

Module **2** Women in  
Collective  
Bargaining  
a strong stand for women's participation in trade union life

# 2 Women in Collective Bargaining

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A future strong gender dimension of collective bargaining will be the proof that the transport industry seized the opportunity to modernise and adapt to the requirements of the increasing number of women transport workers.



## Introduction to the Module

Concerns and interests of female workers in transport, with perhaps the exception of arrangements around maternity leave, were in the past often left at the end of the collective bargaining queue. In transport, until recently a male-dominated industry, traditional bargaining agendas (working conditions, health and safety, pay) were approached without involving women and in disregard of gender equality issues.

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With the so-called feminisation of the transport industry, the workforce needs and interests have taken a different turn. Trade unions play a key role in mapping these changes, in acknowledging the emerging needs and interests of female workers and making sure that solutions are in place via collective agreements. Collective bargaining agreements are indeed the only way to safeguard long-term, binding solutions to benefit all transport workers.

The second Module of the ETF Gender Training Package introduces you to the issue of *women in collective bargaining* and aims to create an opportunity for the target group to find out more about their workplace rights and benefits and about the power of collective bargaining in safeguarding them. Module 2 equally aims to generate a debate that leads to promoting gender issues on collective bargaining agendas. Indeed, without a future strong gender dimension of collective bargaining, the transport industry will miss the chance to modernise and adapt to the requirements of an increasing number of women transport workers. With regards to promoting women in collective bargaining teams, Module 2 will have to be taken in conjunction with Module 1: while the first module of the training package is meant to build confidence and suggest solutions for women who wish to get more involved in the trade union work, the second module gives a brief opportunity to revisit the women's journey in this particular direction but focuses more on basic aspects of the collective bargaining negotiation process and their opportunities to join collective bargaining teams.

Module 2 is based on the premise that a better workplace for women will boost the quality of working conditions for all transport workers. It is also based on the premise that the needs and interests of female transport workers are the needs and interests of all, be they women or men working in the industry. To this end, the module takes the particular case of work-life balance and explores it from a gender perspective, but recognises too that men are equally concerned by the issue as they, for instance, start taking up more family responsibilities in their day-to-day life.

This module is structured on 3 chapters, with chapters 2.2 and 2.3 having one sub-chapter each. The module includes activities which will hopefully make the subject matter easy to handle and understand.

As with Module 1, this module starts with a general approach, inviting you and your workplace colleagues to firstly acquire some fundamental knowledge about collective bargaining in your country, sector and company. Questions such as the trade union representation and bargaining rights at company level are reflected in the activities and examples of this chapter. It is vital that you and your colleagues understand the bargaining levels and mechanisms that cover your workplace. Having once mastered this type of knowledge it will be much easier to promote workplace gender issues on the company bargaining agenda.

Chapter 2.2 is about identifying issues that affect you and your workplace colleagues, and requires you to make a distinction between issues that are common to all colleagues in your workplace and those which impact specifically on women workers. Then, it requires you to prioritise your gender workplace issues before you take any steps to promote them on the collective bargaining agenda. With sub-chapter 2.2.1 you go a few steps further. Once priorities are identified, it attempts to offer you answers on how to make sure your issues are taken up by your union bargaining team in the first place, and then by the employer's side. The chapter takes work-life balance as an example. There were a number of reasons for which work-life balance was chosen here as a focus topic. For a start, it makes it easier for you and your colleagues to relate to the process of preparing your input into the bargaining process. But more importantly, this is a way to raise awareness of the weight and importance work-life balance has gained in recent years amongst transport workers, be they mobile or non-mobile personnel, be they women or men. Time has come for the unions and their rank and file members to work together to consolidate this dimension of the collective bargaining agenda, in order to make sure work-life balance works to the benefit of all workers.

Chapter 2.3 looks into various basic aspects of the bargaining process, from skills to negotiation styles and tactics. It provides you and your workplace colleagues with simple mechanisms to help and encourage those women who opt to become members of union bargaining teams make a pertinent choice. Assessing one's negotiation skills and qualities, finding ways to improve them if need be, getting acquainted with how to evaluate the negotiation process, its outcome and move forward in the best way, being aware of what it takes in terms of time and workload, all these aspects are one by one tackled in simple activities and examples. This chapter is based on the premise that the requisite in-depth training and preparation of union bargaining teams will ultimately have to be carried out by the unions themselves, as these processes should be intrinsically connected with your workplace specificity as well as with your union's history and tradition in respect of collective bargaining negotiation.

Module 2 is largely based on the Skills Workshop, the methodology of this training package. 🌱 SW4 to 🌱 SW8 provide valuable indications to the trainer on how to handle part of the activities of this module, while 🌱 SW9a to 🌱 SW9d must be used directly by participants when carrying out activities of chapters 2.2.1 and 2.3.



## 2.1 Collective bargaining and collective agreements

In choosing to work with Module 2 in your workplace with your colleagues, you opted for knowing your workplace rights, assessing whether gender equality is strongly supported by collective bargaining in your company and what more can be done to have a collective bargaining agreement that responds to all needs and interests of women workers in your workplace.

As with the first few activities of Module 1, to get a good start with the central topic of this module, you will need to be clear about the basics. It is important to have a clear understanding of the collective bargaining process covering you and your workplace colleagues, of how it fits into the sector, branch and national bargaining levels, as well as of who negotiates it. Your company may be organised by different trade unions and it is important to know which workplace trade unions have the negotiation rights on your behalf, as well as the criteria by which these negotiation rights are acquired. This is the aim of Activity A2.1. With Activity A2.2, you will be exploring how collective bargaining teams are created in your company and what procedures are in place to get women elected or nominated as members of the union negotiation team. Activity A2.3 proposes a very practical way to review the notes and information collected in the previous activities. It helps you summarise and visualise, so that you can clearly picture the place of your agreement in the context of bargaining rights in your country.

As mentioned above, since this chapter of Module 2 is about acquiring and structuring knowledge, two of its three activities require some preparation and collection of information in advance, or the presence of your workplace trade union representative throughout the activities. If you choose to invite a union representative to your training sessions, she or he would need to prepare the information required for the activities in writing and hand it out at the end of each activity, including all information required on at least the following aspects:

- the collective bargaining legislation in your country;
- the levels at which collective bargaining is negotiated;
- the representative social partners - unions and employer's side - involved in the process at various stages, as well as how these representation rights are acquired;
- the topics that are subject to collective bargaining negotiations, as provided by law, and then by the various collective bargaining levels: national, sector, company.

The three activities of this chapter are to a certain degree interconnected, in the sense that Activity A2.3 is for instance partly based on the findings of Activity A2.2. But more importantly, we recommend you to carefully note down and keep the findings of these activities in your learning diary as they will be essential in dealing with the later activities of this module.

*To get gender equality issues on the bargaining table, know where to start, where to act and who to empower to take your issues ahead.*



# Collective bargaining and CBA agreements in the transport sector

## Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A2.1 to participants prior to the session, asking them to search for information and prepare answers to the questions. Alternatively, you can invite a trade union representative to your training session to cover the topics raised. Remember to give him/her a copy of this activity to prepare the answers.

## During the training session:

Get participants into one group to share the prepared information in Task 1. If you have a union representative present, s/he should be there for the entire duration of this session.

## Equipment and materials:

Paper, pens and copies of Activity A2.1 and the information sheet prepared by the union representative.

### Time for Task 1

1 hour and 30 minutes

### Time for Task 2

5 - 10 minutes

Discuss the following questions with your union representative or use the information you researched before the training session:

**Task 1**

1. What do you understand by the terms 'collective bargaining' and 'collective agreement?'
2. What are the collective bargaining steps in your country's law?
3. Who is involved in collective bargaining negotiations at the different levels: national, sector, company and workplace level?
4. Who is involved from the union(s) side and what are the criteria for union representation?
5. Is there any existing collective agreement in your workplace/ company? If so, make sure you obtain a copy.
6. What is the history of your collective agreement? How did your union get there?
7. What is the collective bargaining process at your workplace/ company?
8. How are collective agreements applied in your workplace/company?

---

**Task 2** Summarise your answers to the questions in the learning diary.

## By the end of this activity you should:

- have a common understanding of what collective bargaining is, as a process;
- know about the different levels of collective bargaining negotiations in your country;
- be aware of your workplace collective agreement.

## What next?

Keep your findings safe in the learning diary. Your findings will be very useful when you do Activity A2.3. Make sure that you bring your collective agreement to the next training sessions as you will need it for many other activities, e.g. Activities A2.4 and A2.7.



# A2.1

Example

## To help you better structure your answers and findings

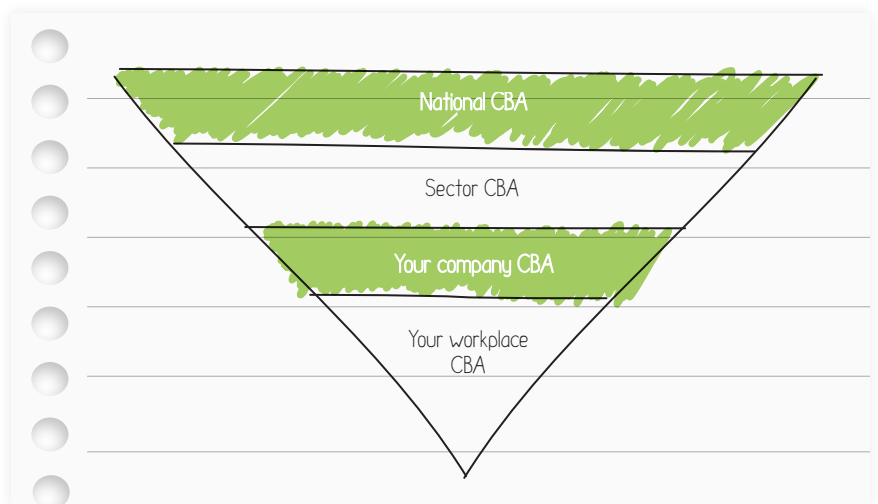
To help you better structure your answers and findings from Task 1 collate your information in a *mapping form*. For question 3 of Task 1, structure your information in a *diagram*.

On the right, there is an example of a *mapping form* based on the questions of Task 1, as well as an example of a *pyramid* to better illustrate the levels collective bargaining is negotiated at in your country (question 3).

### A2.1 Mapping form on collective bargaining and collective bargaining agreements (CBA) in the transport sector

Questions	Answers
1. What do you understand by the terms 'collective bargaining' and 'collective agreement'?	
2. What are the collective bargaining steps in your country's law?	
3. etc	

### A2.1 Pyramid on levels of collective bargaining in your country







# A2.2 Activity

## Finding out about the collective bargaining team in your union

### Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A2.2 to participants prior to the session, asking them to search for information and prepare the answers to the questions. Alternatively, you can invite a trade union representative to your training session to cover the topics raised. Remember to give him/her a copy of this activity to prepare the answers.

### During the training session:

Get participants into one group to share the prepared information in Task 1. If you have a union representative present, s/he should be there for the entire duration of this session. Task 2 is a plenary session.

### Equipment and materials:

Paper, pens and copies of Activity A2.2 and the information sheet prepared by the union representative.

#### Time for Task 1

30 minutes

#### Time for Task 2

15 - 30 minutes

#### Time for Task 3

5 - 10 minutes

Discuss the following questions with your union representative or use the information you researched before the training session:

**Task 1**

1. What are the rules governing collective bargaining teams in your union (elections, mandate, appointment, etc.)?
2. How are collective bargaining teams set up in your workplace/company?
3. Are women part of your union bargaining team?
4. How could you become a member or how could you become involved?

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Based on the outcome of Task 1 discuss whether women are sufficiently involved in the collective bargaining process in your workplace/company.

**Task 2**

If not, what practical steps can you and your trade union take to improve the situation?

---

**Task 3** Summarise your findings in the learning diary.

### By the end of this activity you should have:

- a better understanding of how collective bargaining teams are formed in your union and/or in your workplace;
- a better understanding of the possibilities of improving women's participation in the process.

### What next?

Keep your findings safe in the learning diary. They will be useful in future activities. You could already assess if there are any opportunities to become involved in the collective bargaining teams in your union/workplace. At what level may this involvement be? Think about the benefits this may bring to your colleagues and the union in your workplace.



# A2.2

Example

## To help you get a clearer picture of the collective bargaining teams in your union

To help help you get a clearer picture of the collective bargaining teams in your union/workplace, collate your findings from Task 1 in a *fact-finding sheet*. For task 2, collate your answers and findings in a *checklist* on practical steps to improve women's involvement in collective bargaining.

### Remember!

The content of the *checklist* on the right is only an example. Your own *checklist* may differ, reflecting your workplace situation.

## A2.2. Fact-finding sheet on collective bargaining teams in your union/workplace

Questions	Answers
1. What are the rules governing collective bargaining teams in your union (elections, mandate, appointment, etc.)?	
2. How are collective bargaining teams set up in your workplace/company?	
etc.	

## A2.2. Checklist on practical steps to improve women's involvement in collective bargaining

Steps	Questions	Issues/Ideas
1.	What do you want to achieve?	• More women in collective bargaining teams;
2.	Prioritise	• More women in collective bargaining teams;
3.	How will you achieve this? What is your plan?	Getting women in collective bargaining teams: • Together with your colleagues and workplace union representative see who represents you in the collective bargaining team; • Discuss together and list the benefits of having more women in the collective bargaining team; • Identify potential women candidates and see how you can get them on board; • Establish together what would be the key gender issues the collective bargaining team should place on the bargaining agenda.
4.	Once you know HOW to achieve your set priorities, determine: Who coordinates the plan? Who does what and when?	Get your colleagues together and: • nominate someone to coordinate your plan; • decide on a distribution of tasks; • decide on a time frame for the plan.
5.	Who do you need to contact, talk to, win as an ally etc.?	Contact your trade union, the union members you wish to represent in the future or your network. Use Activities A.II.O and A.II.L as a help.
6.	Other considerations	Are there any issues that may prevent there being a woman candidate, e.g. workplace attitudes or lack of time for women colleagues to take up the challenge?



# How does a collective agreement come about?


## *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.1, question 2.

## *During the training session:*

Get participants into small groups to conduct Task 1. Task 2 is a plenary session.

## *Equipment and materials:*

Paper, pens and copies of Activity A2.2 and  SW9a.

### **Time for Task 1**

15 - 20 minutes

### **Time for Task 2**

20 - 30 minutes

### **Time for Task 3**

5 - 10 minutes

**Task 1** In small groups, read your notes from the learning diary related to Activity A2.1, question 2 on steps of the collective bargaining process.

Then, identify the keywords which are used to describe the course of collective negotiations according to your country's law. Write each keyword on a card or piece of paper.

Once you have all your cards ready, organise them in a keyword diagram with arrows connecting the cards.

---

**Task 2** In plenary, share the diagrams of each group and discuss what have you learned related to this negotiation process?

---

**Task 3** Add the keyword diagram to the learning diary.

## By the end of this activity you should have:

- developed an understanding that collective agreements do not just happen but they have to follow a negotiation process and, if necessary, may be accompanied by certain actions.

## What next?

As this is a fact-finding activity, keep your notes safe, they will be useful as background information for all activities of this module.




# A2.3

Example

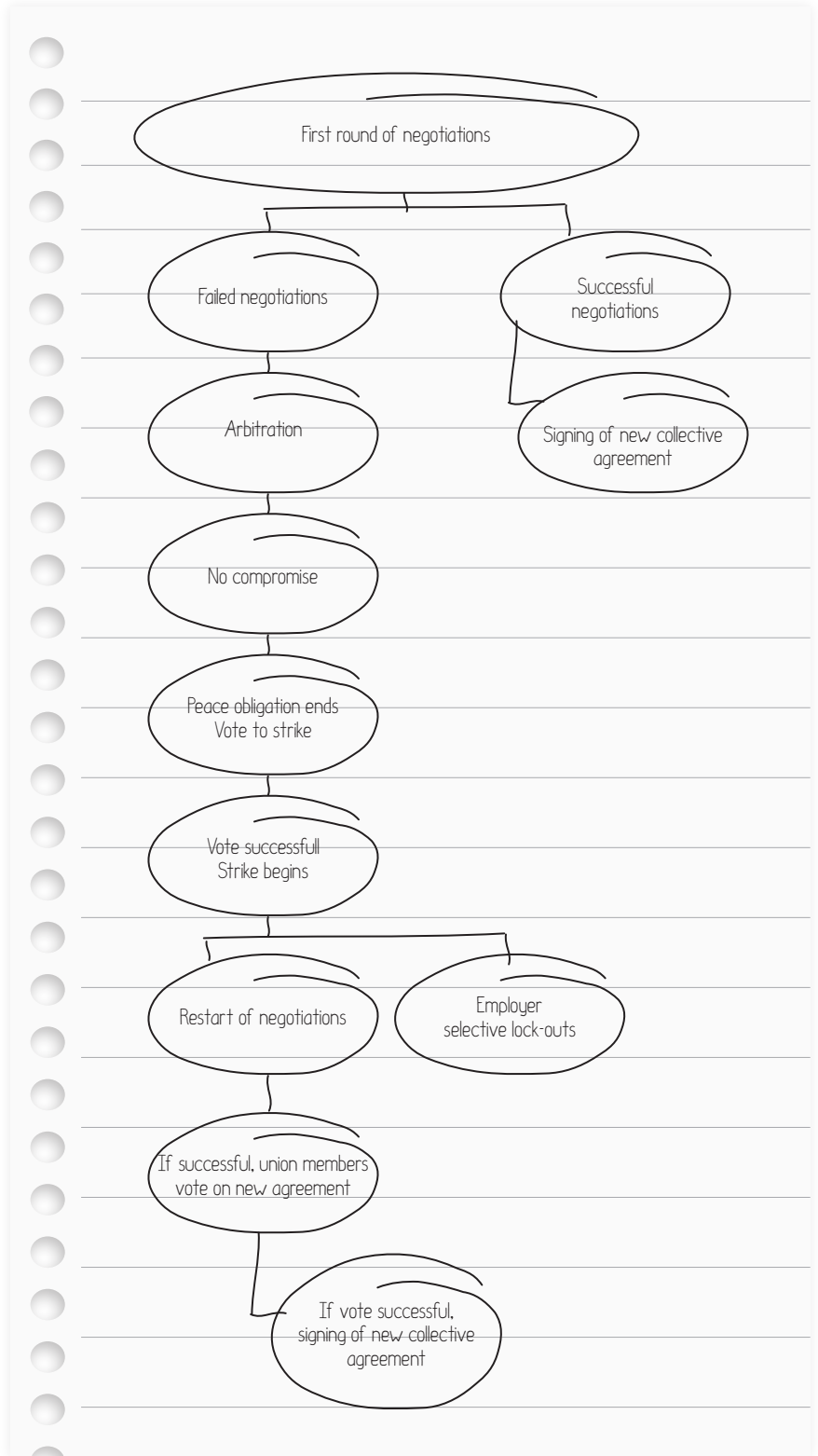
## To help you better structure the key words

To help you better structure the key words identified under Task 1, mark your answers on cards or pieces of paper and arrange them in a *keyword diagram*.

### Remember!

The *diagram* on the right is an example, which is described in more detail in  SW9a. Your *keyword diagram* may differ depending on the collective bargaining process in your country's law.

## A2.3 Key word diagram on steps of the collective bargaining process





## 2.2

# Identifying gender issues in collective bargaining

What are the issues that affect female workers in your workplace? Are these issues different from those that affect male workers? Do they affect a large number of workers? Which of these can be dealt with at the level of collective bargaining?

This chapter of Module 2 is meant to help you find answers to some of these questions, since no-one is better placed than you in knowing the particularities of your workplace situation, and constructively connect them to the collective bargaining process.

As mentioned in the introduction to this module, transport being a traditionally male-dominated industry, gender issues have been reduced too much too often to maternity rights while traditional bargaining agenda items such as health and safety, pay, have been traditionally approached from a man-only perspective. At the same time some of the needs that are usually associated with female workers are no longer limited to women, as men also need to be provided with opportunities to share family responsibilities. Thus, employers need to be encouraged to recognise the importance of work-life balance, paternity and parental leave, adjusted working hours and greater access to part-time work.

Activity A2.4 aims precisely to help you identify issues your colleagues are confronted with, while briefly analysing them from a more general perspective to find out whether they indeed affect both female and male workers. Activity A2.5 is about deciding amongst yourselves on which of the gender issues are most important to address, from the viewpoint of your workplace. The two activities are interconnected and although they do not require prior preparation, they will rely very much on your previous learning diary notes.

To conclude, this chapter proposes a simple learning approach: identify workplace gender issues for your collective bargaining agreement and prioritise them.

*A better workplace for women is a better workplace for all!*

No-one is better placed than you in knowing the particularities of your workplace, and constructively connect them to the collective bargaining agenda!



# A2.4

Activity

## What issues affect workers at the workplace?

### *Before the training session:*

There is no pre-training preparation for this activity.

### *During the training session:*

Get participants into small groups to discuss Task 1. If the trainees are of both genders, women and men will be split in separate groups. If the trainees are only women, one of the small groups will answer Task 1 from their (female) perspective while the other small group will adopt a male perspective when discussing Task 1. Task 2 is a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.4 and your collective agreement.

#### **Time for Task 1**

15 - 30 minutes

#### **Time for Task 2**

20 - 30 minutes

#### **Time for Task 3**

5 - 10 minutes

**Task 1** In small groups, discuss the following question.

- What are your interests and needs at the workplace?

In each group write down the interests/needs identified on separate cards or pieces of paper. Then, depending on which group you are (male or female), draw up a female figure or a male figure and stick the cards on the figure.

---

**Task 2** In plenary, present your drawings to the other groups.

Then, discuss together the following questions:

1. Which interests/needs are common to women and men at the workplace and which are specific to women?
2. Which of these can be found in your collective agreement?

---

**Task 3** Summarise your findings in the learning diary.

### By the end of this activity you should have:

- an understanding of the diverse workplace interests and needs of women and men;
- an understanding of the common interests and needs;
- an understanding of the interests and needs, which are already in your collective agreement.

### What next?

Keep your findings safe in your learning diary. Your answers to Task 2, question 1 will be useful for Activity A2.5. Once you identify common and gender specific interests/needs, you are one step further on your path to promoting your workplace gender issues on the collective bargaining agenda.



# A2.4

Example

## To help you determine what issues affect workers at the workplace

To help you determine what issues affect workers at the workplace and create your cards, be inspired by the *checklist* on the right.

### Remember!

The content of the *checklist* is only an example of workplace interests and needs that are typically subject to collective bargaining. Your workplace reality may differ.

## A2.4 Checklist on interests and needs affecting workers at the workplace

Pay	Leave	Working time
• equal pay;	• annual leave and school holidays;	• basic hours and overtime;
• bonus systems;	• maternity/paternity/parental leave;	• part-time work;
• job classification - women and men employed in certain jobs.	• paid educational/training leave.	• time off for family.
Health and safety	Parental responsibilities	Career
• changing rooms and restroom facilities;	• rights of pregnant and nursing mothers;	• access to training;
• protection equipment;	• job security and returning to the same job after maternity leave;	• equal promotion opportunities;
• workplace harassment and violence.	• child care.	• family life as an impediment.





# A2.5

Activity

## Prioritising workplace gender issues for the collective bargaining agenda

### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.4, Task 2, question 1.

### *During the training session:*

Task 1 is a plenary session. Get participants into small groups to discuss Task 2 while Task 3 is again a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A1.5.

#### **Time for Task 1**

10 - 15 minutes

#### **Time for Task 2**

20 minutes

#### **Time for Task 3**

20 - 30 minutes

#### **Time for Task 4**

5 - 10 minutes

In plenary, take the issues identified under Activity A2.4, Task 2, question 1, and pick a couple of them that you consider to be the most important from a gender perspective.

**Task 1**

Each small group chooses one issue.

In small groups, take your chosen issue and consider it against the following criteria:

**Task 2**

1. Who is affected by the issue?
2. Is it widely felt? (many union members want something done)
3. Is it deeply felt? (union members are very passionate about it and are prepared to take action)
4. Is it winnable – realistically, can it be successfully included in the collective agreement?
5. Are there any past experiences at your workplace/company on this issue?
6. How can you take this issue to the collective bargaining table?

In plenary, share your findings with the other groups and decide on the order – from 1 to 3 – in which you would take these issues to your union collective bargaining team.

**Task 3**

Summarise your findings in the learning diary.

**Task 4**

### By the end of this activity you should have:

- an understanding of the priority gender issues to be taken to the collective bargaining table.

### What next?

Keep your findings safe as they will be useful for Activities A2.9 – A2.12. You can also bring these issues forward to your workplace union representative.



# A2.5

Example

## To help you carry out Task 2

To help you carry out Task 2, collate your information in a *checklist*. See on the right side of this page for an example of a *checklist*.

### Remember!

The content of the *checklist* on the right is an example only. Your findings may differ, reflecting the situation at your workplace and your union.

## A2.5 Checklist on workplace gender priorities

Issue: Access to training	
Question	Answers
1. Who is affected by the issue?	Many women at the workplace because training is organised at week-ends or after working hours.
2. Is it widely felt?	Yes, because many women at the workplace cannot attend training outside working hours due to their family tasks.
3. Is it deeply felt?	Yes, some of the women have already missed opportunities to get a better job in the company as they missed out on training and additional qualifications.
etc.	



## 2

### .2.1

## Gender issues in collective agreements: Work-life balance

Work-life balance is about people having a measure of control over when, where and how they work. A satisfactory work-life balance is achieved when a worker's right to a fulfilled life inside and outside paid work is accepted and respected as the norm, to the mutual benefit of the individual, business and society.

As work is a part of life, we are really talking about *life balance*. But getting the balance right between work and other aspects of life, whether it is caring for children or elderly relatives, studying, working in the community or even just meeting up with friends can be difficult to achieve. Often companies get it wrong when considering that the best way to respond to the work-life balance needs of their female workers is by making their work patterns and shifts as flexible as possible. This, on the one hand, may be a measure to reduce the stress with looking after children or other dependants but can result in a negative impact on female workers too: being overlooked for occupational training, for promotion, being excluded from workplace teams, and ultimately being paid less. On the other hand, highly flexible work schedules may be more advantageous for employers than for workers, since for instance, customers and clients nowadays expect a service that above all suits them, and in this context a highly flexible workforce may be just the solution for a 24/7 service. Mindful of all this, collective bargaining plays a key role in putting work-life balance to the advantage of the worker. By regulating working hours, work patterns and schedules, pay and time-off benefits, collective agreements are of key importance in setting the boundary between the time spent at work and private life. Collective agreements also make sure that workers are not penalised - in terms of career and pay - for their need to spend extra time away from work in situations linked to personal development and family care.

This chapter takes stock of the importance work-life balance on the one hand and collective bargaining on the other hand have in addressing major issues women transport workers are currently confronted with. The activities of this chapter will guide you through assessing the opportunities and risks generally associated with work-life balance (Activity A2.6), identifying those issues that are important to your workplace colleagues and promoting them to the collective bargaining agenda (Activity A2.7) and, to conclude with, developing arguments in support of the work-life balance issues you claim and communicating them to your employer (Activity A2.8).

*Remember: with men being more and more involved in family life, work-life balance is no longer a women's issue, it is an issue for all workers.*

Time has come to make sure  
work-life balance works to the benefit  
of all transport workers, women and men.



# A2.6

Activity

## Assessing opportunities and risks of work-life balance

### *Before the training session:*

There is no pre-training preparation for this activity.

### *During the training session:*

Task 1 is a plenary session. Get participants into small groups to discuss Task 2 while Task 3 is again a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.6 and of  SW9b.

#### **Time for Task 1**

10 - 15 minutes

#### **Time for Task 2**


20 - 30 minutes

#### **Time for Task 3**


30 minutes

#### **Time for Task 4**

5 - 10 minutes

**Task 1** In plenary, read together  SW9b giving you an example of a *work-life balance model*.

Make sure that everyone understands this example.

**Task 2** In small groups think of a case from your workplace and compare it to the *work-life balance model* in  SW9b.

See whether in your case the four areas of the *model* are in a balanced relationship to each other

**Task 3** In plenary, share the cases chosen by each group.

Pick one and discuss the following questions:

1. What are the opportunities of work-life balance?
2. What are the risks of work-life balance?
3. Are these opportunities and risks the same for you and for your employer?
4. How can these situations be addressed and/or claimed via collective bargaining negotiations, to minimise risks and enhance opportunities for you and your colleagues?

**Task 4** Summarise your answers to the questions in the learning diary.

### By the end of this activity you should have:

- a better understanding what work-life balance means in practice;
- an awareness that work-life balance can have opportunities and risks, which may be different for you and your employer;
- a better understanding of how to claim your rights to improve work-life balance for you and your colleagues.

### What next?

Keep your findings safe as you will need them for Activity A2.7.



# A2.6

Example

## To help you carry out Tasks 2 and 3

To help you carry out Tasks 2 and 3, collate your information in a *fact sheet*.

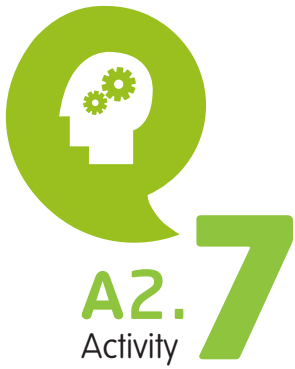
On the right there is an example of a *fact sheet*.

### Remember!

The content of the *fact sheet* on the right is an example only. Your cases and findings may differ, reflecting the situation at your workplace.

## A2.6 Fact sheet on work-life balance applied to a practical workplace situation

Task 2	
<b>Case:</b> a public transport company offers its drivers (women and men) the possibility to work flexible hours/shifts. Some drivers decide to work night shifts to better meet their family life responsibilities.	
<b>Body &amp; health:</b> NO, because night shifts over long periods of time have a negative impact on health, can lead to chronic fatigue and ultimately to accidents;	
<b>Achievement &amp; work:</b> YES or NO? Think whether this work pattern helps making a career in your job;	
<b>Social contacts &amp; partnership:</b> YES, because in terms of family life, for example, this would allow many of the drivers to take their children to school/kindergarten in the morning, fetch them home in the afternoon and spend time with them before going to work; NO, because this would negatively impact on their partnerships and social life;	
<b>Sense &amp; culture:</b> NO, because night shifts negatively impact on personal development, hobbies, etc.	
Task 3	
Question	Answers
1. What are the opportunities of work-life balance?	<b>Opportunities:</b> possibility to better reconcile professional and family life as drivers can drop their children to school in the morning, pick them up in the afternoon and spend time as a family in the afternoon/evening.
2. What are the risks of work-life balance?	<b>Risks:</b> impact on body & health; impact on social contacts & partnership; impact on sense & culture as drivers have less time for self-development.
3. Are these opportunities and risks the same for you and for your employer?	While for drivers the case has positive and negative effects, many of them may choose working night shifts. The employer may see this as an opportunity to have more drivers working at night.
4. How can these situations be addressed and/or claimed via collective bargaining negotiations, to minimise risks and enhance opportunities for you and your colleagues?	A collective agreement for drivers to work alternative shifts, with the possibility to arrange the working patterns according to their needs.



# A2.7 Activity

## Promoting gender and work-life balance issues in collective bargaining

### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activities A2.4 and A2.6.

### *During the training session:*

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.7 and your collective agreement.

#### **Time for Task 1**

10 - 15 minutes

#### **Time for Task 2**

20 - 30 minutes

#### **Time for Task 3**

5 - 10 minutes

In Activities A2.4 and A2.6 you discussed some concrete workplace issues and cases that put into balance work, family and personal aspects of life.

### Task 1

In small groups, identify the priority gender and work-life balance issues that affect you and your colleagues at the workplace.

Share your findings with the other groups in plenary, choose one of the issues that in your view is the most relevant for your workplace and discuss the following questions:

### Task 2

1. How is this issue dealt with by your company and/or your trade union?
2. How could you contribute to improve the situation?
3. Is this issue already part of your collective agreement? If not, what arguments can you come up with to put it on the bargaining agenda? For example, think what would happen if this issue continued to be ignored.
4. Do you think there would be any opposition to putting this issue on the bargaining agenda? If yes, in your view what would be the counter-arguments?

### Task 3

Summarise your main findings in the learning diary.

### By the end of this activity you should have:

- developed a common view and understanding of the work-life balance issues at your workplace and how these issues affect female workers;
- a clear idea of the arguments and counter-arguments related to your chosen work-life balance issue.

### What next?

Take your findings to the workplace and discuss them with your colleagues and with your union representative to check their relevance and find solutions on how to address them in the best way. Keep your findings safe as you will need them for Activity A2.8.



# A2.7

Example

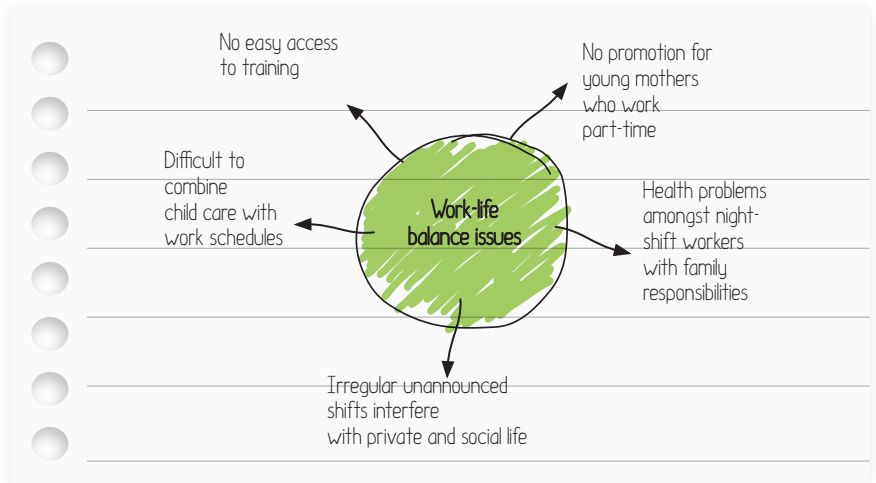
## To help you better structure your answers and thoughts of Task 1

To help you better structure your answers and thoughts from Task 1 paste the identified issues in a *sun diagram*. For Task 2, collate your findings in a *table*.

### Remember!

The content of the *sun diagram* and the *table* on the right is just an example. Your workplace priorities and findings may differ from the issues listed on the right.

## A2.7 Sun diagram on priority gender work-life balance issues at your workplace



## A2.7 Table on ways to promote gender and work-life balance issues in collective bargaining

Issue: Irregular unannounced shifts interfere with private and social life	
Question	Answers
1. How is this issue dealt with by your company and/or your trade union?	The company announces shifts to women workers at very short notice.
2. How could you contribute to improve the situation?	Support the union in its investigation. Have a meeting with your colleagues and get information and cases on this issue. See whether this issue affects only women or also men.
3. Is this issue already part of your collective agreement? If not, what arguments can you come up with to put it on the bargaining agenda? For example, think what would happen if this issue continued to be ignored.	This issue is not yet part of the collective agreement. If this issue fails to be put on the collective bargaining agenda there will be increased pressure on women workers, who are assigned difficult shifts. They will find it difficult to fulfil their private and family commitments. Several women have left the company already because of this issue. Disputes may arise at company level.
4. Do you think there would be any opposition to putting this issue on the bargaining agenda? If yes, in your view what would be the counter-arguments?	The company management may oppose, as they want as much flexibility as possible to use the female personnel in the best way for the business flow (peak time periods, etc.).





# A2.8

Activity

## Why are gender issues and work-life balance important in collective bargaining?


### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.7.

### *During the training session:*

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.8 and  SW8.

### **Time for Task 1**

15 - 20 minutes

### **Time for Task 2**

15 minutes per role-play +  
10 minutes to summarise

### **Time for Task 3**


5 - 10 minutes

## Task 1 Preparing the role-play

Based on your findings from Activity A2.7, in small groups imagine the following situation: you, your colleagues and your union want to bring to the negotiation table a gender issue that affects women and their work-life balance. Your employer asks you to bring arguments to support your claim.

Think of about 2 – 3 arguments you would give to your employer and prepare a short role-play (maximum 3-5 minutes). You will need someone in your group to play the role of the employer and another participant to play the role of the union member. Practise your role-play a few times and have it ready for the plenary session.

## Task 2 Conducting the role-play

In plenary, each group performs its role-play in a fishbowl ( SW8). Before starting the role-play make sure that each group tells the other participants who is playing the employer and who is playing the union member.

At the end, summarise the main points and discuss which of the arguments provided in different role-plays were most convincing.

## Task 3 Summarise the most convincing arguments of Task 2 in the learning diary.

### By the end of this activity you should have:

- a better understanding of how to prepare and use your arguments to convince the others to follow your view.

### What next?

Share your findings with others at work (both employees and employers), at union meetings, etc. Make them understand that gender issues and work-life balance in collective bargaining are important for the workplace. The more you talk about gender issues the more visible they become.



# A2.8

Example

## To help you carry out Task 1

To help you carry out Task 1, put on a *list* your arguments on why gender issues and work-life balance are important in collective bargaining.

### **Remember!**

The arguments in the *list* on the right are just an example. Your *list* will depend on what is happening in your workplace.

## A2.8 List of arguments on the importance of gender and work-life balance issues in collective bargaining

- in recent years, the company has managed to recruit a large number of women but many leave their jobs because their issues are not addressed and/or dealt with; therefore, the company continuously loses skilled and experienced personnel;
- the level of absenteeism is very high due to the fact that women workers do not have the possibility to adequately combine their family and/or private commitments with work;
- addressing these issues in the collective agreement will offer better stability for workers in general, a better work environment and therefore the company could attract more skilled personnel.



# 2.3

## How to negotiate?

Collective bargaining negotiation is a process, a dialogue between social partners - trade unions and employers - meant to reach an agreement (collective bargaining agreement) on employment conditions such as working time, pay, health and safety, applicable to a group of workers.

### **When can you talk about negotiation?**

- when the negotiation parties are connected through some common reality or situation they have to address;
- when interests diverge;
- when an agreement can be foreseen as the goal of the negotiations.

### **How can you measure the success of negotiations?**

- by the effectiveness of the result (quality of the results);
- by the effectiveness of the negotiation process (time economy);
- by the nature of relations between the parties involved, and the environment in which negotiations have been carried out (quality of the relationships).

### **What are the conditions for a good outcome of negotiations?**

- unambiguous in interpretation;
- sustainable (strengthening rights and contributing to workplace stability);
- fair (supported by both sides).

This chapter of Module 2 aims to give an overview of the negotiation process from different angles: the skills needed, the negotiation styles and tactics and the commitments in time and work required when becoming a member of the union negotiation team. All these, with a view to helping you and your female colleagues map out what it takes to become involved in your union collective bargaining team. The chapter intends to provide you and your workplace colleagues with a basic orientation through the negotiation process, rather than be exhaustive on the topic. The more thorough training and preparation of the workers is certainly subject to each individual trade union, as it is intrinsically connected with the history of the workplace and bargaining process, as well as with the negotiation style and culture of each country, sector, and company.

Activity A2.9 looks at the skills, knowledge and qualities needed by a union negotiator part of the collective bargaining team. Basically, no-one starts from zero when it comes to negotiations skills as negotiating is part of everyday life and many have developed certain skills already. Hence, it is important to make use of the skills and strengths you already have. This is precisely the aim of this activity: see what qualities you possess, see where there is room for improvement and seek support to improve. Activity A2.10 attempts to provide an overview of the different negotiation styles and gives you the possibility to assess their advantages and disadvantages in relation to an ideal negotiation process, dominated by an equal balance of power and mutual respect. However, in practice, the negotiation style adopted by your trade union will very much depend on the specific reality of your company, sector and even national industrial relations. This workplace/company specificity will ultimately decide the style you have to adopt as a future member of your trade union bargaining team. Activity A2.11 will give you an opportunity to assess the separate, sometimes divergent, interests that bring unions and employers to the negotiation table, while Activity A2.12 will guide you through preparing a negotiation session by applying a step-by-step negotiation plan (establishing priority issues, getting to know your negotiation counterpart, assessing its interests, developing your alternatives, finding solutions). Activity A2.13 closes this chapter by making you aware of the practicalities and the level of commitment women workers have to put in should they choose to be part of the trade union negotiation teams.

All activities of this chapter are connected with each other and have to be carried out in the order proposed in the chapter. Most of them are based on additional text and information that can be found in the Skills Workshop.

*Know what it takes to join union collective bargaining teams! Make a pertinent choice! And be the voice of female workers in the collective bargaining process.*



# A2.9 Activity

## Identifying skills as a negotiating partner

### *Before the training session:*

*There is no pre-training preparation for this activity.*

### *During the training session:*

*Get participants into small groups to discuss Task 1. Task 2 is done individually, by each participant. Task 3 is a plenary session.*

### *Equipment and materials:*

*Paper, pens and copies of Activity A2.9.*

#### **Time for Task 1**

20 minutes

#### **Time for Task 2**

20 - 30 minutes

#### **Time for Task 3**

30 minutes

#### **Time for Task 4**

5 - 10 minutes

**Task 1** In small groups draw a picture of a woman on a large piece of paper.

Discuss and write down using the picture what kind of skills, knowledge and qualities would make a good union negotiator.

**Task 2** Individually, compare yourself with the attributes of a good union negotiator as discussed in Task 1 and answer the following questions:

1. What are your strengths? What are your weaknesses?
2. What can you do yourself to further develop your negotiating skills, knowledge and qualities?
3. Where do you need the help of others? Who can help and how?

**Task 3** In plenary, have a general discussion on the findings from Task 1 and see whether you come up with common needs to improve your negotiating skills.

**Task 4** Summarise the findings from Task 1 and 3 in your learning diary.

Task 2 is optional.

### By the end of this activity you should have:

- a better understanding of the knowledge, skills and qualities of a good union negotiator;
- a better understanding of the knowledge, skills and qualities that you already have, as well as the knowledge, skills and qualities that you could still develop;
- a better understanding of who could help you with your personal development and how.

### What next?

If you think there is a need for further improvement of your negotiating skills contact your union to see if they offer any opportunities to improve these skills.



# A2.9

Example

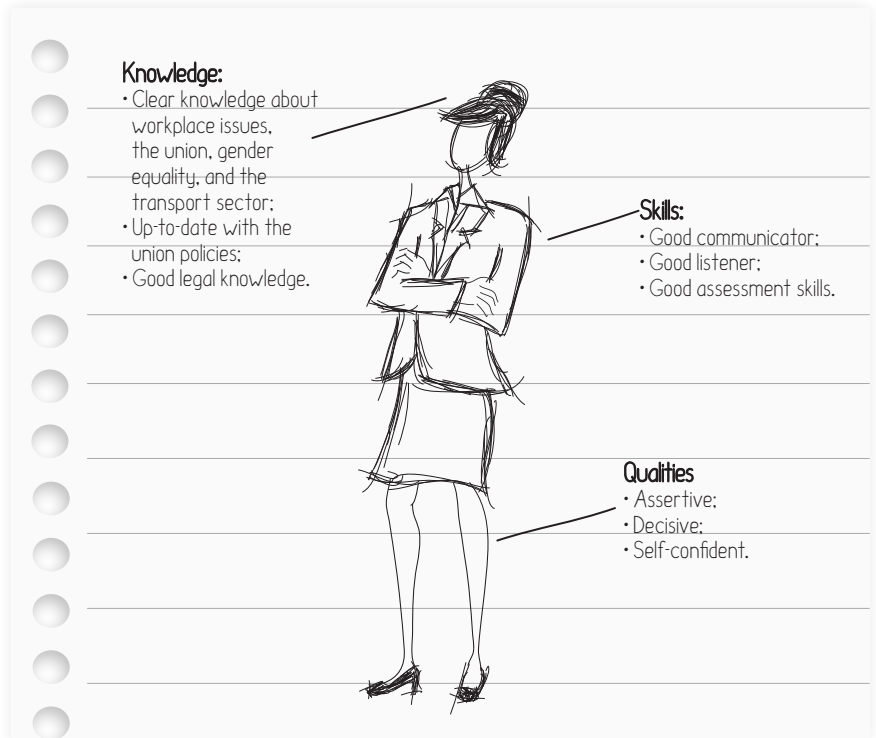
## To help you determine the skills, knowledge and qualities of a good trade union negotiator

To help you determine the skills, knowledge and qualities of a good trade union negotiator for Task 1, use a pictogram. For Task 2, use a reverse T to better structure your findings.

### Remember!

The content of the pictogram and of the reverse T is only an example. Your findings may differ.

## A2.9 Pictogram on skills, knowledge and qualities of a good trade union negotiator



**Knowledge:**

- Clear knowledge about workplace issues, the union, gender equality, and the transport sector;
- Up-to-date with the union policies;
- Good legal knowledge.

**Skills:**

- Good communicator;
- Good listener;
- Good assessment skills.

**Qualities**

- Assertive;
- Decisive;
- Self-confident.

## A2.9 Reverse T on the evaluation of your skills, knowledge and qualities

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• assertive;</li> <li>• good communicator;</li> <li>• clear knowledge of workplace issues.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• lacking assessment skills;</li> <li>• lacking legal knowledge;</li> <li>• indecisive.</li> </ul>
<p><b>Ideas for Improvement and where to get help</b></p> <ul style="list-style-type: none"> <li>• improve confidence through solid preparation before the negotiations;</li> <li>• improve knowledge of the topics under negotiation;</li> <li>• attend training courses on communication/negotiating skills;</li> <li>• get help from your colleagues to make your case;</li> <li>• get help from your trade union to improve your skills via training or mentoring programmes.</li> </ul>	



# A2.10

Activity

## Getting to know different negotiation styles and tactics


### Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.9.

### During the training session:

Task 1 is a plenary session. Get participants into small groups to discuss Task 2. Resume the small groups in plenary for Task 3.

### Equipment and materials:

Paper, pens and copies of Activity A2.10 and of  SW9c. Possibly big sheets of paper and markers.

#### Time for Task 1

15 - 20 minutes

#### Time for Task 2


20 minutes

#### Time for Task 3

20 - 30 minutes

#### Time for Task 4

5 - 10 minutes

In plenary, read together  SW9c on the *three negotiation styles* and make sure that everyone understands them.

Task **1**

If you wish, you can visualise the different negotiation styles on a big sheet of paper.

In small groups, discuss on the basis of the different negotiation styles the following questions:

Task **2**

1. Which negotiation styles do you recognise?
2. Which of the three negotiation styles do you prefer and why?
3. What consequences, if any, would your choice have for the negotiations?

Share your discussions and findings in plenary.

Task **3**

Summarise the main arguments in the learning diary.

Task **4**

### By the end of this activity you should have:

- a better understanding of different negotiation styles and tactics.

### What next?

Keep your findings safe as you will need them in Activity A2.11. Contact your trade union representative and familiarise yourself with your union's history and tradition with respect to collective bargaining negotiations (see also your notes in your learning diary under Activity A2.1).



# A2.10

Example

## To help better structure your findings and answers from Task 2

To help better structure your findings and answers from Task 2, collate your information in a *table*. See on the right side for an example of such a *table*.

### A2.10 Table on getting to know different negotiation styles and tactics

Questions	Answers
1. Which negotiation styles do you recognise?	
2. Which of the three negotiation styles do you prefer and why?	
3. What consequences, if any, would your choice have for the negotiations?	

### A2.10 Hints and tips

Here are some hints and tips on the three negotiation styles mentioned in SW9c to help you answer the questions in Task 2.

#### 1. Hard negotiation style

- The advantage is that you may get what you want on one or more issues;
- The disadvantage is that - with such a style based on confrontation - it will be very difficult to make concessions and to come to an agreement.

#### 2. Soft negotiation style

- The advantage is that you may come easily to an agreement;
- The disadvantage is that you may have to give in on key issues.

#### 3. Poker

- With this style you will need to have good assessment skills and a good perception of the negotiation process in order to switch fast from one tactic to another.





# A2.11 Activity

## Recognising different interests


### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.10.

### *During the training session:*

Task 1 is a plenary session. Get participants into small groups to discuss Task 2. Resume the small groups in plenary for Task 3.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.11 and  SW9d. Possibly big sheets of paper and markers.

#### **Time for Task 1**

20 - 30 minutes

#### **Time for Task 2**


10 minutes

#### **Time for Task 3**

30 minutes

#### **Time for Task 4**

5 - 10 minutes

**Task 1** In plenary, read together  SW9d and make sure that everyone understands it.

If you wish, you can visualise the five steps of the negotiation process on a big sheet of paper.

**Task 2** In small groups brainstorm on the following questions:

1. What is familiar to you about this negotiation style?
2. Do you find any shortcomings of this negotiation style?

**Task 3** Share your findings briefly in plenary.

Then, make a short list with the possible interests of workers and the possible interests of employers when it comes to collective bargaining and discuss what the different interests are.

**Task 4** Summarise your findings of Task 3 in the learning diary.

### By the end of this activity you should have:

- a common understanding of the negotiation process;
- worked out where the conflict of interest between workers and employers is.

### What next?

Keep your findings safe as you will need them in Activity A2.12.



## To help you carry out Task 3

To help you carry out Task 3, collate your arguments in a *comparative chart*. On the right there is an example of such a chart.

### Remember!

The content of the *chart* is an example only to give you some ideas on what the different interests of workers and employers could be. Your *chart* may differ depending on the situation at your workplace or company.

## A2.11 Chart on different interests of workers and employers

Workers	Employers
• Reconciliation of professional, private and work life:	• More flexible working time patterns;
• Decent wages and better working conditions:	• Increased efficiency and productivity;
• Health and safety at work.	• Cutting costs.



# A2.12 Activity

## Preparing for negotiations



### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A2.11.

### *During the training session:*

Tasks 1 and 3 are plenary sessions while Task 2 is to be conducted in small groups.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.12,  SW8 and  SW9d.

### **Time for Task 1**

10 - 15 minutes

### **Time for Task 2**

30 minutes

### **Time for Task 3**


15 minutes per role-play +  
10 minutes to summarise

### **Time for Task 4**


5 - 10 minutes

**Task 1** In plenary, think of 2-3 topics for negotiation related to your workplace.


Then, form small groups with each group choosing one topic.

**Task 2** In small groups, prepare to negotiate on your chosen topic following steps 1-5 of  SW9d with the help of the table shown below.

Then, each small group prepares a short role-play based on its example (maximum 5-7 minutes). You will need someone in your group to play the role of the employer and another participant to play the role of the workers. Practise your role-play a few times and have it ready for the plenary session.

**Task 3** In plenary, each group performs its role-play in a fishbowl ( SW8).

Before starting the role-play make sure that each group tells the other participants who is playing the employer and who is playing the workers' side. The others watch the performances and observe:

- the relation of the statements to one another;
- which elements and steps of the  SW9d have been used?

At the end, summarise the main points and discuss how negotiations went in the various role-plays.

**Task 4** Summarise your findings from Tasks 2 and 3 in the learning diary.

### By the end of this activity you should have:

- a better understanding of the course of collective bargaining negotiations.

### What next?

Keep your findings safe as you will need them in Activity A2.12.



# A2.12

Example

## Some ideas of topics for negotiation

The *list* below gives you some ideas of topics for negotiation related to your workplace to help you carry out Task 1:

- change in working time;
- new shift patterns;
- creating changing room facilities that are adequate for women workers.

### Remember!

The *list* above is only an example to guide you in carrying out Task 1. Your examples may be different, reflecting the situation at your workplace.

For Task 2 use an *assessment form* to better structure your findings. There is an example on the right of such a *form*.

### Remember!

The content of the *form* is an example only to give you some ideas on what the different interests of workers and employers could be. Your findings may differ depending on the situation at your workplace, in your union or company.

## A2.12 Assessment form on negotiation steps

**Note:** Under the heading *others involved* consider those who could have an interest in the outcome of the negotiations, e.g. clients, politicians, non-governmental organisations.

Topic for negotiation: Change in working time / For some years now, in your railway company, there has been a need over the summer period to increase the number of working hours to meet passenger demand. The union and the company meet to negotiate employee rights and benefits in the new context.			
	Workers' side	Employers' side	Others involved
1. People involved (Separate the people from the issue)	The trade union negotiation team	The company management	Passengers
2. Aims and interests (Focus on the interests of the parties involved and not on positions)	Compensation and benefits for the extra working hours	Keep the costs down while meeting passenger demand	Increased service
3. Options (Develop various options for mutual benefit)	Time off for extra hours.	Employing temporary staff	
4. Evaluation of options	If the company employs temporary staff the risk may be that gradually permanent staff would be replaced.	Time off for extra hours would mean the company would not be able to cover the demand.	
5. Best alternative(s) (Develop a plan B or a best alternative)	Paid extra working hours for the full-time staff. The service demand could be met during the summer period.	Paid extra working hours would mean keeping the skilled, experienced staff in the company. Quality of service would be ensured.	



# A2.13 Activity

## Practical considerations when becoming part of a collective bargaining team

### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activities A2.9 to A2.12.

### *During the training session:*

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.13.

#### **Time for Task 1**

15 - 20 minutes

#### **Time for Task 2**

20 - 30 minutes

#### **Time for Task 3**

5 - 10 minutes

**Task 1** Based on your findings from Activities A2.9 to A2.12, in small groups imagine the following situation:

You have been part of your union collective bargaining team for three months now and realise that this puts you in a new situation, which you have not anticipated and which raises a number of practical issues that now need to be dealt with. You attend more meetings than before, you spend a fair amount of time with preparation and follow-up work, you sometimes need to spend days away from home and from your workplace and you need to coordinate with your union for travel and accommodation arrangements.

Discuss this situation and generate a checklist of practical issues which need to be considered when becoming part of a collective bargaining team.

**Task 2** Share your discussions and findings in plenary and come up with a joint checklist that reflects the views of all participants.

**Task 3** Add the joint checklist of Task 2 in the learning diary.

### By the end of this activity you should have:

- a better understanding of the practical considerations when becoming a member of a collective bargaining team.

### What next?

Take your findings and checklist to your workplace and discuss them with the other colleagues and with your trade union representative. Keep the checklist and use it when electing/nominating your female workplace representative in the collective bargaining team of your trade union.



# A2.13

Example

## To help you better structure your findings from Task 1

To help you better structure your findings from Task 1 collate them in a *checklist on practical issues* to consider when becoming part of a collective bargaining team.

On the right, there is an example of such a *checklist*.

### Remember!

The *checklist* on the right is not exhaustive but covers only some of the practical issues which may arise when becoming a member of a collective bargaining team. Some of the aspects in the *checklist* are closely related to the rights at work as a trade union representative (see Activity A1.4 of Module 1). For example, a union member of the collective bargaining negotiation team has the right to be released from work to attend the meeting(s) without any loss of salary. Furthermore, all related costs (travel, accommodation) will not to be covered by the union representative him/herself but by the union or in some cases even the employer. However, depending on your country, union, company or workplace there may be further practicalities to be considered.

## A2.13 Checklist on practical issues to consider when becoming part of a collective bargaining (CB) team

1.	When is the CB meeting (or meetings) held and how often?
2.	Where is the CB meeting held?
3.	Does the meeting require an overnight stay away from home?
4.	Who makes the travel arrangements and organises accommodation, if required?
5.	Who pays for the travel costs, daily subsistence allowance and accommodation, if required? How is it paid or are the costs reimbursed?
6.	Make sure that you are released from work to attend the CB meeting(s).
7.	Do you have dependants (children, elderly relatives in need of care etc.)? If so, do you need to make any arrangements for their care? Do you need any support and which support is available?
8.	How much time are you expected to spend on the preparation and follow-up of the meeting?
9.	When and where does the CB team meet to prepare for their meetings? Who organises these meetings? What resources are needed?
10.	Other considerations



## 2.3.1

# Follow up of negotiations

Whether a good collective bargaining agreement is reached or not, it is essential to evaluate the process at its very end in order to take stock of its benefits and shortcomings. This will help the negotiators' team to account for their newly acquired experience and if need be to adapt their future style and strategies.

As part of an evaluation process, negotiators may want to know what they have achieved, where they scored success and where and why they failed, what has to be done to improve, what is new regarding the persons involved in the negotiations and the topics under negotiation.

This last chapter of Module 2 consists of a stand-alone activity that is largely based on your learning diary notes as well as on the knowledge you acquired while carrying out the activities of chapter 2.4. To this end, Activity A2.14 can only be carried out once you and your group have been through Activities A2.9 to A2.13. Activity A1.14 also comes with a central message for your learning path:

*You can only move on once you have a deep understanding of your past achievements.*

Union experience shows that collective bargaining negotiations must remain focused on workplace rights and how to get them, rather than on the negotiating partners.





# A2.14

Activity

## Reflections on the negotiation process

### *Before the training session:*

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activities A2.9 to A2.12.

### *During the training session:*

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

### *Equipment and materials:*

Paper, pens and copies of Activity A2.14.

#### **Time for Task 1**

15 - 20 minutes

#### **Time for Task 2**

20 - 30 minutes

#### **Time for Task 3**

5 - 10 minutes

**Task 1** In small groups discuss and answer the following question:

- What have you learnt from Activities A2.9 and A2.12 that you can use for future collective bargaining negotiations?

---

**Task 2** Share your findings in plenary.

---

**Task 3** Summarise your main findings in the learning diary.

### By the end of this activity you should have:

- an understanding of how a collective bargaining agreement comes about;
- developed a routine in evaluating the negotiations you have been involved in.

### What next?

Use what you have learnt to promote women in collective bargaining negotiation teams.



# A2.14

Example

## The following two cases give you some ideas

The following two *cases* give you some ideas of the potential learning outcome of Activities A2.9 and A2.12.

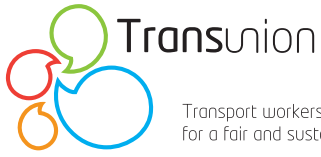
### Remember!

The *cases* on the right are only an example. Your *cases* may be different.

## A2.14 Cases reflecting potential learning values associated with the negotiation process

- 1. What if the employers' side is stronger?
  - You may want to consider developing alternative ways to achieve your original purpose, i.e. decide what you will do if no agreement can be reached with the employer. Once you develop your alternatives, see how you can further turn them into feasible options.
  - Example: Your interest was to obtain some compensation and benefits for extra working hours during the summer period (see Example A2.12). However, the employers' side refused to negotiate on time off for extra hours. A possible alternative in this case is to negotiate pay for extra working hours.
- 2. What if the employers' side does not play fair?
  - The employers' side defends its opinion with vengeance, attacks your position massively and/or leads the debate no longer on a factual but on a personal level. You may want to consider not reacting immediately as this could lead to an escalation of the conflict. Instead, you could interrupt the negotiations to give some time for reflection on both sides. When resuming the negotiations, make sure you separate the persons from the issue. Start by discussing with the employers' side what interest could lie behind their position and make clear what would happen if the workers' situation was not improved.

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