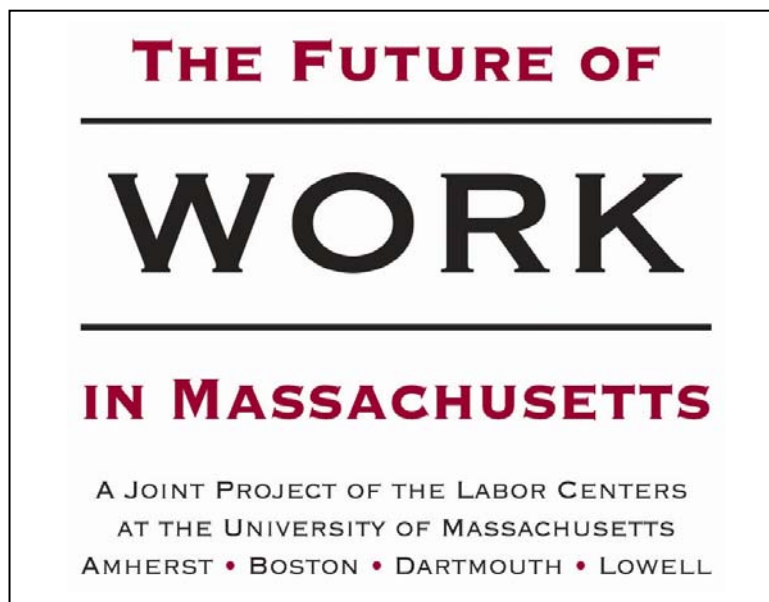


# Changing the Future of Work: A Workers' Approach

A curriculum for workers organizing  
for power to shape workplace change

## Facilitator's Guide

Module 1 Identification and Analysis  
Module 2 Strategies for Change  
Short versions



Published 2008

This curriculum developed by  
The University of Massachusetts Labor Extension Program  
UMASS AMHERST ♦ UMASS BOSTON  
♦ UMASS DARTMOUTH ♦ UMASS LOWELL

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UMass Labor Extension: <http://cpcs.umb.edu/lep/>

## **Changing the Future of Work: A Workers' Approach**

This curriculum is a project of the statewide Future of Work initiative, a joint project of the Labor Centers at the University of Massachusetts Amherst, Boston, Dartmouth, and Lowell. Changes in the nature of work -- new technologies, work restructuring, more temp work, outsourcing -- are growing without much advice or consent from working people. This curriculum helps workers find the best places to win short-term struggles and build long-term power, using research from the Future of Work project and the direct experiences of participants.

This curriculum was developed by the coordinators of the University of Massachusetts Labor Extension Program – Tess Ewing, Dale Melcher, Mike Prokosch, Kim Wilson, and Susan Winning.

The [UMass](#) Labor Centers would like to thank our supporters in the Massachusetts Legislature, the Massachusetts AFL-CIO and University of Massachusetts [President Jack Wilson](#) for their continuing support for this project.



# **Changing the Future of Work: A Workers' Approach**

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Module 2: Strategies for Changing the Future of Work

Module 1 Expanded Version: Identification and Analysis of  
Workplace Change

Appendix I: Suggested Warm-ups

Appendix II: Readings

## **Changing the Future of Work: A Workers' Approach**

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# Changing the Future of Work: A Workers' Approach

## Facilitator's Introduction

### GENERAL DESCRIPTION OF CURRICULUM

This curriculum consists of two modules that will help workers:

- Analyze changes in their workplaces, using research from the University of Massachusetts Future of Work project and their own direct experience
- Determine the best opportunities to win short-term struggles and build long-term power.

The curriculum is available in two formats.

1. This is the first format - **two workshop-length modules** of about 2 ½ - 3 hours each, (not including warm-ups), which can be done as two separate sessions or one day-long session. They are:

Module One: Identification and Analysis of Workplace Change

Module Two: Strategies for Changing the Future of Work

*Note about warm-ups:* It is recommended that each separate session begin with an appropriate warm-up exercise, which will add 20 minutes to the session. Facilitators may choose from the suggested warm-ups in Appendix I.

2. The other is an **expanded version** which follows the same outline as the shorter workshops, but includes suggestions for additional readings and activities, to expand and deepen the content. Contact UMass Labor Extension: <http://cpcs.umb.edu/lep/> for the expanded formats.

### LEARNERS

This curriculum is appropriate for:

- Union members, activists and leaders
- Unorganized workers interested in addressing change in the workplace
- Members of community groups working on workplace and workers issues
- High school and college students

It can be done with mixed groups of workers from different workplaces and unions/organizations, as well as with workers from the same union and/or organization.

## PREPARATION

Follow instructions at the beginning of every module and/or session, including preparing flip charts and copying handouts. Sample flipcharts and copies of all handouts are included in the curriculum outline.

1. Review the detailed facilitators' outline; plan for adaptations and/or expansions.
2. If unfamiliar with the material, review some of the articles listed in Appendix II to become more familiar with the topic.
3. Review the book *The Future of Work in Massachusetts*, edited by Tom Juravich, published by University of Massachusetts Press, Amherst, Massachusetts, which is a companion piece to the curriculum. Many of the articles in the book can also be found on the Future of Work website at: <http://www.umass.edu/lrrc/futureofwork/>, which has additional information and resources.
4. Check for updates at the University of Massachusetts Labor Extension program's website at: <http://cpcs.umb.edu/lep/>. This curriculum was completed in November, 2008. Updated materials and links will be posted periodically.

## FORMAT & MATERIALS

1. Each session contains a participant's outline, a detailed facilitator's agenda, and all handouts.
2. Websites are included for suggested articles where appropriate.
3. Appendix I suggests some warm-ups; Appendix II suggests readings by topic.

# **Module 1: Identification and Analysis of Workplace Change**

## Contents

- Facilitator's Guide
- Participants Outline
- Handouts



# Changing the Future of Work: A Workers' Approach

## Module 1: Identification and Analysis of Workplace Change Facilitators' Guide

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**Time: 2 .5 hours**

### Workshop Objectives

- Identify changes in the nature of work.
- Explore relationships among the changes.
- Name impacts of these changes on Massachusetts workers and their unions.
- Identify management's goals and strategies in the workplace that drive changes.
- Identify the global political/economic trends behind these changes.
- Practice using analytical tools.

### Agenda Outline

1. Welcome/Introduction
2. What Is Changing? Gathering Experiences
3. Analyzing Our Experiences
  - Looking sideward: related issues and impact
  - Looking back: What's driving changes at level of workplace
  - Looking back: What's influencing management's strategies - bigger picture
  - Looking forwards: What will this mean in 5 - 10 years
4. Summing Up and Moving Forward
5. Wrap up, evaluation and overview of session two

### Preparation

Read and Copy Handouts

- Handout 1: Digging Deeper: What Caused Changes?
- Handout 2: Management's Strategies


Make Flipcharts

- Flipchart 1: Objectives
- Flipchart 2: Agenda  
*(Note: Objectives and Agenda can be provided as flipcharts, handouts, or both.)*
- Flipchart 3: Parking Lot (Title only)
- Flipchart 4: Five Categories of Change.
- Flipchart 5: What Changes Have You Seen? (Title only)
- Flipchart 6: Analyzing a Workplace Change
- Flipchart 7: Looking Sideways Discussion Questions
- Flipchart 8: Looking Back at Level of Workplace Discussion Questions
- Flipchart 9: Management's Strategies
- Flipchart 10: Political/Economic Trends
- Flipchart 11: Trends Discussion Questions
- Flipchart 12: Evaluation

**Materials:** markers, masking tape, sheets of paper, sharpie pens, Post-its.  
Optional: lengths of yarn.

## Facilitators Detailed Agenda

2.5 hours total

**I. Welcome/Introduction**
 *Time: 10-15 minutes*

**Objectives:** Facilitator will review participants' expectations, workshop objectives and agenda and provide overview of Workshop.

**Instructions to Facilitator:**

1. Introduce yourself; ask participants to introduce themselves, giving their name, where they work, and their union or organization.
2. Introduce what the workshop is about

Talking Points: Over the next two and a half hours we'll name some of our experiences at work, look at the trends and forces that are causing those experiences, and identify the people and institutions that are making them happen. In the next module, we will see what we can do to make change for workers.

3. Review the workshop objectives and agenda.

**Flipchart #1**  
 Objectives
**Workshop Objectives**

- Identify changes in the nature of work.
- Explore relationships among the changes.
- Name impacts of these changes on Massachusetts workers and communities.
- Identify management's goals and strategies in the workplace
- Identify the global political/economic trends behind these changes.
- Practice using analytical tools.

**Flipchart #2**  
 Agenda
**Workshop agenda**

1. Welcome/Introduction
2. What Is Changing? Gathering Experiences
3. Analyzing Our Experiences
  - Looking sideward: related issues and impact
  - Looking back: What's driving changes at level of workplace
  - Looking back: What's influencing management's strategies – bigger picture
  - Looking forwards: What will this mean in 5 – 10 years
4. Summing Up and Moving Forward
5. Wrap up, evaluation and overview of module two

4. Introduce a parking lot flipchart for issues that come up to be addressed outside of the workshop.


### Flipchart #3



#### Parking Lot

*See appendix I for optional warm-up activities. Add 20 minutes.*

## II. What Is Changing? Gathering Experiences

 *Time: 35 minutes*

**Objectives:** Participants will identify changes in the nature of work and explore relationships among the changes.

### A. What Kind of Changes are Happening? (10 minutes)

#### Instructions to Facilitator:

1. Introduce the activity:

#### Talking Points:

- To understand the changes that are going on in the workplace and in the very nature of work, a good place to start looking for data is in our own jobs.
- Work is changing in all kinds of ways. We have tried to break them down into five categories to help us analyze what is happening.

2. Go over Flipchart #4 with participants, introducing each category of change, giving one example for each category and asking participants to name some other examples.

#### Talking Points:

- Jobs Available (are fewer jobs available, what kind of jobs are there?)
- Workforce (who's doing the work? for ex. more immigrant workers)
- Workplace (is the job you do or the way work is structured changing?)
- Relationship with Employer (is your employer providing less than they used to? Employee status? For ex. more temporary workers)
- Ownership (who owns the business, how big and distant they are, how has that changed?)



**Flipchart #4**  
Five Categories  
of Change



**Five Categories of Change**

- Jobs Available
- Workforce
- Workplace
- Relationship with Employer
- Ownership

**Materials:** sheets of paper, sharpie pens, masking tape.  
Optional: lengths of yarn.

**B. Our experiences (25 minutes)**

**Instructions to Facilitator:**

1. Introduce activity.

Talking Points: We'll now discuss what changes you have seen in your work.

2. Break into small groups, and give participants 5 minutes in groups to discuss:

**?** *What changes have you seen in your work and workplace in the past 5 years?*

Talking Points: They can be changes in any of these five areas -- your job, your workplace, who the workers are, who owns the business, or your relationship to your employer.

Ask participants to pick one or two example(s) of change per person, and describe it very briefly on a sheet of paper, using a sharpie pen and write in big letters. (Give each group two sheets and a sharpie pen.)

Note: Before sending the groups off, model the activity.

Talking Points: For example, "I work in the post office on a letter sorting machine. We used to have these big machines that it took eighteen people to run. Now I work with one other guy on an even bigger machine. We work at opposite ends. We're both wearing headphones. It doesn't matter whether I like him or not, we can't talk." You could write up "working alone and isolated."

3. Ask each group to post their examples on the flipchart #5 (or on a wall). After the first group has posted its examples, ask other groups to look at what's already on the wall before posting their sheets. If they notice similar changes already on the wall, ask them to tape their sheets nearby or overlap them.

**Flipchart #5**

What changes have you seen?



**What changes have you seen?**


4. When everyone's done, ask all the groups look at the patterns on the flipchart. Ask:

**?** *What relationships or connections do you see?*

Ask participants to move the sheets around and arrange them and/or draw lines from one example, or cluster of examples, to another to indicate relationships.

Note: If sheets are posted directly on the wall, provide pieces of yarn that could be taped between sheets.

### III. Analyzing Our Experiences

 *Time: 1 hour  
45 minutes total*

#### A. Introduction to activity (5 minutes)

**Objectives:** In this first activity of a multi-activity section, the facilitator will introduce the framework for analyzing changes in the workplace.

#### Instructions to Facilitator:

Introduce the activity.

Talking Points: When we're analyzing changes we need to look in the three directions on the chart. First we'll look sideways to see what other changes are related to this one and what the effects are of this change. Then we're going to look back and ask, what caused this change? Finally we'll look forward and ask, what does this mean for your workplace and industry in the future?

**Flipchart #6**

Analyzing a Workplace Change



*Look Sideways: Related changes and impacts of changes*

*Look Back: Causes, management's strategies and goals, global political/economic trends*

*Look Forward: What does this mean for your workplace and industry in 5 to 10 years*

## B. Activity 1: Looking Sideways: Related Changes and Effects of Change (25 min)

**Objectives:** Participants will analyze their experiences, identifying related issues and impacts on workers and union.

### Instructions to Facilitator:

1. Pick one of the posted examples – one that is relevant to most of the participants (ask them); that fits into several of the 5 categories; and that can be analyzed as *part of a larger trend* that is going on in workplaces today and that we expect to continue into the future.

2. Ask the small group that posted that example to quickly describe the change in a bit more detail. Ask the whole group:

❓ *“What similar things do you see going on in your workplaces?”*

3. Break participants into small groups to discuss the following questions, posted on flipchart #7:

❓ *What other changes do you see happening that are related to this one? (For example, layoffs related to heavy workloads for those not laid off).*

❓ *In the workplace – how do you think these changes affect the workers?*

❓ *How do you think these changes are affecting different groups of workers? Are some groups of workers being affected more or less and in what way? For example African-Americans compared to white, Latino, immigrant workers; men vs women; young vs old workers...?*

### Flipchart #7 Looking Sideways Discussion Questions



1. What other changes do you see happening that are related to this one?
2. How do you think these changes affect the workers?
3. How do you think these changes are affecting different groups of workers?

4. Ask for report back of small group discussion.

5. In large group, ask participants:

❓ *How do these changes impact the union?*

### C. Activity 2: Looking back: Causes of changes at level of workplace (30 min)

**Objectives:** Participants will discuss what's causing the changes at level of workplace, what are managements' strategies.

#### Instructions to Facilitator:

1. Introduce the activity:

Talking Point: Now we'll look back at what brought about these changes, beginning at the level of your workplace/employer.

2. Distribute copies of the handout *Digging Deeper: What Caused the Changes?* Send participants back to your small groups and discuss three questions posted on flipchart #8

? *What management strategies do you think are behind the changes you've named?*

? *Which level of management is making these changes?*

? *Why do you think is management is doing these things? What do they hope they'll accomplish by doing them?*

#### Handout:

*Digging Deeper:  
What Caused the Changes?*



#### Flipchart #8

Looking Back at Level of  
Workplace Discussion  
Questions



#### Looking Back at Level of Workplace Discussion Questions

1. What management strategies do you think are behind the changes you've named?
2. Which level of management is making these changes?
3. Why do you think management is doing these things? What do they hope they'll accomplish by doing them?

3. Ask participants to note down answers on handout. Explain that we will build on this activity in the next sections.
4. Introduce the flipchart chart "*Management's Strategies*", a list of common management strategies in today's workplace developed by Charley Richardson at UMass Lowell.

**Flipchart #9**  
 “Management’s Strategies”



**Management's Strategies**

- Work simplification & standardization
- Contracting out, privatization, outsourcing, etc.
- Hiring part-time, temporary, no-benefit workers.
- Work intensification & speed-up
- New work schedules – cutting the workforce
- Multi-skilling & job combination

**Handout:**  
 “Management’s Strategies”



5. In large group, ask participants:

- ❓ *What do you think are the goals that these strategies are aiming to accomplish?*
- ❓ *Which of these strategies have you seen in your own workplaces?*
- ❓ *What other strategies have you seen?*

6. Add new strategies to chart

**D. Activity 3: Looking back: What's influencing management's strategies – the Big Picture (30 minutes)**

**Objective:** Participants will identify broader political and economic trends driving changes in the workplace.

**Instructions to Facilitator:**

1. Introduce activity:

Talking Points: We have just looked at different levels of causes: management’s *goals*, and their *strategies* for carrying out those goals. Management doesn’t make these decisions in a vacuum – they are responding to certain economic and political conditions, including those in listed in flipchart 10.

**Flipchart #10**  
 Political/Economic Trends



**Political/Economic Trends**

- Political/Economic Trends
- Globalization
- Immigration/migration
- Privatization
- Contingent work
- Shift to Service Economy

- Review the categories of political/economic trends.  
Walk through each trend very briefly, asking participants for examples and questions.

❓ *What do we mean by globalization (immigration/migration) (Privatization) (Contingent work) (Shift to Service Economy)*

❓ *What is an example of .....*

- Ask participants:

❓ *What other major trends have you heard about or read about?*

- Add to chart

- Back in small groups, ask participants to discuss

❓ *Which of the trends we've discussed, if any, do you think have anything to do with the changes that are happening in your workplace?*

❓ *What connections or relationships do you see?*

1. Which of the trends do you think have anything to do with the changes that are happening in your workplace?

2. What connections or relationships do you see?

- Discuss in large group:

❓ *"What relationships can you see among these trends?"*

Depending on number of participants, facilitator can draw links between the various trends in response to the participants' answers, or, if the group is small, have them gather around the chart to discuss and draw the links themselves.

### E. Activity: looking forward (15 min)

**Objective:** Participants will discuss possible impact in the future.

#### Instructions to Facilitator:

- Introduce activity:

Talking point: "We've looked backward and sideways to find changes in the economy. Now, let's look forward."

- In large group, ask participants:

❓ *What do you see 5 – 10 years ahead? How do you see the future of your workplace? Of your industry?*


- Gather answers and discuss.

#### Flipchart #11 Discussion Questions for trends



Talking point: “Once jobs have been simplified and standardized, management can do many things with them. They can outsource them; offshore them, speed them up, automate them, or hire temp workers to do them. So these changes in our workplaces are connected to major trends like globalization, privatization, and the shift to a service economy.

**IV. Summing Up and Moving Forward**

 *Time: 5 minutes*

**Objectives:** Facilitator will sum-up module one and introduce the next module.

**Instructions to Facilitator:**


1. Review any items on the parking lot.
2. Sum-up module one:

Talking points: Workers and their organizations are not passive. Workers respond on the shop floor, unions respond by bargaining and grieving, communities by mobilizing. Your assignment for next time is to think of our strategies for shaping our futures at work. Think of all the ways workers in your workplace, or the union movement, are responding. What are your strategies, how are they working, and how can we improve them?”

3. Review Module 2:


Talking Points: Module two will focus on looking at and analyzing the effectiveness of strategies for influencing the future of our work in favor of workers, their families and their communities

**V. Evaluation of module**

 *Time: 5 minutes*


**Instructions to Facilitator:**

1. Ask participants to evaluate the workshop – beginning by answering the question:

 *What worked well*

Post responses on flipchart 12.

2. Ask participants:

 *What suggestions do you have for changing and improving the workshop.*

Post responses on flipchart 12.

**Flipchart #12**  
Post responses on flipchart



What worked well	What suggestions for change
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# Changing the Future of Work: A Workers' Approach

## Module 1: Identification and Analysis of Workplace Change

### Participants Outline

1. Welcome/Introduction
2. What Is Changing? Gathering Experiences  
Participants will identify changes in the nature of work and explore relationships among the changes.
3. Analyzing Our Experiences  
Participants will analyze their experiences, identifying related issues and impacts on workers and the union.
  - Looking sideward: related issues and impact
  - Looking back: What's driving changes at level of workplace
  - Looking back: What's influencing management's strategies - bigger picture
  - Looking forwards: What will this mean in 5 - 10 years
4. Summing Up and Moving Forward
5. Wrap up, evaluation and overview of module two





## Digging Deeper: What Caused the Changes?

Workplace: \_\_\_\_\_

Change/Issue	Management Goal	Management's Action	Trend influencing management's actions



## Management's Strategies

- Work simplification and standardization – reducing work to a simple set of decisions and motions that less skilled workers or machines can do. Taylorism is an old version.
- Contracting out, privatization, outsourcing, offshoring – moving work where the labor is cheaper.
- Temping – hiring part-time, temporary, no-benefit workers.
- Work intensification and speed-up – squeezing more value out of the same number of workers.
- New work schedules – cutting the workforce down to the absolute minimum
- Multi-skilling/job combination – making one worker do the job of many.

Adapted from Charley Richardson “Template for Looking at Industries: The Changing Nature of Work”

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## **Module 2: Strategies for Changing the Future of Work**

### Contents

- Facilitator's Guide
- Participants Outline
- Handouts



# Changing the Future of Work: A Workers' Approach

## Module 2: Strategies for Changing the Future of Work Facilitators' Guide

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**Time: 2¼ hours**

### Workshop Objectives

- Identify players whose decisions and actions impact participants' work and workplaces
- Practice identifying players in a case study and analyze their strategies for achieving their goals
- Consider various strategies for influencing the direction of change in favor of workers, their unions, their families and their communities
- Discuss application of strategies to participants' work

### Agenda Outline

1. Welcome Back/Introductions
2. Warm-up: Coffee Break
3. Agenda Review
4. Analyzing a Case Study
5. Further Strategies for Addressing the Problem
6. Drawing Lessons for the Future of Your Work
7. Sum-up & Evaluation

### Preparation

Read and Copy Handouts. Check UMass Labor Extension website [<http://cpcs.umb.edu/lep/>] for updated case studies.

Handout 1: Select one case study that best meets the industry of the majority of participants.

Case Studies as of 11/07:

- *Manufacturing: Polartec LLC Case Study*
- *SEIU 509 and the Privatization of Mental Health and Mental Retardation Services*
- *Health Care and Mandatory Overtime for Nurses*

Handout 2: *Worksheet for Case Studies*

Handout 3: *Applying Strategies Worksheet*

Make Flipcharts

Post Flipcharts from Module One: Parking Lot; Five Categories of Change; What Changes Have You Seen?; Analyzing a Workplace Change



Flipchart 1: Warm-up (copies for 3 groups) Most important/relevant change

Flipchart 2: Warm-up (copies for 3 groups) Acting to Change Situation

Flipchart 3: Objectives

Flipchart 4: Agenda

Flipchart 5: Definitions: Players/Decision-makers (Title only)

Flipchart 6: Players/Decision-makers (Title only)

Flipchart 7: Possible Tools to Solve Workplace Problems (Title only)

Flipchart 8: The Future of **Your** Work- Next Steps (Title only)

Flipchart 9: What worked? Suggestions for Future


**Materials:** Markers

## Facilitators Detailed Agenda

2¾ hours total

### I. Welcome back to module 2 of the Future of Work

Introduce facilitators, if need be.

 *Time: 5 minutes*

### II. Warm-up – “coffee break”

**NOTE:** If Module Two immediately follows Module One the same day, skip “Morning Coffee Break” go directly to Afternoon Coffee Break”. Post only flipchart 2.

 *Time: 20 minutes*

**Objectives:** Participants will introduce themselves, and then review and prioritize issues identified in Module One. Facilitator will introduce the concept of “players”

**Materials:** Markers

#### A. Morning Coffee Break

##### Instructions to Facilitator:

1. Post prepared flipcharts in three corners of the room.

**Flipchart 1:**  
Warm-up (copies for 3 groups)



**Most important/relevant change (Title only)**

**Flipchart 2:**

Warm-up (copies for 3 groups)



**Acting to Change Situation (Title only)**

2. Introduce warm-up by telling participants:

Talking points: We've been working hard and it's time for our 15- minute coffee break. There are three places where we can go to get a cup of coffee so we need people to divide up into three groups.

3. Divide participants into 3 groups by asking them to count off by 3, and direct participants to go to their appropriate break location. Ask participants to share name, workplace, union/organization and discuss:

**?** *What do you think is the most important or relevant change identified in Module One?*

Ask a volunteer for each group to record responses on the flipchart.

4. Ask for a report back from each coffee-break group – introduce its members and briefly report on the issues that participants posted.

**B. Afternoon Coffee Break****Instructions to Facilitator:**

1. Divide participants into 3 groups again, by birth order (oldest, middle, youngest or only). Ask participants to share name, workplace, union/organization (if first activity) and discuss:

**?** *Describe a time in your life when you acted, either alone or with others, to create a change in a situation?*

Explain that this could be at work, home, or elsewhere.


Ask a volunteer for each group to briefly post responses.

2. Ask each group to briefly report on the issues that participants posted.

## 3. Sum- up:

**Talking Points:** In these situations you described yourself as “players” — as people who most likely looked at what they wanted to do, what was in their self-interest; then assessed their ability to influence the outcome of something, i.e. their relative power to influence the situation. In this module, we are going to be looking at “players” and “decision-makers” around the future of work. Who’s making the decisions now? Where and how are decisions being made? What’s driving the decisions? Where and how are unions and community allies making decisions that impact their work and their lives? Where are we best able to intervene to win short-term struggles and build long-term power?

### III. Review Agenda and Objectives

 *Time: 5 minutes*

**Objectives:** Facilitator will review workshop objectives and agenda and provide overview of workshop.

#### Instructions to Facilitator:

1. Introduce what the workshop is about.

**Talking Points:** Over the next few hours we will identify players whose decisions impact your work, evaluate strategies using a case study and discuss application of strategies to your own work

2. Review the workshop objectives and agenda

#### Flipchart #3 Objectives



#### The Objectives of this workshop are to:

- Identify players whose decisions and actions impact participants’ work and workplaces
- Practice identifying players in a case study and analyze their strategies for achieving their goals
- Consider various strategies for influencing the direction of change in favor of workers, their unions, their families and their communities
- Discuss application of strategies to participants’ work

#### Flipchart #4 Agenda




#### Agenda

1. Welcome back/introductions
2. Warm-up: Coffee Break
3. Agenda review
4. Analyzing a Case Study
5. Further Strategies for Addressing the Problem
6. Drawing Lessons for the Future of Participants’ Work
7. Sum-up & evaluation

3. Remind participants of the parking lot.

### Parking Lot

## IV. Analyzing a Case Study

 *Time: 60 minutes*

### A. Introduction (5 minutes)

#### Instructions to Facilitator:

1. Introduce activity:

Talking Points: Now we will look concretely at the trends and change areas identified in Module One, by analyzing a case study and examining how the actions of employers, unions, workers, elected officials, community groups and others affected the outcome.

2. Remind participants of the discussion on trends in Module One and suggest that it may be helpful to think about that discussion and look at the handouts from module one as they discuss their case study. Also point out the flipchart on the five categories.

### B. Definition of Players and Decision-Makers (5 minutes)

**Objectives:** Participants will define and identify players whose decisions and actions impact the workplace in a case study

#### Instructions to Facilitator:

1. Introduce the activity:

Talking points: We'll do a quick activity in order to clarify what we mean by players and decision-makers, so that we are using common definitions.

2. Define "player" and "decision-maker"

**Flipchart #5**

Definitions:  
Players/Decision-makers



Definitions: Players/Decision-makers

**Definitions**

Player: A participant in an activity; a person or group that has an influential role

Decision-maker is a person, group or business that has the authority to make decisions

Talking points: Suggested definitions:

*Player:* A participant in an activity: a person, group, or business that has an influential role in a particular political or commercial activity

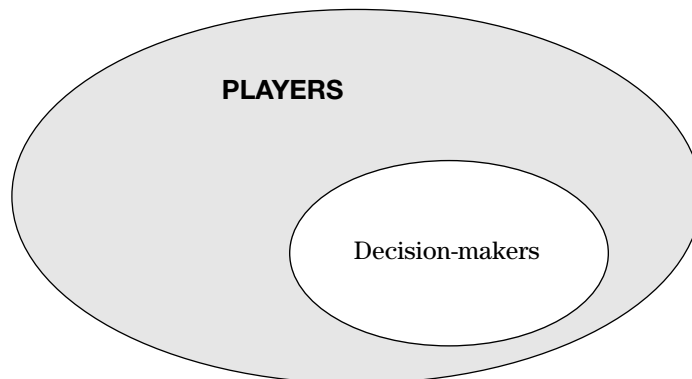
*Decision-maker* – a person, group or business that has the authority to make decisions.

3. Ask participants:

**?** *What is the difference, if anything, between the two?*

Talking points: Not all players are decision-makers – i.e. are in the position or have the authority to make decisions, but players can influence what decisions are made.

Add diagram to flipchart: (concentric circles)



4. Explain to participants which industry is described in the case study they will be analyzing. Based on that industry, ask

**?** participants:

*Who do you think is a player in this industry? Who has the power to make decisions?*

**Flipchart #6****Players and Decision-Makers**

Players	Decision-makers

Talking Points: Unions/union locals are players in the work place/industry, but are not actual decision-makers in the workplace. They are decision-makers within the union – and the decisions that union leaders and members make impact how much influence that the union has as a player in the workplace/industry.

Other possible players/decision-makers:

- Business owners or administrators
- Politicians (local, state, federal)

Ask them to look for additional players in this industry and draw out whether they are decision-makers as well.

Add to flipchart

5. Sum-up talking point: We will be looking at these players and possibly others as we work with this case study.

**C. Using the case(s): (25 minutes)**

**Objective:** Participants will identify the strategies employed by the players and analyze the effectiveness of the strategies in achieving their goals.

**Handouts:****Case Study Worksheet  
for Case Studies****Instructions to Facilitator:**

1. Distribute case study and worksheet to participants.
2. Break participants into small groups, and ask them to read the case (or if literacy is an issue, have volunteers read parts of the case) and to reflect on/analyze/discuss the case using the questions in the worksheet.

**D. Discussion/de-brief case study. (25 minutes)****Instructions to Facilitator:**

1. Lead a discussion with the whole group, going through each question. With each, ask one group to respond, and then ask other groups if they have anything to add, disagree, etc.
2. Sum-up talking point: We will be looking a little further at strategies for change in the next activity.

## V. Additional Strategies

 *Time: 20 minutes*

**Objectives:** Participants will consider various strategies for influencing the direction of change in favor of workers, their families and their communities

### A. Introduction to activity (5 minutes)

#### Flipchart #7

#### Possible Tools



#### Possible Tools

#### Instructions to Facilitator:

Select and deliver introduction to activity specific to the case study the participants discussed.

Post on Flipchart #7 the tool/s from the appropriate case study introduction.

Introductions::

#### Health Care

In the previous case study, there are a number of tool/s that the union and its allies tried to intervene in order to address their issue, with different levels of success. One tool/s was in **workplace activism** (mobilizing members for contract campaign and strike). The activism they developed had both a short-term goal – winning the strike, but also a longer term goal of **building the power of the union** in that hospital, in other hospitals in Massachusetts, and in the country, so as to be more of a **player able to influence decisions** in the future of work in the health care industry.

#### Manufacturing


In the Polartec (Malden Mills) case study, we discussed one way that the union and its allies tried to intervene to address their issues. The campaign was through **a joint organizing initiative**. This was the proposal from the community organization to the city council. The union played a central role in this action. While the short term goal was to acquire help in financing the owner's buy back of the plant, the long term goal was forging closer relationships between the union and community organizations.

### Privatization of Public Sector Work

In the previous case study there are a number of tool/s in which the union and its allies tried to intervene in order to address their issue, with different levels of success. One tool/s was **legislative activity** – working to pass the Pacheco Bill to restrain privatization. Working with other public sector unions and with client families and activists, SEIU 509 was able to move passage of a significant piece of legislation. In the process they were able to raise larger issues about public workers and the role of government in providing services for citizens, and to build relationships with allies and work in a large coalition. Another tool/s was **organizing**. It took the local a number of years to move from simply fighting privatization to “following the work” – that is organizing workers in the publicly funded private programs.

### B. Identifying additional strategies (15 minutes)

#### Instructions to Facilitator:

1. Ask participants in a large group brainstorm:
  -  *What other tools do we have to solve our problems or address our workplace issues?*
2. For each one – ask for examples, or provide information & post on flip chart.

#### Suggestions to prime and/or expand the discussion:

- *Collective Bargaining* – including continuous bargaining
- *Workplace Activism*
- *Legislative* – new laws not just locally and statewide but national as well
- *Policy* – sitting on advisory and decision-making bodies that determine policy
- *Joint organizing initiatives*: multi union; labor/community
- *Workforce development/training* (workplace solutions)
- Regional and statewide *economic planning* and development
- *Other ideas?*

### VI. The Future of Your Work

 *Time: 30 minutes*

**Handout:**  
Applying Strategies



**Objective:** Participants will discuss application of strategies to their own union and workplace

#### Instructions to Facilitator:

1. Divide participants into small groups, pairing participants from the same workplace/union or industry where possible.



2. Ask participants to work with the issue they had identified in the opening activity and discuss the questions listed on the worksheet.

**?** *Thinking about what the strategies discussed and analyzed in the case studies, what lessons can you draw and apply to your own work?*

**?** *What might be your next step?*

Distribute worksheet and ask for recorder and reporter.


3. Ask each participant to report the name of the tool, what they thought was useful to take back and the next step they could take with their local. Post next steps on flipchart.

**Flipchart #8**  
The Future of Your Work —  
Next Steps



<p><b>The Future of <i>Your</i> Work- Next steps</b></p>
--

**VII. Sum-up and evaluation**

 *Time: 15 minutes*

**Instruction to Facilitator:**

1. Ask participants to evaluate the workshop – beginning by answering the question:

**?** *What worked well*

Post responses on flipchart 9

2. **Ask participants:**

**?** *What suggestions do you have for changing and improving the workshop.*

Post on flipchart.

**Flipchart #9**  
What Worked/Suggestions  
for Future



What Worked/Suggestions for Future

<p><b>What worked?</b></p>	<p><b>What suggestions for future?</b></p>
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# Changing the Future of Work: A Workers' Approach

## Module 2: Strategies for Changing the Future of Work

### Participants Outline

1. Welcome Back/Introductions

2. Warm-up: Coffee Break

Participants will review and prioritize issues identified in Module One.

3. Agenda Review

4. Analyzing a Case Study

Using a case study, participants will define and identify players whose decision and actions impact the workplace, identify strategies employed by player and analyze effectiveness of strategies.

5. Further Strategies for Addressing the Problem

Participants will consider various strategies for influencing the direction of change in favor of workers their families and their communities.

6. Drawing Lessons for the Future of Your Work

Participants will discuss application of strategies to their own union and workplace.

7. Sum-up & Evaluation



# Changing the Future of Work

## Module 2: Strategies for Changing the Future of Work

### Case Study: SEIU 509 and the Privatization of Mental Health and Mental Retardation Services

#### Overview of industry:

The provision of social services by state agencies in Massachusetts has been the object of privatization efforts since the second administration of Governor Michael Dukakis (1983-1991.) Privatization efforts reached their peak under the direction of Governor William Weld, a Republican (1991-1997) and a champion of privatization, who argued that the private sector could provide services cheaper and more efficiently than could government. Privatization was part of a larger agenda that was anti-big government, anti-public employees and anti-public employee unions, which represented workers in the targeted agencies and institutions.

The Weld administration intentionally mixed arguments for privatizing social services with arguments for deinstitutionalization, made by families of and advocates for the mentally ill or developmentally disabled. The Weld administration made it appear that opposing privatization meant opposing deinstitutionalization. Deinstitutionalization advocates argued for the closing of large state hospitals for the developmentally disabled or the mentally ill, like Belchertown State and Northampton State, and the placement of patients in “the least restrictive alternative,” which for many meant community-based, residential facilities. While SEIU 509, which represented these human service workers, always supported the treatment of clients in the least restrictive setting, they opposed the wholesale closure of state schools and hospitals and placing clients in private group homes without the levels of staffing and support services the clients needed. It was the Weld administration that contracted out the delivery of community-based services to private vendors, as opposed to establishing public, community-based services. Deinstitutionalization was used by Weld as essentially a cover for union busting.

#### Changes in Work:

At first, when they privatized the outpatient clinics, social workers continued to do the same job and see the same clients at the same work location. What changed were their employer and their paycheck and benefits. Most saw at least a 40% reduction in salary while their workload

remained unchanged. Under increasing pressure to see more clients to bring in more Medicaid dollars, double booking of clients became the norm. Eventually these positions became fee for service, where the social worker gets paid only if the client actually shows up. In the group homes, whether they were publicly or privately operated, the work became more isolated, and in the private sector, paid lower wages and benefits. Turnover was very high and it was hard to build and maintain a skilled workforce to take care of the most vulnerable client population.

#### The Struggle Against Privatization:

SEIU 509 primarily represents human service workers at state agencies and state funded private agencies. When contracting out began under the Dukakis administration, the union did not wage a major fight back. The economy was expanding, public sector jobs were increasing, and the union was gaining more members than it was losing. It was not until the deep recession of 1989-1991 that local 509 began to lose members to contracting out, as public funding for social services was reduced and unionized human service jobs began to decline.

In 1991 the union changed its strategy and began to fight privatization. They worked to build a coalition of mental health clients, families and advocates, such as the Alliance for the Mentally Ill and Partnership for Quality Care, to fight Weld’s efforts to privatize state services and close state-operated facilities. SEIU 285 (now 1199 SEIU) and AFSCME Council 93 also fought privatization, including the closing of large state hospitals and the relocation of patients into multiple private hospitals. The coalition argued that privatization was bad for clients and their families, as continuity and quality of care was affected, and bad for workers, as private sector jobs had lower wages, fewer benefits and less job security, that contracting out was not cost effective, and that the process itself was tainted by corruption and favoritism.

SEIU 509 also developed a legislative approach. They worked with the legislature, in particular Senator Mark Pacheco, and other public sector unions on a bill to regulate privatization. Unions, client families and patient advocacy groups supported the bill; private human service providers and the Weld administration opposed it. The Pacheco Bill was passed in 1993 and required, among other things, that the administration prove cost savings

and quality of service for each proposed privatization. The law effectively limited the administration's privatization efforts. In fact since the Pacheco law's enactment only six state services - most of them very minor - have been contracted to private firms. But it became clear that most new dollars for social services would be funneled into existing private sector agencies, where the union represented less than 30% of the workforce.

SEIU 509 also lobbied successfully to raise the wages of all state-funded human service workers, both publicly and privately employed. They would have lobbied for increases for only unionized employees, but then House Speaker Finneran refused to support this, while then Senate President Birmingham did. Leadership changes in the Legislature may have implications for this strategy. Additionally, after losing 10% of their membership to privatization, the local went through a long process of reevaluation and education for leadership, stewards and staff about the possibility of "following the work," i.e. organizing private agency workers. In 1994 SEIU 509 began a campaign, with support from the International, to organize more of the 20,000 employees of private human

service agencies funded by the state. If wages and benefits in privately operated, state funded agencies matched those in the public sector, the union argued, the incentive to privatize would diminish and the quality of both jobs and care would be retained. This decision brought criticism from other public sector union leaders, who accused them of abandoning the fight against privatization, or at the very least, compromising their position on privatization.

Now private sector human service workers represent about one-third of 509's membership (3000+ out of about 10,000 members). Their most recent organizing win was at the MSPCC (Massachusetts society for the Prevention of Cruelty to Children), western region offices. The union is now facing the problems inherent in representing a fragmented workforce and bargaining with both the Massachusetts government and a patchwork of private employers paying wages set by the state. The administration of Gov. Mitt Romney also increased efforts to privatize and repeal the Pacheco Bill, but was unsuccessful in doing so. It is as yet unclear what will come with the new administration of Democratic Governor Patrick.

# Changing the Future of Work

## Module 2: Strategies for Changing the Future of Work

### Manufacturing: Polartec LLC Case Study

This is a story about globalization and the 25-year struggle to keep manufacturing jobs in northeastern Massachusetts.

#### Background:

Polartec LLC was founded as Malden Mills in 1906 and is based in Lawrence, MA. There are additional plants in Hudson, NH, and China, while a plant in Germany closed in 2004.

The Lawrence plant has about 500 production workers who are members of UNITE HERE Local 311. Many of these workers are immigrants, live in Lawrence, and depend on their jobs in the plant for better than average wages and benefits. About 80 skilled maintenance workers also work at the Lawrence plant. These workers are electricians, mechanics, and knit technicians who keep the factory's sewing machines running. In December, 2003, after 10 years when their raises averaged just over 1%, they organized a union with the Area Trades Council (ATC), a joint project of several trades. They finally got a contract after a year and a half long contract campaign, which enlisted community allies and politicians including congressional representatives.

In the early 1980s Malden Mills introduced Polartec and Polarfleece which it sells to LL Bean and The North Face among other customers. Currently, the company has a niche in making products for the armed forces, including t-shirts embedded with electronic sensors to monitor soldiers' physiological data in the field. 15% of Malden Mills' total annual sales were due to military contracts. In a boost to the company, an amendment to the Defense Authorization Act that would have increased foreign production of products for the military was defeated in 2004. However, the Bush administration continues to push for more offshoring of military work.

Malden Mills became famous when its former owner, Aaron Feuerstein, kept workers on the company payroll and rebuilt the factory in Lawrence after a serious fire in 1999 destroyed several buildings. Lawrence has been losing textile jobs for 130 years and Feuerstein was widely praised for bucking the trend. Feuerstein upgraded some of the machinery, ran a massive retraining program so workers could use it, and cut the workforce. But in 2001 the company went bankrupt due to debts from the fire rebuilding, competition in the market, and the recession.

Lenders led by GE Capital took over the company and hired textile industry executive Michael Spillane to manage the plant. Spillane negotiated a new contract with Local 311 and eventually with the ATC union.

#### The Struggle for Jobs:

Northeastern Massachusetts has been hurt badly by plant closings, including the loss of several thousand union jobs at Lucent Technologies. Few jobs with comparable wages for comparable skills remain. Thus labor and community organizations fought hard to keep the jobs at Malden Mills, using different strategies including:

- Helping Feuerstein buy the plant back. A community organization, the Merrimack Valley Project (MVP), and UNITE HERE approached the city councils of Lawrence and Methuen, which offered \$5 million each to help with the purchase. (A UNITE HERE union member was the president of the MVP at that time and remains active.) The GE Capital consortium rejected Feuerstein's buyback bid.
- Fight to keep the plant open, even if it meant contract concessions. UNITE HERE was able to mitigate the worst of the proposals in the GE Capital consortium's contract and came to a final agreement that was much improved over management's initial offer.
- Mobilize support from local, state, and federal officials to keep the plant open. Both US Senators and the area Congressman went to bat for the factory, secured its defense contract, and used that contract as leverage to keep the plant in Lawrence.

Then in 2006, GE and the other lenders sold Malden Mills to Chrysalis Capital Partners LLC. The new owners renamed the company Polartec LLC and gave the two unions a take-or-leave-it contract offer that froze wages for two years, eliminated paid sick time, and required workers to pay more for their health and life insurance. Chrysalis gave the unions 48 hours to respond. The ATC union briefly tried to mobilize community support and push the owners for an extension, but when that failed its members rejected the company's offer 47 to 15. As of September 2007, with the company refusing to negotiate and many of the union leaders taking other jobs, the maintenance and trades workers have reverted to their non-union status. UNITE HERE Local 311's workers voted nearly two to one to accept the new contract.



# Changing the Future of Work

## Session 2: Strategies for Changing the Future of Work

### Case Study: Health Care and Mandatory Overtime for Nurses

#### Overview of Industry

Health care is an industry that has seen many changes during recent years, many of the same changes that have been seen in other areas of the economy. “Managed care” sets strict limitations of patients’ time in hospital resulting in sicker patients; privatization of public hospitals and health care facilities, with ownership increasingly in the hands of large corporations; technological change – from increasing computerization of medical records to “tele-monitoring patients”; and reduced permanent full-time staff and over-reliance on mandatory overtime, following a similar model in manufacturing, are just a few of those changes. This case study will take a look at the strategies employed by a unionized workforce at a hospital in Worcester, Massachusetts to address the issue of mandatory overtime.

#### The Struggle Against Mandatory Overtime

This situation has its origins in the changes during the 1990’s in the way health care was financed. The story itself begins in 1997, when the Catholic Saint Vincent Hospital was sold to OrNda, a for-profit hospital chain which then helped create the Santa Barbara-based Tenet Healthcare Corporation, the second largest for-profit acute-care-hospital chain in the U.S. Concerned about how this new ownership might impact patient care, a group of nurse approached the MNA to help organize the nursing staff. They voted in the union in 1998, and began negotiating for the 615 members in the unit. During two year of slow and difficult negotiations, the nurses had worked to build bridges and organize the community around the issues of patient safety and the connection to workers’ rights and working conditions.

By 2000, they had settled almost all issues except for Tenet’s insistence on the right to impose mandatory overtime – a practice that had not been part of the work life of these nurses up to that point. Tenet believed it more cost effective to pay nurses overtime pay than to keep the appropriate number of nurses on the payroll. The nurses voted three to one to strike over patient safety. They pulled together a wide range of support before the strike began. They held a pre-strike rally in March attended by almost the entire political leadership of the Worcester area, who pledged their support, refusing to attend the gala celebrations marking the opening of the new hospital.

The hospital was forced to cancel these events. The entire Massachusetts congressional delegation signed a letter to Tenet in support of the nurses’ position. The strike began the day before the grand opening, with the night nurses marching out the front door and setting up picket lines.

The MNA’s public communication department effectively got local media to publish articles with the “patient care” frame, including getting community members to write letters to the editor. The union leadership mobilized support from the Worcester area Central Labor Council, and organized labor not only in Worcester, but around the state. Nurses from around Massachusetts and some from out of state joined the picket lines. Most of these union members faced similar situations in their own workplaces, where lean production and decreased permanent jobs is a way of life. The three largest unions in Worcester approached Fallon HMO, the largest managed care company in that part of the state, to pressure Tenet to negotiate with the nurses. Fallon has an exclusive contract with Tenet and the unions threatened to take their members elsewhere if Fallon declined. Fallon responded to this threat by publicly calling for the Tenet CEO to enter negotiations directly, and when there was no response, Fallon began referring its surgical day patient to a health care facility independent of Tenet.

An additional source of pressure came from state agencies. A report by the Department of Public Health, had reported that three replacement nurses had been fired for lapses in judgment threatening patient safety. A legislative oversight committee had publicly criticized the Board of Registration of Nursing for its tendency to scapegoat staff nurses for systematic health facility problems.

Finally, after 40 days of striking, the union and management negotiated contract language that gave management the right to ask nurses to stay overtime, but nurses have the right to refuse if they are “too fatigued or ill”. Nurses overwhelmingly voted to ratify the contract on May 19, 2000.

The success of this strike has spilled beyond Worcester and even Massachusetts. With mandatory overtime and staffing levels an issue in virtually all negotiations at several other hospitals in Massachusetts, nurses have gained the confidence that they have the ability to fight back.

The MNA is also trying to address these issues on the policy level. A “Safe Staffing Ratio Bill” has been filed for years by the MNA, but in the last few years, the union has



mounted a campaign to educate and mobilize their members to finally get the bill passed. In the last three years, the bill was voted out of committee, but did not get to the floor of the legislature for a vote. The MNA revised the bill and re-filed the bill in 2007 as the "Patient Safety Act" and hired additional organizers to mobilize internally and within the broader labor and patient community to get it passed this year. Also, the union is training members to be more knowledgeable about all the issues and more media

savvy. Beyond their own membership, the MNA has organized the Coalition to Protect Massachusetts Patients, comprised of seventy senior, health advocacy and civic organizations, to help advocate for passage of this bill. (Note: the California Nurses Association has won staffing language through the legislature.)

# Strategies for Changing the Future of Work

## Worksheet for Case Studies

1. Based on the case study, what changes in the workplace did you see?
  2. Why do you think this is happening? What general trends do these changes point to?
  3. What do you think is the impact of these changes and trends on the workers, union and the community?  
Who is benefiting? Who loses?
  4. Who are the players in this case? What decisions/actions did each do and why?
  5. What strategies did the union use and how effective were they?
-



## Applying Strategies Worksheet

1. Thinking about what the strategies discussed and analyzed in the case study, what lessons can you draw and apply to your own work?

2. What might be your next step?

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# Appendix I

## Suggested Warm-ups

### For week one

#### 1. Our Work is Changing and We Have a Problem!

**Time: 20 minutes**

**Preparation:** materials needed – index cards

**Facilitator Instructions:**

1. Ask participants to write, on a small index card, a brief description of a change in their work or their workplace that is creating a problem or problems for workers.
2. Collect the cards.
3. Choose one problem and ask the participant who wrote it to BRIEFLY name the problem. Then, go around the room and have each participant ask one question of the person who named the change about the nature of the change, who it affects, etc. A participant can PASS when it is their turn to ask a question. Go around once and then again to offer anyone who “passed” now has a question.
4. If there is time select another workplace change and repeat the questioning process.
5. Wrap up talking points: We’ve started to probe the causes of workplace change and the effect of change on workers. In this workshop we will continue this conversation on the level of the individual workplace as well as the industry. We will also look at how large-scale changes impact our own work and workplaces.

NOTE: Instructor should read all the cards to get a sense of what kinds of work and workplace changes participants have experienced. This will be useful during the remainder of the workshop.

#### 2. Our First Jobs

**Time: 20 minutes**

**Preparation:** Post cards with the following decades along the wall, spreading them out so that participants can congregate at each.

2000’s      1990’s      1980’s      1970’s      1979 or earlier

**Facilitator Instructions:**

1. Ask participants to go to the decade when they first began working – their first full-time, year-round job. Ask them to share their names and talk about what their expectations about this job were about:
  - Ability to live on one salary
  - Having health insurance and/or pension plan
  - Staying in the same job for many years
2. After a few minutes, after everyone has gotten a chance to talk, ask for report back from each decade, beginning with introductions.
3. Ask for comments on similarities and/or differences between the decades. Ask participants what their expectations are today. Sum-up with introducing the session for the day.

### 3. Warm-up: Picturing work

**Time: 20 minutes**

**Preparation:** Find pictures depicting working people and work situations. One source is the University of Massachusetts Future of Work website:

<http://www.umass.edu/lrrc/futureofwork/>

#### **Facilitator Instructions:**

1. Post pictures on wall. Ask participants:
  - Which picture strikes you the most – it can be a positive impact or negative or whatever.
2. Report back. Introduce your self and say which picture strikes you and why.

### 4. Puzzle Pieces

**Time: 20 minutes**

**Preparation:** Find images depicting work – for example: Copies of murals of Diego Rivera (see sample). Cut into puzzle pieces.

#### **Facilitator Instructions:**

1. Distribute puzzle pieces to participants – one piece per person.
2. Ask participants to put the puzzle together by matching pieces with other participants.
3. Each group discusses the image. They share their names and what the image meant to them with other groups.

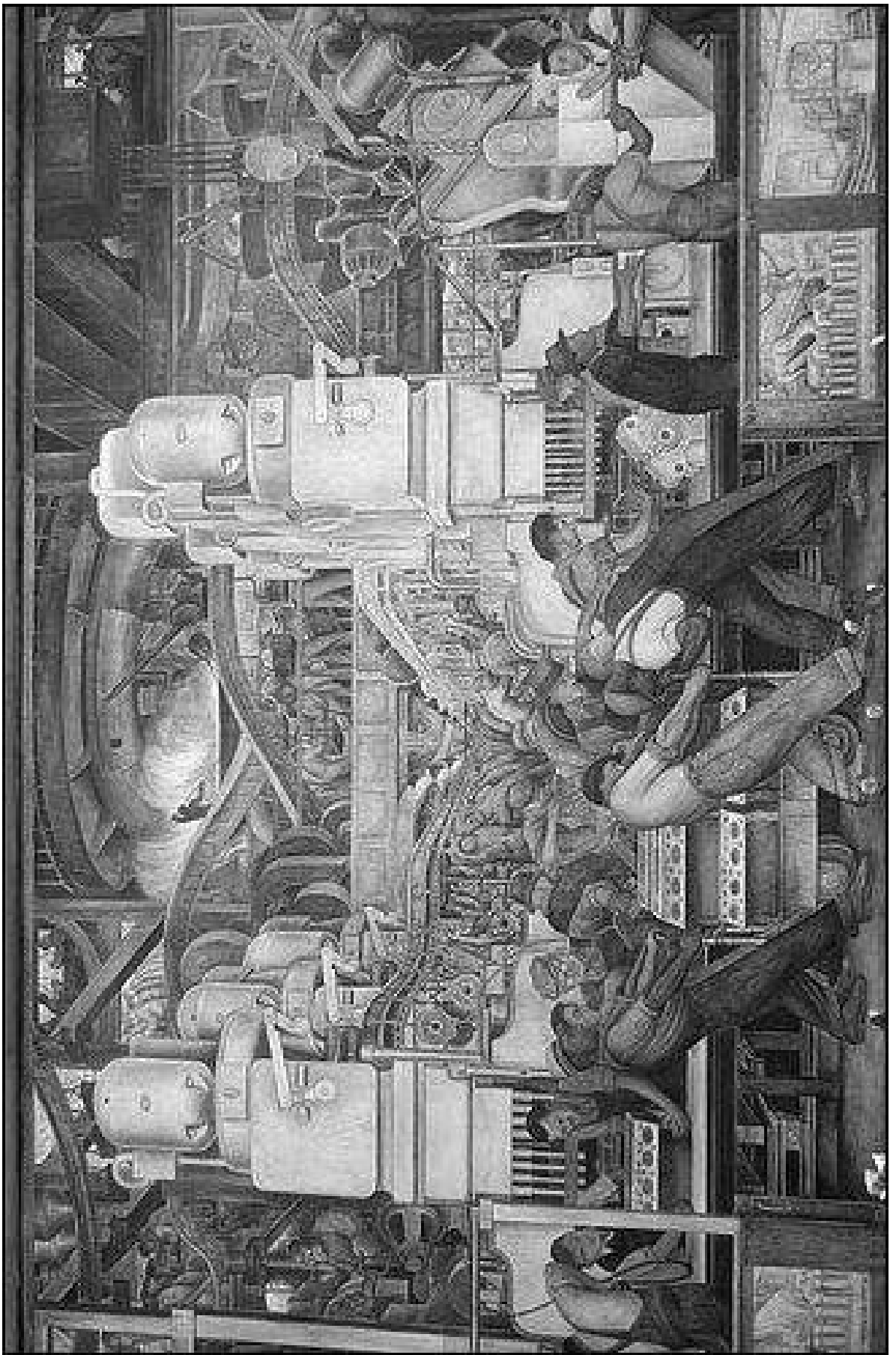
### 5. Solidarity Bingo

**Time: 20 minutes**

**Preparation:** prepare “solidarity bingo” cards for each person

#### **Facilitator Instructions:**

1. Review rules of the game
  - a. The object is to seek out other participants and get signatures on as many squares as you can
  - b. Each participant signs another participants card once (or up to 3 times depending upon the size of the group)
  - c. Participants should introduce themselves to each other as they collect signatures and sign
  - d. Facilitator will call “time” when it’s done
2. Do the activity for no more than ten minutes.
3. Choose one of the “content” boxes – preferably one that is connected to the content of the session -- and ask someone who signed that box to say a bit about it. You might also ask for a show of hands on several of the boxes, to see how many people matched the content.







<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
HAS EVER BEEN LAID OFF	HAS TRAVELLED TO A COUNTRY OTHER THAN THE UNITED STATES	EXPERIENCE AS A UNION OFFICER	USES COMPUTERS AT WORK	BORN IN A DIFFERENT DECADE THAN YOU
HAS EVER WORKED AS A TEMPORARY WORKER	SPEAKS ANOTHER LANGUAGE	HAS BEEN ASKED TO DO THE JOB OF ANOTHER WORKER AS WELL AS THEIR OWN	BORN IN A COUNTRY OTHER THAN THE U.S.	SOMETIMES WORKS OVERTIME
EXPERIENCED WORKPLACE HARASSMENT	HAS SEEN INCREASED AUTOMATION IN THEIR WORKPLACE	WORK HAS BEEN PRIVATIZED	HAS OR HAS HAD A JOB DESCRIPTION KEEPS CHANGING	IS A GRANDMOTHER OR GRANDFATHER
HAS EVER FILED A GRIEVANCE	LOST TIME FROM WORK DUE TO INJURY	WEARS GLASSES	COMPANY THEY WORKED FOR CHANGE OWNERSHIP	COMPANY HAS CLOSED AND WORK OUTSOURCED OR SENT OVERSEAS
HAS TAKEN MORE THAN ONE UNION EDUCATION COURSE	IS A UNION MEMBER	EVER WORKED MORE THAN ONE JOB AT A TIME	HAS EXPERIENCED SPEED-UP ON THE JOB	LIVED IN MORE THAN ONE COUNTRY



## Appendix II

### Suggested Reading

#### General readings

Many of the suggested readings are from the book *The Future of Work in Massachusetts*, edited by Tom Juravich, published by University of Massachusetts Press, Amherst, Massachusetts, which is a companion piece to the curriculum. Some readings from the book can also be downloaded from the Future of Work website at: <http://www.umass.edu/lrrc/futureofwork/>

*At the Altar of the Bottom Line* by Tom Juravich. UMass Press, will come out in 2009. This book explores the degradation of work in the U.S. through four workplace ethnographies in Massachusetts: the work and lives of call center workers at Verizon; undocumented Guatemalans who work in the fish processing industry in New Bedford; nurses in the operating room in what was Boston City Hospital; the closing of the Jones Beloit plant in Dalton.

*America Works: Critical Thoughts on the Exceptional U.S. Labor Market* by Richard Freeman. Richard has been published by New York: Russell Sage Foundation in 2007. This book by a Harvard professor of economics compares the economic institutions and performance of the US to the economies of Europe and other wealthy countries. It clearly lays out the inequities of rising worker productivity with lowering worker income.

*The Big Squeeze: Tough Times for the American Worker* by Steven Greenhouse. Published by Knopf, April 2008. In this book, labor reporter Steven Greenhouse explains – and tells the stories – of how U.S. workers are paying the price for the lower labor standards and wages that are the result of poorly-managed globalization. The book looks at the stresses and strains faced by American workers as wages have stagnated, health and pension benefits have grown stingier, and job security has shriveled over the last three decades. It explains how economic, business, political, and social trends have fueled the squeeze.

*The New Immigrant Workforce: Innovative Models for Labor Organizing* from Sarumathi Jayaraman and Immanuel Ness, published by ME Sharpe, Armonk, NY, in 2005. This book is a groundbreaking look at contemporary immigrant labor organizing and mobilization which draws on participant observation, ethnographic interviews, historical documents, and new case studies of three organizing drives. The contributors provide tangible evidence of the eagerness of immigrants to participate in collective action and organizing.

*U.S. Labor in Trouble and Transition: The Failure of Reform from Above, The Promise of Revival from Below* by Kim Moody. Published by Verso in 2007. This book tells the story of union decline in America and of the split in the labor movement it led to, following the dismal tale of union mergers and management partnerships that accompanied the retreat from militancy since the 1980s. Looking to the future, Moody shows how the rise of immigrant labor and its efforts at self-organization can re-energize the unions from below.

**Below are suggested readings for Module One. Please check websites for many of these sources for updated and additional related material. Also, please check the following websites for updated readings:**

**UMass Labor Extension:** <http://cpcs.umb.edu/lep/>.

**UMass Lowell Labor Extension Program:** <http://www.uml.edu/laborextension/>

1. "The State of Working Massachusetts 2006: As the Economy Moves Forward, Wages Fall Back." Report by Massachusetts Budget and Policy Center, September 3, 2006. Available online at: [http://www.massbudget.org/State\\_of\\_Working\\_Massachusetts\\_2006.pdf](http://www.massbudget.org/State_of_Working_Massachusetts_2006.pdf)
2. "The State of Working Massachusetts 2007: A Growing Economy; A Growing Divide." available at: <http://www.massbudget.org/StateOfWorkingMass2007.pdf>

Visit Mass Budget & Policy Center website for updated material: <http://www.massbudget.org/>

3. "Pay Not Keeping Up with Productivity" October 10, 2006, *Boston Globe*.
4. "Organizing the Jungle: Industrial Restructuring and Immigrant Unionization in the American Meatpacking Industry" by Jackie Gabriel, published in *Working USA: The Journal of Labor and Society*, Volume 9, September 2006.
5. "Executive Excess 2007: The Staggering Social Cost of U.S. Business Leadership: 14th Annual CEO Compensation Survey." Available at: <http://www.faireconomy.org/reports/2007/ExecutiveExcess2007.pdf>
6. "Executive Excess 2008: How Average Taxpayers Subsidize Runaway Pay." 15th Annual CEO Compensation Survey. Available at: <http://www.faireconomy.org/executiveexcess>

For updated readings: go to United for a Fair Economy website at [http://www.faireconomy.org/about\\_ufe](http://www.faireconomy.org/about_ufe) and go to "Issues" page.

## **Analyzing Our Experiences**

### **Readings on Differential Impact of Changes in Work**

#### **Readings from *The Future of Work in Massachusetts***

1. Chapter 2. Low-Wage Women Workers (Marlene Kim)

Marlene Kim explores the work and lives of low-paid women workers in Massachusetts. Despite the affluence of the Commonwealth, she finds that one of every five women in the state is a low-wage worker – and that's using a conservative definition of low-wage work. Women also make up 50 percent of the low-wage workforce. Dovetailing with the data presented by Brenner, Kim's findings show that many of these women work in jobs in the service economy.

2. Chapter 6. Transitions of a Displaced High-Tech Labor Force (William Lazonick and Steven Quimby)

William Lazonick and Steven Quimby [examine] the high-tech workers who were laid off from Lucent's Merrimack Valley Works in 2001, as the Internet boom ran out of steam. Those results have been mixed. Many of the highly skilled workers found new employment, often in defense-related firms, but the prospects were bleaker for low-skilled and uneducated workers....this was not just an issue of training but a question of the availability of good jobs.

3. Chapter 8. Work Time, Class, and Gender in Four Medical Occupations (Dan Clawson, Naomi Gerstel, and Dana Huyser).

Dan Clawson, Naomi Gerstel, and Dana Huyser explore the effects of class and gender on work hours and scheduling among doctors, nurses, EMS (emergency medical service) personnel, and nurses' aides. They find that health-care workers frequently put in long, often uninterrupted hours. Men are more likely to work these long hours, yet a significant number of women do so as well – hours that, across gender and class lines, employees would prefer not to work. The authors go on to discuss how pressure to work long hours and to interrupt or skip meal times and breaks does not result just from supervisor demands but is actually built into the culture of these occupations.

### **Impact on Communities and Families**

4. Chapter 4. Greater-Springfield Deindustrialization: Staggering Job Loss, a Shrinking Revenue Base, and Grinding Decline

Robert Farrant provides an in-depth case study of Springfield, Massachusetts, a city that has faced a major fiscal crisis in recent years.... Farrant links the fiscal crisis directly to the deindustrialization of the greater Springfield area and the loss of well-paid, stable jobs. He goes on to suggest that the stabilization of Springfield's financial base... will require an economic base providing stable employment.

5. Chapter 5. Software and Internet Industry Workers (Sarah Kuhn and Paula Rayman)

No discussion of the future of work in Massachusetts would be complete without looking at the high-tech industry. [Sarah Kuhn and Paula Rayman] find that high-tech employees....regularly put in more than an average work week, often lose sleep, and experience high levels of stress.

6. Chapter 9. Work-Family Challenges for Blue-Collar Parents (Maureen Perry-Jenkins, Heather Bourne, and Karen Meteyer)

Maureen Perry-Jenkins, Heather Bourne, and Karen Meteyer [explore] how working conditions affect the mental health of working-class couples who become parents. They report that formal workplace policies around childbirth and the transition back to work are virtually nonexistent for working-class couples who become parents. They report that formal workplace policies around childbirth and the transition back to work are virtually nonexistent for working-class couples....the major determinants of all these workers' mental health are job autonomy, the urgency of their jobs, and supervisor support.

### **Readings from other sources**

1. "Women and Class: What Has Happened in Forty Years?" pp. 80-85. by Stephanie Luce and Mark Brenner. Published in *Monthly Review*. July-August 2006. Available at: <http://www.monthlyreview.org/0706lucebrenner.htm>
2. "Black Job Loss Déjà Vu" by Betsy Leondar-Wright. Published in *Dollars and Sense* magazine. May/June 2004. <http://www.dollarsandsense.org/archives/2004/0504leondar.html>
3. "Immigrants and the Labor Market: What are 'the jobs Americans won't do'?" by Esther Cervantes. Published in *Dollars and Sense* May/June 2006. Available at: <http://www.dollarsandsense.org/archives/2006/0506numbers.pdf>

## Looking back: Causes of changes at level of workplace

### Readings:

1. “Surrendering the Shop Floor Means Surrendering the Future”, by Charley Richardson, in *Labor Notes*, October 2004. Available at: <http://labornotes.org/node/633>
2. “Postal Unions Need Not Surrender to Automation”, by Lance Coles and Lori Richardson. Available at:<http://labornotes.org/node/628>; and “Using Quality Language to Exert Shop Floor Power”, by Gregg Shotwell, *Labor Notes*, November 2004. Available at: <http://labornotes.org/node/634>
3. “Railroads Reduce Crew Sizes with New Technology”, by Ron Kaminkow; and Airline Changes Break Up Crews and Solidarity, by Joshua Freeze, *Labor Notes*, December 2004 Available at: <http://labornotes.org/node/632>
4. “Mandated Programs Push Classroom De-Skilling”, by Molly Sides, United Teachers Las Angeles. *Labor Notes*, January 2005. Available at: <http://labornotes.org/node/635>
5. “Wal-Mart Institute Work Availability Requirement”, by Joe Morris, Business Editor, *Charleston Gazette*, June 15, 2005.
6. “Bio Barcodes”, by Chris Berdik, *New York Times*, July 31, 2005.
7. “Miles Away, ‘I’ll have a burger’”, by Jenn Abelson, *Boston Globe*, Nov. 5, 2006

## Readings on Political and Economic Trends

### 1. Globalization

- “Coming to a Town Near You: Corporate Globalization & Its Impact on Massachusetts Workers” by Nancy DellaMattera and Jennifer Gaudet. Request through <http://cpcs.umb.edu/lep/>.
- “Globalization for Americans is Really About Income Distribution” by Mark Weisbrot. Center for Economic and Policy Research. Available at: <http://www.cepr.net>
- “The ABCs of Free Trade Agreements”, *Dollars and Sense* magazine, January/February 2001. Available at: <http://www.dollarsandsense.org/archives/2001/0101abcs.html>

### 2. Immigration/migration

- “Washington Policies Drive Migrants North to Seek Work”, by the Mexico Solidarity Network available at: <http://www.cpcs.umb.edu/lep/documents/Whydotheycrosstheborder.doc>
- “The Debate you’re not hearing: Immigration and trade” by Andrew Christie, Common dreams.org, April 2006. Available at: <http://www.commondreams.org/views06/0408-24.htm>

### **3. Privatization**

- Excerpt from “Privatization of State Services in Massachusetts: Politics, Policy and an Experiment that Wasn’t”, by Bruce Wallin, Northeastern University. Available at: [http://archive.epinet.org/real\\_media/010111/materials/wallin.pdf](http://archive.epinet.org/real_media/010111/materials/wallin.pdf)
- *Our Communities Are Not For Sale! Local – Global Links in the Fight against Privatization*, edited by Mike Prokosch and Karen Dolan, United for a Fair Economy, available at <http://www.cpcs.umb.edu/lep/>

### **4. Contingent work**

- “Contingent Work and Globalization”, National Alliance for Fair Employment, available at <http://cpcs.umb.edu/lep/>.

### **5. Neoliberalism**

- “What is ‘Neo-Liberalism’? A Brief Definition”, by Elizabeth Martinez and Arnolando García. Available at: <http://www.globalexchange.org/campaigns/econ101/neoliberalDefined.html>



