

1. Attendance Sheet

Attendance Sheet
Four-day Workshop on CBA 2

DD/MM/YY

No.	Surname and Name	Sex	Organization	Position	Tel	Signature

Prepared by:
Position:
Date:

Certified by:
Position:
Date:

Four-day Workshop - CBA 2

Session Plan 1

Title : Registration, Opening, Introduction to Participants and Program.

Total time : 1 hour and 15 minutes

Key Words	Time	Methods	Education Aids
A. Introduction <ul style="list-style-type: none"> ▪ Trainer provides registration form to participants and assists them in registration in order to avoid mistake 	5 Minutes	Active lecture/Writing	Registration forms
<ul style="list-style-type: none"> ▪ Trainer coordinates in opening the program by inviting representatives from X trade union 	15 Minutes	Active Lecture	
B. Body <ul style="list-style-type: none"> ▪ Trainer divides participants into groups. 2 persons in one group ▪ Trainer distributes Activity Sheet 1: <u>participants' introduction</u> and give participants 5-10 minutes to interview each other with focus at: <ul style="list-style-type: none"> ☞ Name ☞ Age ☞ Name of Union ☞ Position and Experience in Union ☞ Name of enterprise and experience from the enterprise ☞ Participants expectation to the workshop <ul style="list-style-type: none"> ☞ Experience in MRS and CBA matters (Reality actions and Training) 	30 Minutes	Active Lecture	White board Markers Flipchart Pen A4 paper
<ul style="list-style-type: none"> ▪ Trainer coordinates the introduction of participants as well as self-introduction 	5 Minutes	Presentation	White board and Marker
<ul style="list-style-type: none"> ▪ Trainer informs participants that we have to spend a good time here for 4 days in order to absorb new knowledge and skills on Advance CBA; therefore, we need rules to ensure that our objective is achieved successfully. ▪ Trainer encourages participants to raise proposals to the rules such as: <ul style="list-style-type: none"> - Rules on smoking - Rules on speaking - Rules on use of cell phones... 	5 Minutes	Active Lecture	Whiteboard Markers Flipcharts and sticky tape

<p>Trainer explains that to ensure the rules are observed we need also to select a kind of a punishment and ask participants to come up with suggestions? Trainer can give examples of punishment as: Sing a Song, Tell a story, Dance <i>All rules and punishments is written on a flipchart and posted at the wall in the seminar room</i></p>			
<ul style="list-style-type: none"> ▪ Trainer divides participants into 4 groups and explains more in details concerning the group duties. ▪ Trainer explain the four(4) group duties: Reporting, Attendance, Administration, Ice breakers. <p>Example of a sheet for group duties is enclosed in this trainers manual , and can be develop as flipchart to schedule the group duties.</p>	10 Minutes	Active Lecture	Page 4
<p>C. Summary</p> <ul style="list-style-type: none"> ▪ Trainer informs participants that this workshop is a part of educational project in cooperation with LO/FTF Council 	5 Minutes	Active Lecture	



WORKSHOP GROUP DUTIES and TASKS

Example for Trainers

Sample Table of Group Duties and Tasks

Every morning these issues are presented / checked up

GROUPS/DAY	Day 1	Day 2	Day 3	Day 4
Group1	Administration	Attendance	Energizer	Reporting
Group2	Attendance	Energizer	Reporting	Administration
Group3	Energizer	Reporting	Administration	Attendance
Group4	Reporting	Administration	Attendance	Energizer

Administration: Group checks up daily if the rooms are fine (no mess etc.), do we have flipcharts and materials, pens and markers, etc.

Attendance: Group keeps reports on attendance (participants absent or late)

Energizer: Group ensures a daily energizer; (Exercise, joke etc.)

Reporting: Group reports all key point and conclusions from the topics doing the day

Four-day Workshop - CBA 2 Schedule – Day 1

Time	Description	Responsible Person
8:00 – 8:30	Registration of Day 1	
8:30 – 8:45	Opening Program	
8:45 – 9:30	Introduction of Participants Program & Objectives	
9:30 – 10:00	Productivity Game Finding the most heavy one	
10:00 – 10.15	Break	
10:15 – 12:00	What is Productivity? Types of Productivity	
12:00 – 13:00	Lunch	
13:00 – 15:00	Productivity & Trade Union	
15:00 – 15:15	Break	
15:15 – 16:15	Preparation for CBA negotiation: <ul style="list-style-type: none"> - Company and Sector economies - Type of workers and wages (Group Work) 	
16:15 – 16:30	Summarize the Day 1	

Four-day Workshop - CBA 2 Schedule – Day 2

Time	Description	Responsible Person
8:00 – 8:30	Registration of Day 2	
8:30 – 8:45	Review Day 1	
8:45 – 9:30	Preparing for CBA negotiation (Presentation of group work)	
9:30 – 10:00	<u>Searching & Collection Data:</u> Wages, inflation rates, consumer prices, employment situation, company sector situation, Competitiveness, etc. (Group work)	
10:00 – 15:30	Break	
10:15 – 12:00	Searching and Collecting Data (Group Work)	
12:00 – 13:00	Lunch	
13:00 – 15:00	Searching and Collecting Data (Presentation of Group Work)	
15:00 – 15:15	Break	
15:15 – 16:15	Calculation Wages & purchasing power (Calculation work)	
16:15 – 16:30	Summarize the Day 2	

Four-day Workshop - CBA 2
Schedule – Day 3

Time	Description	Responsible Person
8:00 – 8:30	Registration of Day 3	
8:30 – 8:45	Review Day 2	
8:45 – 9:30	Calculation (Presentation)	
9:30 – 10:00	Incentive pay systems (Group Work)	
10:00 – 15:30	Break	
10:15 – 12:00	Incentive pay systems (Presentation and Plenary Discussion)	
12:00 – 13:00	Lunch	
13:00 – 15:00	-Alternative negotiation solutions Alternative CBA articles (Group Work)	
15:00 – 15:15	Break	
15:15 – 16:15	Alternative CBA articles (Presentation)	
16:15 – 16:30	Summarize Day 3	

Four-day Workshop - CBA 2


Schedule – Day 4

Time	Description	Responsible Person
8:00 – 8:30	Registration of Day 4	
8:30 – 8:45	Review Day 3	
8:45 – 9:30	Preparing for negotiation (Role Play)	
9:30 – 10:00	Preparing for negotiation (Role Play)	
10:00 – 15:30	Break	
10:15 – 12:00	Preparing for negotiation (Role Play)	
12:00 – 13:00	Lunch	
13:00 – 15:00	Feedback on Role Play Summary	
15:00 – 15:15	Break	
15:15 – 16:15	Evaluation & Conclusions Closing	

Four day Workshop - CBA 2

Session Plan 2

Title : Introduction to productivity - Finding the most heavy One
 Total time : 60 Minutes
 Objective : After this session participants will be able to discuss basic concepts on productivity

Key Words	Time	Methods	Education Aids
<p>Introduction</p> <ul style="list-style-type: none"> • Write in big bold letters on the whiteboard the following questions: <ul style="list-style-type: none"> ➤ What Is Productivity? ➤ Why Is Productivity Important for Workers and Unions? • Pose the above questions to the participants. • Write feedbacks from the participants on the whiteboard. The idea is not get an exhaustive list of responses – only a substantial number (about 3 – 5 responses) as an introduction to the session, and one that should start the participants thinking about the topic. 	10 Minutes	Brainstorming Ideas	White Board Markers
<p>B. Body Activity 1 (Problem Solving)</p> <ul style="list-style-type: none"> • Introduce and explain Activity 2. • Draw the illustrations provided on the Activity Sheet on the whiteboard. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Take some time and effort to explain carefully what the participants' tasks are. If necessary, demonstrate the exact task of placing one ball at each other end of the scale. Explain it is individually work and no talking doing the work. • Distribute the Activity Sheet 2. <p>NOTE: It is important that the participants understand that the objective is not to find the weight of the heavy ball, but to find out which among the 8 balls is the heavy one.</p> <p style="text-align: center;">(Presentation and Processing of Response)</p>	20 Minutes	Individual Work	Pen White Board Marker A4 Paper Activity sheet 2

	25 minutes		
<ul style="list-style-type: none"> • Ask participants to write their answer (number of tries) and name at the white board as soon they are ready with answers. • Ensure the whiteboard is facing the wall so participants cannot see each other's result doing the work • When everyone has provided/written their answers on the board, show all result and ask volunteers to explain how they arrive at their solutions. • Possible solutions are as follows: <ul style="list-style-type: none"> 7 tries: Take 1 ball as the lead ball and placed it one end of the scale. Then pick one ball at a time from the remaining 7 balls and place it on the other end of the scale. This way, the most number of tries will be 7. 4 tries: Take 2 balls at a time, placing one ball at each end of the scale. This way, the most number of tries will be 4. 3 tries: Take 4 balls at a time first, placing 4 balls at each end of the scale. Next, and from the heavier end of the scale, place 2 balls at each end of the scale. Finally, and from the heavier 2-ball end of the scale, place one ball at each end of the scale. This way, the most number of tries will be 3. 2 tries: <u>Step 1:</u> Take 6 balls first, placing 3 balls at each end of the scale. <u>Step 2:</u> If the scale is level, take the remaining 2 balls and place one ball at each end of the scale. OR <u>Step 2:</u> If the scale is not level, take 2 balls from the heavier 3 – ball end of the scale, and place one ball at each end of the scale. This way, the most number of tries is 2. 			White Board Marker

<ul style="list-style-type: none"> • Before you provide the “2 – tries solution”, group the participants into 4 groups according to their answers – all those with approximately similar answers are in one group. (Nobody work alone so trainers ensures all participate is in a group) • Proceed with outlining the “2 – tries solution” to the class. If some of the participants got the “2 – tries solution”, let them explain how they arrive at it. 			
<p>C. Summary</p> <ul style="list-style-type: none"> ▪ Trainer summarizes Key points: Work smart - Less try - Higher productivity ▪ Thank the participants for their contributions 	5 Minutes	Active Lecture	

Session Plan 3

Title : Introduction to productivity

Total time : 2 Hours 30 Minutes

Objective : After this session participants will be able to ;

- Explain how to improve productivity
- Discuss why improving productivity is important for the workers

Key Words	Time	Methods	Education Aids
<p>Introduction</p> <p>Trainer open the topic by explaining that we need to calculate and discuss more about productivity and the Golf company in upcoming exercise</p> <p>The 4 groups formed continue to work together</p>	5		
<p>Body</p> <p><u>Group Discussions on Productivity</u></p> <ul style="list-style-type: none"> • This part of the exercise intends to draw out ideas from the participants on “how to improve productivity”. • Additionally, this part of the exercise introduces the “enlarging the pie” concept of productivity. That is, <i>more wages and benefits does not necessarily mean reducing employers’ profits but can actually come from getting their rightful share from a bigger pie.</i> <p>Trainers explains both activity A and activity B. Trainer distributes the activity sheet.</p> <ul style="list-style-type: none"> • The Task A is for each of the group to discuss ways in which they can earn more from the “service of finding the heavy ball” given the following data: <ul style="list-style-type: none"> ➤ The amount of time each group spent on finding the heavy ball – varies with each group ➤ Each “service of finding the heavy ball” entitles the group to X amount ➤ Trainers focus on explaining the two 	25 minutes	Active lecture	White board Activity sheet 3

<p>questions the groups need to answer after they have done the calculation exercise</p> <ol style="list-style-type: none"> 1. Which of the number of tries shown on the whiteboard will give the workshop Facilitator the biggest profit? 2. Which of the number of tries shown on the whiteboard will result in the Facilitator incurring the biggest loss? <p>As it is a very easy issue the discussion can also be taken into to a plenary discussion to save time</p> <p>TASK B.</p> <p>Trainer explains task B.</p> <ul style="list-style-type: none"> • When you have done task A discuss in your group how the workshop facilitator further can increase his profit • and how the group collective can increase their profit <p style="text-align: center;">Ongoing group work</p>	60 minutes		
<p><u>Reporting and Processing of Outputs</u></p> <ul style="list-style-type: none"> • In processing the presentations of outputs and discussions, ensure that the following key points are drawn out from the discussions: <ul style="list-style-type: none"> ➤ It is easier to negotiate for higher wages if unions can show that every additional amount of money that the employers pay means increased productivity, and therefore, increased profit for employers ➤ Higher wages and benefits do not necessarily mean getting a bigger share from a steady company income. Higher wages and benefits can also come from getting an equitable share from a higher company income. <p>Deeper knowledge on “productivity” is an effective tool for collective bargaining and negotiation.</p>	45 minutes		

<p>Stage Check</p> <ul style="list-style-type: none"> • Go back to the earlier 3 questions written on the whiteboard. <ul style="list-style-type: none"> ➤ What Is Productivity? ➤ Why Is Productivity Important for Workers and Unions? • Pose the questions to the participants and draw out responses. • Clarify and provide additional explanations on key points and/or terminologies not quite clear with the participants. 	7 minutes		
<p>Summary</p> <ul style="list-style-type: none"> • Summarizes the session using PowerPoint slides. Key points at the power point slides: <p>PP 1. Intro to <u>what is productivity</u>, it is:</p> <ul style="list-style-type: none"> - Input and output - Connected to profits and earning - Focus on productivity can create better working environment (no mess, structure, clean and efficient working environment) - It is <u>NOT</u> to treat workers like machines' but it could be to educate worker to work smarter <p>PP 2.</p> <ul style="list-style-type: none"> - Input leads to output - You less input (exam. less tries to find the heavy one) you can use to create your Output your better productivity - So you more efficient we can be (exam. work smart (less golf ball try) you better effectiveness <p>PP 3 Outputs = goods or services produced Inputs is = workforce - capital - resources - ideas - technology; all we use to create a product or services</p> <p>PP 4 Labour Productivity = Where the critical factor affecting the productivity is a labour matter</p> <p>PP 5 Capital productivity = Where the critical factor affecting productivity is capital (funds/money matter)</p>	15 minutes		LCD projector

<p>PP 6 Total factor of Productivity = It is a quality matter involving both labour skills, capital, systems, technology)</p> <ul style="list-style-type: none"> • Distribute the handouts. • Thank the participants for their contributions. 			
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Session Plan 4

Title : Productivity and Trade Unions

Total Time : 75 minutes

Objective : To create an understanding of why productivity also is a trade union issue

Key Words	Time	Methods	Education Aids
<p>Introduction</p> <ul style="list-style-type: none"> ▪ Trainer writes in a big letters on white board: <p>Why is productivity also a trade union issue?</p> <p>Trainer write down a few answers from participants at the white board and <u>emphasize on</u></p> <ul style="list-style-type: none"> • Your better productivity your higher profit • Your higher profit you bigger opportunity to claim/demand a part of the profit 	5 Minutes	Brainstorming ideas and Q & A	Whiteborad Marker
<p>Body</p> <p>Trainer introduce the group work and focus on Activity sheet 4;</p> <p>Trainer distribute activity sheet 4</p> <p>Trainers explain the activity sheet:</p> <ul style="list-style-type: none"> • How do the group mean that productivity is related to CBA demands? • Where and how can we improve productivity in the garment sector? (Brainstorm) <p>Group work Presentation and disussion</p>	5 minutes 30 minutes 30 minutes		Activity sheet 4 Flip chart Marker Sticky tape
<p>Summary</p> <p>Trainers emphazie on;</p>	5 minutes		

<p>discuss <u>where</u> to search for the information they need to prepare for CBA negotiations</p> <p>(Organizations/Ministries/ local etc)</p> <p><u>Presentations:</u></p> <p>Each of the groups present their output in plenary. Trainers monitor the discussion and gives feedback</p>	<p>30 Minutes</p>		
<p>C. Summary</p> <ul style="list-style-type: none"> ▪ Trainer summarizes the topic by presenting the four(4) power point slides ▪ <u>Search information:</u> PP. 1. Where and how can we find information Key points PP 2. International level PP 3. Regional and National level PP 4. Local level and networking PP 5. How can we use the information ▪ Key points: <ul style="list-style-type: none"> ▪ Depending on the negoatiaon task we chooce our data and source of information ▪ If we can find a source both employer and union recognize it creates stronger arguments ▪ Remember to check the data, can we trust it? ▪ Focus; <i>if you do not know where you are, you do not know where to go</i> ▪ <u>So remember to investigate and prepare</u> ▪ Trainer explains that all groups will later doing the workshop use the listed outputs. Trainer thanks the participants for contribution. ▪ Trainer distributes the 4 PP slides: <ul style="list-style-type: none"> - Preparation for CBA negotiation - Company situation - workers wages & wages systems - the socio economic situation Trainer distributes the handout -definition of inflation rate and GNP ▪ Participants' output/flipcharts is put at the wall in the seminar room. 	<p>15 Minutes</p>	<p>Active lecture</p>	<p>LCD projector</p> <p>Handout inflation and GDP</p>

Four-day Workshop – CBA 2

Session Plan: 6

Title : Data research and collection of information
 Total time : 3 hours 45 minutes
 Objective : After completing this session, participants will be able to explain where and how to search for data

Key Words	Time	Methods	Education Aids
<p>Introduction</p> <ul style="list-style-type: none"> ▪ Trainer writes title in a big letter on white board "Research and Collect Data" ▪ Trainer asks participants "What is the Research?" Then take answers from 1 or 2 participants 	5 Minutes	Brainstorming ideas Q & A	White Board Marker
<p>Body</p> <ul style="list-style-type: none"> ▪ Trainer summarizes the correct answers, and then presents the search examples - ▪ Research is a way to look for information and sources of trustful data. Information and data we need to support our arguments when we do CBA negotiation Ex: Research on internet, newspaper, radio, TV, E-mail, or various institutions..., networking etc. ▪ Trainer provides further explanation on easy ways to do research, but effective, such as: www.xxxxx www.(local input needed) or search into printed updated reports 	10 Minutes	Active Lecture	Whiteboard Marker LCD
<p>Stage Check</p> <ul style="list-style-type: none"> ▪ Trainer asks questions to the participants. - How can we search and find data? 	5 Minutes	Brainstorming Q & A	
<p>Group work</p> <ul style="list-style-type: none"> ▪ Trainers introduce the activity sheet 5 on collecting specific data. ▪ Trainer explains; you can find data in the report and materials, as well if we have access and knowledge to search at the internet. ▪ Trainer refers to output from earlier group work (flipcharts on the wall) on where to find data as inspiration to the work ▪ Key points - Transfer your answer to flipcharts - Remember to write down year and which source (name of organization) in connection with your answers 	2½ hours		Computer Internet Flip chart Marker

<p>In relation to question no. 2 (Statistical wages collection) all 3 groups select one participant to collect the wages data.</p> <p>When wages data is collected among your own group members companies, the 3 groups combine the data and develop a joint flipchart including all wages data.</p> <p>Trainer distributes activity sheet 5</p> <p>Ongoing group work</p> <p>Group presentation and feed back</p> <p>Trainer ensures that all the group outputs/ flipcharts are on the wall/whiteboard at the same time before starting the presentations.</p> <p>All 3 groups present jointly, starting with question 1,3,4,5,6 and trainer give feedback/ compare answers from question to question</p> <p>Question no. 2 is the last to be presented jointly by the 3 participants who worked develop the wages statistic (Trainers ensure the wages statistic is posted at the wall)</p> <p>Key points: <u>Feedback on questions</u></p> <p>Q.1. - We need to know inflation rates/consumer prices to know how much to claim to ensure our <u>real wages</u> = purchasing power</p> <p>Q.3. We need to be aware of the development for the company or in the sector to be able to plan the level of our demands, if increasing earning /or development in the production we can claim for more. Remember it is important to focus to get data from your own specific company if it is possible.</p> <p>Q. 4. Is figures we can use to see if the sector is increasing but also to find if the productivity is growing if we compare number of workers and level of production from year to year.</p> <p>Q.5. We can know where to put our demands in relation to different needs We can also use it to calculate costs in the matter of women/man specific matters example; more or less maternity leave.</p>	<p>45 Minutes</p>		
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<p>Q.6. We need to investigate on the sector to know about competing companies and the level of wages, to support our arguments during CBA demands</p> <p>Q 2. We can use our statistical wages data to support our CBA demands</p>			
<p>Summary</p> <ul style="list-style-type: none"> ▪ Trainer summarizes and offering more explanation about researching and collecting data ▪ Key points <ul style="list-style-type: none"> - Use your networking and Federations/Confederations - Ensure data is correct - Check up data - Be aware that investigation and preparation takes a long time - Be more than one to do the work or get support 	<p>10 Minutes</p>	<p>Active Lecture</p>	

Four-day Workshop CBA 2

Session Plan 7

Title : Calculation

Total time : 2 hours

Objective : After completing this session, the participants will be able to explain how and why it is important to use calculation

After this session participants have tried to do basic calculation in relation to CBA negotiation

Key Words	Time	Methods	Education Aids
<p>A. Introduction</p> <ul style="list-style-type: none"> ▪ Trainer introduces about the objective ▪ Trainer writes title in a big letter on white board: Calculation ▪ Trainer asks participants what is the calculation? ▪ Trainer encourages all participants to answer 	5 Minutes	Brainstorming Ideas	White board Marker
<p>B. Body</p> <ul style="list-style-type: none"> ▪ Trainer writes the answers from participants at the white board ▪ Calculation we can use as a tool to prepare argumentation and data before CBA negotiation. <p>Exam. From year to year, the variance of inflation and consumer prices influence our purchasing power</p> <p>Therefore, it is very important to know how to calculate on how much wages increase we need to ensure our purchasing power.</p> <p>It means if the inflation rate is 5 % in a year you also needs at least 5 % wages increase to ensure you can buy the same for your wages as the previous year. (Ensure your real wages)</p>	10 Minutes	Active Lecture	Whiteboard Marker
<p>C. Stage Check</p> <ul style="list-style-type: none"> ▪ Trainer asks participants whether they understand or not ▪ Trainer asks participants to answer according to their understanding and <u>if they remember</u> the definition of calculation in relation to purchasing power ▪ Trainer asks if they can mention how we can use calculation for other related CBA issues? ▪ Trainer give feedback and clarifies if any doubts 	5 Minutes	Q & A	Whiteboard Marker

<ul style="list-style-type: none"> Trainer informs participants that we can use calculation in a lot of different areas and we now are going to try different types of calculation which we can use doing for preparing of CBA negotiations 			
<ul style="list-style-type: none"> Group work <p>Trainer distributes the handout with examples of calculations</p> <p>Trainer distributes calculators (or participants use their cell/smart phones</p> <p>Trainer distributes <u>activity sheet 6</u> and ask participants to work individually - but connect in pairs - so they can ensure each other support during the calculation exercise Ongoing work for max. 60 minutes</p> <p>Trainer explains that for each calculation the participants can just follow the example in the handouts which show how to do the different types of calculation</p> <p>Trainer asks participants to speak very low when they discuss during the work- to create a good working environment.</p>	60 Minutes		<p>Calculator Pen Activity sheet 6 Handout calculation</p>
<p>D.</p> <p>Presentations</p> <ul style="list-style-type: none"> Trainer ask for results for each of the calculations and write results at the whiteboard, for each topic trainer ensures correct answers and at the same time gives feedback on each of the calculations: Key points: <ul style="list-style-type: none"> - <u>Average</u> we can use when we need to find out the level of wages for small group of workers doing same kind of work <p><u>Weighted average</u> we often use when we create statistical data sheets. Trainer give example:</p> <p>If we have 10 workers where the 9 of them earn 100 dollars every month and 1 of them earn 200 dollars a month we will get a wrong picture of the wages if we just use average = $100+200:2 = \underline{150}$ USD a month</p> <p>Weighted average will show a more correct level of the wage = $\frac{9 \times 100 + 1 \times 200}{10} = \underline{110} = \mathbf{110}$</p> <p><u>Percent</u> we can use to check our level of purchasing power by comparing it with the inflation rate,</p>	25 Minutes	Lecture	<p>White board Marker</p>

<p>And we can use <u>percent</u> to look into wages difference between groups of workers which can give a more correct picture instead of just using difference in exam. USD</p>			
<p>E. Summary Trainer asks if some participants have any doubt in why we need to calculate before our CBA negotiations ?</p> <p>Trainer explains that later during the workshop participants will use their new calculation skills as a part of a connected exercise so if any doubt please ask questions now</p> <p>Trainer give feed back in relation to the questions</p>	<p>10 minutes</p>		



CBA and Productivity Calculation

Calculation is a tool we can use for preparation of argumentation and data before CBA negotiations. From year to year, the variance of inflation and consumer price has an impact to our living conditions.

Therefore, it is of great importance to know how to calculate; if our wages increase enough compared to the price increases in society, so we can ensure our purchasing power.

Other concerns related to development of wages should also be taken into consideration when you prepare for your CBA negotiation.

Four-day Workshop – CBA 2

Session Plan 8 (Active lecture and Group Discussion)

- Title : Incentive Pay systems
- Total time : 35 Minutes
- Objective : After completing this session, the participants will be able to:
- Be aware of incentive pay system
 - Know the connection between incentive pay systems and productivity
 - Discuss incentive pay systems in relation to the garment sector

Key Words	Time	Methods	Education Aids
<p>A. Introduction</p> <ul style="list-style-type: none"> ▪ Trainer writes topics: What is incentive wages systems? on the whiteboard. ▪ Trainer asks participants to confirm the discussed topic and give further explanation; <p>Key points: Systems which motivate employees to increase productivity / earning of the company and their own earning</p>	5 minutes	Active Lecture	Whiteboard sticky tape
<p>B. Body</p> <ul style="list-style-type: none"> ▪ Trainer brainstorming the ideas from participants to be more clear on discussed points among group member of the following points: Trainer can use the power points slides on incentive wage systems - Wage and incentive bonus system - Piece work and bonus - Quality, productivity, timing, and materials. - Timing, earning, and Changes. - Level of education, skill, and seniority - OSH - Role ▪ Trainer divides participants into groups and distribute activity sheet 9 ▪ Trainer distributes handouts and power points as inspiration for the group work 	30 Minutes	Brainstorming Ideas Presentation Group Discussion and Presentation	LCD projector/Power points Activity sheet 9 Flipchart Marker Sticky tape
<p>C. Stage Check</p> <ul style="list-style-type: none"> ▪ Trainer encourages participants to raise experiences from their last and current group work 	5 Minutes	Presentation and Lecture	
<p>D. Summary</p> <ul style="list-style-type: none"> - Trainer finalizes participants' discussion and explain to each group before presentation Key points: Remember to break tradition and come up with ideas to new systems during your group work - Trainer thanks participants for their contribution. 	5 Minutes	Lecture	Whiteboard & Marker

Four-Day Workshop – CBA 2

Session Plan 9 Group Presentation

Title : Incentive Pay Systems

Total Time : 45 minutes

Objective : After completin this session, the participants will be able to:

- Be aware of incentive pay system
- Know the connection between incentive wages systems and productivity
- Discuss incentive wages systems in relation to plant level and the garment sector

Key Words	Time	Methods	Education Aids
<p>A. Introduction</p> <ul style="list-style-type: none"> ▪ Trainer explains how to present and encourage group representatives to be brave in presenting their group’s answers ▪ Trainer prepare space for representatives to present their result 	5 Minutes	Lecture	Whiteboard Pen & Marker tape A4 Blank paper Flipchart
<p>B. Body</p> <ul style="list-style-type: none"> - Trainer can encourages all participants to be listen and pay attention to all group presentation. - Trainer inform participants that in case of questions to each of the presentation kindly wait until after the presentation - Trainer give feed back to each of the presentations: <p>Key points:</p> <ul style="list-style-type: none"> - Trainer ask the groups to explain the details in their proposals, <ul style="list-style-type: none"> • Why have you chosen this wage system? • Is it a new wages system or have it be used before in the specific sector? • Why do you think employers would react this way on your proposals? <p>Trainer gives feedback on the participants answers and involve all participants in given feedback to the presenting group</p>	65 Minutes	Brainstorm Ideas Presentation	Flipcharts

<p>C. Stage Check</p> <p>Why do we as unions want to introduce incentive pay systems at our workplaces?</p> <p>Trainer concludes on the answers.</p> <p><i>(Because if we can increase the productivity and profit we can connect improved wages and benefits to the output and create a win-win system)</i></p>	5 Minutes		
<p>D. Summary</p> <p>Key points:</p> <ul style="list-style-type: none"> ▪ Incentive pay systems should always be above minimum wages ▪ The wages systems need to be understood and believed in by the workers to be motivating ▪ Incentive pay systems can increase earnings for both the company and the workers ▪ Incentive pay systems can increase productivity ▪ Incentive pay systems can increase our CBA opportunities 	10 Minutes	Lecture	Whitieboard & Marker

Four-Day Workshop – CBA 2

Session Plan 10

- Title : Alternative CBA Demands
- Total time : 1 hour
- Objective : After completing this session, the participants will be able to;
- Choose different alternatives
 - Be aware of alternative demands as a tool to avoid deadlock doing CBA negotiations

Key Words	Time	Methods	Education Aids
<p>A. Introduction</p> <ul style="list-style-type: none"> ▪ Trainer introduces the objective for the topic ▪ Trainer writes title in a big letter on whiteboard “Alternative CBA Demand” <p>▪ Trainer use the white board to explain:</p> <p>▪ Key points: We can many times use alternative demands if deadlock during negotiation appears</p> <p>Alternative demands is alternative proposals which in some cases can insure a compromise between the parties and avoid a conflict</p> <p>Many times alternative demands are being used to agree on the very last small parts of the main agreement</p> <p>Sometimes the employer do not like specific parts of our CBA proposals and in some cases we as Union representatives stick to the demand and end up in a conflict, to avoid this we can propose alternative demands/solutions</p> <p>Therefore to be well prepared to our CBA negotiations we need to discuss what we can propose instead (alternative)if the employer keep rejecting parts of our proposals</p>	10 Minutes	Brainstorming Ideas	Whiteboard Marker
<p>B. Body</p> <ul style="list-style-type: none"> ▪ Trainer introduce the group work and focus on <u>Key points:</u> <p>When we think alternative demands we should also be aware of ideas where the company also would gain from as it then will get a lot easier to convince the employer about the alternative proposal</p>	5 minutes	Active Lecture	Whiteboard Marker Flipchart Sticky tape

<p>We also sometimes need to step away of our traditional way of thinking and create new proposals which can give win-win solutions</p> <ul style="list-style-type: none"> ▪ Trainer distribute activity sheets and explain the group work ▪ Trainer inform participants to work in the same groups as in the previous group work ▪ Ongoing group work <p><u>Presentations</u></p> <ul style="list-style-type: none"> ▪ Trainer gives feedback on the outputs Key points; Trainer focus his/her feedback on pointing out new good alternative solutions and as well points out if traditional (main proposals) is mentioned as alternative demands Trainer focus on pointing out proposals which ensure both workers and employers will gain from the proposals 	30 Minutes		
<p>C. Stage Check</p> <ul style="list-style-type: none"> ▪ Trainer asks participants; What are alternative CBA demands? <p>Why do we need to prepare alternative CBA demands?</p> <ul style="list-style-type: none"> ▪ Trainer asks participants to answer according to their understanding in relation to Alternative CBA Demand ▪ Trainer clarifies if any misunderstanding 	5 Minutes	Q & A	Whiteboard Marker
<p>D. Summary</p> <ul style="list-style-type: none"> ▪ Trainer summarizes about Alternative CBA Demand through Power point Slide ▪ Trainer presents the power point slide; Alternative CBA Demand such as: <ul style="list-style-type: none"> ❖ Incentive Wages System ❖ Education and Training ❖ Union/Employer representatives <ul style="list-style-type: none"> - Supplementary training - Apprentice ❖ Insurances <ul style="list-style-type: none"> - Family - Accident ❖ Transport allowances ❖ Funeral benefit ❖ Company Social Support <ul style="list-style-type: none"> - Sport - Cultural - Family ❖ Your own producing day 	10 Minutes	Lecture	LCD Projector Power Points

<ul style="list-style-type: none">❖ Support to union dues❖ Supplementary pension ▪ Trainer distributes the handouts▪ Trainer thanks participants for their contribution			
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Four-Day Workshop – CBA 2

Session Plan: 11 Role Play

Title : Preparation for CBA Negotiation

Total time : 3-4 hours

Objective : After completing this session, the participants will be able to:

- Practice to use the skills and knowledge learned during the workshop
- Practice to prepare documents to support their arguments doing a CBA negotiation
- Practice negotiation skills and analyzing the negotiation process

Key Words	Time	Methods	Education Aids
<p>A. Introduction</p> <ul style="list-style-type: none"> ▪ Trainer introduce the role play by explaining that now the participants will have a chance to connect all the topics we have work on doing the workshops ▪ Trainer explains in relation to the role play task: Key points ▪ Read carefully the activity sheet before you start working on a CBA strategy ▪ Trainer divides participants into two groups: ▪ Key points <ul style="list-style-type: none"> - The Union can choose <u>max. 4 negotiators</u> -The employers can choose <u>max. 4 negotiators</u> <p>-Rest of the participants in the two groups will during the negoatiation be <u>observers for their own group</u> and take notes with focus on:</p> <ol style="list-style-type: none"> 1. Did your own group follow the groups develop CBA strategy? 2. What was good during the negotiation? 3. Which mistakes appeared during the negotiation? <p>Timeout: Each of the groups can call for 5 minutes timeout doing the role play.</p> <p>Negotiation time: 1 hour.</p> <p>Doing timeout the negotiation time stops</p> <p>-----</p> <p>Trainer explain that further information and</p>	10 Minutes	Lecture	Whiteboard Marker Activity sheet 10

<p>activity sheet will be given when the two groups is sperated into group rooms</p> <p>Trainer ask participants to go into the seperate groups rooms</p>			
<p>B. Body</p> <p>When the groups are divided into seperated rooms the trainer distrubtes union activity sheet for the Union and Managers activity sheet for the managers</p> <p>Trainer explains that the activity sheets is secret information and infomation need to be kept secret between the two groups until after the role play</p> <p>The two groups participants read their activity sheet for 10 minutes.</p> <p>Then the trainer goes back to each of the two groups and explain carefully the activity sheet and clarifies if any misunderstanding</p> <p>Key points /info to the groups:</p> <ul style="list-style-type: none"> -Produce a CBA proposal and include a proposal for a incentive pay system and give it to your opponent 15 minutes before negotiation - Prepare two alternative demands - Calculate what you need in wages increase to ensure your realwages (purchasing power) and employers calculate on max. Cost/wages increase - Trainer ensures doing the group work that support is given if any problems - Preparation time is between 2 and 3 hours and trainer monitor the timing (Trainer check up if the groups are ready for negotiation) <ul style="list-style-type: none"> ▪ Trainer asks each group whether they are ready ? ▪ Are there any points unclear for discussion? ▪ <u>Trainer explains clearer about activity sheet to each group</u> ▪ Duing the group work trainer prepares table and space for negotiaon (table + 8 chairs) in advance for their discussion. ▪ Trainer coordinates both groups to ensure they are well understanding on the points. Ex: All participants have to be involved actively to ensure the success of group. 	<p>1 Hour</p>	<p>Brainstormin g Ideas Explanation Group Discussion and Presentation</p>	<p>Whiteboard Marker</p>

<ul style="list-style-type: none"> ▪ After the group discussion and just before start of the negotiation , the trainer summaries the rules for the roleplay, <p>Key points:</p> <ul style="list-style-type: none"> ▪ 1 hours negotiation ▪ Have the groups exchanged proposals ▪ Each group timeout for maximun 5 minutes ▪ Observers role (note and feedback) 			
<p>Ongoing Role Play Trainer takes notes of the negotiations for later comments. Trainer monitor timing and timeout.</p>	1 hour		
<p>C. Stage Check</p> <ul style="list-style-type: none"> ▪ Trainer encorages observers to conclude and evaluate the result of role play by explaining the succeses as well as the mistakes. ▪ Trainer monitors the feedback from the observers. ▪ Trainer gives opportunity for the negotiators to comments on the negotiation. 	20 Minutes	Presentation and Lecture	Whiteboard Marker Tape
<p>D. Summary</p> <ul style="list-style-type: none"> ▪ Trainer summaries the role play and conclude on the most important <p>Key points:</p> <ul style="list-style-type: none"> ▪ Preparation for long time before reality negotiation ▪ Seek advise in the fedrations/confederations before negotiation ▪ Be aware of the develop materials ▪ Trainer thanks participants for their contribution and LO/FTF project for its sponsorship. 	10 minutes	Lecture	Whiteboard Marker