

Online Appendix A

NYS AFL-CIO/Cornell Union Leadership Institute

Six core Union Leadership Institute principles

1. Union leadership is “bringing people together to make important things happen that wouldn’t happen otherwise.” This is the Institute’s working definition of leadership. Leadership is about *making things happen*. If something important to the organization can easily happen, then there isn’t a need for leadership. Developing one’s leadership is precisely developing one’s capacity to *make things happen*.
2. High-impact union leadership is driven by the pursuit of core union values, including empowering and giving voice to workers (in their workplace, in their union, and in the larger society); promoting inclusiveness and respect for differences; building broad solidarity among workers, their unions, and their allies; and achieving social and economic justice for all.
3. Your main tools of leadership are your use of self and your relational effectiveness (emotional intelligence). The effective use of self requires self-awareness (including the capacity to see yourself in the results you get, being aware of one’s strengths and limitations, and self-confidence) and self-management (including the exercise of self-control, adaptability, initiative, and integrity). Relational effectiveness requires empathy and the awareness of others and is demonstrated in your ability to inspire, influence, and develop others, as well as managing conflict and engaging in teamwork. To transform our unions, our workplaces, our communities, and our world, we must transform ourselves.
4. Strategic thinking is a fundamental leadership discipline requiring:
 - *Clarity of purpose* about what your organization is seeking to achieve;
 - *An understanding of power*, how to build it, and how to leverage it; and
 - the exercise of *strategic choice*, which is the discipline and ability to use every day-to-day decisions to build your organization’s internal capacity or build your external strategic leverage to achieve your purpose.

5. Effective leaders need to see far and wide, understanding their leadership context. Leaders need to have a curiosity and a sense of the context in which they are exercising leadership, in terms of what is happening in their union, their industry, the larger labor movement, the larger society, and the world.
6. The decision to be an effective union leader requires a commitment to lifelong learning. This commitment involves self-reflection, critical self-assessment, critical thinking, learning how to learn, and fostering your openness to new possibilities.

Online Appendix B

Demographics

NYS AFL-CIO/Cornell Union Leadership Institute 2001–2018.

Class year	Male	Female	Under 45	Over 45	White	Black/ non-Latino	Latino/ Caribbean	Asian/Pacific Islander/Middle Eastern	Total grads	Race/ Ethnicity% non-White	% Under 45	% Female	Graduation rate ^a
2003	13	9	13	9	12	7	3		22	45	59	41	92%
2004	14	5	13	6	11	2	6		19	42	68	26	95%
2005	15	5	12	8	13	3	4		20	35	60	25	95%
2006	9	10	10	9	13	3	3		19	32	53	53	95%
2006 July ^b	16	5	14	7	17	1	3		21	19	67	24	88%
2007	20	14	19	15	18	10	6		34	47	56	41	83%
2008	17	15	9	23	17	11	4		32	47	28	47	100%
2009	23	8	14	17	12	16	2	1	31	61	45	26	94%
2010	13	9	14	8	9	6	7		22	59	64	41	92%
Subtotal 2003–2010	140	80	118	102	122	59	38	1	220	45	54	36	92.6% avg.
2011	17	12	20	9	15	11	3		29	48	69	41	82%
2012	14	12	17	9	13	10	3		26	50	65	46	96%
2013	12	15	18	9	14	6	6	1	27	48	67	56	93%
2014	11	15	12	14	7	11	7	1	26	73	46	58	90%
2015	15	5	12	8	8	6	6		20	60	60	25	95%

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Class year	Male	Female	Under 45	Over 45	White	Black/ non-Latino	Latino/ Caribbean	Asian/Pacific Islander/Middle Eastern	Total grads	Race/ Ethnicity% non-White	% Under 45	% Female	Graduation rate ^a
2016	18	12	17	13	11	13	6		30	63	57	40	97%
Subtotal 2011–2016	86	69	93	62	66	56	31	2	152	57	61	45	92.2%
2017	13	13	22	8	10	11	6	3	26	62	85	50	93%
2018	16	17	24	9	13	11	8	1	(pending)	61	73	52	(pending)
Subtotal 2017–2018	29	30	46	17	23	22	14	4	59	61	78	51	93% (2017 data only)
Grand total	256	179	257	181	211	137	83	7	429	50.8	59.9	41.7	92.5

Note. Average cohort size: 26.

The demographics are based on participants who graduated, not including those who started the program and did not complete it. Trends in age, gender, and diversity.

Change from 2003–2010 (nine classes) percentages to 2011–2018 (eight classes) percentages:

- 10.6% increase in women
- 12.2% increase in participants younger than 45 years
- 11.2% increase in participants of color

^aGraduation rates are based on the percentage of participants who completed the program compared with the total entering. Drop-off and failure to complete is usually due to personal or family issues. Occasionally, a participant loses his or her position in the union and is withdrawn from the program by the sponsor.

Participants have an additional 12 months to complete the program if they do not graduate with their cohort. These figures represent people in the entering class of that year who actually graduated, though some (usually 1–3 per class) do take advantage of the additional time and graduate with the next cohort. Class of 2018 data is for people currently in the program who will graduate in July of 2018.

^bFirst class entered June 2001 and graduated in May 2003. From 2001 to 2006, the program consisted of a 2-year curriculum. In 2006, we transitioned into a 1-year program with a condensed (not shortened) curriculum. We graduated the first 1-year class in July of 2006 (our fifth class to finish the program), and since 2006, the program has been a 1-year program. Data compiled and updated May 2018 by Institute staff.