

WORKSHOP OUTLINES



UFCW STEWARDS IN ACTION!



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Legal Rights and Responsibilities of Union Stewards

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Union Power = Active Members

Organize!

Facilitator Notes

An important note about steward training...

- While there are specific learning goals for steward trainings, **the main objective is for stewards to leave feeling more empowered in their role as a leader in our union.** It's critical for steward training facilitators to keep this in mind at all times.
- Everyone who attends a steward training already has knowledge about our union and, often, about the role of a steward. They may not have previously participated in a steward training, but they've probably observed other stewards/active members at their current or previous job.
- In addition to this knowledge, the participants also bring lots of life experience relevant to their work as a steward.
- Education that empowers workers acknowledges and builds upon these experiences.
- In order for workers to feel like they can share their experience, they need to feel welcome and invited to participate. This requires the facilitator(s) to not only pause and ask questions, but to also address possible imbalances (in terms of who's speaking, language needs, etc) within the group.
- Union education is all about taking action. We are helping people to become better equipped to make real change at their workplace and in the community.
- Taking action requires planning, and whenever possible, each training should include some next steps/follow-up plans for what the stewards can do in the upcoming weeks and months.

Before the training...

- Prepare your materials in advance—handouts, flip charts, markers, food, name tags, sign-in sheets, A/V equipment, etc.
- Think about who will be participating. How many people? Are they newer members, or long-term activists? What issues are most likely important to them? Where do they work?
- Think about language needs at least two weeks prior to your training—and whether interpretation will be needed. You may also want to consider holding the training in languages other than English. Currently, the handouts for these training outlines are available in Spanish.

Given who the group is, decide how to best use the workshop outlines. You may decide to add an additional activity or to skip a certain section. If

everyone will have a shared employer, you may be able to use more specific examples from their contract and workplace.

- Create and time out your agenda, based on the group and what you hope to accomplish. The times listed in the workshop outlines are approximate. It's important to build in short breaks (10-15 mins) after each 1.5-2 hours of training. Depending on the energy of the group, you may want to build in additional breaks and/or 'energizers' (stand up and stretch, play a short game, etc.).
- Set up the room so that everyone can see each other and the flip-charts, screen, etc. If possible, try to avoid using a traditional classroom style for the chairs and/or tables.
- Hold the training in an accessible space for people who use wheelchairs and/or need other accommodations (try to find out what these are in advance).
- Try to have at least two flip charts set up in the training room. If you're working with a large group, you may want to project (versus flip-charting) some of the directions and other information.
- Various symbols will be used throughout the modules (see icons on page 4). For example, the Flipchart Icon highlights information intended for the flip charts/projection. Try to write out most of the flip charts in advance and leave a few blank pages between each for input from the participants.
- When writing on the flip charts, use different colored markers to help differentiate items.

At the beginning of the training...

A local union officer may begin the training by welcoming the stewards, or, you may begin the training as the facilitator. Either way, introduce yourself and briefly share why you're excited about the training and how steward education helps to strengthen our power. Explain that this training is designed to be interactive and to build upon the knowledge that's in the room. This means that the success of the training depends on everyone's participation and that you're looking forward to learning with and from everyone.

Ask the group to turn their cell phones off and indicate where the restrooms are located.

Distribute the UFCW Steward Handbooks. Explain that the training outlines and the Handbook work best when used together. In order to fully participate, encourage the group to hold off on reading it during the

workshop (other than when reviewing certain sections together).

Ask the participants to introduce themselves:

- Name
- Job (and workplace, if stewards are from different locations)
- How many years they've been a union member (if the group includes a mix of more and less experienced stewards you can change this question to be how long they've been a steward).

Add up the total years of experience reported and share this number, highlighting how much experience is in the room. Remind the group that the training is designed to utilize the knowledge that everyone brings.

Review the agenda (have it pre-charted and/or distribute copies of the agenda) and ask what questions people have.

Post a blank piece of flip chart paper on the wall and explain that you'll be keeping track of questions and ideas that come up that aren't directly related to the topic at hand, but are important nonetheless. This is called the "parking lot." Let the group know that you'll revisit the parking lot at the end of the training to decide how/when the items listed on the sheet will be addressed.

Explain that in addition to having our cell phones off, it's often useful to list additional 'ground rules' or 'group norms' — agreements we want to make in terms of what we need in order for the training to go well. Chart the responses (example: give other people a turn to talk if you've already spoken) and ask if everyone can agree to the list. Post it in a visible location for the duration of the training(s).

At the end of the training...

Thank everyone for participating. Refer back to the workshop goals reviewed at the beginning of the training (each section has its own goals). Ask the group if they think the workshop met these goals and what they found most useful. Ask what they think could be improved. Solicit specific suggestions.

Module Icon Key



Flip Chart



Ideas



In Handbook



Worksheet/
Handout

NOTES

THE ROLE OF A UNION STEWARD

Total Time—2 hours

Learning Goals

- Discuss the challenges and rewards of being a union steward.
- Consider the steward's role in building union power.
- Learn more about the role of the steward in all aspects of our union's work.

Sections—Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. Challenges and Rewards of Being a Union Steward—10 minutes
- III. Stewards are the Link—10 minutes
- IV. Ella's Song—10 minutes
- V. The Steward's Role in the "Union Triangle"—10 minutes
- VI. The Role of Union Stewards: Scenarios—30 minutes
- VII. The Day-to-Day Work of Stewards—20 minutes
- VIII. The Steward's Role in Building Solidarity—15 minutes
- IX. Skills and Tools Stewards Need—10 minutes

Materials Needed

Flip Chart, Markers, Tape
Copies of the Steward Handbook

Handouts/Worksheets

Ella Baker Bio and Ella's Song Handout
What is the Steward's Role? Worksheet

NOTES**I. Goals for the Training—5 mins**

Post and review the goals for the training:

- Discuss the challenges and rewards of being a union steward.
- Consider the steward's role in building union power.
- Learn more about the role of the steward in all aspects of our union's work.

II. Challenges and Rewards of Being a Union Steward—10 mins

Ask everyone to use a few words to describe:



- The challenges of being a steward (e.g. stubborn bosses, inactive members)
- The rewards of being a steward (e.g. help members, get solutions)

Review the list of words describing the challenges faced by stewards. Ask whether they are a good summary and note additions suggested by the participants.

Explain how important it is for stewards to meet and share their approaches to dealing with these challenges.

Review the list of words describing the rewards faced by stewards. Ask whether they are a good summary and note additions suggested by the participants.

Explain that the reason for listing the rewards is to remind us why we are stewards and to help us get through all of the challenges.

Explain that stewards have many roles and that we're going to discuss these in more detail.

III. The Steward Is the Link—10 mins

Explain that many of the challenges people mentioned have to do with the common steward experience of being “in the middle.” Ask everyone to look at page 2 of the Steward Handbook.

Ask if this seems similar to the participants' experience. Note that while this can be difficult (refer back to the challenges they named), it's also part of what's rewarding about being a steward.

Module Icon Key

Flip Chart



Ideas



In Handbook



Worksheet/
Handout

THE ROLE OF A UNION STEWARD



As the connector, stewards truly are the backbone of the union. Communication between all of these different parties cannot happen without a strong steward structure.

IV. Ella's Song—10 mins



Ask if anyone's heard of Ella Baker. Distribute the handout about Baker and Ella's Song and ask for volunteers to read about Baker aloud.

Play and/or read the lyrics to Ella's Song and ask how Ella's Song applies to the work of a union steward (answers may include "passing onto others that which was passed onto me," and "not needing the light just to shine on me.")

Explain that Bernice Johnson Reagon and the group Sweet Honey in the Rock composed the song, based on Ella Baker's own words.

For a Ella's Song video, see <http://www.youtube.com/watch?v=U6Uus--gFrcvisit>

V. The Steward's Role in the Union Triangle—10 mins



Pre-chart "the union triangle" (see page 6 of the Steward Handbook).

Explain that the union's role consists of all three areas represented on the triangle (representation, organizing and political/community action).



Ask what we mean by "representation," "organizing" and "political/community action."

Explain that "organizing" can be both internal—building the collective power of members already in our union, and external—helping workers to join our union.

Ask the group to think of ways that the steward contributes to each side of the triangle and write their answers in the appropriate area of the posted triangle.

Examples of answers: For representation, stewards have a role in accompanying members during disciplinary meetings. For organizing, stewards have a role in volunteering to talk to workers at locations that don't yet have a union. For political/community action, stewards have a role in talking with co-workers about important legislation or electoral issues.



Point out that the Union Triangle is explained on page 6 of the Steward Handbook.

VI. The Role of Union Stewards: Scenarios—30 mins



Break the participants into small groups and ask them to read and discuss the scenarios on the "What is the Steward's Role?" worksheet.

NOTES

To save time, you may want to assign specific scenarios (and to skip others) to each group.

Let the group know that they should select a reporter and have 15 minutes to discuss.

After a two minute warning, bring everyone back together and ask the groups to read and report back on their scenarios.

While there is no one correct answer for the scenarios, encourage the participants to consider what would best build our union's power.

VII. The Day-to-Day Work of a Steward—20 mins



Ask the participants to list the tasks that stewards do day-to-day and chart the responses. Encourage the group to think about the scenarios just discussed.

Examples of answers:

- Accompany workers at disciplinary meetings with management
- Register co-workers to vote
- Welcome/orient new employees
- Serve as the “eyes and ears” at the worksite—noticing and investigating problems
- Update the union bulletin board
- Help to organize workers at locations without unions
- Organize workers to solve problems together
- Help to update the union office's contact information for co-workers
- Listen to co-workers' problems
- Educate members about important political/community/ legislative issues
- Investigate, write, file grievances
- Explain contract language to co-workers
- Help to mobilize members during contract negotiations
- Recruit others to become stewards/to be more involved

Note that different people will be more drawn to certain tasks over others.



Ask which of the items on the list contribute most to building our union's power. Ask if the participants agree that members are the source of our union's power. If so, then the most important role of stewards is to build a united, organized and involved membership.

VIII. The Stewards' Role in Building Solidarity—15 mins



Explain that management may try to “divide and conquer” workers based on age, gender, ethnicity, nationality, race, etc., and that stewards can help to combat this tactic by bringing workers together across lines of difference.



Ask if anyone has tips for how to do this/strategies that they've observed other stewards doing and/or have tried themselves. Chart the responses.

Explain that language is often a challenge in bringing different groups of workers together. Since everyone deserves to understand and to be understood, stewards can help to identify language needs at the workplace and within our union.

As a steward, you may represent co-workers whose first language is not English (perhaps your own first language is not English).

Explain that the language tools we use to accomplish this are interpretation and translation.

Sometimes, it may seem like translation and interpretation are new ideas; but for over a century, workers of different nationalities have found ways to join together using these approaches.

Translation allows written language to be understood in another language.

Interpretation allows spoken language to be understood in another language.

There are different ways of doing interpretation, and some are more effective than others.

As a steward, you should discuss the interpretation and translation needs you observe with your union representative.



You can also help to build our union's strength by recruiting additional stewards who are bilingual or multilingual.



Point out that related information can be found on page 48 of the Steward Handbook.

IX. Skills and Tools Stewards Need for Their Roles—10 mins



Ask everyone to list the skills (good listener, know the contract, etc.) and tools (copies of the contract, list of members represented, ABC cards, etc.) a steward needs. List the skills and tools on a flip chart.

Ask if there are items on the list that people don't agree are skills or tools that a steward needs, and discuss this as a group.

Ask the stewards to look at the lists and to assess which of these skills and tools they already have and which they'd like to develop/gain. Encourage an open discussion, noting ways that the local union can assist.

WORKSHEET: WHAT IS THE STEWARD'S ROLE?

In your small group, read through each of the following situations. List what you would do as a steward and why. Choose someone to report back to the full group.

- A. Union staff are working on projects away from your workplace, such as political campaigns, organizing campaigns, etc. Members are complaining that they don't see the union representative as often as they used to.
- B. Members don't always get along. Sometimes, arguments or even fights break out between members or groups of members.
- C. UFCW members who work for your same company in a different location are bargaining their contract and they've heard that management's planning to push for major cuts.
- D. Members come to you with various problems, large and small, individual and collective. These may be suspensions or other disciplinary actions, paycheck errors, poor treatment by supervisors, new attendance policies, work areas that are too hot or cold, short staffing, etc. The members expect you to "take care of" these problems.
- E. You and other union activists where you work are looking forward to retirement within the next few years. The same retirement benefits do not exist, however, for newer hires. Many of your co-workers hold that the newer hires just don't understand what the union is all about. They say that the younger workers just don't seem to care.
- F. Many of the members where you work are recent immigrants. While some of them have exhibited courage in the face of management, many seem to be scared of speaking out about workplace hazards and discrimination.
- G. A new employee begins work during your shift.
- H. Your union has endorsed a great candidate in an upcoming local election—someone who was once a union member themselves.

HANDOUT: ELLA BAKER (1903-1983)

"The major job was getting people to understand that they had something within their power that they could use..."

—Ella Baker

Ella Baker was a hero of the civil rights movement who inspired and guided emerging leaders. Ms. Baker played a key role in some of the most influential organizations of the time, including the NAACP, Martin Luther King's Southern Christian Leadership Conference, and the Student Nonviolent Coordinating Committee.



She was born in 1903, in Norfolk, Virginia. Growing up in North Carolina, she developed a sense for social justice early on, due in part to her grandmother's stories about life under slavery. Baker studied at Shaw University in Raleigh, North Carolina where she challenged school policies that she thought were unfair. After graduating in 1927, she moved to New York City and began joining social activist organizations. She was committed to economic justice for all people and once said, "People cannot be free until there is enough work in this land to give everybody a job."

Ella Baker began her involvement with the NAACP in 1940. She worked as a field secretary and then served as director of branches from 1943-1946. Inspired by the historic bus boycott in Montgomery, Alabama, in 1955, Baker co-founded the organization In Friendship to raise money to fight against Jim Crow Laws in the deep South. In 1957, Baker moved to Atlanta to help organize, with Rev. Martin Luther King, Jr., the Southern Christian Leadership Conference (SCLC). In 1960, a group of African American college students from North Carolina A&T University refused to leave a Woolworth's lunch counter in Greensboro, North Carolina where they had been denied service.

Baker left the SCLC after the Greensboro sit-ins. She wanted to assist the new student activists because she viewed young, emerging activists as a resource and an asset to the movement. Ella Baker organized a meeting for the student leaders of the sit-ins in April 1960. From that meeting, the Student Nonviolent Coordinating Committee (SNCC) was born.

Adopting nonviolent direct action, SNCC members joined with activists from the Congress of Racial Equality (CORE) to organize the 1961 Freedom Rides. In 1964, SNCC helped create Freedom Summer, an effort to focus national attention on Mississippi's racism and to register African American voters.

Her influence was reflected in the nickname she acquired: "Fundii," a Swahili word meaning a person who teaches a craft to the next generation. Baker continued to be a respected and influential leader in the fight for human and civil rights until her death in 1986, on her 83rd birthday.

Adapted from The Ella Baker Center

HANDOUT: ELLA'S SONG

Lyrics and music by Bernice Johnson Reagon
Songtalk Publishing Co., copyright 1981

We who believe in freedom cannot rest
We who believe in freedom cannot rest until it comes

Until the killing of black men, black mothers' sons
Is as important as the killing of white men, white mothers' sons

That which touches me most is that I had a chance to work
with people
Passing on to others that which was passed on to me

To me young people come first, they have the courage where we fail
And if I can but shed some light as they carry us through the gale

The older I get the better I know that the secret of my going on
Is when the reins are in the hands of the young, who dare to run against the storm

Not needing to clutch for power, not needing the light just to shine on me
I need to be one in the number as we stand against tyranny

Struggling myself don't mean a whole lot, I've come to realize
That teaching others to stand up and fight is the only way my struggle survives

I'm a woman who speaks in a voice and I must be heard
At times I can be quite difficult, I'll bow to no man's word

We who believe in freedom cannot rest
We who believe in freedom cannot rest until it comes



THE UFCW AND THE LABOR MOVEMENT

Total Time—45 minutes

Learning Goals

- Review what a union is.
- Learn more about the different roles that people have within the union.
- Consider where stewards fit within the local union's structure.
- Provide an overview of the UFCW and the broader labor movement.

Sections—Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. What is a Union?—10 minutes
- III. Union Roles—5 minutes
- IV. Creating Organizational Charts—20 minutes
- V. Overview of the UFCW and Labor—5 minutes

Materials Needed

Flip Chart, Markers, Tape

Copies of the Steward Handbook

Poster-size version of the “organizing fish” image (found in the Steward Handbook); this can be hand-drawn, photocopied and enlarged, or projected from a laptop/projector

Optional: Laptop, Projector, Screen and Internet Connection (to show UFCW websites and social media)

NOTES**I. Goals for the Training—5 mins**

Post and review the goals for the training:

- Review what a union is.
- Learn more about the different roles that people have within the union.
- Consider where stewards fit within the local union's structure.
- Provide an overview of the UFCW and the broader labor movement.

II. What is a Union?—10 mins

Post or project the “organize” fish. Ask the group what this picture has to do with understanding unions and what people see happening in the image.

Ask the participants to explain/ describe what a union is and why having one matters (this can be a large or small group discussion, or a paired exercise, depending on the size of the group).



Point out that the fish image is on page 9 of the Steward Handbook.

III. Brainstorming Union Roles—5 mins

Ask the participants to brainstorm the different types of roles in the union, giving the example “members.” Add any of the following that aren't mentioned:

- Members
- Stewards
- Executive Board
- President
- Secretary/Treasurer
- Staff

As the categories are mentioned, ask the group to explain the role of each, noting how stewards, executive board members, officers and staff are selected or elected (this differs by local).

Module Icon Key

Flip Chart



Ideas



In Handbook



Worksheet/
Handout

IV. Creating Organizational Charts—20 mins

Ask the participants to work in small groups to create an organizational chart that they feel represents the relationship between these different categories of people at the local. Emphasize that they need to place themselves as stewards on the chart. Explain that there is no right way to do this; the goal is to have the discussion.



Give each group a large piece of paper and a marker and let them know that they have five minutes to complete their organizational chart. After giving a one minute warning, bring everyone together and ask the groups to post their charts at the front of the room.

Ask the group what they notice—similarities and differences. Emphasize that members are the union and that stewards are what make the union real at the workplace.

V. Overview of the UFCW and Labor—5 mins

Explain that just like there's a structure at the local, that there's also a national and global structure for the UFCW and the labor movement.

Nationally, there are approximately 13 million people who belong to unions.

There are approximately 1.3 million UFCW members in the U.S. and Canada, with hundreds of local unions, like ours.



UFCW members work in:

- Supermarkets and grocery stores
- Meatpacking and meat processing plants
- Food processing and general manufacturing
- Non-food retail stores
- Warehouse/distribution
- Healthcare

The UFCW International Union (IU) has offices in Washington D.C. International Union staff help to coordinate the work of local unions—especially through organizing campaigns, political and community coalitions, legislative and electoral efforts, member education, safety and health, communications/media and legal assistance.

The IU has an executive board, president, secretary-treasurer and executive vice presidents. Every five years, the UFCW has a convention that brings together delegates from local unions across the U.S. and Canada.

THE UFCW AND THE LABOR MOVEMENT

Our union has a constitution followed by all of the locals (you may wish to have this on hand to pass around).

Project the UFCW Website and social media sites and encourage the participants to explore these further.

Mention any state-wide and/or local labor councils the local belongs to.

Conclude by reinforcing that unions are democratic organizations and that members are the union.



Point out that the list of industries represented by the UFCW can be found on page 4 of the Steward Handbook.

NOTES

TAKING HISTORY TO HEART

Total Time—1.5 hours

Learning Goals

- Share your own and learn about other members' family/community labor history.
- Explore key moments in the history of the UFCW and the labor movement.
- Discuss how we can “take history to heart”—what the implications are for our struggles today.

Sections —Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. Sharing Our Own History—15 minutes
- III. Labor History Timeline—30 minutes
- IV. “Making History” Video and Discussion—40 minutes

Materials Needed

“Making History” DVD (available from the UFCW International Union’s Organizing Department)
DVD player/projector (with speakers) and a screen or blank wall is needed for the video
Pens (enough for each participant)
3" x 5" post-it notes (enough for each participant)

Handouts/Worksheets

Labor History Timeline (50 wall pieces enlarged as posters)

Preparing for the Workshop

Allow ample time for set up (approx. 20 minutes) to hang the labor history timeline. The timeline wall pieces are included at the end of this section. Make sure that there is adequate empty wall space for posting the timeline. Before the training, you will need to take the timeline pages and have them blown up, poster size (22" x 28", 24" x 36", etc). If you plan to use the history timeline at multiple trainings, you may wish to have them laminated.

Decide, in advance, how you’ll attach the timeline pieces to the walls of the training room (i.e. painter’s tape, tacks, etc).

To save space, you may want to hang the image that corresponds with each history moment directly below the text.

NOTES**I. Goals for the Training—5 mins**

Post and review the goals for the training:

- Share your own and learn about other members' family/community labor history.
- Explore key moments in the history of the UFCW and the labor movement.
- Discuss how we can “take history to heart”—what the implications are for our struggles today.

II. Sharing Our Own History—15 mins

Flip-chart the following directions: Select someone from your family/community and write their name and occupation on a post-it note.

Indicate if they belonged to a union and/or about their work history overall.

Explain that what people share about their family's work history does not need to be union-related. Perhaps their mother was a farmer and belonged to a farmer's cooperative. Or their grandmother cared for other people's children. Encourage people to think broadly and assure them that they can use multiple post-it notes to represent multiple people. They may also choose to write about themselves.

Tell the group that once they're done writing, they should pair up and introduce themselves to another participant and share the stories represented on their post-it notes. Explain that they have 10 minutes for these paired discussions.

III. Labor History Timeline—30 mins

Bring everyone back together. Ask the participants to take their post-it notes and place them on the timeline (with all of the labor history events and images) that's already up on the wall. Ask them to place the post-its on or near a history timeline wall piece that's close to the time period that their post-it represents.

In addition to placing their own histories on the wall, ask everyone to walk along the timeline. Ask them to do this with their partners from the paired

Module Icon Key

Flip Chart



Ideas



In Handbook



Worksheet/
Handout



discussion. Explain that together, they should note which events and images on the timeline most interest them. Specifically, ask people (chart this):

- What events seem most relevant to what we're facing today?
- What events are new to you?
- What events would you like to learn more about?

Ask everyone to also read the post-it notes. Mention that there are many events missing and encourage the participants to add (using the post-it notes) to the timeline.

After the group has been walking around for ten minutes (or when it seems that people have had a chance to read most of the timeline), bring everyone back together.

Ask what people noticed on the timeline.

- "What moments stood out to you and why?"
- "What events seem most relevant to what we're facing today?"
- "What events are new to you (did you just learn about)?"
- "What events would you like to know more about?"
- "Are there any patterns that you noticed?"

Explain that we're now going to learn more about a few of the events mentioned on the wall.

IV. "Making History" Video and Discussion—40 mins

Explain that there are many great films about working people and that the one we're going to watch contains three brief clips about different moments in labor history. Note: If you're short on time you may choose to only show one or two of the clips. You may also wish to show one chapter, pause the video and discuss, repeat, etc.

Each chapter of the DVD is approximately seven minutes; the first is about the Bread and Roses textile strike in Lawrence, MA, the second is about the autoworkers' sit-down strike in Flint, MI and the third is about the United Farmworkers' grape boycott in CA. Play the DVD. (20 mins)

Facilitate a large-group discussion about the film. (20 mins)

Begin the discussion after the video by asking people for general reactions. Then, ask:

- What did the video show about the relationship of unions to broader social change?
- What examples from the video apply to our situation today? What are the implications for our union?

NOTES

Refer to this goal of the workshop: How we can “take history to heart”—what the implications are for our struggles today.



Explain that UFCW members—including everyone in the room—make history each day.

Ask what ideas the participants have for explaining this to their co-workers and for sharing more with them about labor history. Ask what history has been collected about the local union and/or of workers in the area and encourage the participants, if they’re interested, to research and learn more.

For more information on the UFCW’s history, see <http://www.ufcw.org/about/ufcw-history/>

For a comprehensive list of labor history films and other resources, see <http://www.niu.edu/~rfeurer/labor/culture.html>

1739

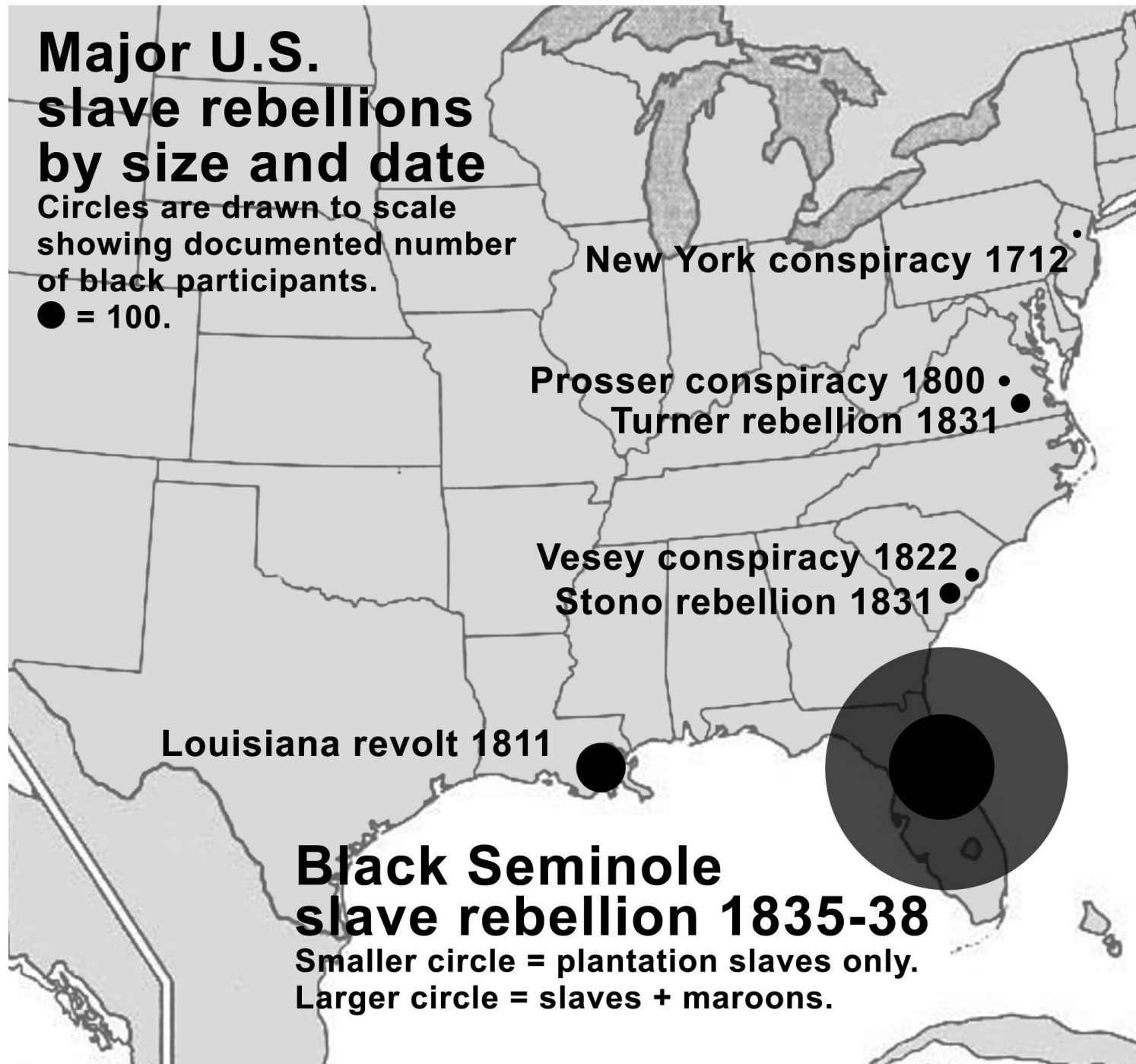
Stono Slave Rebellion

The Stono slave rebellion was the largest slave uprising in the colonies prior to the revolution. In response to the rebellion, the South Carolina legislature passed the Negro Act of 1740 restricting slave assembly, education and movement. It also enacted a 10-year moratorium against importing African slaves based on the incorrect theory that domestically born slaves would resist less. It also required legislative approval for the freeing of any slaves. Congress would not pass the 13th Amendment banning slavery until 1865. The hundreds of slave uprisings that occurred are critical points in early U.S. labor history.

Major U.S. slave rebellions by size and date

Circles are drawn to scale
showing documented number
of black participants.

● = 100.



Late 1880s

Knights of Labor

The Knights of Labor were known for their inclusiveness, accepting women and African American members (though they also supported the Chinese Exclusion Act and ignored segregation in their own Southern assemblies). They were against child and convict labor and supported equal pay for women. They also opposed the wage system, believing that cooperative efforts would allow workers to escape wage slavery. In 1886, packinghouse workers in Chicago organized with the Knights.



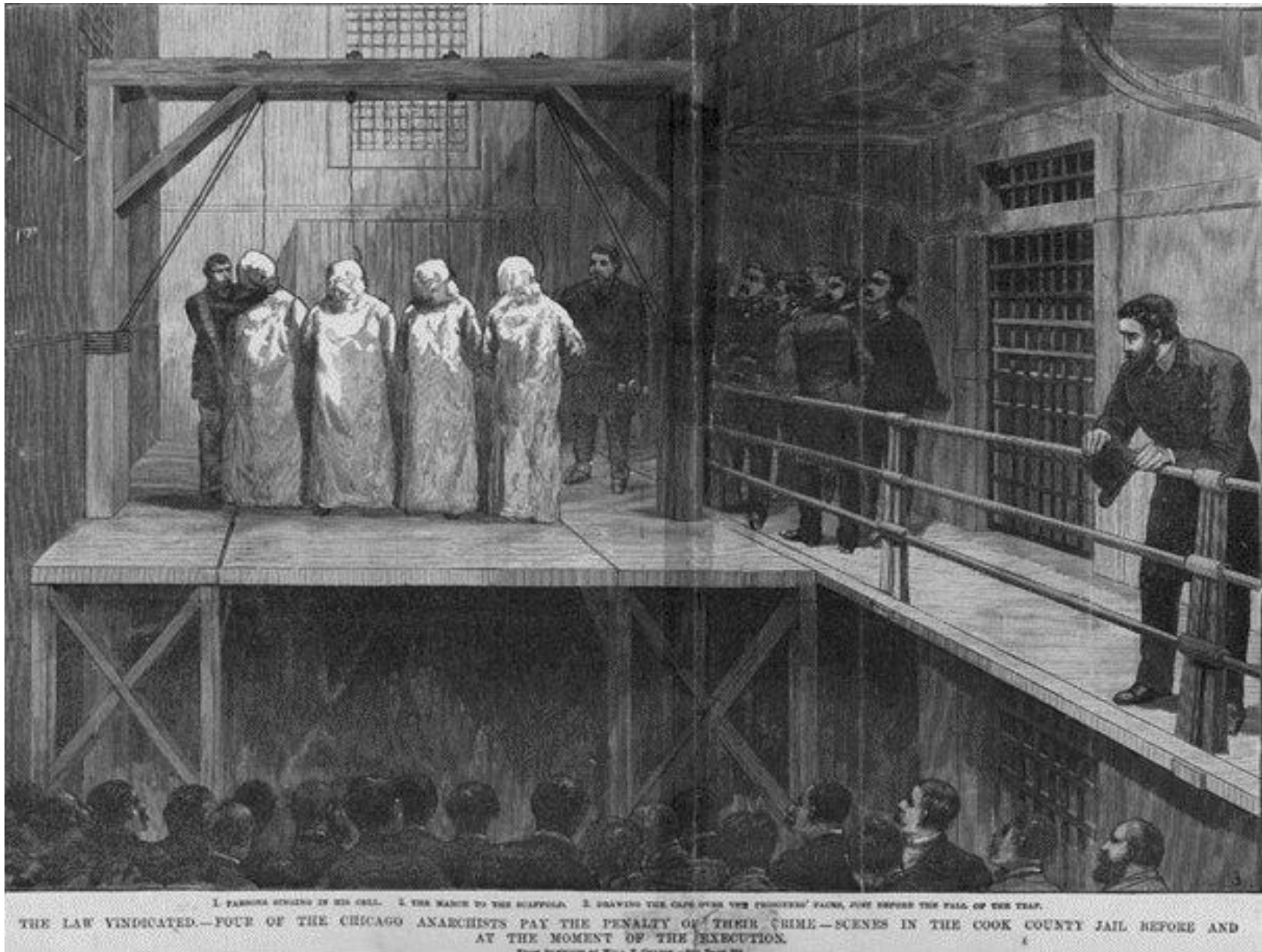
Women delegates at the national meeting of the Knights of Labor in 1886. Women belonged to separate associations that were affiliated with local all-male unions. (*Library of Congress*)

1886

Haymarket

The events at Haymarket Square in Chicago mark the origin of May Day (International Workers' Day).

On May 4, 1886, workers in Chicago gathered for a peaceful rally to win an eight-hour workday. An unknown person threw a dynamite bomb and eight anarchists were convicted. Even though the evidence showed that none of defendants had thrown the bomb, seven were sentenced to death and one to a term of 15 years in prison. The death sentences for two of the defendants were commuted to terms of life in prison, and another committed suicide in jail rather than face the gallows. The other four were executed on November 11, 1887. In 1893, Illinois' new governor pardoned the remaining defendants and criticized the trial.



Scene from the Cook County Jail (Haymarket activists executed).

1890

Retail Clerks National Protective Union

In 1888, the average retail employee earned \$10 per week for 86 hours of work while receiving no holidays, no sick pay, no pensions and no insurance. The Retail Clerks International Union, then known as the Retail Clerks National Protective Union (RCNPA), was chartered by the American Federation of Labor in 1890. At the point that it was chartered, the union was made up only of workers from the Clothing and Gents Furnishings and Shoe Store in Muskegon, Michigan. Two years later, the RCNPA chartered with seven locals, and its membership spread throughout the Midwest, including stores in Indiana, Minnesota, Colorado, Ohio and Illinois. By 1899, the union officially became an international when a local was chartered in British Columbia, Canada.



Retail Clerks, circa 1900

1892

Homestead Strike

The Homestead Steel Works strike and the ensuing bloody battle remains a transformational moment in U.S. history. The skilled workers at the steel mills in Homestead were members of the Amalgamated Association of Iron and Steel Workers who had bargained good wages and work rules. Homestead's management, including owner and millionaire Andrew Carnegie, were determined to lower costs and destroy workers' rights.

In the end, they employed not only Pinkertons and scabs, but also 8,000 state troops to break the union.

HARPER'S WEEKLY

A JOURNAL OF CIVILIZATION

NEW YORK, SATURDAY, JULY 16, 1892.

TEN CENTS A COPY.
FOUR DOLLARS A YEAR.



THE HOMESTEAD RIOT.—DRAWN BY W. F. SYDOR AFTER A PHOTOGRAPH BY DARR, PITTSBURGH.—[SEE PAGE 676.]
THE FUGITIVE MEN LEAVING THE BARRICK AFTER THE SURRENDER.

1897

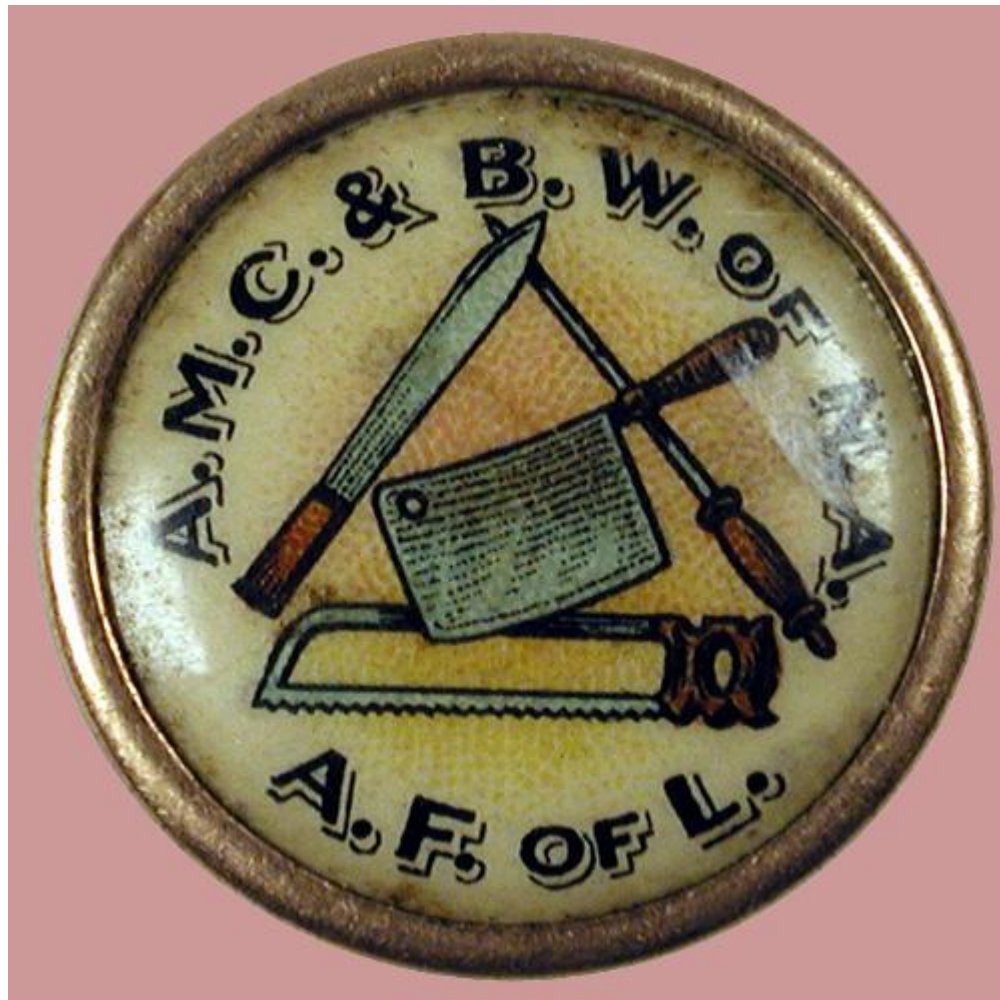
Amalgamated Meat Cutters, & Butcher Workmen Founded

The Amalgamated Meat Cutters and Butcher Workmen of North America (AMC & BW of NA) was chartered by the American Federation of Labor in 1897 with seven locals; five of them composed of mostly skilled retail workers.

In most meat packing plants, unskilled workers were the majority. Of this majority, 60 percent earned less than \$6 a week. Skilled workers were paid better, with their wages ranging from \$3 – \$3.50 a day.

In 1903, the union demanded that the wages of the skilled workers be raised by 10 percent. The following year, the union asked that the wage increase be extended to both skilled and unskilled workers.

After this demand, the companies' response was to reduce hourly rates for all workers. In 1904, the union organized a nationwide strike with 50,000 members participating. The strike ended in defeat, with a severe decline in membership as well as a long list of strikers being permanently blacklisted.



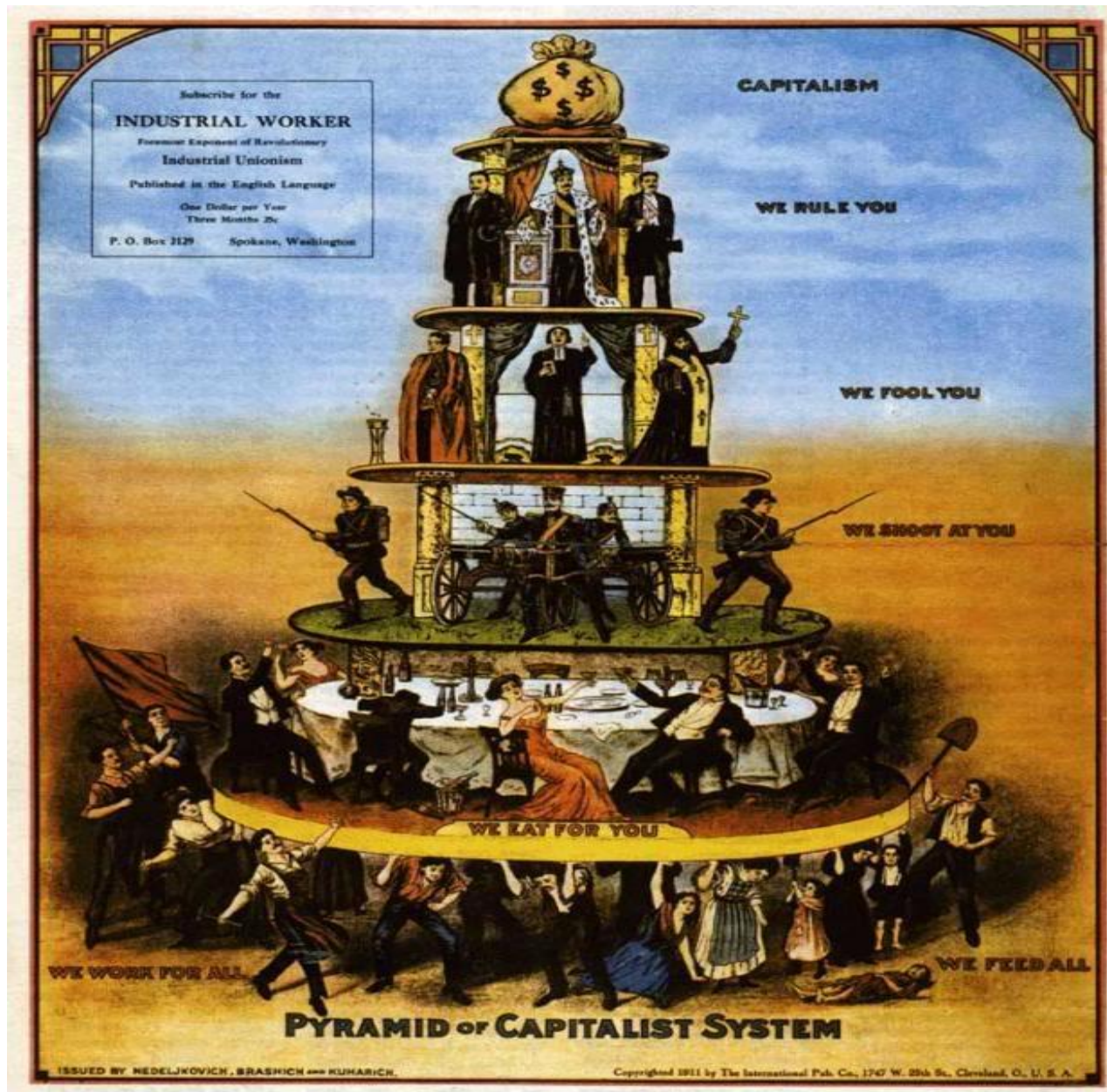
1905

Industrial Workers of the World (IWW)

The Industrial Workers of the World (IWW or the Wobblies) was formed in 1905. At its peak in 1923, the organization had around 100,000 members. IWW membership declined after government repression as part of the first Red Scare.

The IWW contends that all workers should be united as a class and that the wage system should be abolished. They are known for the Wobbly Shop model of workplace democracy, in which workers elect their managers and other forms of grassroots democracy.

The IWW continues today, organizing Starbucks workers, fast-food workers, bike messengers and others.



IWW poster circa 1911

1909 & 1911

Uprising of the 20,000 & Triangle Shirtwaist Fire

In November 1909, more than twenty thousand Yiddish-speaking immigrants, mostly young women, launched an eleven-week general strike in New York's shirtwaist industry. Dubbed the Uprising of the 20,000, it was the largest strike by women to date in U.S. history. The strikers' courage forced the predominantly male leadership of the unions to revise their entrenched prejudices against organizing women.

Two years later, the fire at the Triangle Waist Company in New York claimed the lives of 146 young immigrant workers (some of whom participated in the 1909 strike), one of the worst disasters since the beginning of the Industrial Revolution. The disaster spurred decades of organizing around occupational safety and health.



Striking workers in the Uprising of 20,000 (1909).

1912

“Bread & Roses” Strike

Led by the Industrial Workers of the World, the strike of immigrant workers in Lawrence, Massachusetts grew to more than 20,000 workers at nearly every textile mill within a week. It lasted more than two months and defied the idea that immigrant workers (speaking many different languages) could not be organized. It is called “bread and roses” in reference to the workers’ call for bread (wages) as well as roses (beauty and good things in their lives).



Children of striking Lawrence, MA mill workers, 1912.

1910-1930

The Great Migration

The Great Migration was the movement of 4.1 million African Americans out of the Southern United States to the North, Midwest and West. It greatly increased the number of African American workers in the North, many of whom still experienced racism and organized for change within their unions and organizations.



Picket line at the Mid-City Realty Company, Chicago, Illinois, July 1941 John Vachon, Photographer

1934

Widespread Strikes!

- Minneapolis Truckers
- Seattle General
- Southern Textile Workers' "Uprising of '34"
- Toledo Auto-Lite



Hand-to-hand combat in the streets, Minneapolis Truckers' Strike 1934

1935

National Labor Relations Act

(NLRA)

The National Labor Relations Act is the federal law that allows workers to collectively bargain with their employers and take part in strikes. It does not apply to workers covered under the Railway Labor Act, farmworkers, public workers or independent contractors.

Following its passage, unions begin large-scale campaigns and actions, including coordinated strikes in the auto and steel sectors.



CIO organizing poster, circa 1935

1943

United Packinghouse Workers of America (UPWA)

The epic two-year strike against the Morrell Company, which ended in 1937 with a union victory, helped strengthen packinghouse workers. Later that year, the Congress of Industrial Organizations formed the Packinghouse Workers Organizing Committee (PWOC). PWOC organized African American and white workers together and fought against all forms of discrimination.

In 1943, the PWOC was dissolved to form the United Packinghouse Workers of America (UPWA). By 1953, the two unions had agreed to coordinate collective bargaining with national meat packing companies.

15 years later, the UPWA and the Amalgamated Meat Cutters and Butcher Workmen of North America merged, uniting two strong unions and almost half a million members. The union of the two created one of the most powerful and progressive worker organizations seen in the history of the labor movement.

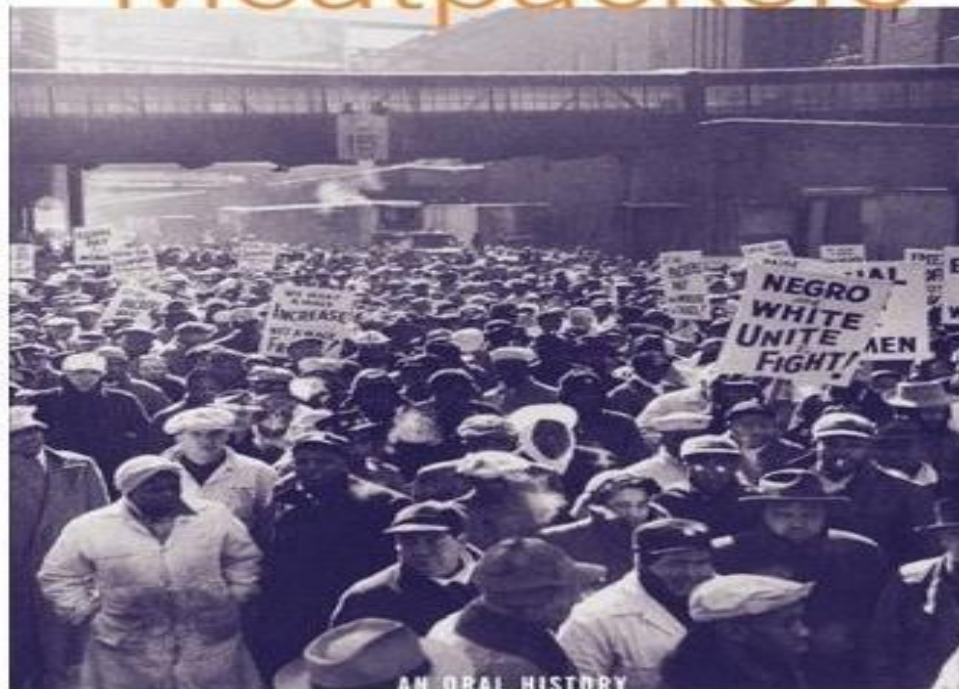
UPWA YEARLY MEMBERSHIP CARD
UNITED PACKINGHOUSE
WORKERS OF AMERICA 1954
L. U. No. 54
Name Roland Boyd
Address
Lodger No. 1367 Dept. Load Dock
Signed *Dan Nelson*
NOT GOOD AFTER DEC. 31, 1954 FIN. SECT. - TREAS.
UPWA FORM 20 PRINTED IN U. S. A.

UPWA YEARLY MEMBERSHIP CARD
UNITED PACKINGHOUSE
WORKERS OF AMERICA 1955
L. U. No. 54
Name Roland Boyd
Address
Lodger No. Dept. Loading Dock
Signed *Dan Nelson*
NOT GOOD AFTER DEC. 31, 1955 FIN. SECT. - TREAS.
UPWA FORM 20 PRINTED IN U. S. A.

UPWA YEARLY MEMBERSHIP CARD
UNITED PACKINGHOUSE
WORKERS OF AMERICA 1956
L. U. No. 54
Name R. Boyd
Address
Lodger No. 1367 Dept. HP. Load Unload
Signed *Dan Nelson*
NOT GOOD AFTER DEC. 31, 1956 FIN. SECT. - TREAS.
UPWA FORM 20 PRINTED IN U. S. A.

UPWA YEARLY MEMBERSHIP CARD
UNITED PACKINGHOUSE
WORKERS OF AMERICA 1956
L. U. No. 54
Name Roland Boyd
Address 7721 Colton Drive
Lodger No. Dept. Loading Dock
Signed *Dan Nelson*
NOT GOOD AFTER DEC. 31, 1956 FIN. SECT. - TREAS.
UPWA FORM 20 PRINTED IN U. S. A.

Meatpackers



AN ORAL HISTORY
OF BLACK PACKINGHOUSE WORKERS AND
THEIR STRUGGLE FOR RACIAL AND ECONOMIC EQUALITY

Rick Halpern and Roger Horowitz

1947

Taft-Hartley Legislation

After the largest strike wave in U.S. history in 1946, Congress passes the Taft-Hartley Act to prohibit sympathy strikes, secondary boycotts and restrict many of the most effective tactics of unions. The 1959 Landrum-Griffin Act further limits picketing rights and completely outlaws secondary boycotts.



ILWU float protesting the Taft-Hartley Act, 1947, HBCLS Collection

1950s-1970s

Fighting for Equality

The emergence of the African American civil rights movement (Civil Rights Act passed in 1964) inspires other groups to seek equality as well.

Unions benefit from, contribute to, and are challenged by these movements.

The Coalition of Black Trade Unionists (CBTU), the A. Phillip Randolph Institute, the Coalition of Labor Union Women (CLUW), the Asian Pacific American Labor Alliance (APALA), the Labor Council for Latin American Advancement (LACLAA) and Pride at Work (LGBT labor) all come out of this history.



Gay Pride march, 1970s

1967-1970

Farmworkers' Grape Boycott

In 1965, Mexican and Filipino grape workers in Delano, California walked off the job. An even larger strike led by the Filipinos against all the grape companies in the Delano area was supported by the UFWA. When the strike was not successful in completely halting field work, organizer Caesar Chavez led a march to California's state capitol to inspire farm workers to join the union. The UFWA then decided to call a boycott of a liquor company who owned the vast majority of the vineyards in the San Joaquin Valley.

This was a success and soon other grape producers were forced to sign contracts. Chavez sent representatives throughout the country to coordinate boycott meetings and fundraising efforts. For the next four years, the United Farm Workers Organizing Committee decided to boycott all table grapes; receiving wide public support. The boycott was the most successful in American history and in 1970, the pressure of the ongoing boycott resulted in the signing of contracts that provided many workers with better conditions.



UFW President Cesar Chavez, farmworkers and their families march in 1966.

1970

Postal Strikes & OSHA Created

More than 200,000 U.S. Post Office workers in fifteen states engage in a wildcat strike to force Congress to raise wages. It is the first major strike by federal employees, for who striking is illegal.

Following more than a century of organizing, Congress passes the Occupational Safety and Health Act requiring employers to ensure workplace safety.



Striking Letter Carriers in 1970 shout at a picket line.

1968

Memphis Sanitation Strike

Citing years of poor treatment, discrimination, dangerous working conditions, and work-related deaths, some 1,300 African American city sanitation workers walked off the job in protest and sought to join the American Federation of State, County and Municipal Employees (AFSCME).

The mayor of Memphis declared the strike illegal and refused to meet with local African American leaders. Carrying signs that read “I am a Man,” the workers brought national attention to the disrespect they experienced on the job.

The Reverend Martin Luther King, Jr. visited Memphis to address the strikers and was assassinated.



Striking sanitation workers in Memphis, TN, 1968.

1979

UFCW Formed

The merger of the Retail Clerks and the Amalgamated Meat Cutters Union in 1979 united two union powerhouses, both with a long history of fighting for justice and economic security for working people. It was this merger that gave life to the United Food and Commercial Workers International Union.



1981 PATCO

The newly-elected Reagan administration signals its hostile intent to organized labor when it fires thousands of striking Professional Air Traffic Controllers (PATCO).

More than 400,000 union members participate in labor's first Solidarity Day demonstration in Washington, D.C., to protest the Reagan administration's labor policies and the firings.



PATCO workers strike, 1981

2000

Organized Labor Reverses Position on Immigration

The AFL-CIO announced a historic change in its position on immigration. Reversing the traditional stance of labor, the federation declared that it would no longer press to reduce high immigration levels or call for rigorous enforcement of failed immigration laws. Instead, it would support general amnesty for undocumented workers and push for real immigration reform.

The change is a victory for immigrants and their allies who have been organizing within their unions and leading campaigns for decades. In 2003, union members come together for an “Immigrant Workers Freedom Ride” across the country.



Immigrant Workers Freedom Ride, NYC 2003

2003

Southern California

Grocery Strike

64,000 courageous members at Albertson's, Kroger and Safeway go on strike for 141 days. Through the members' willingness to stay out on the picket line, the UFCW was able to blunt the threat of wage and healthcare cuts.

Many of the strikers were part-time workers and their struggle struck a chord with the public throughout southern California. For weeks on end, consumers stayed away from the supermarkets involved in the dispute, resulting in significant financial losses for the companies.



2003 Southern California Grocery Strike

2008

UE Sit-Down Strike at Republic Windows & Doors

Given no notice that their plant would be closing, the 240 workers of the Goose Island factory began an organized sit-down strike. The sit-in lasted until the workers reached a successful settlement with the factory and its creditors (including Bank of America & JP Morgan Chase) over severance, vacation time, and health care benefits.



Workers and family members during the Republic Windows & Doors Factory Occupation, 2008

2008 Smithfield Workers in Tar Heel, NC Join the UFCW

After 16 years of difficult organizing effort supported by the UFCW, workers at the Smithfield Packing Plant in Tar Heel, NC, finally obtained union recognition and a collective bargaining agreement that greatly improved their wages, benefits and working conditions. This was a huge success for the more than 4,000 Smithfield employees who are now represented by UFCW Local 1208 (the local union number reflects the date the workers gained union recognition, December, 2008).



Smithfield workers in Tar Heel, NC on the day of the union vote, 2008

2000-Present

Walmart Workers Stand Up

In 2000, Walmart workers in Jacksonville, TX make history by organizing together to join the UFCW.

In 2011, nearly 100 Associates representing thousands of Organization United for Respect at Walmart “OUR Walmart” members from across the country deliver a Declaration of Respect to Walmart executives (this action is repeated, with more associates, in 2012 and 2013).

In 2012, thirty Walmart warehouse workers in Southern California walk off the job to protest inhumane conditions. They’re joined by fifty other workers on a six-day march that draws national attention. Later that year, hundreds of Walmart workers, supported by thousands of allies, hold direct actions on Black Friday, sending a strong message on the store’s busiest day.

In 2013, OUR Walmart members joined with union, community and student allies for a historic, national “Summer of Respect.”



OUR Walmart members and supporters in California following the warehouse workers' march, 2012

UNDERSTANDING OUR CONTRACT

Total Time—1 hour

Learning Goals

- Learn more about what's in our contract.
- Practice finding specific language in our contract.
- Discuss collective bargaining and the factors that go into contract negotiations.

Sections—Time

- I. Welcome, Review Goals of the Training—5 minutes
- II. Where is that in the Contract?—25 minutes
- III. Understanding the Bargaining Process—30 minutes

Materials Needed

Flip Chart, Markers, Tape
Copies of the Steward Handbook

Handouts/Worksheets

Factors that Affect the Outcome of Bargaining Worksheet
Learning More About Our Contract Worksheet

NOTES**I. Goals for the Training—5 mins**

Post and review the goals for the training:

- Learn more about what's in our contract.
- Practice finding specific language in our contract.
- Discuss collective bargaining and the factors that go into contract negotiations.

II. Where is That in the Contract?—25 mins

Ask the stewards to take out their contracts. Explain that you are distributing a list of questions about their union contract and that they will work in groups to look up the answers together. Divide everyone into small groups and ask each group to select a reporter.

Explain that they have 20 minutes for the exercise and remind them that some topics may be addressed in more than one section of the contract.

After 20 minutes, bring everyone back together (provide a two minute warning).

Ask the reporter from one group what they found for the first question.



List the letter for their answer on the flip chart. Ask if any of the other groups had a different response. Review the answers until everyone understands the contract language.

Repeat this process for each question.

Ask the stewards what else they learned while looking up specific information in the contract. Answers may include:

- It can be difficult
- More than one section can address the same issue
- Sometimes sections of the contract seem to contradict each other
- It helps to use the contents page and/or index when looking up specific language

Module Icon Key

Flip Chart



Ideas



In Handbook

Worksheet/
Handout

UNDERSTANDING OUR CONTRACT

Note that there may be ways to make our contract language clearer/easier to understand in the future; we can note this and raise it during future bargaining sessions.

III. Understanding the Bargaining Process—30 mins

Ask if anyone has been a part of negotiating a contract before as a member of this union or another—and what this was like.

The bargaining process begins with input from the membership. Then, a bargaining committee comes together and presents the members' proposals to management. Management comes back with counter-proposals and there's a lot of back and forth. Eventually, there is a contract offer to vote on. Only members covered by the contract get to vote on it. Once the contract is ratified, it's up to the stewards to make sure that the company follows it.

Explain that through collective bargaining, union members join together to win the best possible wages, benefits and working conditions. How can we strengthen our bargaining position so that we can win better contracts? What are some of the factors that influence collective bargaining? The exercise we're going to do is designed to explore these questions.



Break participants into small groups and ask them to spend the next ten minutes completing the “Factors that Affect the Outcome of Bargaining” worksheet. Explain that if their group has a hard time coming to agreement, that they can report back about their different opinions. Ask each group to select a reporter.



After giving the groups a two minute warning, bring them back together and ask each reporter to write their group's numbers for each category on the flip chart (pre-chart the worksheet categories).



Ask the group to explain any factors that have different numbers. Distribute the “Factors that Affect the Outcome of Bargaining” handout. Conclude by reinforcing the importance of a united and active membership, and the role of stewards in making this happen.

Explain that it's also critical for stewards to help explain the bargaining process to other members.

NOTES

WORKSHEET: LEARNING MORE ABOUT OUR CONTRACT

Answer the questions below, according to your union contract. Note where you found the information by article, section, and page number.

1. Who is covered by the contract? Who isn't covered? (which job titles, types of workers, etc.)

Article, section, and page number:

2. Are working conditions/ safety and health mentioned in the contract?

Article, section, and page number:

3. Is there anything about shifts, scheduling and/or days off in the contract?

Article, section, and page number:

4. Is there anything that pertains to harassment or discrimination by supervisors?

Article, section, and page number:

5. Where is the grievance procedure explained?

Article, section, and page number:

WORKSHEET: FACTORS THAT AFFECT THE OUTCOME OF BARGAINING

Below are ten of the many factors that influence our power and ability to bargain strong contracts. Which of these factors is most important?

In small groups, decide how you think these factors should be prioritized, writing in a number from 1-9 for each (1 being the most important and 9 the least). Be prepared to explain why your group rated each factor as it did.

Factors:

Prioritization Number:

- | | |
|------------------------------------------------------------|-------|
| 1. Skilled negotiators | _____ |
| 2. Non-union competitors | _____ |
| 3. Union's political influence | _____ |
| 4. United and active membership | _____ |
| 5. Percent of all workers in the area who belong to unions | _____ |
| 6. Ability to strike | _____ |
| 7. Finances of the employer | _____ |
| 8. Community support | _____ |
| 9. Non-union parts of the same company | _____ |



What other factors can affect bargaining?

WORKSHEET: FACTORS THAT AFFECT THE OUTCOME OF BARGAINING

Skilled negotiators

While skilled negotiators are extremely important, the best negotiator in the world cannot win a decent agreement if the union has little or no bargaining power.

Non-union competitors

Unionized employers respond to competition from non-union rivals by demanding concessions from the union. Rather than lowering standards, unions must organize non-union competitors to raise industry standards.

Union's political influence

The union's political influence can be used to achieve better labor laws, to block non-union employers from entering some markets, and to get elected officials to support the union and pressure employers.

United and active membership

Everything the union does requires united and active members. Employers at the bargaining table are influenced by the level of unity and support they see among the union's membership.

Percent of area workers organized

When companies bargain with the union they compare what they pay to what other similar employers are paying. If most other workers are non-union, with lower wages and fewer benefits, employers argue that they shouldn't pay more. That's why it is important that all unions organize in order to raise standards.

Ability to strike

While we hope to avoid strikes, the ability to withhold labor and shut down an employer remains a key source of union bargaining power. But if the employer can continue to operate during a strike by employing scabs (replacement workers), a strike loses much of its power. Sometimes employers plan for strikes so that they can hold out for a long time. They decide they will save more money by resisting union demands than they will lose during the strike.

Finances of the employer

It is harder to win economic gains from employers that are not doing well financially. However, even employers with good profits may decide to resist union demands or ask for concessions.

Community support

Especially in consumer industries, community support is important. We may ask our neighbors to not buy a certain product or to shop only at union stores that are not on strike. Community leaders and organizations can help by pressuring employers to treat their employees fairly.

Non-union parts of the same employer

When an employer has unorganized units that can provide the same goods or services produced by the unionized units, the bargaining strength of the unionized units is severely impaired. In the event of a strike, the employer can still operate and profit from the non-union parts of the company.