



Labour Education and White-Collar Workers

UALE CONFERENCE SEATTLE: APRIL 6, 2018

What We'll Cover in the 30-minute Slam!

1. Introductions and overview – Cynthia Watt

- ☐ Oh Canada!
- ☐ Who is AMAPCEO?

2. Background and Big Picture – Patricia Chong

- ☐ What is a “professional” worker?
- ☐ What is the “paradox of professionalism”?

3. Why Labour Education? – Cynthia Watt

- ☐ Canadian Context
- ☐ AMAPCEO Context
- ☐ Union Density
- ☐ Public vs. Private sector workers
- ☐ Influence to be realized

4. AMAPCEO's Five-Year Education Plan - Cassie Bell

- ☐ Connecting the dots

5. Question and Answer session - All

Who is AMAPCEO...where are we from?



Canada – Province of Ontario

Who is AMAPCEO?



7

AMAPCEO
bargaining units

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

JOB CLASSIFICATIONS

	Program Planning & Evaluation	27.3%
	Policy	23.3%
	Administration	17.1%
	Information Technology	10.2%
	Finance & Actuary	9.7%

	Communications	4.5%
	Technical	3.5%
	Legal	1.4%
	Social	1.3%
	Human Resources	1.1%
	Scientific	0.7%



62%

of AMAPCEO members
are women

13,938

public professionals
represented



43

average age of
AMAPCEO members

What is a “professional worker”?

Professional workers are characterized by the following:

1. Heightened educational requirements
2. Specialized skills
3. An elevated perception of social class or prestige to distinguish between professional and other white-collar workers

From: Savage & Webber (2013)

The Paradox of “Professionalism”

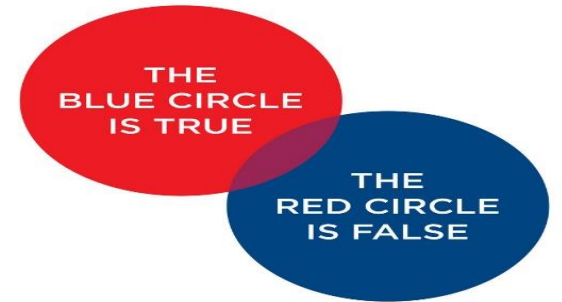
What is the paradox of ‘professionalism’?

Professional workers tend to see unions as a threat

to their professionalism, but when their

professionalism is threatened, they turn to unions to combat those

threats.



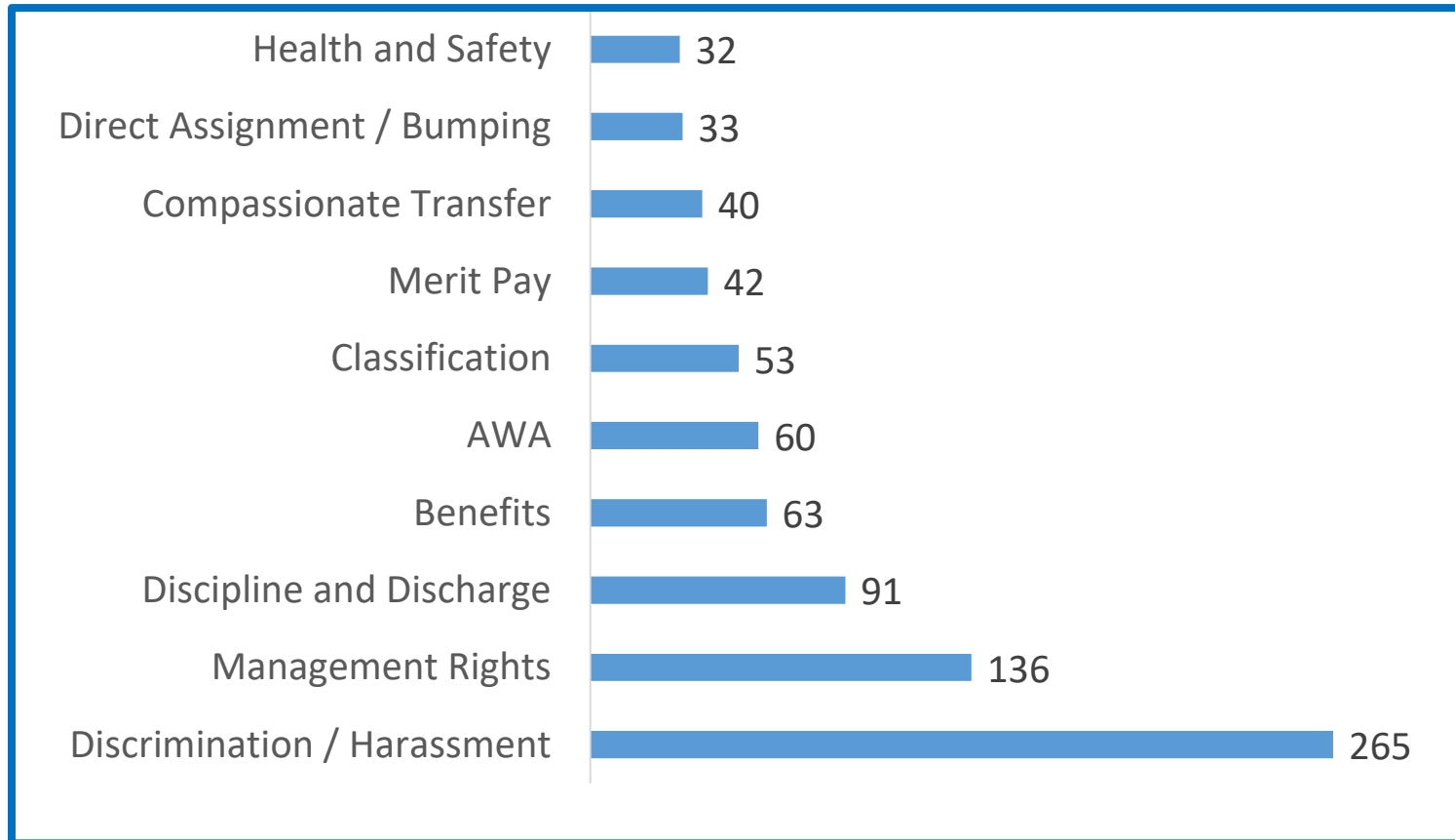
Why Labour Education...Canadian Context

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

"Unions in Canada face hard times put they're pushing back: Editorial," *The Toronto Star*, published September 1, 2014, https://www.thestar.com/opinion/editorials/2014/09/01/unions_in_canada_face_hard_times_but_theyre_pushing_back_editorial.html.

Why Labour Education...AMAPCEO Context

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



Why Labour Education...Union Density

- Union density in Canada was on the rise from the 1950s to the 1980s, when density peaked at 41.8% in 1984
- As of 2014, the overall rate of unionization in Canada had declined to 30.4%
- While unionization numbers are currently stable, union density is at an all-time low in Canada

Why Labour Education...Union Density

Decline in union density is a threat for unions because,
“if union density is low and is confined to workers with a lot of bargaining power, there is a risk that unionized workers will become a privileged labour aristocracy rather than a broad, inclusive, and equalizing social movement.”

Why Labour Education...

Public vs. Private Sector Workers

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

Why Labour Education...Influence to be realized

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

Ruth Needleman, "Going Back to School: What Should Union Education Be About?" New Labor Forum, Vol. 13, No. 2, (Summer 2004): 100-110.

AMAPCEO's Education Committee

Mission

- To ensure that each and every member understands their role in the union, the value of the union, and how they fit into the broader labour movement.
- To achieve high levels of participation, care for the collective, and interest in increasing involvement in the Association.

Five Education Programs

WORKPLACE RELATIONS

STREAMS

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

ENGAGEMENT

STREAMS

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

GOVERNANCE

STREAMS

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

OCCUPATIONAL HEALTH & SAFETY AND PERSONAL WELLNESS

STREAMS

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

GENERAL

STREAMS

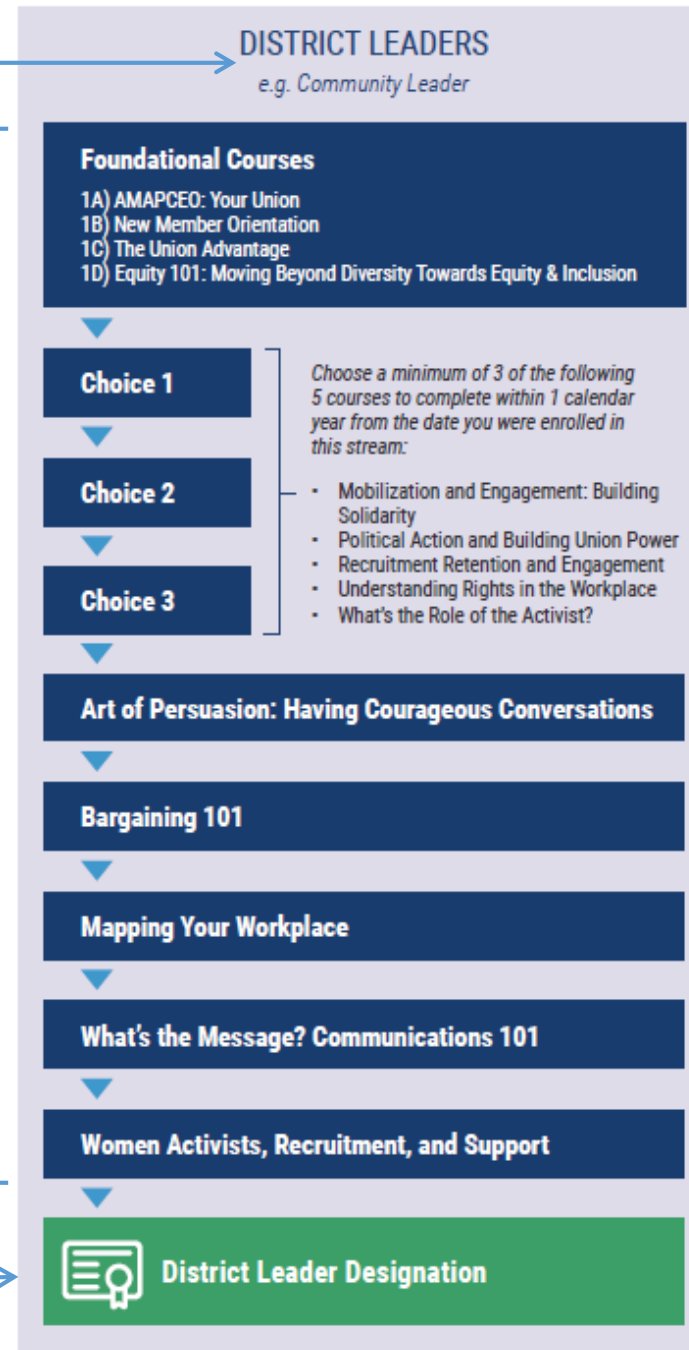
- Members
- District Facilitators (Train-the-Trainers)

EXAMPLE EDUCATION PROGRAM STREAM

Program Stream

Courses

Role Designation



IMPLEMENTATION

APRIL 2017–DECEMBER 2021

PHASE 1

Learning Foundation

April 2017–April 2018

PHASE 2

Facilitating Expanded Learning

April 2018–December 2020

PHASE 3

Refining Offerings & the Plan

January 2021–December 2021

Thank You

