Unite, Inspire, Lead
Our Students, Our Union, Our Future

GOV421
Building New Leader Capacity at Your Local Rep Assembly through Parliamentary Procedure

Joshua L. Rubin
Member-Parliamentarian
Montgomery County (MD) Education Association
Welcome!

Please take a moment to complete the introductory survey
This presentation addresses...

- NEA Strategic Goal 1 (Strong Affiliates for Educator Voice and Empowerment)
- NEA Core Function 6 (Governance)
  - Priority 1: Governance for the 21st Century
  - Priority 4: Competency-based leadership development
- NEA Competency: Governance & Leadership
  - Levels 1, 2, 3
- NEA Competency Themes
  - Effectively executes governance and leadership responsibilities
  - Establishes and maintains collaborative, effective relationships
  - Develops self and others as leaders
By the end of this session, YWBAT

• Identify the rationale for early education & socialization of new leaders
• Examine current representative assembly-induction frameworks
• Break down basics of parliamentary procedure as used by your local/state organization
• Prepare a general overview of the rules & functionality of YOUR rep assembly for members
Meet Nora.

Please read Nora’s vignette

While you read, ask yourself what the local union’s failure was in keeping Nora active.
New Organizer in the Representative Assembly

National Education Association
Veteran Educator Hotshot
About me

• 12th year as an educator, 9th as a teacher
• Became a local building rep during my 2nd year teaching.
• SPARKS graduate
• Local, state, and national rep
• Several local & state committees
• Appointed member-parliamentarian in January 2015
What is a Member-Parliamentarian?

<table>
<thead>
<tr>
<th></th>
<th>Member</th>
<th>Member-Parliamentarian</th>
<th>Parliamentarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a member of the organization?</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Is consulted by chair on the finer points of parliamentary procedure</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Gets to speak for or against business, publicly support candidates, vote on business?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets to vote on secret ballot items (business or elections)?</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Gets to decide on whether something can come on the floor for debate?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why have a Member-Parliamentarian as opposed to a licensed parliamentarian?

• A member has a deeper investment in the organization as a whole
• A member can be another “face” of leadership within the organization
• Who am I kidding... I’m cheaper than an official, licensed parliamentarian
Part I

Identify the rationale for early education & socialization of new leaders
Identify the rationale for early education & socialization of new leaders

• Why do programs like SPARKS exist? Why do state affiliates spend millions of dollars every year for leadership induction training?
Identify the rationale for early education & socialization of new leaders

• Van Dyne, et al (2000) identify 3 factors as predicting organizational citizenship
  – Collectivism
  – Propensity to trust
  – Self-esteem
Identify the rationale for early education & socialization of new leaders

• Implications of Van Dyne et al’s conclusions for the NEA and its affiliates:
  – People who don't believe in collectivism won't get involved
  – People who don't trust the organization or its members won't get involved
  – People who don't feel valued won't get involved.
Identify the rationale for early education & socialization of new leaders

• Consider Nora again:
  - Nora's organizational self-esteem was low. No one took the time to show her how she could be relevant to the organization, so she walked away.
Part II

Examine current representative assembly-induction frameworks
Examine current representative assembly-induction frameworks

What were some of your first impressions when you went to your local RA for the first time?

Does anyone have a local organization that takes the time every time the RA meets to welcome new members & educate them on the processes of the RA?
Examine current representative assembly-induction frameworks

How do we establish an organizational culture where people get an induction to explain the intricacies of the RA structure the first time they attend?
Examine current representative assembly-induction frameworks

• Start with the locals
  – Most people get their start
  – Meet more frequently than state & national RAs
  – “All union work is local”
Examine current representative assembly-induction frameworks

• Mentor/leader program
• Explicit education of the structure of Representative Assemblies
Part III

Break down basics of parliamentary procedure as used by your local/state organization
Break down basics of parliamentary procedure as used by your local/state organization

• Who here can...
  – Describe the basic structure of the business procedure of their local/state organization? How is it different from business of the NEA?
  – Describe how that procedure is different from Robert’s Rules of Order Newly Revised?
  – Explain this in a way that a first-year teacher who never took Parliamentary Procedure 101 could understand it?
Break down basics of parliamentary procedure as used by your local/state organization

- Spend some time thinking about how a New Business Item is introduced at your local, state, or national level
- In the Graphic Organizer on page 2, briefly go through the process an NBI goes through from its writing to its passage or defeat.
Break down basics of parliamentary procedure as used by your local/state organization

Step 1:
Break down basics of parliamentary procedure as used by your local/state organization

Step 2:
Break down basics of parliamentary procedure as used by your local/state organization

Step 3
Break down basics of parliamentary procedure as used by your local/state organization

Step 4
Break down basics of parliamentary procedure as used by your local/state organization

Step 5:
Break down basics of parliamentary procedure as used by your local/state organization

Step 6:
Break down basics of parliamentary procedure as used by your local/state organization

• Where do members tend to have the most difficulty following this process?
  – Step 2 (writing)
  – Step 5 (debate)
Break down basics of parliamentary procedure as used by your local/state organization

Step 2b:

• How to avoid having your work picked apart after submission:

The 3 A's for Writing a New Business Item

<table>
<thead>
<tr>
<th>It must be ACTIONABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is, if the NBI passes, someone (an individual, a group, or MCEA as a whole) will have to do something.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It must be ACHIEVEABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is, it must be possible for the action to take place (i.e. within the scope of MCEA's mission, within the budget, within the power of the organization, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It must be ALIGNED to our goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is, if the NBI passes, it must work towards one of the goals of the organization</td>
</tr>
</tbody>
</table>
Break down basics of parliamentary procedure as used by your local/state organization

Step 5b: A handy flow chart for following the debate modified for the Montgomery County Education Association’s Standing Rules
Break down basics of parliamentary procedure as used by your local/state organization

Step 5c: A handy flow chart for following an amendment modified for the Montgomery County Education Association’s Standing Rules
Break down basics of parliamentary procedure as used by your local/state organization

Step 5d:
A table of common motions modified for the Montgomery County Education Association’s Standing Rules

---

### Parliamentary Procedure Table of Common Motions

Modified to reflect MCEA Standing Rules as of October 2015

<table>
<thead>
<tr>
<th>Name of Motion</th>
<th>Purpose</th>
<th>2nd?</th>
<th>Amend?</th>
<th>Debate?</th>
<th>Vote by?</th>
<th>Interject?</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Motion</td>
<td>Introduce ideas to the group</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Maj</td>
<td>N</td>
<td>I move that Mickey Mouse join MCEA.</td>
</tr>
<tr>
<td>Amendment</td>
<td>Used to modify a main motion (add, insert, strike out, delete or substitute)</td>
<td>Y</td>
<td>Y</td>
<td>Maj</td>
<td>Y</td>
<td>N</td>
<td>I move to amend the motion by striking out “Mickey” and inserting “Minnie.”</td>
</tr>
<tr>
<td>Amendment to an Amendment</td>
<td>To modify an amendment to make it more specific</td>
<td>Y</td>
<td>N</td>
<td>Maj</td>
<td>N</td>
<td>Y</td>
<td>I move to amend the amendment by inserting “the original” before the word “Amend.”</td>
</tr>
<tr>
<td>Refer to Committee</td>
<td>To send a pending question to a small group to see if the question may be carefully investigated.</td>
<td>Y</td>
<td>Y</td>
<td>Maj</td>
<td>Y</td>
<td>Y</td>
<td>I move to refer this to a membership committee. (Maj) move to refer this to a committee of three appointed by the chair.</td>
</tr>
<tr>
<td>Postpone Definitely</td>
<td>Allow for the motion or the floor to be deferred to a different day, meeting or until after a certain event</td>
<td>Y</td>
<td>Y</td>
<td>Maj</td>
<td>Y</td>
<td>Y</td>
<td>I move to postpone this until our next regularly scheduled board meeting.</td>
</tr>
<tr>
<td>Previous Question</td>
<td>To force an immediate vote on the motion.</td>
<td>Y</td>
<td>N</td>
<td>2/3</td>
<td>N</td>
<td>2/3</td>
<td>I move the previous question. (2/3) “Question?” (2/3) I call for the question.</td>
</tr>
<tr>
<td>Suspend the Rules</td>
<td>Allows for something to happen that would generally be forbidden under the standing rules only applies to the single item being suspended.</td>
<td>N</td>
<td>N</td>
<td>2/3</td>
<td>Y</td>
<td>N</td>
<td>I move to suspend the rules to allow for immediate consideration of the New Business Item.</td>
</tr>
<tr>
<td>Division of the House</td>
<td>When called, this forces an immediate vote by the land.</td>
<td>N</td>
<td>N</td>
<td>None</td>
<td>Y</td>
<td>None</td>
<td>“Division”?</td>
</tr>
<tr>
<td>Point of Order</td>
<td>Used when a member thinks that the rules of the group or the rules of parliamentary procedure are being violated.</td>
<td>N</td>
<td>N</td>
<td>Chair Decides</td>
<td>Y</td>
<td>Point of order, Mr. Allen, Chairman!</td>
<td></td>
</tr>
<tr>
<td>Question of Privilege</td>
<td>Allows for the group to ask for a clarification of the rules, for rules to be explained, for others to answer question or motions, and anything that may help the meeting run more smoothly.</td>
<td>N</td>
<td>N</td>
<td>Chair Decides</td>
<td>Y</td>
<td>I move to a question of privilege.</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td>Allows for a short break in the meeting.</td>
<td>Y</td>
<td>Y</td>
<td>Maj</td>
<td>N</td>
<td>Y</td>
<td>I move to take a five minute recess.</td>
</tr>
<tr>
<td>Adjourn</td>
<td>To end the meeting.</td>
<td>Y</td>
<td>N</td>
<td>Maj</td>
<td>N</td>
<td>Y</td>
<td>I move to adjourn the meeting.</td>
</tr>
</tbody>
</table>

1. Substitute amendments are only used when striking out and inserting large amounts of text.
Part IV

Prepare a general overview of the rules & functionality of YOUR rep assembly for members
Prepare a general overview of the rules & functionality of YOUR rep assembly for members

Think back to Nora’s vignette.

Now YOU are the experienced RA veteran that Nora sits next to. How do you explain what is going on?
Prepare a general overview of the rules & functionality of YOUR rep assembly for members

• For the rest of our time together, begin mapping out ideas for how you can introduce new reps to RA procedure
  • Possible ideas:
    – mentoring
    – explicit instruction via training
Session Outcomes

- The content from this session can be used in the following ways in your current position/role:

  - National Leadership

    - hold a training on how Parliamentary Procedure “looks” at the NEA RA & how to function as a delegate. What are the rules and expectations? How do you write an NBI? etc.
    - Work with states to implement similar trainings for their state RAs
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – State Leadership

  • hold a training on how Parliamentary Procedure “looks” at your state RA & how to function as a delegate. What are the rules and expectations? How do you write an NBI? etc.
  • Work with locals to implement similar trainings for their local RAs
Session Outcomes

- The content from this session can be used in the following ways in your current position/role:
  - Local Leadership
    - Hold a training on how Parliamentary Procedure “looks” at the NEA RA & how to function as a delegate. What are the rules and expectations? How do you write an NBI? etc.
    - Provide mentor opportunities for new delegates at all 3 levels of governance to help guide new delegates through the process.

Most important action to take after this session
THANK YOU!

• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment