

# COLLECTIVE BARGAINING

# IN BRIEF

## TEACHER RESOURCE

### Learning Objectives

- To introduce students to key concepts in labour relations.
- To encourage understanding through perspective-taking.
- To develop students' decision-making and conflict resolution skills through direct negotiation.

### Materials

- Copies of the student handout, *Collective Bargaining* (one per student)
- Copies of the *Mock Bargaining Scenario* (one per student)
- Copies of the *Secret Memo of Priorities - Union* (one for each union representative)
- Copies of the *Secret Memo of Priorities - Employer* (one for each employer representative)
- Copies of the *Collective Agreement* (one per group)
- Copies of recent newspapers (or computers and internet for online viewing) for extension activity (optional)

### Teaching and Learning Strategies

1. Assign the *Collective Bargaining* reading individually. Check for understanding by going over key points in large group format. Encourage students to draw parallels between the scenario and applicable labour disputes, such as those between labour and management in professional sports, public transit or others that are pertinent to your area.
2. Organize students into negotiation teams of three or four, making sure to have an

equal number representing the labour and management positions. Encourage students to assume particular tasks (e.g., recording, facilitating, keeping time, reporting back) within the group.

3. Distribute materials. Have students discuss their side's secret memo of priorities, and rank them from highest to lowest. Inform them that they may be asked to explain their ranking.
4. Create bargaining panels by pairing opposing teams. The exercise requires students to negotiate with each other and to come up with an agreed set of provisions for the Collective Agreement. Each group must attempt to agree on a Collective Agreement that will be ratified both by the majority of the members (over 50%) of the Union and by Robert. Teams will write down the terms of their agreement on the Collective Agreement form.
5. Take up the activity in class discussion, noting points of similarity and difference between groups and strategies. Optionally, circulate all of the Collective Agreements and have all students who represented labour, and all those who represented the company, vote for one.

### Extension

Have students scan recent newspapers in pairs to identify current labour disputes. Have them present the dispute to the class, noting the issues on both sides, and what they think a possible agreement could look like that would satisfy both parties.