**BARGAINING TEAM TRAINING – FULL CURRICULUM**

**OBJECTIVES: Participants will leave with a complete bargaining training to use with their bargaining teams. The training includes terms to know, understanding how to get contract proposals, a simulation and a debrief.**

**Techniques:** Large group discussion

 Breakout groups

 Practice

**Materials/Aids: “We Agree To”, Simulation, Simulation Roles, flip chart, markers, scraps of paper.**

**Time:** 3.5 to 4 hours plus a lunch break in the middle

**Instructor Notes:**

1. The instructor will welcome everyone to the training and begin by asking people, show of hands:

* How many people have ever bargained a contract?
* How many have been the chief negotiator?
* How many hold an elected position in their union?
* How many people are nervous about this process?

2. Shift the focus to what people may be concerned about. Walk around the classroom to reach as many people as possible.

3. Ask the class if one of their concerns (if it doesn’t come up) may be some of the jargon at the table? Explain that knowing the terms can be a helpful way to ease their apprehension about going to the table.

4. Tell the group you are going to throw out some terms and you want people to shout out what they think the terms mean.

***[Go through the “Terms to Know” from the facilitator’s agenda.]***

5. When it looks like you have exhausted all the terms and have defined other terms that people have thrown out, transition to getting to a contract proposal.

6. Discuss the different ways in which to get information to get to a contract.

 a) Explain that while bargaining surveys may not give all the answers they provide what is essentially a “mandate” on what to take to the table and start to paint a picture of what the membership cares about. Also point out that you can and should go back to the survey later when ratifying and keeping members informed to remind people of the priorities they identified.

 b) Unofficial information gathering can be derived from conversations with members in a shop. Often it is anecdotal but can give insight into what members are thinking outside of a structured bargaining survey. It can also be helpful to mine past grievances for themes and areas where we may be able to strengthen already existing language or create new language where the contract is currently silent.

7. Next move the group to technical resources, many of which the IU provides.

***[Explain that we will go into more detail about IU resources in greater detail later in the training.]***

 a) Wage surveys can be a valuable tool when showing disparity between like job classes.

 b) Understanding an employer’s finances is vital to creating a strong and viable wage proposal.

 c) Using existing contract language either from other unions or from AFSCME can give you a good starting point for either a first contract or for brand new language. The IU has several thousand contracts in their database and can help find sample language.

8. Finally, taking some time to predict problems areas in upcoming negotiations as well as language that could combat those problems is useful. You can head off problems by coming up with strong counters before you get to the table.

***[Take a 1 hour lunch break]***

9. After you have reconvened, ask participants to take a slip of paper from a bag/hat/cup, etc. On each slip of paper you should have prewritten one of four affirming statements. Choose something short: ie, I am so smart, I’m a great listener, I am strong, etc. Ask people to organize themselves by the message on their paper, by shouting the words and nothing else.

10. Once the four groups have assembled, these will be the four simulation roles, Union group one, union group two, management group one and management group two.

***[Give each group their specific simulation role explanation. (see simulation roles)]***

Allow the group about five minutes to go over their role then ask both union sides to get together and both union groups to get together.

11. Once the union side and management side are all together, go through the scenario with the large group.

***[See Simulation]***

Answer any questions that may arise then let them start working through the simulation.

 a) Union and management sides meet separately to select priority issues and action plans

 b) Union and management bargaining teams meet, exchange proposals, and negotiate

 (note: two caucuses of not more than five minutes each are allowed to each team)

 c) Union team holds "press conference" on contract status

 d) Management team "reports out" a response to union actions and any actions of its own

 e) Union and management bargaining teams continue, and possibly conclude, bargaining

12. After the simulation bring the group back together and report back impressions, thoughts, questions, etc.

13. Use this opportunity to talk about what mobilization strategies worked or what could have been useful for their respective sides. Also, take this opportunity to talk about what didn’t work in this simulation.

14. Have the group identify what are the best mobilization strategies for their particular employer (state, city, university, etc).

***[Flip chart the answers.]***

15. Talk about the roles on the bargaining team. Describe what each will be responsible for:

1. Full time member: these members will attend all bargaining sessions.

***[Ask for a show of hands for who is an elected full time bargaining team member.]***

1. Alternate: these members will only attend bargaining sessions when a full-time member is unable to attend.

***[Ask for a show of hands for who is an elected alternate bargaining team member.]***

1. Note-taker (x2): explain that we need at two official sets of notes in case we have to go to fact finding/arbitration and to keep us on course.

***[Ask for two volunteers that can commit to coming to all (most of) the bargaining sessions.]***

 d) Steward: this member is similar to a shop steward in that they keep the team on timelines, make sure everyone’s voice is heard, ensure that concerns from the team are brought to the chief negotiator, etc.

***[Ask for one volunteer that can commit to coming to all (most of) the bargaining sessions.]***

16. Ask the group if ground rules for our team could be helpful. They will likely agree. At this point suggest that we develop those now.

***[Hand out the “We agree to” piece.]***

17. Explain that this could be a good starting point. Go through a few of the things that the group agrees to then go over some of the things the group agrees not to do. Ask if there is anything that you may need to add to either side. Once the you have made sure that all of your agree and not agree are set, you have established your ground rules. Also explain that we will go back to these if things should go off course with our team.

18. Ask people for general thoughts on the session. What worked well, what hasn’t.

***[Hand out evaluations and ask people to fill them out and leave them in the middle of their tables.]***

19. This section of the training is a pretty big information dump. You are not expecting that all members of the team will retain all the information. It’s an opportunity to explain IU resources at their disposal.

20. Ask the group how many have ever used IU resources in a contract campaign. Ask them what they have utilized. Ask them how they got to these resources. If the following have not been mentioned, mention them

AFSCME IU Resources

1. AFSCME Staff.org

 b) Dept. of Research and Collective Bargaining

 1. Budget Analysis

 2. Arbitration testimony

 3. General Research

 4. Contract Language

 5. Bargaining

 6. Wage Analysis

 7. Comparability

1. Contracts Database

Then focus on how they get these resources. Explain that we ask that all information go through Staff Representatives so that we don’t have several different members on a bargaining team asking for the same budget analysis. The staff reps will then send it through their regional office and then it comes to the appropriate department to be processed. It often takes at least two weeks for a request to get turned around from the department. Send requests in plenty of time to ensure that you have it in ample time to get it back and make the best use of it.

**SUMMARY POINTS:**

**\*** Ensuring that all members of your bargaining team are on the same page and are trained on the basics of bargaining.

\* Helping members to know what their resources are through their union.

\* Give participants and opportunity to practice bargaining in a space that is less intimidating than the first time at the bargaining table.