Labour Education and White-Collar Workers

UALE CONFERENCE SEATTLE: APRIL 6, 2018

Cynthia Watt, Vice-President
Cassie Bell and Patricia Chong, Education Officers
What We’ll Cover in the 30-minute Slam!

1. Introductions and overview – Cynthia Watt
   - Oh Canada!
   - Who is AMAPCEO?

2. Background and Big Picture – Patricia Chong
   - What is a “professional” worker?
   - What is the “paradox of professionalism”?

3. Why Labour Education? – Cynthia Watt
   - Canadian Context
   - AMAPCEO Context
   - Union Density
   - Public vs. Private sector workers
   - Influence to be realized

4. AMAPCEO’s Five-Year Education Plan - Cassie Bell
   - Connecting the dots

5. Question and Answer session - All
Who is AMAPCEO...where are we from?

Canada – Province of Ontario
Who is AMAPCEO?

- Health Quality Ontario
- Office of the French Language Services Commissioner
- Ontario Arts Council
- Ontario Public Service
- Ontario Provincial Advocate for Children & Youth
- Public Health Ontario
- Waypoint Centre for Mental Health Care

### JOB CLASSIFICATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Program Planning &amp; Evaluation</td>
<td>27.3%</td>
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<tr>
<td>Policy</td>
<td>23.3%</td>
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<tr>
<td>Administration</td>
<td>17.1%</td>
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<td>Information Technology</td>
<td>10.2%</td>
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<td>Scientific</td>
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Professional workers are characterized by the following:

1. Heightened educational requirements

2. Specialized skills

3. An elevated perception of social class or prestige to distinguish between professional and other white-collar workers

From: Savage & Webber (2013)
The Paradox of “Professionalism”

What is the paradox of ‘professionalism’?

Professional workers tend to see unions as a threat to their professionalism, but when their professionalism is threatened, they turn to unions to combat those threats.
Why Labour Education…Canadian Context

- Unions are not always highly visible when they are working well
- Some union members fail to appreciate their rights and benefits
- Many non-union workers see organized labour as a ‘vested interest’
- Perception that unions only necessary for blue-collar workers
- Lack of recognition of role unions played shaping today’s democratic society

Top Ten Articles / Issues Disputed across all Bargaining Units in 2016 (by Article type)

<table>
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<tr>
<th>Article Type</th>
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<tr>
<td>Health and Safety</td>
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<tr>
<td>Direct Assignment / Bumping</td>
<td>33</td>
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<td>Compassionate Transfer</td>
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<td>Discipline and Discharge</td>
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<td>Management Rights</td>
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<tr>
<td>Discrimination / Harassment</td>
<td>265</td>
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</table>
• Union density in Canada was on the rise from the 1950s to the 1980s, when density peaked at 41.8% in 1984
• As of 2014, the overall rate of unionization in Canada had declined to 30.4%
• While unionization numbers are currently stable, union density is at an all-time low in Canada
Decline in union density is a threat for unions because, “if union density is low and is confined to workers with a lot of bargaining power, there is a risk that unionized workers will become a privileged labour aristocracy rather than a broad, inclusive, and equalizing social movement.”

Why Labour Education…
Public vs. Private Sector Workers

• Threat is particularly relevant for public sector unions as union density much higher in public sector than private sector
• As of 2014, unionized workers in Canada were:
  • 75% in public sector
  • 17% in the private sector
• Conversation about “union vs. non-union” workers increasingly more about public sector versus private sector workers
Why Labour Education...Influence to be realized

- Challenges workers’ beliefs, assumptions, and stereotypes in order to build bridges among workers, to unite a multicultural and diverse labour force
- Programs can withstand the risks of confronting controversial issues in ways a specific campaign cannot
- Debate in a classroom creates the tensions necessary for learning

AMAPCEO’s Education Committee

Mission

• To ensure that each and every member understands their role in the union, the value of the union, and how they fit into the broader labour movement.

• To achieve high levels of participation, care for the collective, and interest in increasing involvement in the Association.
Five Education Programs

**WORKPLACE RELATIONS**

**STREAMS**
- Members
- Workplace Representatives (LEVEL 1)
- Advanced Workplace Representatives (LEVEL 2)
- Workplace Representative Mentors (LEVEL 3)
- Employee Relations Committee Representatives or Co-Chair
- Negotiating Team

**ENGAGEMENT**

**STREAMS**
- Members
- Engagement Activists (LEVEL 1)
- Advanced Engagement Activists (LEVEL 2)
- District Leaders (i.e., Community Leaders, Vice-Chairs, Secretaries)

**GOVERNANCE**

**STREAMS**
- Members
- Delegates
- ADC Committees and Board Standing Committees
- Board Directors

**OCCUPATIONAL HEALTH & SAFETY AND PERSONAL WELLNESS**

**STREAMS**
- Members
- Health & Safety and Personal Wellness Activists
- Certified Occupational Health & Safety and Personal Wellness Representatives

**GENERAL**

**STREAMS**
- Members
- District Facilitators (Train-the-Trainers)
EXAMPLE EDUCATION PROGRAM STREAM

Program Stream

Courses

Role Designation

DISTRICT LEADERS
e.g., Community Leader

Foundational Courses
- Member Relations
- New Member Orientation
- The Union Advantage
- Equity 101: Moving Beyond Diversity Towards Equity & Inclusion

Choice 1
- Art of Persuasion: Having Courageous Conversations

Choice 2
- Mobilization and Building Solidarity
- Political Action and Building Union Power
- Recruitment Retention and Engagement
- Understanding Rights in the Workplace
- What's the Role of the Activist?

Choice 3

Art of Persuasion: Having Courageous Conversations

Bargaining 101

Mapping Your Workplace

What's the Message? Communications 101

Women Activists, Recruitment, and Support

District Leader Designation
IMPLEMENTATION

APRIL 2017–DECEMBER 2021

PHASE 1
Learning Foundation
April 2017–April 2018

PHASE 2
Facilitating Expanded Learning
April 2018–December 2020

PHASE 3
Refining Offerings & the Plan
January 2021–December 2021
Thank You