

SECTION IMPLEMENTING THE PLAN FOUR

IMPLEMENTING THE PLAN

EDUCATING

Using Media to Educate the Public

RESEARCHING

ORGANIZING

Meeting and Negotiating with Politicians and Business Leaders

MOBILIZING

Using Media Effectively

EVALUATING

Section Four Planner Evaluation

OVERVIEW

In this section you will implement your campaign strategies. You will:

- Use media to mobilize your supporters, educate the public and communicate with politicians.
- Organize campaign actions and
- Plan for meeting and negotiating with business leaders, public administrators and politicians.

DURHAM, NC

In January, 1998 the Durham City Council passed an ordinance requiring city service contractors to pay their employees working on city projects an hourly wage at least equal to the minimum hourly wage rate paid to Durham City employees, currently \$7.55 an hour.

Durham's living wage law has been largely symbolic, since it applies to only about a dozen contractors, and nonprofits are exempt. Still, from the beginning, it faced strong opposition.

There were fears that the living wage law would make it harder for minority-owned firms to compete for city service contracts – concerns that haven't played out in the three years the law has been up and running.

USING MEDIA EFFECTIVELY

Up until now you have been in preparation mode, but this is where the rubber meets the road. While you should still be building a coalition, recruiting supporters, and, of course, running interference with the opposition, the time has come for you to issue your demands and mobilize your forces. While your use of media has been limited to recruitment of supporters, announcing meetings and perhaps, some letters to the editor, you are about to launch a media blitz. Use the following segments to design media products that are timely, credible, and attractive.

Keep in mind that your goal is to be more convincing than the opposition, so be resolved to run media circles around them.



CAMPAIGN LOGO

It is a good idea to have a logo, a graphic that represents the basic message of your campaign; that people associate with your group. Your logo does not have to be fancy, just eye catching and easy to remember. The more artistic members of your working group can play around with the idea, or you can have a community or a school contest and give a prize for the best ones. The prizes can be awarded at a public program or in a simple ceremony that can be used as a strategy to gain campaign support.

The logo can be a very useful campaign tool. It can be replicated on buttons, bumper stickers, and T-shirts, all of which are effective ways of promoting a campaign. See the sample logos in the handout section.

HANDOUT #4-1

Sample Logos

FLYERS

Flyers are an excellent way to get the message out. They can be used to get folks out to meetings, to inform and update. Because flyers are a staple of your campaign, you should have an easily duplicable template for meeting notices, one that will allow you to fill in "Time," "Date," and "Place" for meetings and forums. Some people respond well to flyers that are posted in familiar places. Others respond better when they are given a flyer by someone who can talk with them and answer any questions they may have. Try doing both.

Your goal is to be more convincing than the opposition, so be resolved to run media circles around them.

HANDOUT #4-2

Sample Flyers



TASK FOUR-I

Posting and Distributing Flyers

OBJECTIVES: To identify the best places in your community to hand out and/or put up flyers for your campaign; to match the sites with the people who will be responsible for posting and passing out flyers.

TIME: 30 minutes

MATERIALS: Flip chart and markers

Begin the brainstorm by having participant identify the key places where people get information about upcoming community events. With the aid of a facilitator and a recorder, brainstorm and record a list of places in your community where you can post and hand out flyers.

FLIP CHART

Posting and
Distribution Sites

Ask for volunteers to post flyers at the sites conveniently located to them. Make and post in the meeting place a list of the locations and the persons responsible for distribution at each site.

LITERATURE

A well-stocked supply of good literature will lend flexibility to your ability to educate the public about your campaign. Flyers, brochures, fact sheets, and photocopied articles can be handed out to people or left lying around places where people gather and wait. You should also have a good base of information for reporters, business leaders, and politicians. Use data from research information you gathered in Sections One and Two, your literature should answer questions about your proposed ordinance, relative salary comparisons, the cost of paying a living wage, and the number of employees in specific income brackets.

Use real stories can to make your literature come alive for those who read it.



TASK FOUR-2 Creating Fact Sheets

OBJECTIVE: to create a one-page document that highlights well-researched and accurate information in an easily readable format that explains or defines some aspect of your issue

TIME: 1 hour

MATERIALS: Flip chart, markers, and "Responses To Arguments Against Living Wage" handout

HANDOUT #2-1

"Responses to
Arguments Against
Living Wage"

Using consensus, select five of the arguments from the "Responses To Arguments Against Living" handout that your group is most likely to encounter from living wage opponents in your community.

Divide into five small groups and give each group a flip chart page, a marker, and one of the five arguments. The small group will have 15 minutes to summarize the argument and the response into twenty-five words or less, while retaining the essential fact in the passage.

At the end of 15 minutes reconvene the large group and listen as each group reports back, reading each summary aloud. Use consensus to rank the arguments, labeling them from one to five, from the most to the least encountered.

Ask for a volunteer to develop your summaries into a fact sheet before the next meeting. Sample fact sheets are included in the handout section.

HANDOUT #4-3

Fact Sheet
(SAMPLE)

LETTER WRITING CAMPAIGN

You will need to engage in official communication with public officials to present your demands and notify them to be present at designated meetings. Your letters should state your arguments clearly and precisely. You should also mention your support. Avoid being confrontational. Even when you are aggressive, you should be civil and polite to gain their respect and cooperation.

Use letter writing campaigns are a good way to apply the pressure. It is a good idea to develop a generic letter that working group members and other supporters can sign and send or use as a model to write their own letter. It should say why you think Living Wage is important, why your local government should pass a Living Wage ordinance, articulate pertinent information like cost to the government, and some mention of those who support your proposed ordinance. The letter should close with a request for the council or board to pass the proposed ordinance.

HANDOUT #4-4

SAMPLE Letter

In the following task the members of your working group will practice writing letters to the editor of your local newspaper. At the same time you will get more practice using

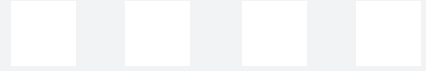


the "Responses To Arguments Against Living Wage." It is important that you become well versed in these responses. To be an effective advocate for your issue, you should always have a ready answer for your opponents as well as for potential supporters.



TASK FOUR-3

Dueling Letters



OBJECTIVES: To practice articulating living wage arguments in writing; to become more familiar with the "Arguments Against Living Wage" and the answers that can be used to counter them

HANDOUT #2-1
"Responses to
Arguments Against
Living Wage"

TIME: 1 hour

MATERIALS: flip chart pages, markers, "Responses To Arguments Against Living" handout, writing paper, envelopes and stamps

Have participants divide into pairs and give each pair a flip chart page. Instruct them to write a letter to the editor of the local newspaper taking a position against Living Wage. They will have 15 minutes to complete the assignment and they can use the "Responses to Arguments Against Living Wage" handout for ideas and inspiration.

At the end of 15 minutes, have the pairs exchange letters and spend 15 minutes writing a response to the anti Living Wage letter. Give a little extra time if necessary. Spend the remaining time reading some of the letters aloud, first the argument, then the response.

Distribute writing paper, envelopes and stamps to group members who want to actually send their letter to the local newspaper. Caution each member to have someone proofread the letter before it is sealed and mailed.



Include your letter sample with the materials that you distribute (flyers, fact sheet, brochure, etc.) and in mailings to supporters and allies. Have copies of the letter available at meetings and forums. It may be easier to get people to sign letters if you offer to stamp and mail them. Always be polite and gauge people's level of interest. Never try to make folks sign a letter or a petition if they don't want to. The same thing applies to literature and dialogue. Don't damage your support base by getting a reputation for coming on too strong. As for the folks who demonstrate genuine interest, invite them to your meetings and give them a job to do.

Letter writing campaigns are a good way to apply the pressure!

MEDIA COVERAGE

Strive to get as much sympathetic publicity as possible. Most people will probably learn about your campaign through the media—television, radio, or newspaper. You should coordinate press releases, phone calls, and letters to the editor with the rest of your campaign, developing many of your campaign actions with media coverage in mind. Always send press releases and talk with newspaper editors and television and radio news directors about doing stories before every major action. Seek out and develop friendly relationships with at least one local reporter. Talk to them about writing an article or suggesting an article to their editor.

Access to media coverage is important to success. The following elements need to be considered for any media work performed for your campaign. (Adapted from Campus Living Wage Campaign Manual)



TOOL FOUR-1 Elements of Effective Media

HANDOUT #4-5
Elements of
Effective Media

- **CLARITY.**

Know your message and be able to clearly illustrate it with points and examples.

- **CONNECTIVITY.**

Connect your message to what is going on in your community using examples that help the connection be seen clearly.



- ***RESPONSIBILITY.***

Use one reliable representative from your group to get information to the media. It can be unproductive for establishing good media relationships to have multiple people from your group supplying media information.

- ***TIMELINES.***

Build your relationships with media by becoming a "credible" source of timely information.

- ***DRAMA AND CONFLICT.***

Newsworthiness of a story is strengthened by conflict between opposing forces and human interest. Use drama and conflict to frame your stories and maximize the likelihood of publication.

- ***TALK SHOWS.***

Submit press releases, campaign materials and clippings to the producers and hosts of public affairs programs and talk shows. Include a letter suggesting spokespersons from your working group be guests on the program. Make calls regularly to call-in talk shows.

- ***NEWSPAPER ARTICLES.***

To get newspaper coverage of your events send press releases before and after the event. Be careful to emphasize information pertinent to your local community, including statistics and local participants. Make follow-up calls to the editor or reporter. Work to have good attendance at your events using creative visuals and themes.

- ***PHOTOS.***

Take lots of good quality pictures at your events and regular meetings. Newspapers readily publish photos of local people engaged in interesting activities.

- ***LETTERS TO THE EDITOR.***

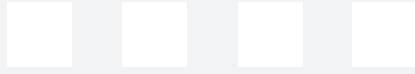
Letters to the editor should be brief, catchy, and on topic. Their likelihood of appearing in the newspaper is greater if they respond to an event or topic very recently covered in the newspaper.





TASK FOUR-4

Media Coordination



OBJECTIVES: To develop a strategy for getting your campaign message into a variety of media outlets

TIME: 2 hours

MATERIALS: Flip chart, markers, "Elements of Effective Media" handout

Using this activity you will be able to saturate your community media with information about your campaign.

Using your campaign timeline and action plan, have your group brainstorm some ways and places that individuals can interact with media. This will be a simple exercise for reviewing the tasks members have already been performing or have signed up to perform. When the list is completed, facilitate a brief discussion on how media strategies will be implemented. Record all ideas on a flip chart page. On another flip chart page, match the strategies to the events and actions in your action plan.

Ask for volunteers to sign up to perform media duties for each campaign event and activity. You will need to define what media duty entails, which will be determined by the number of media outlets you have identified. Have a discussion around these variables. Be sure to consider the frequency with which you want your campaign objectives to be aired in any outlet.

Persons invited to participate on television or radio talk shows should study and practice the interview tips found in the Section Three handouts.

FLIP CHART

Media Outlets in
Our Community

FLIP CHART

Ideas for Media
Coordination



ORGANIZING ACTIONS

Organizing is one of the primary threads that holds the tools and activities in this handbook together. Up until this point in your campaign we have not focused on organizing actions as your campaign priority mainly because until now you needed to be more concerned about preparation than about action. Nevertheless, action is what organizing is ALL about and community organizing is about mobilizing people to effectively advocate on their own behalf. Your goal at this point is to mobilize supporters in actions that will lead to living wages for workers in your community. Your Living Wage campaign is a series of actions and steps leading to a desired end. Each action requires a plan or a series of action steps to be completed. Here is a list of the requisites or needful things that must be taken into consideration before you undertake an organizing action:

1. **DESIRED OUTCOMES:** What do you have to gain as a result of this action?
2. **TARGET:** Whose attention is this action directed toward?
3. **ORGANIZERS:** Who is responsible for making sure that the action is executed and that everyone follows through with their assignment?
4. **(CRITICAL MASS OF) SUPPORTERS FOR IMPACT:** Whom do you need to be present for back up? Have you mobilized the community around the action? Who is going to show up?
5. **PUBLICITY:** Is the press going to be present to inform the public?

These questions need to be answered on the front end of every campaign action, event, rally, forum, and scheduled appearance before local governing boards and councils, and before each scheduled media presentation. Each action should be evaluated upon completion for effectiveness.

Action is what organizing is all about and community organizing is about mobilizing people to effectively advocate on their own behalf.

HANDOUT #4-6
Campaign Action
Requisites





TASK FOUR-5

Developing an Action Evaluation Tool

OBJECTIVE: To create an evaluation/worksheet tool that will be used to assess the progress and outcomes of each campaign actions

TIME: 45 minutes

MATERIALS: Flip chart, markers, "Action Evaluation Worksheet", "Planner-Evaluation Matrix" handout", and "Campaign Action Requisites" handout

Read the list of Campaign Action Requisites aloud. Spend a few minutes (no more than 15 minutes brainstorming the steps that will go into completing each requisite. For example, under "desired outcomes" you will be seeking to generate a list of several things that you hope to accomplish with every action (get people's attention, recruit supporters, gain an organizational ally, distribute campaign information, etc.). Have a recorder list the responses on a flip chart page. Repeat the process for each requisite. List four steps listed under each requisite.

Using the planner evaluation matrix as a model and the brainstorming results, develop an action evaluation/worksheet tool for your campaign. Be sure to include column for "number of participants", and "amount of donations". Assign someone to get the information typed up and to make copies. It will be the responsibility of the person signed up to coordinate the action to make sure that an Action Evaluation Worksheet is completed for each action they are overseeing. Be sure to keep a copy of each completed Action Evaluation Worksheet for the final campaign evaluation.

HANDOUT #4-7

Planner
-Evaluation
Matrix

HANDOUT #4-8

Action Evaluation
Worksheet

FLIP CHART

Campaign Action
Steps
(Brainstorming)

MEETING AND NEGOTIATIONS WITH POLITICIANS

Is the adrenalin rising? It should be because you are definitely moving closer and closer to the moment of truth. Truth is a good word for you to have in mind at this time,



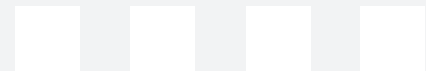
because it is your best weapon. Don't lose sight of your purpose as you find yourself sitting in the hot seat or standing toe to toe or face to face with the opposition. Keep in mind that some of the people (and they are just people) positioned on the side of the opposition, will believe in economic justice principles just like you. See this as an advantage.

The next task will prepare you and help you feel at ease talking to local politicians. For every point of view, there is generally an equally compelling opposing position. At the same time, these opposing points of view carry with them different outcomes, different choices and different implications. The Negotiators' Table makes it possible to lift up these opposing points of view and examine them with each of their associated courses of action, types of behavior, public policy options, political frames and/or critical decisions.



TASK FOUR-6

The Negotiators' Table



OBJECTIVES: To practice developing effective, persuasive and compelling arguments to explore and critique competing points of view.

TIME: 2 hours

MATERIALS: Flip chart, markers

THE NEGOTIATORS' TABLE is a fast-paced, rigorous exercise focused on building the ability of leaders to become more knowledgeable of both sides of the critical debates. THE NEGOTIATORS' TABLE brings forward the key arguments of both sides of the debate; allows for examination of each argument's strength and vulnerability; and enables participants to identify ways of increasing the effectiveness of positions on an issue. Though only two people at a time sit in the negotiator's chairs, all participants are engaged in a comprehensive learning process of active listening and participatory feedback throughout the exercise. The debriefing session provides an opportunity for sharing individual insights that then become lessons and learning for everyone.



STEP 1: The facilitator recruits two people to be the "negotiators" for the first negotiation. These two people leave the room so that they cannot hear the discussion about to begin with the remaining participants.

STEP 2: The remaining participants are then engaged by the facilitator in a brainstorming session to identify the "hot button", tough or most pressing issues facing the organization, community, region, nation, world, etc. to be the focus of the debate.

STEP 3: Once the list of prospective issues has been created, the facilitator works with the participants to pare down the list to the issue most participants want to see debated. The issue is then stated and written on a flip chart in "debating language" with clear pro and con positions. For example, "The minimum age for a person to receive her/his driver's license should be 21." The "pro" negotiator argues for this position. The "con" negotiator argues against this position.

STEP 4: The facilitator asks a participant to select a number from 1-10. The participant says the number aloud so that all the participants know the selected number. The facilitator asks a participant to serve as a timekeeper.

STEP 5: The negotiators who have been waiting outside the room are now invited back into the room. They are seated in chairs across from each other. The facilitator asks the negotiators to simultaneously yell out a number between 1-10. The negotiator who picks the number closest to the number selected by the participant can decide which position she/he would like to debate: pro or con. The other negotiator gets to decide who goes first in the initial round of the debate.

STEP 6: The negotiation is held in three rounds. In Round One, each of the negotiators has 30 seconds to make her/his pro or con statements regarding the issue. After hearing both statements of Round One, the rest of the participants assemble themselves behind the negotiator who has presented the most persuasive argument. The facilitator encourages each of the negotiators to note the feedback from the participants.



STEP 7: In Round Two, each of the negotiators has 60 seconds to make their statements. The negotiator who went first in Round One will go second in this round. As in the first round, after hearing both statements of Round Two, the rest of the participants once again "vote with their feet" and assemble themselves behind the negotiator who has presented the most persuasive argument. The participants can move from side to side based upon the quality and compelling nature of the arguments from this round.

STEP 8: At the conclusion of Round Two, the negotiators are given three minutes to consult with those participants who are assembled behind them. This is an opportunity to receive advice from the participants on possible arguments or key points to use in the final round, Round Three.

STEP 9: In Round Three, each of the negotiators has 90 seconds to make a final argument. The facilitator then asks the participants to vote by assembling themselves behind the negotiator who has presented the most persuasive final argument.

STEP 10: The facilitator asks the negotiators and the participants to remain in their positions for the debriefing of the exercise. First, the facilitator asks the negotiators for their reactions to the exercise. Each is asked to contrast the first two rounds with the last round. The facilitator then turns to the participants and asks them to share their impressions of the exercise and its lessons.

STEP 11: The facilitator then asks all the participants and the negotiators to go back to their original seating for the final debriefing. The facilitator then leads all participants in a debriefing of the insights, lessons and learning from the exercise. The debriefing includes the identification of the most persuasive arguments—pro and con. The debriefing also provides an opportunity for the participants to examine their feelings, perceptions and reactions to the issue discussed.

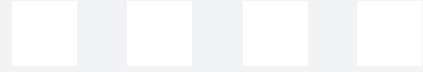
Adapted from: Strategic Interventions, Inc.





TOOL FOUR-2

Negotiators' Checklist



HANDOUT #4-9
Negotiator's
Checklist

Before articulating your demands to the political powers that control your local government, evaluate your readiness using the following criteria:

1. HAVE YOU DEVELOPED KNOWLEDGE OF LOCAL GOVERNMENT STRUCTURE?

- Built relationships?
- Conveyed ideas?
- Identified next steps beyond whomever you talked to?

2. HAVE YOU CULTIVATED RELATIONSHIPS WITH THE NUMBER ONE POLITICAL POWER BROKER in your local government structure?

3. HAVE YOU QUERIED LOCAL GOVERNMENT ENTIRELY FOR INFORMATION concerning fiscal impact of your proposed ordinance?

4. HAVE YOU PERFORMED AND CLEARLY DOCUMENTED COMMUNITY NEEDS ASSESSMENT?

(This information should be integrated into your campaign materials.)

5. HAVE YOU IDENTIFIED AND ESTABLISHED ALLIANCE WITH CITY OR COUNTY EMPLOYEES and/or existing union or associations that represent their interests?



SECTION FOUR

PLANNER EVALUATION

ACTIVITY	TARGET DATE	PERSON/S RESPONSIBLE	DATE COMPLETED	HOW IT IS DOCUMENTED
*Appointed, or invited persons to serve as facilitator and recorder.	*		*	
* Had an agenda and kept records of decisions made at each meeting.	*		*	
*Used relationship, team and community building activities to start meetings.	*		*	
*Encouraged attendance at meetings through phone calls or other contacts.	*		*	
Developed a campaign logo				
Created a template for meeting notices				
Developed a list of places to post and hand out flyers with assignments				
Used arguments against Living Wage in a letter writing learning task				
Defined the attributes of effective media				
Reviewed the various media outlets available to your campaign				
Enlisted members as volunteers to perform media duties one day a month.				
Developed an Action Evaluation Tool				
Developed an Organizing Action Worksheet				
Role played meeting and negotiating with elected officials				
Used checklist to evaluate readiness to meet and negotiate with elected officials				
* Should happen at every meeting.				

