



A Union of Professionals

AFT NATIONAL

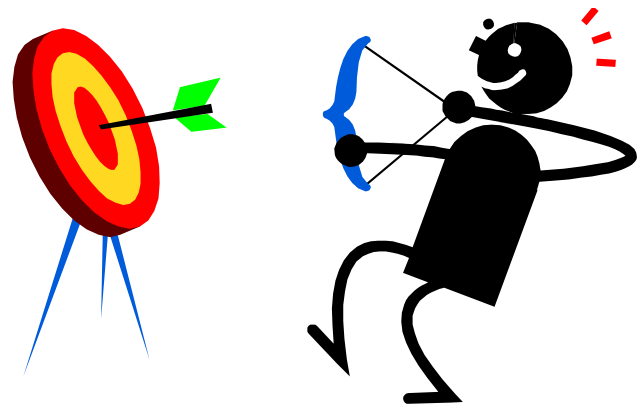
One-on-One Conversations Motivating People to Act/AHUY

AFT Member Engagement & Mobilization Training

AFT Union Leadership Institute

Objective

Using the tips and tools provided to conduct one-on-one conversations, you will gain confidence in having purposeful conversations with your colleagues



AHUY

Motivating People to Act

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

- Marshall Ganz
Kennedy School of Government, 2002



When to use AHUY

Use 1-1 conversations:

- create a story
- phone conversations
- a written rap
- 1-on-1 meeting, or meeting



Anytime you are organizing and motivating people to act.



1-1 Conversations/AHUY

1. Introduction—Why are you having the conversation now?
2. Issues—What does your colleague care about?
3. **A** Agitate push past comfort zone = **Anger**
4. **H** Plan to Win = **Hope**
5. **U** The time is now = **Urgency**
6. **Y** The ask — Be a part of the solution to make a difference = **You**
7. Closing



1-1 Conversations/AHUY

Anger/Agitation

- To take action, people need to be a little more angry than they are afraid
- As organizers, we need to inspire “righteous indignation” to help people act.



1-1 Conversations/AHUY

Hope

- Believe change is possible.
- To create hope, we paint a picture of ***the plan to win*** that is:
 - **Specific** *The steps are clear—people can understand it*
 - **Achievable** *It is possible—the plan has worked in the past or is working now*
 - **Credible** *Plausible--it can happen here*
 - **Meaningful** *The results will make a difference*



1-1 Conversations/AHUY

Urgency

“A good organizer must be able to charge an issue with a supreme sense of urgency.”

Fred Ross

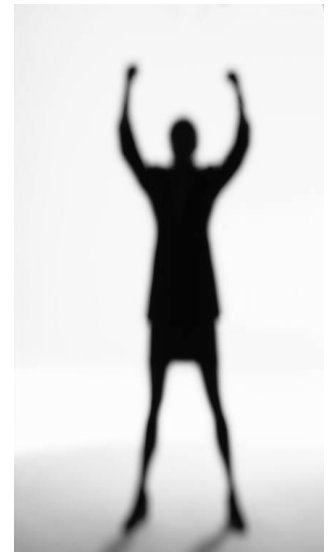
- Use goals and deadlines to create a sense of urgency
- No natural deadlines— create them



1-1 Conversations/AHUY

You Make the Difference

- To take action, it must be (**S.M.A.rT**)
 - **Specific** Exactly who will s/he talk to, when, for what purpose, and what is the follow-up plan?
 - **Meaningful** make a contribution to the plan to win
 - **Achievable** The person must be able to succeed.
 - **Part of a Team** people who are working together to make the plan succeed



My Obedience



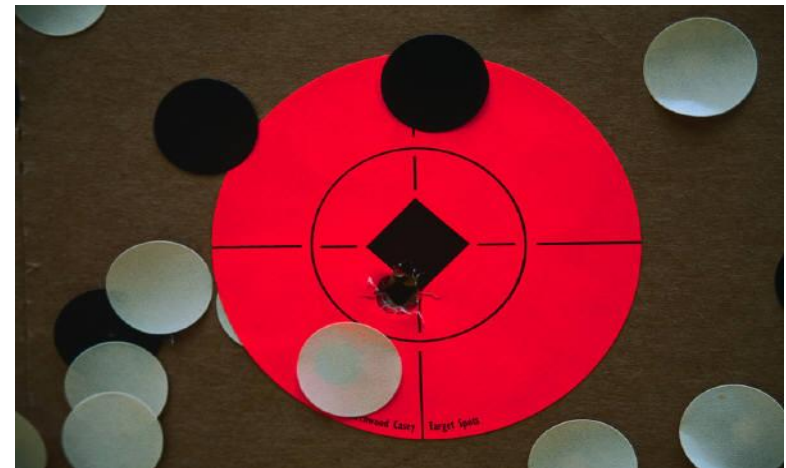
Video Review

- What was Gandhi's purpose in telling his story?
- What was he moving people to do?
- What values did his story convey?
- What details in particular reflected those values?
- What part of his story demonstrated:
 - Anger/Agitation
 - Hope
 - Urgency
 - You



Practice

1. Read the provided handout or strips and
2. Re-order to create an AHUY conversation



Contract/Consultation Campaign

Hi, how's your day? Have you heard about the negotiations with the district? Our negotiating team and members, like you, are working to get the most number of improvements possible. What do you like to see improved?

- A** Superintendent Smith says there's no money in the budget for new desks and materials, but did you see the pay raise and all the principals got this year?
- H** Exactly. Now is the time to hold the Superintendent accountable for what's best for students, and those of us that do school work. That's why members are doing three things:
 1. Asking colleagues to join—there's strength in numbers.
 2. Signing this petition that says, "Put Students Before Porsches."
 3. Wearing a button on April 23rd that says, "Porsches"
- U** Tomorrow's the day every member stands up for students, not Porsches.
- Y** Can members count on you to sign the petition now and wear this button tomorrow?



Political Message

- A** Hi, I'm _____ with the campaign to elect Johnny to State Senate. For the last ten years our current state senator, Bob, has voted against measures to protect home-owners, voted to cut school funding, and voted to eliminate working families' retirement. What do you think about that?
- H** This is why as an educator in LaLa Schools I am supporting Johnny for Senate. Johnny believes we should have the rich pay their fair share so we don't cut our schools. When we invest in our kids, we invest in our communities.
- U** Early primary voting starts in a week.
- Y** Can I count on you to vote in the primary for Johnny?
Great! Your poll place is at MLK Library on 7th street and MLK.



The RAP

- Think of the rap as a script. It is not prescriptive. It is not to be read.
- The rap is **PURPOSEFUL CONVERSATION**.
- The rap is not to be memorized, the five elements of a rap must be completed!
- The assessment question must be asked using the same construct by every activist.
- Determines how effective our organizing campaign is and if there are adjustments that must be made.



Practice Dialogue

Activist: Draw upon your communication skills, active listening skills and union knowledge to practice our “rap.”

Member/Potential member: It is up to the organizer to identify and respond to your concerns with persuasive arguments.

Critique: and give feedback to the organizer by identifying the strongest parts of the conversation and offer ideas for improvement.

Rotate Roles within the group and repeat



Dealing with Objections

What are the common

“Yes, buts...”

we should anticipate?

“Yes, buts...” are not issues, but rather are concerns with the union or paying dues.

Self Interests



Using the “AAR” Approach

- The “yeah, buts...” should be addressed with more than an answer
- The AAR approach:
 1. Affirm - It’s about respect for opinions
 2. Answer - To provide information
 3. Redirect - To build our campaign and our power



Using the “FFF” Technique

- The “yeah, buts...” should be addressed with more than an answer
 - **Feel:** You make an expression understanding of or empathy with the objection expressed.
 - **Felt:** You connect your own experience to the objection.
 - **Found:** You relate your personal knowledge or experience to counter the objection.



Top three: for every contact

1. Provide a mechanism to collect contact information that we don't receive from traditional sources
2. Focuses on contact information crucial for mobilization such as private (non-work) e-mail address, second e-mail address, cell phone number, relationships – who can talk to who
3. Provides an opportunity to volunteer and sign-up for work on the campaign



Assessments

- Empirical measures of individual support
- Based on one-on-ones, based on actions such as becoming a member
- Nothing personal... but key to a successful campaign
- Guide planning and decision-making
- Accuracy and consistency are absolutely necessary



AFT recommends a 4-point assessment scale

For example

1. An activist and campaign committee member, takes assignments and completes them, takes action, does work, moves colleagues to take action
2. Becomes a member
3. Has not become a member but is willing to discuss and have further conversations
4. Refuses to join or help, and/or is anti-union



Application

- **Introduction**—Why are you having the conversation now?
- **Issue**—What does your colleague care about?
- **Hope—Plan to Win**—Explain the plan. How they can help.
- **Urgency**—Explain why the urgency?
- **You—Action/Ask**—Make the connection and ask for their contribution to the plan. If not _____, then what? Suggest other ways to contribute.
- **Closing**—Thank & Affirm this is so important.



Questions



- Additional resources
- Questions
- Suggestions

Contact information

AFT Union Leadership Institute
202-879-4497

American Federation of Teachers, AFL-CIO
555 New Jersey Ave. NW
Washington DC, 20001
202-879-4400

www.aft.org | www.facebook.com/AFTunion
www.twitter.com/AFTunion



OUR MISSION

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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