whether in a small or large group, ask the participants to pair up and assign each pair one section of a home call visit—i.e. “getting in the door” “learning about the worker’s issues,” “educating about our union,” “agitation” and so on. The facilitator should play the same worker throughout.

Facilitators may choose to stop after each section of the home call visit to de-brief what worked well and what could have been improved, or to wait to de-brief at the end. Either way, there will be short pauses as the pairs switch out throughout the conversation.

As preparation for the role-play, explain that during the course of conversations with workers, we’re likely to encounter people who have many questions—some that may seem tough to answer.

Remind everyone that we don’t need to know everything; but that we should be honest and provide accurate information—and that it’s always okay to say that you don’t know something, but will try to get an answer (and then follow-up).

Encourage the participants to use their knowledge of their union contract and overall experience as a member and steward in our union to help when answering tough questions.



Explain that it’s also helpful, when faced with tough questions, to think in terms of “AAR”. Pre-chart the words in bold and review the list with the group:

- **Affirm.** Agree that their concern is valid- you may not understand why this is a concern for them but it’s important to affirm/ respect that, for them, this is real.
- **Answer.** Explain how organizing together (and getting a union contract) can help with such concerns. This is where your knowledge as a union steward/protector of worker’s rights can be very powerful
- **Redirect.** Refer back to their issues and challenge them to organize with others to make changes. Like we discussed earlier, when we’re dealing with a strong emotion like fear, we need to draw out emotions just as

NOTES

strong to combat it. Remind the worker why organizing makes sense based on what they told you their issues were. Inspire enough anger and/or hope to move past their tough questions/reservations

If time permits, ask the participants to practice “AAR” with common tough questions that they may encounter on the campaign (either ask the group to generate a list of such questions, or provide a list of the most common).

Experienced organizers should play the workers with the tough questions, either in the full group, or in break-outs.

VIII. Wrap Up—15 mins

Remind everyone that as stewards and member activists, they are a critical part of our organizing efforts. Thank everyone for participating in the training and explain that before we leave, we’re going to watch two videos that highlight members’ contributions during organizing campaigns:

http://www.youtube.com/watch?v=uYA3xC_jx2I (UFCW and OUR Walmart members)

<http://www.youtube.com/watch?v=SiNJVHQxNvE> (UFCW Local 21 members with Santa)

If time permits, you can also share:

<http://www.youtube.com/watch?v=02zjE-aQ-3w> (Lancaster, CA Walmart action)

<http://www.youtube.com/watch?feature=endscreen&v=EnuUN2WxhWk&NR=1> (UFCW Local 400 music video)

NOTES

HANDOUT: STEPS IN TALKING UNION WITH NON-UNION WORKERS

Introduction

Be clear—who you are & why you're approaching them.

Identify their main issues and concerns

How do you like it here?... If you could change one thing at work, what would it be?...

Share the campaign's message

The concise, overall reason that you're talking with workers.

The "ask"

Something you're asking them to do...

Would you be interested in making this an even better place to work?...

Would you accept this card that has my contact info on it and be in touch with me so that we can talk further about making change here?...

I know you're busy, so I don't want to take up anymore of your time. Can I get your contact info so that we can talk further about making change here?...

HANDOUT: A COMPLETE HOUSE VISIT

1. **Introduction.** Explain who you are and why you're there.
2. **Issues.** Find out what this person cares about, what matters to them and what they'd like to change.
3. **Agitation.** Hone in on what moves them to act by encouraging anger and/or hope.
4. **Education.** Share about the UFCW and how having a union can make a difference.
5. **Call the question.** Ask if they support forming a union at their workplace.
6. **Inoculation.** Prepare the worker for the boss's reaction to them organizing; explain what's likely to happen next.
7. **Assignment/follow up plan.** Provide doable tasks to move the campaign forward.

The way we introduce ourselves on the doors is very important- we typically only have one chance at the door, and this will impact our ability to connect further with the worker.

Steps for Success at the Door:

1. **Introduce ourselves.** Our name and an easy to understand definition of the union—i.e. not just "the UFCW", but "the grocery store workers' union," "the meatpacking workers' union," or "the retail union," etc.
2. **Explain why we are there.** Clear and concise—some of your co-workers want to improve things by forming a union.
3. **Create urgency.** It is important that we talk.
4. **Ask to come in.**

Tips for talking with workers: Trying to have a real conversation with people where you gain their trust and empower them to take action can be challenging. These tips can help you to stay on track.

Remember the 3 C's:

Clear. Choose words that are understandable and get to the point.

Concise. Try to say things once and as simply as possible.

Concrete. Use specific examples (your personal story), when asked questions.