



*Great Public Schools for Every Student*

## **Organizing: Using Worksite Mapping to Identify Leaders**

Leader engages in identifying leaders by employing mapping skills and engaging in one-on-one conversations.

### **Key Method**

The leader practices worksite mapping to identify trusted and respected professional practice leaders by engaging in one-to-one conversations to identify emerging leaders to assume leadership roles within the association.

### **Method Components**

Leaders understand that the most important resource an organization has is its people. They recognize that the work needed to be done cannot be done alone and therefore must engage others in joining the cause. At their worksite, leaders must be able to listen to members and identify emerging leaders and professional practice leaders (teacher leaders who share their most effective practices and spread their knowledge).

### **Key elements of effective leader identification:**

- The leader can employ mapping skills within the worksite (see sample map in resources).
  - Start with a school sitemap and color code it to identify members/non-members.
  - Plan a route to identify which members/potential members will be engaged in conversation.
  - After any conversations, record any information collected (see data tracking sheet in resources).
  - Once leaders have been identified, schedule a meeting with the identified leader to have a follow-up conversation using the AHUEY model, which leads to an “ask” of them to taking on a leadership role within the association (i.e., serving as a building representative, leading a campaign, or engaging in membership drives, depending on the need of the association and the willingness of the member).
- The leader can develop a one-to-one conversation script (see examples in resources).
  - Effective one-on-one conversations should be focused on you doing 20% of the talking and 80% listening.
  - Engage members in answering questions such as “If you had a magic wand to fix anything in your profession, what would it be? What issues are you facing right now in your own classroom or school building?”
  - Make a note of the issues that were mentioned, preferably immediately after meeting with the member.
  - Before leaving the member, ask who they would consider to be a trusted and respected professional practice leader. Make sure to write down the name(s) provided.

- The leader can conduct one-to-one conversations and compile data on trusted and respected leaders, as well as professional practice issues.
  - Data can be collected on a data tracking sheet (see resources for example).
  - Multiple ways to track data can be used (i.e., Excel sheet, charts, paper lists).
  - This information should be organized and analyzed to look for trends or common themes in issues.
  - Data should also be saved for future use.
- The leader can engage 2-5 leaders to assume leadership roles within the association.

During follow-up conversations, the leader will use the AHUEY model to identify issues that the identified leader is passionate about. This is a great opportunity to inform about what NEA and your local organization is doing about the issue.

## Supporting Research

Montgomery County Education Association. *Relational Organizing Resources: The Art of One-on-One Meetings*. Rockville: MCEA, 2013. Print.

<http://mceanea.org/wp-content/uploads/sites/12/2014/09/Primer-on-One-on-Ones.pdf>

National Education Association, National Board for Professional Teaching Standards, and Center for Teaching Quality. *The Teacher Leadership Competencies*. Publication. 2014.

[http://www.nbpts.org/sites/default/files/teacher\\_leadership\\_competencies\\_final.pdf](http://www.nbpts.org/sites/default/files/teacher_leadership_competencies_final.pdf)

National Education Association. *NEA Leadership Competencies Guide*. Washington, DC: 2015. Web. <[https://www.nea.org/assets/docs/CompetencyGuide\\_2015.pdf](https://www.nea.org/assets/docs/CompetencyGuide_2015.pdf)>.

**Rationale:** The competencies are designed to prepare NEA members to lead relevant and thriving education associations and define for our association what leaders should know and be able to do in the areas of professional practice, organizing, advocacy, communications, business, and governance and leadership.

Nohria, N., and R. Khurana. *Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership*. Boston, MA: Harvard Business, 2010. Print.

**Rationale:** The researchers found that leaders need to build relationships to create opportunities for interests to grow, change, and develop to change social conditions.

Ganz, Marshall. *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford: Oxford UP, 2010. Print.

**Rationale:** The researchers found that, for leaders to overcome challenges, they must explore the role of the relationships of those involved.

Andrews, Kenneth A. T., Marshall Ganz, Matthew Baggetta, Hahrie Han, and Chaeyoon Lim. "Leadership, Membership, and Voice: Civic Associations That Work." *American Journal of Sociology* 115.4 (2010): 1191-242. Web.

<https://scholar.harvard.edu/hahrie/files/AndrewsEtAl2010.pdf>

**Rationale:** Researchers discovered that associations with more committed activists, that build organizational capacity, that carry out strong programmatic activity, and whose leaders work independently generate greater effectiveness across outcomes.

## Resources

**One-on-ones:**

AHUEY sample

<http://www.labornotes.org/sites/default/files/23AHUY.pdf>

An Organizing Conversation

<http://www.labornotes.org/sites/default/files/22AnOrganizingConversation.pdf>

*Relational Organizing Resources: The Art of One-on-One Meetings.*

<http://mceanea.org/wp-content/uploads/sites/12/2014/09/Primer-on-One-on-Ones.pdf>

**Building relationships and identifying leaders:**

The Teacher Leadership Competencies

[http://www.nbpts.org/sites/default/files/teacher\\_leadership\\_competencies\\_final.pdf](http://www.nbpts.org/sites/default/files/teacher_leadership_competencies_final.pdf)

Leading Change: Leadership, Organization, and Social Movement

<http://marshallganz.usmblogs.com/files/2012/08/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>

The Practice of Social Movement Leadership

<https://mobilizingideas.wordpress.com/2017/06/23/the-practice-of-social-movement-leadership/>

**Worksite mapping:**

Map your worksite and its leaders

<https://www.labornotes.org/sites/default/files/Secret%2321.pdf>

Draw your own worksite map

<http://www.labornotes.org/sites/default/files/33DrawYourWorkplaceMap.pdf>

Worksite Mapping

[https://www.ucu.org.uk/media/1682/Workplace-mapping/pdf/work\\_map\\_1.pdf](https://www.ucu.org.uk/media/1682/Workplace-mapping/pdf/work_map_1.pdf)

**Submission Guidelines & Evaluation Criteria**

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 and "Proficient" for each component in Part 2

**Part 1. Overview Questions**

500 word limit

Please address the following in your response:

- Describe your worksite and the number of members/potential members.
  - Describe methods you have used to engage in one-to-one conversations.
  - How can your techniques improve in identifying leaders and professional practice leaders?
- **Passing:** Responses clearly address each of the three questions using personal examples and supporting evidence that clearly illustrates deliberate intentions for leadership development. Writing is organized and easy to understand.

## Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts:

### Artifact #1:

Create a worksite map to identify members and potential members, showing evidence of how the leader employed mapping skills within the worksite (see resources for example). Evaluate the process and write an analysis of your next steps. (400-word limit)

### Artifact #2:

Generate a list of data collected from 5-8 one-to-one conversations that shows the following: members reached, names of emerging leaders, and professional issues identified. Write an analysis of the data. In your analysis, include common themes, methods used to compile data, and a reflection on the process. (400-word limit)

### Artifact #3:

Select ONE of the following:

- The script you created for your one-on-ones. Pick TWO of your one-on-ones and write a reflective critique of each conversation. (400-word total limit)
- A 10- to 15-minute video practicing TWO one-on-one conversations with a written reflective critique for each conversation. (400-word total limit)

### Artifact #4:

Analyze and reflect on your one-on-one conversations by addressing the following (600-word limit):

- What was most challenging about conducting one-on-ones with emerging leaders?
- What was least challenging about conducting one-on-ones?
- Based on your conversations, what can you improve, and how do you plan to improve it?

With the data collected, what are potential next steps?

null	Proficient	Basic	Developing
Worksite Map	The worksite map shows members/non-members and leaders that were identified clearly and color coded with a legend. The worksite map also has a	The worksite map shows members and non-members, but color coding may not be clear or lacks a legend. The description of the plan lacks detail.	The worksite map is incomplete or is not clearly labeled. The plan description lacks detail.

description of a plan that elaborates on what areas will be targeted for one-on-one conversations.

Grammar, spelling, and sentence structure enhance clear communication.

Data is organized, and it is easy to follow and find information. All information is listed (members reached, names of emerging leaders, and professional issues identified); the written analysis includes common themes, methods used to compile data, and reflection on the process.

Grammar, spelling, and sentence structure enhance clear communication.

Script or video is clear and easy to understand. Script or video also includes a leader ID question and professional practice issue ID.

Written responses are easy to understand and relevant to the information being sought.

Video has good sound quality and contains 2 one-on-one conversations that are focused on identifying leaders and professional practice leaders within the worksite.

Includes two reflective critiques.

Grammar, spelling, and sentence structure allow for clear communication.

Data is organized. Some information may be missing. The analysis lacks detail or reflection does not reflect an analysis of the process.

Grammar, spelling, and sentence structure allow for clear communication.

Script or video is clear and easy to understand. Script or video may not clearly include leader ID and professional practice issue questions clearly.

Written responses are easy to understand; some information may be irrelevant.

Video has some sound issues or contains conversation missing one of the two focus points: leader ID or professional practice issues.

Includes two reflective critiques.

Grammar, spelling, and sentence structure may inhibit clear communication.

Data is unorganized, information is incomplete, or written analysis lacks explanation.

Grammar, spelling, and sentence structure may inhibit clear communication.

Script or video lacks a clear message. Questions may not be clearly stated.

Written responses are difficult to read and contain excess information that is irrelevant.

Video contains conversations that are difficult to listen to. Video contains 1 one-on-one conversation; two focus points are missing.

Includes fewer than two reflective critiques.

Data Tracking

Script with written responses or 1-1 practice video

## Analysis

Analysis includes detailed explanation of challenges faced during one-on-ones with examples.

Analysis includes detailed explanation of things that went well including examples.

Analysis includes detailed explanation of improvements needed to be made and a detailed explanation on how improvements will be made.

Analysis includes a detailed explanation of a plan/next steps that will be executed with the data collected. The explanation includes examples and deadlines.

Grammar, spelling, and sentence structure enhance clear communication.

Analysis includes explanations of challenges faced; examples lack connection.

Analysis includes explanation of what went well; examples lack connection.

Analysis includes detailed explanation of improvements needed to be made; explanation of how improvements will be made lacks detail.

Analysis includes a detailed explanation of a plan/next steps that will be executed. Examples are limited, and some deadlines are missing.

Grammar, spelling, and sentence structure allow for clear communication.

Analysis lacks explanation of challenges faced or lacks examples.

Analysis lacks explanation of what went well or lacks relevant examples.

Analysis lacks detailed explanation of improvements needed to be made or detailed explanation on how improvements will be made.

Analysis lacks detailed explanation of plan/next steps or lacks examples and deadlines.

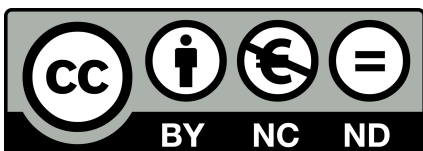
Grammar, spelling, and sentence structure may inhibit clear communication.

## Reflection

600 word limit

Write a reflection on how these experiences have affected your current practice as an association leader. How will these skills help you in leading your local? What ways can these skills be adapted to other than leader or issue identification? Include evidence of emerging leader engagement such as interviews, quotes, and pictures.

- **Passing:** Reflections thoughtfully address the impact on the leader's current practice using personal examples and supporting evidence. Reflection is relevant to the micro-credentialing process. Writing is organized and easy to understand. Response is less than 600 words.



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