

## The Life Cycle of Labor and Management Relations

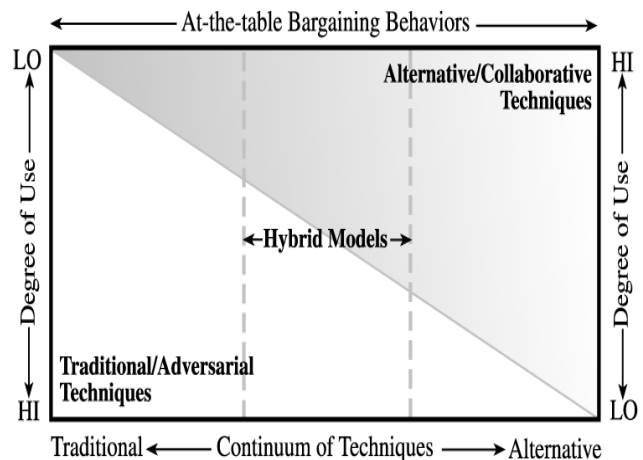
For the past 10 years the OSBA has been collecting information about the types of bargaining relationships Oregon school districts have with their union counterparts. In looking at the data, we've noticed that labor-management relationships tend to cycle back and forth between adversarial and cooperative styles of bargaining. Early in the past decade, we saw a dramatic increase in the use of alternative/collaborative models. This trend has been followed by a period of relative stability in the differential use of traditional/adversarial and alternative/collaborative models.

We believe traditional and alternative bargaining techniques lie along a single continuum, with any number of hybrid models between the two extremes. (A hybrid model is not purely collaborative nor purely adversarial, but a deliberate mixture of the two techniques.) It's important to note that the traditional/adversarial and alternative/collaborative techniques are not totally separate techniques: there are adversarial/distributive elements in collaborative techniques as well as collaborative/integrative techniques in adversarial models. (See Figure 1.)

In mature adversarial bargaining (usually after the parties have found that simply taking positions will not yield a settlement), some accommodation or problem solving may occur. Similarly, in collaborative bargaining, some distributive bargaining over economic issues (e.g., salary, insurance) may occur. On a practical level there may be no pure traditional or collaborative technique, but only mixtures of both with one technique predominating. There are some "hybrid models" that deliberately take elements from both

techniques and attempt to mold them together. Let's take a closer look at some of these negotiations techniques.

**Figure 1**



### The Traditional Model

The *traditional model* of negotiations assumes that management and labor have clearly defined sets of opposing tasks and interests and that every gain is offset by a loss. This is called "zero-sum" bargaining: **+ gain - loss = zero**

The goal of "zero-sum" bargaining is to distribute resources. Distributive bargaining is most useful if there is a fixed resource, a single issue, or the outcome or content of the negotiations outweighs relationship issues.

Traditional negotiations involve a highly



structured process, with each party exchanging written proposals and counterproposals. The proposals often include position statements that rationalize and justify positions taken by the parties. Each party demands concessions and pressures the other party to agree to those demands. Proposals are often packaged and issues are traded off. Both parties strive to maximize gains and minimize losses.

At the end of bargaining, the parties establish a formal contract to regulate the impact of management decisions and the rights of employees. Conflicts are resolved by uniform application of work rules and practices, and contract language is interpreted in a legislative fashion.

There are many different models of traditional bargaining, but four are used by Oregon school districts. (See Appendix A-1.)

- *Adversarial negotiations* are characterized by competing interests. The chief spokesperson typically is a professional negotiator. Written proposals and counterproposals are used. Concessions are made infrequently and many issues are linked together to make concessions more palatable.

- *Process-oriented adversarial negotiations* are characterized by the use of the collective bargaining process itself to focus on a narrow number of issues, usually economics. Mediation and the cooling-off period are used to gain strategic advantage to pressure the opposing party into concessions. Bargaining often is characterized by marathon sessions, or the use of *brinkmanship* bargaining during mediation or the 30-day cooling-off period.

- *Informal adversarial negotiations* usually do not involve a professional negotiator, but typically involve union presidents and superintendents engaging in informal discussions of bottom-line positions. Both parties apply gentle pressure and there usually is some type of gradual concession or movement. Issues are packaged early in the discussions. Written proposals usually are made only after considerable discussion. Sessions usually are of short duration and relatively low frequency.

- *Expedited traditional negotiations* typically

involve a limited number of issues discussed by both parties in a marathon bargaining session. The superintendent or board representative usually serves as the sole spokesperson. A professional negotiator often is not present but may be advising behind the scenes.

### **Collaborative Bargaining**

At the other end of the continuum is collaborative bargaining. Collaborative bargaining is a generic term that describes a variety of bargaining methods: win-win bargaining, collegial bargaining, consensus bargaining, cooperative bargaining, integrative bargaining, mutual gains bargaining, collective gaining, and interest-based negotiations.<sup>1</sup> Collaborative bargaining involves a two-way discussion aimed at:

- increasing the quality and quantity of communication between the parties;
- focusing on joint resolution of problems;
- resolving issues with respect and dignity;
- improving working relationships between the parties; and
- enhancing the probability of successful negotiations.

Collaborative bargaining models place high value on individual participation and cooperation in the process. Instead of a competitive bargaining methodology, a joint problem-solving strategy is used for resolving conflicts between the parties. The structures and procedures are flexible, as opposed to the highly stylized conversations and debates in traditional models.

Continual communication problem solving and consultation characterize the atmosphere. Trust is established throughout the participatory process, with less reliance on specific contractual obligations and duties. Collaborative/integrative bargaining establishes comprehensive ongoing communications and problem-solving forums characterized by:

- consulting the other party before proceeding;
- understanding and being understood;
- being co-partners; and

---

<sup>1</sup>“Interest-Based Bargaining” (IBB) or “Interest-Based Strategy” (IBS) appears to be the most popular terms in the late 1990s.



□ developing a relationship that survives the differences between the parties.

There are four collaborative bargaining models used by Oregon school districts. (See Appendix A-2.)

1. *Informal collaborative/cooperative bargaining* is an informal style of bargaining similar to the informal adversarial model used in traditional bargaining. Typically, there are no extensive teams of individuals from either party. Negotiations are loosely structured, of short duration, with few meetings. Representation is by a union president and the superintendent or board chairperson. Issues tend to be limited and focused on solving problems rather than taking positions.

Differences between informal collaborative/cooperative negotiations and the informal adversarial negotiations are found in the:

- attitudes of the participants;
  - working relationships of the parties;
  - amount of trust between the parties;
  - number of issues raised during the negotiations;
  - participants' personalities;
  - balance and nature of the contract;
  - ability to continue informal communications;
- and
- relative stability of the district's environment.

2. *Formal collaborative bargaining* involves some actual training in the interest-based process but does not require the presence of facilitators. Districts use a number of specific procedures geared to their own cultures. Districts feel considerable ownership over the extent and nature of the process. Written proposals and counterproposals may be used, but considerable time is spent identifying issues, clarifying mutual interests, and using some type of problem-solving technique. Typically, there is a minimal meeting structure. Marathon negotiation sessions, however, are common.

The Employment Relations Board's State Conciliation Service (ERB) uses a *formal collaborative model*, which includes a two-day joint training workshop in interest-based bargaining. The training includes an introduction to the principles of interest-based problem

solving using materials from *Getting to Yes*<sup>2</sup> as well as training on consensus decision-making. During training the parties develop written ground rules, and the ERB offers a facilitation option during actual negotiations. The ERB offers an interest-based mediation service if the parties request mediation under PECBA.

3. *U.S. Department of Labor interest-based negotiations program*. This model is a joint problem-solving process based on the parties' interest and a mutual stake in the future. The model requires an expedited procedure with one- to two-day marathon sessions and completion of the entire bargaining process within 30 days.

This program requires the parties to participate in a two-day training program. The training includes instruction on how the parties can self-facilitate the negotiations and if they agree, advocates from both sides may double as facilitators. The program requires the parties to formally identify issues, and emphasizes communications and clarification of interests. There is a structured problem-solving and brainstorming process, as well as options to establish written standards for judging the options in advance. There are no written proposals, and hard issues are tackled first. The process has a defined structure and the short time frame discourages the parties from raising a large number of issues. This model is most often used with classified employee bargaining units.

4. *The OEA-OSBA Collaborative Bargaining Model* is the most highly structured of the collaborative bargaining models used in Oregon. This model provides parties with a team of two facilitators, one from the Oregon Education Association and the other from the Oregon School Boards Association. Each facilitator has a background in bargaining and specific training in this non-traditional process.

Facilitators advocate for the process, not the parties. Advocates (Do you mean facilitators?) sometimes are present during negotiations, but their

---

<sup>2</sup>*Getting to Yes*, Roger Risher and William Ury, Penguin Books 2<sup>nd</sup> Edition, 1983.



presence is optional and controlled by written ground rules. The facilitators conduct an unbiased assessment with each party to determine the school district's circumstances and to determine the parties' chances for success. Facilitators may make recommendations and/or describe the parties' strengths and weaknesses for embarking on this style of bargaining.

Typically, the bargaining takes place over a 9–12 week period, with an initial two-day (weekend) bargaining session. The parties then identify topics and divide into subcommittees to work on specific issues during a six- to eight-week period. At the end of this period the parties come together for a final two-day (weekend) session to reach agreement on a total contract settlement. The process specifies written ground rules.

Details on the OEA-OSBA Collaborative Bargaining Model can be found on pages 15–17 of the *Negotiator's Notebook* article "Examining Collaborative Bargaining Techniques," June 1995. Facilitators are present for the first weekend's bargaining session and are on call for subcommittee bargaining during the second weekend bargaining session. They also conduct a two-day training session to familiarize the parties with each step of the process.

### **Labor-Management Roles and Relationships**

Labor and management take on various roles during the life of an agreement. The parties may interact in highly adversarial situations but also work to form strategic partnerships to further the mission of the organization. Their ability to play different roles, depending on the circumstances, creates inherent tension in the workplace. Specific internal or external factors may impact this dynamic tension.

For example, changes to the tenure law in 1997 caused increased teacher anxiety, which was then reflected in labor-management relations. The 1999 Fern Ridge strike took place because teachers mistakenly believed they needed to increase job protections to offset losses resulting from SB 880. This "external factor" (the passage of tenure legislation) impacted the labor relations of a district that had not dismissed a

teacher in more than a decade.

Internal changes can also affect the level of tension in the workplace. Leadership changes in the union or the district can impact the relationship between the parties. A particularly contested disciplinary action or transfer also can act as a flash point. How the parties react to an event can move them backward or forward along the adversarial-collaborative continuum.

For example, at the end of the 1996-97 school year, the Portland School District superintendent announced the reconstitution (or re-staffing) of Humbolt Elementary School in an attempt to turn around disappointing student achievement growth. There was an immediate adversarial response from teachers who called the controversial decision a "knee-jerk" reaction. Members of the school board expressed their support for reconstitution, and even U.S. Secretary of Education Richard Riley got involved, saying, "If a school is bad and can't be changed, reconstitute it or close it down."

The union immediately filed a grievance trying to halt the action but agreed to an expedited hearing. A few days before the start of the 1997-98 school year, an arbitrator issued a decision in favor of the district; however, the controversy continued. Two years later, when a new superintendent was hired, he declared he would not use reconstitution again.

The roles the parties play under an existing agreement impact the roles they play during bargaining (and vice-versa). These roles will shape their views of which bargaining model is most useful to support their interests.

Appendix B shows some of the roles labor and management may play during the life of a contract. The roles each party plays reflect the relationship between labor and management, but they also may be chosen for their strategic value. For example, it may serve one of the parties' interests to collaborate on some issues but remain intractable on others. The key is whether the parties believe the roles they assume will help them to achieve their overall goals.



---

## **Stages of Collective Bargaining<sup>3</sup>**

---

Why is collective bargaining cyclical in nature? Analyzing the process may provide some answers. There are four basic stages in collective bargaining:

- *Conflict* usually exists at the beginning of the bargaining relationship. It is characterized by the employer trying to maintain control, while the union responds with aggressive action in an effort to be recognized and strengthen its position.

- *Containment* follows, during which the employer recognizes that a relationship with the union is necessary. The union also recognizes the need to learn to live with the employer and begins to moderate its demands and rhetoric. Mutual suspicion and distrust from earlier conflicts remains, however.

- *Accommodation* is reached when both parties attempt to achieve an agreement through reason and persuasion, rather than economic warfare. Typically, this stage begins when the parties begin to focus on local issues as opposed to regional or statewide issues. The emphasis shifts to building a relationship that recognizes both parties' needs.

- *Cooperation* sees collaborative behavior at its highest level. The trust level is high and the parties are motivated to solve problems. Both sides work to protect and build the relationship. Communication is open and direct with informal discussions of real problems.

These stages describe the series of interactions when the parties use a traditional bargaining model. When a collaborative model is used, both parties agree to focus on stage four (cooperation) from the beginning. Appendix C represents the nature of bargaining dynamics.

## **The Cyclical Nature of Collective Bargaining**

---

<sup>3</sup>Namit, Chuck, Checking Your Negotiations Style: The Situational Negotiations Approach to Bargaining, Washington School Directors' Association, 1981, pg 8-17. Adapted from: Beavers, Mabry, B., Labor Relations and Collective Bargaining, The Ronald Press Co., 1966, pg. 66-67.

Over the course of negotiations, bargaining relationships may cycle from one model to another. These shifts may occur during a single bargaining session. Negotiators need to be aware of the models and stages of collective bargaining so they can understand why these shifts take place. They may even choose to change from one model to another. For example, the parties may decide at the outset to use a collaborative model throughout the negotiations, but when it comes to a particular issue (e.g., money) traditional elements may be used. Appendix D shows a diagram of the cycle between traditional and alternative bargaining.

A number of patterns have emerged from our 10-year study of school district relationships. Some districts have cultures of collaboration that sustain the use of formal or informal interest-based strategies. There may be some positional bargaining, but for the most part the relationships are cooperative. Other districts use a traditional approach over multiple contracts. This approach seems to fit them well and any efforts at collaboration are placed in a traditional framework. Other districts cycle toward the extremes of the continuum. We have identified three patterns:

1. the transition from traditional to collaborative;
2. the transition from collaborative to traditional; and
3. the impact of a strike or near-strike activity.

## **The Impetus For Change**

---

OSBA survey data and our experience in collaborative and traditional bargaining offer some insights into why parties cycle between bargaining models.

## **Adoption of a Collaborative Model**

First, the survey indicates districts are more inclined to change from traditional to collaborative bargaining because they believe the parties will reach a better outcome by working together. In many cases, the union initiates this change. Second, the survey indicates the shift to collaborative bargaining may result from prior contentious negotiations. Several re-



sponsors note that previous negotiations left a bruised relationship between the district and the union and staff.

Third, change is brought on by the hiring of a new superintendent or the election of a new association president. Many survey responses indicate that personnel responsible for the negotiations initiate the change. Some shifts are the result of changes in board membership. Fourth, change is brought on by a strike or a near strike.

Fifth, change is brought on by a change in negotiators. In some instances the parties to the agreement either get rid of their professional negotiators or abandon the lead negotiator model for a team negotiation model.

Finally, change is brought on because financial constraints require the parties to negotiate collaboratively. A few respondents to the survey mention that mutual concerns about PERS made both parties move toward using the collaborative model.

In summary, the reasons for the adoption of a collaborative approach are:

1. Both parties believe alternative models will be more successful.
2. Past negotiations have failed to meet the parties' goals.
3. New leadership promotes trust and risk-taking.
4. After high-conflict negotiations or a strike, the parties want labor peace.
5. Negotiators have new or different sets of skills.

### **Adoption of a Traditional Model**

The research and our experience also shed some light on why parties move from a collaborative to a traditional model. In some instances the parties begin with a collaborative approach at the outset. During negotiations, however, this approach breaks down and the parties decide to revert back to a traditional model of bargaining. In other instances new personnel not familiar with collaborative bargaining or suspicious of the process choose to switch. In a few instances, a change occurs when some members of either party do not believe the collaborative process is meeting their needs and consequently become critical of the process.

Finally, some districts change because of a financial or other crisis in the district, which is used to rationalize the change. In summary, the reasons for adopting a traditional approach are:

1. The process breaks down through lack of training or facilitation.
2. Personnel changes raise power and/or governance issues.
3. Members of either party believe the process does not reflect their interests.
4. A crisis, financial or otherwise, disrupts internal power relationships.

### **Impact of Strike**

The impact of strikes or near-strikes on collective bargaining is of particular interest. Since 1974 Oregon school districts have been involved in only 18 strikes. As Appendix E shows, school districts have experienced a great deal of labor peace, considering the number of contracts negotiated each year. Although a strike or near-strike may bring a shift in the bargaining model, typically it is not the major impetus for change. Its collateral effect may be more significant, however. The most common reaction to a strike in another district is, "We sure don't want to do that. We need to avoid a strike at all costs!"

### **The Shift from the Traditional to the Collaborative Model**

Each year the OSBA surveys school districts on the results of their bargaining, including whether they use a collaborative or traditional model. These surveys have been conducted since 1993 and are completed by an average 81 percent of districts each year. For the purposes of the survey, traditional bargaining is defined as: "A bargaining process often characterized by adversarial and confrontational strategies." Alternative/ collaborative bargaining is defined as: "A bargaining process incorporating problem-solving, trust, and co-operation."

As Appendix F shows, there was a dramatic in-



crease in districts reporting the use of an alternative model of bargaining from the 1993-94 school year. Interest in alternative models among school districts was high in the late 1980s. Work on the development of the OEA-OSBA model started in 1989, and the model debuted in the 1990-91 school year. As knowledge of different models increased, more districts started to use them.

After this initial surge, the growth in alternative bargaining plateaued with at least 56 percent of districts using a collaborative model, which has only increased to 59% by 2000-2001. We do not know how many districts use a purely collaborative model and how many use a hybrid model. Despite an increase in the use of collaborative techniques, they have not totally replaced traditional techniques. As the chart indicates, traditional bargaining is still chosen by 49% of Oregon's school districts in 2000-2001. (See Appendix G for data).

### **Does Collaborative Bargaining Affect Wages?**

The bargaining model chosen by a district does not necessarily determine the size of wage increases. Appendix H shows the average increase from 1994-2001 according to size of district. Statewide averages show that in the seven years this survey has been conducted, alternative methods have resulted in higher wage increases four times. The difference is less than a percent, however.

There are some differences based on size of district, however. The larger the district, the more likely it is that alternative bargaining brought larger wage increases. In the 3000+ ADM category, this is true every year; in the 1000-2999 ADM category, five years; in the 500-999 ADM category, three years; in the 100-499 ADM category, four years; and in the 1-99 ADM category, two years.

### **Putting it all Together**

Based on the data gathered from surveys and our own experience in labor-management relations, we believe the following to be true:

1. Traditional/adversarial and alternative/ collaborative strategies are points along the same continuum, rather than totally separate techniques.

2. Collaborative or interest-based strategies have not replaced traditional/adversarial models but seem to exist in dynamic tension with them.

3. Growth in the use of collaborative techniques appears to have plateaued in Oregon.

4. There appears to be a life cycle to labor-management relations and the use of a particular bargaining model.

5. School districts have a choice among different bargaining models within a traditional or collaborative framework, as well as hybrid models.

6. On a practical level, there may be no pure traditional or pure collaborative techniques, but simply mixtures of both with one technique predominating.

7. Labor and management play various roles during the life of an agreement, ranging from highly adversarial to strategic partnerships.

8. The differing roles create inherent tension in the workplace. Internal or external factors may cause the parties to alter this dynamic tension.

9. The labor-management relationship and collective bargaining are cyclical over time. Three patterns have emerged from the data:

- a) Adoption of a collaborative model
- b) Adoption of a traditional model
- c) Impact of a strike

10. The effect of collaborative vs. traditional bargaining on economics (as reflected by the average BA percent increase to salary schedules) appears to be mixed. In larger districts, collaborative bargaining appears to give unions a modest advantage over traditional methods.

*By: Ron Wilson, Director of Labor Relations*



[This page is purposely left blank]





**Traditional Bargaining Models in Oregon School Districts**

*Characteristics of Models*

Type	Origins	Advocate Presence/ Input	Team Structure	Participant Training	Process	Sessions\ Time Frame	Ground Rules
Adversarial Negotiations Model	<ul style="list-style-type: none"> <li>Private Sector Manufacturing</li> <li>Trade Union Style Bargaining</li> </ul>	Outside professional negotiator usually present	<ul style="list-style-type: none"> <li>Professional negotiator</li> <li>Team participation usually limited to caucuses</li> </ul>	Structure/ Participation	<ul style="list-style-type: none"> <li>Highly Structured</li> <li>Written proposals</li> <li>Positional statements</li> <li>Rationalize and justify positions</li> <li>Maximize gains</li> <li>Minimize losses</li> <li>Demand concessions</li> <li>Apply pressure</li> <li>Few and small concessions</li> <li>Packaging proposals</li> </ul>	<ul style="list-style-type: none"> <li>Sessions typically scheduled for every other week for 2-3 hours at a time</li> <li>Typically 8-12 meetings prior to mediation</li> <li>2 to 12 months typically</li> </ul>	<ul style="list-style-type: none"> <li>Usually avoided</li> <li>Can be submitted for strategic purposes</li> </ul>
Process-Oriented Adversarial Model	<ul style="list-style-type: none"> <li>Private Sector Manufacturing</li> <li>Trade Union Style Bargaining</li> </ul>	Outside professional negotiator usually present	<ul style="list-style-type: none"> <li>Professional negotiator</li> <li>Team participation usually limited to caucuses</li> </ul>	Generic negotiations training	<ul style="list-style-type: none"> <li>Process used strategically</li> <li>Focus on economics</li> <li>Apply pressure</li> <li>Written proposals</li> <li>Positional statements</li> <li>Maximize gains</li> <li>Minimize losses</li> <li>Demand concessions</li> <li>Few and small concessions</li> <li>Distributive bargaining</li> </ul>	<ul style="list-style-type: none"> <li>1-2 day marathon sessions</li> <li>30 day option</li> <li>Option for non-expedited format</li> <li>6-7 months depending on the number of issues</li> </ul>	<ul style="list-style-type: none"> <li>Usually avoided</li> <li>Can be submitted for strategic purposes</li> </ul>
Informal, Adversarial Model	<ul style="list-style-type: none"> <li>Private Sector Manufacturing</li> <li>Trade Union Style Bargaining</li> <li>Limited Problem Solving</li> <li>Limited Issue Bargaining</li> <li>Personality based</li> </ul>	Behind the scenes, if at all	<ul style="list-style-type: none"> <li>Superintendent/ board chair/ board representative serves as sole spokesperson</li> <li>Team participation and discussion at the table</li> </ul>	Generic negotiations training, if any	<ul style="list-style-type: none"> <li>Informal, personable</li> <li>Written proposals optional</li> <li>Discussion of bottom line positions</li> <li>Maximize gains</li> <li>Minimize losses</li> <li>Problem solve</li> <li>Apply pressure gently</li> <li>Gradual concessions/ movement</li> <li>Package issues early</li> </ul>	<ul style="list-style-type: none"> <li>Loosely structured, short duration, low frequency sessions</li> <li>Typically 2-8 sessions total</li> <li>Variable, usually 2 to 4 months</li> </ul>	<ul style="list-style-type: none"> <li>Usually no</li> </ul>
Expedited Traditional Model	<ul style="list-style-type: none"> <li>Private Sector Manufacturing</li> <li>Trade Union Style Bargaining</li> <li>Limited issues</li> </ul>	Variable, professional negotiator may be present or advising behind the scenes	<ul style="list-style-type: none"> <li>If present., usually the professional negotiator is spokesperson; otherwise, the superintendent/ board chair/ board representative serves as sole spokesperson</li> <li>Team participation and discussion at the table</li> </ul>	Generic negotiations training, if any	<ul style="list-style-type: none"> <li>District-specific procedures</li> <li>Limited issues</li> <li>Marathon sessions</li> <li>Limited number of sessions</li> <li>Written proposals</li> <li>Discussion of bottom-line positions</li> </ul>	<ul style="list-style-type: none"> <li>1-2 day marathon sessions/weekends</li> <li>30/60/90 day options</li> <li>Variable</li> </ul>	<ul style="list-style-type: none"> <li>Variable, mostly yes</li> </ul>



**Alternative Bargaining Models in Oregon School Districts**  
*Characteristics of Collaborative Models*

Type	Origins	Districts Utilizing	Facilitator Intervention	Advocate Presence/ Input	Participant Training	Process	Sessions\ Time Frame	Ground Rules
Informal, Collaborative/ Cooperative Model	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Limited Issues</li> <li>• Relationship based</li> </ul>	<ul style="list-style-type: none"> <li>• Gore</li> <li>• Newberg</li> <li>• Pilot Rock</li> <li>• Silverton Elem.</li> <li>• Linn-Benton ESD</li> <li>• West Union</li> <li>• Central Linn</li> <li>• Damascus-Union</li> <li>• Central</li> <li>• Oakridge</li> </ul>	<ul style="list-style-type: none"> <li>• Outside facilitators rarely used</li> <li>• No intervention during actual negotiations</li> </ul>	Behind the scenes, if at all	Usually none	<ul style="list-style-type: none"> <li>• Informal</li> <li>• Friendly,</li> <li>• "Bottom line" discussions</li> <li>• Usually no formal written proposals</li> <li>• Limited participation by parties</li> </ul>	<ul style="list-style-type: none"> <li>• Loosely structured, short duration, low frequency</li> <li>• Variable, usually 1 to 5 sessions</li> </ul>	No
Formal, Collaborative Model	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Interest Based</li> <li>• Mutual Gains Bargaining</li> <li>• Principled Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>• Albany</li> <li>• Corvallis</li> <li>• Eugene</li> <li>• Beaverton</li> <li>• Hermiston</li> <li>• Junction City</li> <li>• Scio</li> <li>• Redland</li> <li>• Gladstone</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitators usually not present</li> <li>• Usually none during actual negotiations</li> </ul>	Yes active, if present	Facilitator provided training	<ul style="list-style-type: none"> <li>• District- specific procedures</li> <li>• Written proposals may be used</li> <li>• Issue identification</li> <li>• Mutual Interests</li> <li>• Problem solving</li> <li>• Win/Win solutions</li> <li>• May use chief spokespersons</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal structure, 3-4 hour sessions</li> <li>• Variable</li> </ul>	Variable, mostly no
U.S .Department of Labor: Interest-Based Negotiations	<ul style="list-style-type: none"> <li>• Private Sector Manufacturing</li> <li>• Interest-Based Bargaining</li> <li>• Principled Negotiations</li> <li>• Win/Win Bargaining</li> <li>• Expedited Bargaining</li> <li>• Mutual Interest Bargaining</li> </ul>	<ul style="list-style-type: none"> <li>• Springfield</li> <li>• Bend-LaPine</li> <li>• South Lane</li> <li>• Lebanon</li> <li>• Rainier</li> <li>• Ontario</li> </ul>	<ul style="list-style-type: none"> <li>• Self-facilitation</li> <li>• May use one facilitator</li> <li>• Advocates may facilitate</li> <li>• Minimal content interventions, focus on process</li> </ul>	Yes, active in content and process	Two day training	<ul style="list-style-type: none"> <li>• Expedited</li> <li>• Issue identification</li> <li>• Structured problemsolving/ Brainstorming</li> <li>• Focus on hard issues first</li> <li>• Establish written standards for judging options in advance</li> <li>• No written proposals</li> <li>• Active participation by participants</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 day marathon sessions</li> <li>• 30 day option</li> <li>• Option for non-expedited format</li> <li>• 48 hour marathon</li> <li>• 30-day option</li> </ul>	Optional, but if present are minimal
OEA-OSBA Collaborative Bargaining Model	<ul style="list-style-type: none"> <li>• Win/Win Goldaber Approach</li> <li>• Mutual Gains Bargaining</li> <li>• Relationship Issues</li> <li>• Problem Solving</li> <li>• Principled Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>• Bethel</li> <li>• Rainier</li> <li>• Jewell</li> <li>• Hillsboro Elem.</li> <li>• South Lane</li> <li>• Barlow-Gresham</li> <li>• Sandy UH</li> <li>• LaGrande</li> <li>• St. Helens</li> <li>• Lebanon</li> <li>• Warrenton-Hammond</li> <li>• Scappoose</li> <li>• Corbett</li> <li>• Tillamook</li> </ul>	<ul style="list-style-type: none"> <li>• Two-Union and Management in tandem</li> <li>• Process related input only</li> </ul>	Optional and controlled by ground rules	1 day minimum; 1 to 3 days available	<ul style="list-style-type: none"> <li>• Highly Structured</li> <li>• Meet off site</li> <li>• Extensive discussion of interests and issue identification</li> <li>• Problem-solving strategy</li> <li>• Brainstorming</li> <li>• Emphasis on communication by participants</li> <li>• No written</li> </ul>	<ul style="list-style-type: none"> <li>• Two "weekends"</li> <li>• Multiple Subcommittee meetings</li> <li>• High intensity activity</li> <li>• 10-12 weeks duration</li> </ul>	Yes, extensive

© 1993 OSBA Labor Relations Department, All Rights Reserved



# Labor-Management Relations Life Cycle

## Roles

**Issue specific disagreements (grievances)**

**Open warfare (strikes, near strikes)**

**Staunch adversaries (the battle of wills)**

**Loyal opposition/Humane managers**

**Issue specific collaborative partnerships**

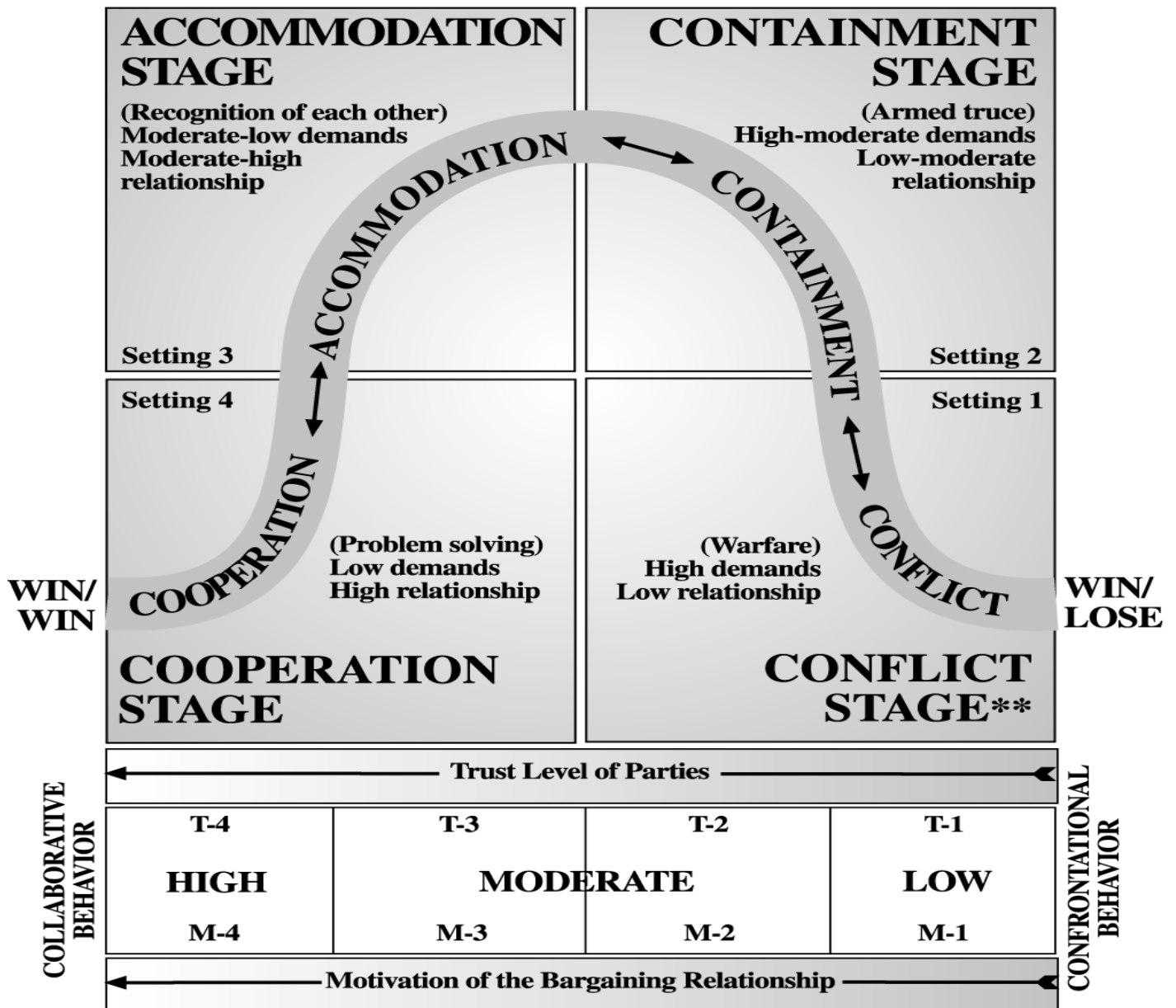
**Strategic partnerships in the mission of the organizations**



[This page is purposely left blank]



## SITUATIONAL NEGOTIATING APPROACH TO BARGAINING\*



\* Adapted from a model presented in Kenneth H. Blanchard and Paul Hersey's book *Management of Organizational Behavior Utilizing Human Resources* (4th Edition, Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1981).

\*\*Adapted from Beavers B. Mabry, *Labor Relations and Collective Bargaining* (New York: The Ronald Press, Co. 1966, pp. 66-67).

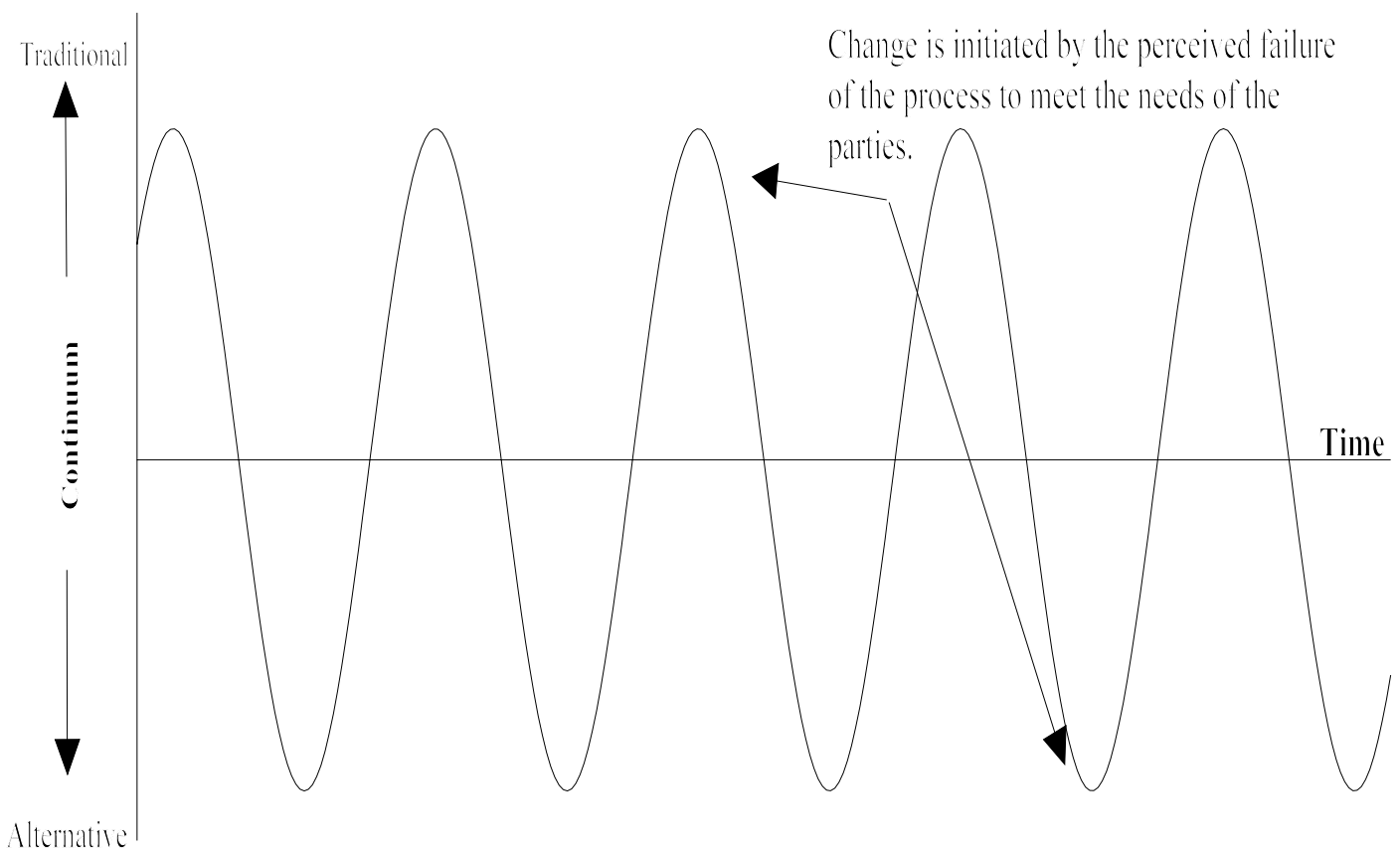
This model was developed by the Management and Training Service, Washington School Directors Association. All rights reserved.



[This page is purposely left blank]



## Cyclical Nature of Collective Bargaining



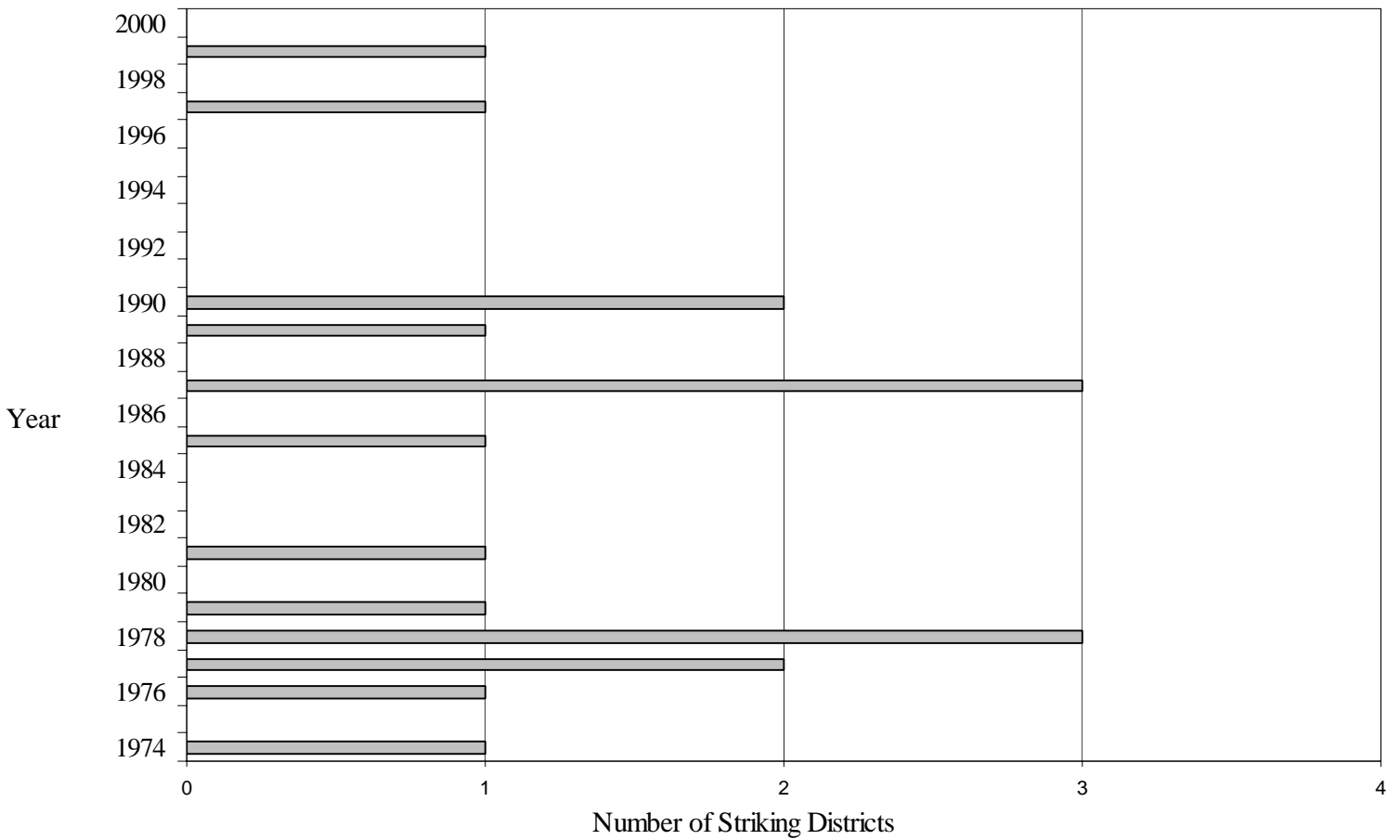


[This page is purposely left blank]





Oregon Teachers Union Strikes Since 1973+

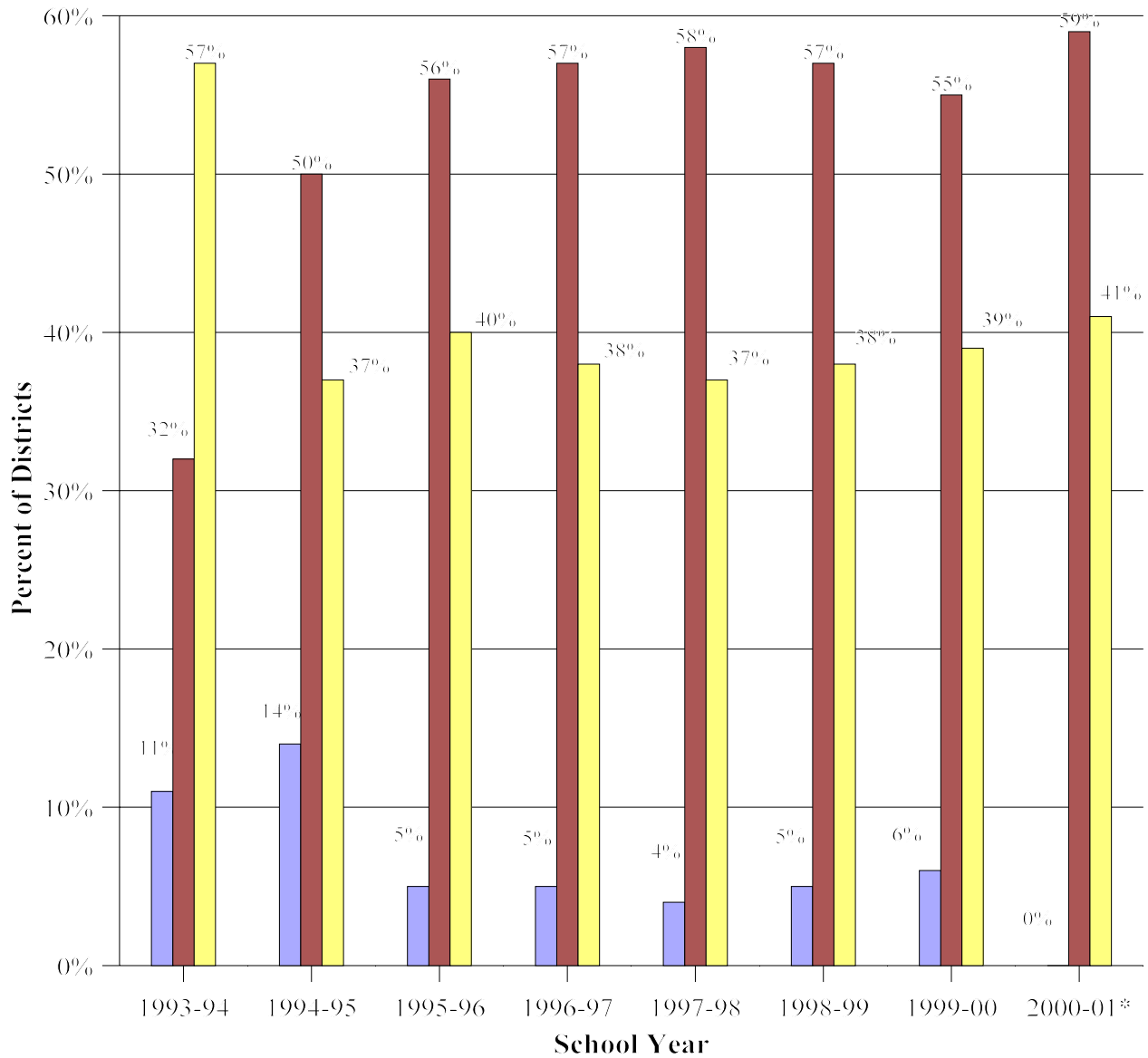




[This page is purposely left blank]



### Oregon School Districts: Bargaining Style Utilized



DNR
  Alternative
  Traditional

DNR=  
Did  
Not  
Respo

nd  
\* As of November 15, 2000



[This page is purposely left blank]



# Appendix G-1

## 1994-1995 Statewide Bargaining Survey

### Districts using Traditional Bargaining

### Districts using Alternative Bargaining

**ADM 1-99**

Adel 21  
Annex 29  
Bethany 63  
Bonneville 46  
Burnt River 30  
Crane 4  
Drewsey 13  
Mitchell 55  
Ophir 12  
Pratum 50  
South Harney 33  
Tennessee 102  
Wamic 42  
Wasco UH1

**ADM 100-499**

Adrian 61  
Arlington 3  
Blachly 90  
Camas Valley 14  
Central Howell 540  
Condon 25  
Cove 15  
Crane UH1J  
Culver 4  
Farmington View 58  
Gold Beach UH1  
Gold Beach Elementary 3  
Harrisburg Elementary 42  
Harrisburg UH5  
Imbler 11  
Lowell 71  
Monitor 142  
Monroe 1J  
Monroe Elementary 25J  
Olney 11  
Perrydale 21J  
Prairie City 4  
Sauvie Island 19  
St. Paul 45  
Sublimity 7  
Victor Point 42  
Wallowa 12

**ADM 500-999**

Athena-Weston 29  
Banks 13  
Chenoweth 9  
Colton 53  
Enterprise 21  
Gaston 511  
Gervais 1  
Lakeview 7  
Mill City-Gates 129  
Mt. Angel 91  
Neah-Kah-Nie 56  
Oakridge 76  
Pilot Rock 2  
Riddle 70  
Sisters 6

**ADM 500-999 (cont.)**

Stanfield 61  
Stayton Elementary 77  
Stayton UH4  
Welches 13  
Yamhill-Carlton 1

**ADM 1000-2999**

Astoria 1  
Brookings-Harbor 17  
Coquille 8  
Grant ESD  
Harney 3  
Lake ESD  
Madras 509  
Myrtle Point 41  
North Bend 13  
North Marion 15  
Nyssa 26  
Ontario 8  
Philomath 17  
Reedsport 105  
Rogue River 35  
Seaside 10  
Sherwood 88J  
Silverton UH7  
Sweet Home 35  
The Dalles 12  
Woodburn 103

**ADM 3000 & UP**

Bend-LaPine 1  
Bethel 52  
Canby 86  
Centennial 28  
Central Point 6  
Clatsop ESD  
Columbia ESD  
Coos ESD  
Corvallis 509  
Grants Pass 7  
Hillsboro UH3  
Klamath CU  
Lane ESD  
Lincoln CU  
McMinnville 40  
North Clackamas 12  
Pendleton 16  
Portland 1  
Salem-Keizer 24J  
Tillamook ESD  
Umatilla ESD  
Wasco ESD  
Washington ESD

**ADM 1-99**

Brothers 15  
Harper 66  
Long Creek 17  
Olex 11  
Pinehurst 94  
Ukiah 80  
Union 5  
Upper Chetco 23

**ADM 100-499**

Butte Falls 91  
Cottrell 107  
Crow-Applegate-Lorane 66  
Echo 5  
Fossil 21J  
Gilliam ESD  
Groner 39  
Hamilton Creek 33  
Helix 1  
Huntington 16  
Jewell 8  
Jordan Valley 3  
Lacomb 73  
Marcola 79J  
Mari-Linn 29  
Monroe UH1J  
North Lake 14  
North Plains 70  
North Powder 8  
Powers 31  
Riverdale 51J  
Silver Crest 93  
Sodaville 13

**ADM 500-999**

Amity 4  
Bandon 54  
Central Linn 552  
Crowfoot 89  
Dayton 8  
Elgin 23  
Glendale 77  
Jefferson 14J  
Scio 95  
Sheridan 48  
Vernonia 47  
Warrenton-Hammond 30  
West Union 1  
Willamina 30

**ADM 1000-2999**

Baker 5  
Central 13J  
Columbia 5  
Dallas 2

**ADM 1000-2999 (cont.)**

Gladstone 115  
Glide 12  
Harney ESD  
John Day 3  
Junction City 69  
Klamath Falls 1  
Klamath UH2  
La Grande 1  
Lebanon 16  
Lebanon UH1  
Molalla River  
Morrow CU  
Phoenix-Talent 4  
Pleasant Hill 1  
Rainier 13  
Reedville  
Sandy UH2  
Scappoose 1J  
Siuslaw 97  
South Lane 45  
Sutherlin 130  
Tillamook 9  
Wallowa ESD  
Winston-Dillard 116

**ADM 3000 & UP**

Ashland 5  
Beaverton 48  
Clackamas ESD  
Curry ESD  
David Douglas 40  
Deschutes ESD  
Douglas ESD  
Eagle Point 9  
Eugene 4  
Forest Grove  
Greater Albany 8  
Hermiston 8  
Hillsboro Elementary 7  
Jackson ESD  
Lake Oswego 7  
Linn-Benton-Lincoln ESD  
Malheur ESD  
Marion ESD  
Medford 549  
Multnomah ESD  
Newberg 29  
Oregon City 62  
Parkrose 3  
Reynolds 7  
Roseburg 4  
Springfield 19  
Three Rivers/Josephine CU  
Tigard-Tualatin 23J  
Union ESD  
West Linn-Wilsonville 3



## Appendix G-2

### 1995-1996 Statewide Bargaining Survey

#### Districts using Traditional Bargaining

#### Districts using Alternative Bargaining

**ADM 1-99**

Adel 21  
Ashwood 8  
Burnt River 30  
Mitchell 55  
Ophir 12  
Pratum 50  
Suntex 10  
Upper Chetco 23

**ADM 100-499**

Adrian 61  
Annex 29  
Blachly 90  
Camas Valley 21  
Central Howell 540  
Cove 15  
Days Creek 15  
Dufur 29  
Echo 5  
Elkton 34  
Farmington View 58  
Gilliam ESD  
Gold Beach Elementary 3  
Gold Beach UH1  
Harrisburg Elementary 42  
Huntington 16  
Jordan Valley 3  
Marcola 79J  
McKenzie 68  
Perrydale 21J  
Powers 31  
Prairie City 4  
Prospect 59  
Sherman 1  
Sherman ESD  
St. Paul 45  
Wasco UH1

**ADM 500-999**

Athena-Weston 29  
Colton 53  
Dayton 8  
Lowell 71  
Neah-Kah-Nie 56  
Oakridge 76  
Port Orford-Langlois  
Riddle 70  
Santiam Canyon 129  
Umatilla 6  
Welches 13  
Yamhill-Carlton 1

**ADM 1000-2999**

Astoria 1  
Brookings-Harbor 17  
Cascade 5  
Chenoweth 9  
Crook CU  
Grant ESD  
Harney 3

**ADM 1000-2999 (cont.)**

Lake ESD  
Madras 509  
Milton-Freewater 7  
Myrtle Point 41  
North Marion 15  
Nyssa 26  
Ontario 8  
Pleasant Hill 1  
Reedsport 105  
Rogue River 35  
Sandy 46  
Seaside 10  
Sherwood 88J  
Silverton Elementary 4  
Silverton UH7  
South Umpqua 19

**ADM 3000 & UP**

Bethel 52  
Canby 86  
Centennial 28  
Central Point 6  
Clatsop ESD  
Columbia ESD  
Coos Bay 9  
Coos ESD  
Hillsboro UH3  
Hood River CU  
Lane ESD  
Malheur ESD  
Redmond 2J  
Tigard-Tualatin 23J  
West Linn-Wilsonville 3  
Yamhill ESD

**ADM 1-99**

Bethany 63  
Bonneville 46  
Crane 4  
Crane UH1J  
Dayville 16J  
Harper 66  
Ukiah 80

**ADM 100-499**

Alsea 7J  
Arlington 3  
Butte Falls 91  
Condon 25  
Crow-Applegate 66  
Culver 4  
Falls City 57  
Fossil 21J  
Groner 39  
Harrisburg UH5  
Helix 1  
Jewell 8  
Long Creek 17  
Mapleton 32  
Mari-Linn 29  
Monitor 142  
North Lake 14  
North Plains 70  
North Powder 8  
Paisley 11  
Riverdale 51J  
Scotts Mills 73  
Silver Crest 93  
Wallowa 12

**ADM 500-999**

Amity 4  
Bandon 54  
Elgin 23  
Glendale 77  
Jefferson 14J  
Nestucca Valley 101J  
Pilot Rock 2  
Scio 95  
Sheridan 48  
Union 5  
Warrenton-Hammond 30  
West Union 1

**ADM 1000-2999**

Baker 5  
Central 13J  
Columbia 5  
Coquille 8  
Dallas 2  
Estacada 108  
Fern Ridge 28

**ADM 1000-2999 (cont.)**

Gladstone 115  
Glide 12  
John Day 3  
Junction City 69  
Klamath Falls 1  
Klamath Union/Mazama High  
La Grande 1  
Lakeview 7  
Molalla River  
Morrow CU  
North Bend 13  
Phoenix-Talent 4  
Rainier 13  
Reedville 29  
Sandy UH2  
Scappoose 1J  
Siuslaw 97  
South Lane 45  
Sutherlin 130  
The Dalles 12  
Tillamook 9  
Vale 84  
Wallowa ESD  
Winston-Dillard 116

**ADM 3000 & UP**

Ashland 5  
Beaverton 48  
Bend-LaPine 1  
Clackamas ESD  
Curry ESD  
David Douglas 40  
Deschutes ESD  
Eagle Point 9  
Eugene 4  
Forest Grove  
Grants Pass 7  
Greater Albany 8  
Gresham-Barlow 10  
Hermiston 8  
Hillsboro Elementary 7  
Jackson ESD  
Jefferson ESD  
Lake Oswego 7  
Linn-Benton-Lincoln ESD  
McMinnville 40  
Medford 549  
Multnomah ESD  
Newberg 29  
Oregon City 62  
Pendleton 16  
Polk ESD  
Reynolds 7  
Roseburg 4  
Three Rivers/Josephine CU  
Tillamook ESD  
Umatilla-Morrow ESD  
Union ESD  
Wasco ESD  
Washington ESD



## 1996-1997 Statewide Bargaining Survey

### Districts using Traditional Bargaining

### Districts using Alternative Bargaining

**ADM 1-99**  
Burnt River 30  
Crane 4  
Crane UH1J  
Mitchell 55  
Ophir 12  
Pratum 50  
Union 5  
Upper Chetco 23

**ADM 100-499**  
Adrian 61  
Annex 29  
Blachly 90  
Cove 15  
Days Creek 15  
Dufur 29  
Echo 5  
Gilliam ESD  
Gold Beach UH1  
Huntington 16  
Imbler 11  
Jordan Valley 3  
Long Creek 17  
McKenzie 68  
North Lake 14  
Pilot Rock 2  
Pine Eagle 61  
Prairie City 4  
Prospect 59  
Riverdale 51J  
Sherman 1  
Sherman ESD  
Victor Point 42

**ADM 500-999**  
Colton 53  
Corbett 39  
Monroe 1J  
Neah-Kah-Nie 56  
Nestucca Valley 101J  
North Douglas 22  
Oakridge 76  
Riddle 70  
Stanfield 61  
Umatilla 6  
Welches 13

**ADM 1000-2999**  
Astoria 1  
Cascade 5  
Chenoweth 9  
Creswell 40  
Crook County  
Fern Ridge 28  
Gervais 1  
Glide 12

**ADM 1000-2999 (cont.)**  
Grant ESD  
Harney 3  
Madras 509  
North Marion 15  
Nyssa 26  
Ontario 8  
Pleasant Hill 1  
Reedsport 105  
Rogue River 35  
Seaside 10  
Sherwood 88J  
Silverton UH7  
Sisters 6  
South Umpqua 19  
Sutherlin 130  
Willamina 30  
Winston-Dillard 116

**ADM 3000 & UP**  
Centennial 28  
Grants Pass 7  
Gresham-Barlow 10  
Hillsboro 1J  
Hood River County  
Lebanon Community Schools  
North Clackamas 12  
Northwest Regional ESD  
Pendleton 16  
Portland 1  
Redmond 2J  
South Coast ESD 7  
West Linn-Wilsonville 3

**ADM 1-99**  
Bethany 63  
Fossil 21J  
Harper 66  
Monument 8  
Petersburg 14  
Ukiah 80

**ADM 100-499**  
Alea 7J  
Arlington 3  
Butte Falls 91  
Central Howell 540  
Condon 25  
Culver 4  
Elkton 34  
Falls City 57  
Helix 1  
Jewell 8  
Mapleton 32  
Perrydale 21J  
Powers 31  
Sauvie Island 19  
Scotts Mills 73  
Silver Crest 93  
Wallowa 12

**ADM 500-999**  
Amity 4  
Athena-Weston 29  
Bandon 54  
Dayton 8  
Elgin 23  
Enterprise 21  
Glendale 77  
Harrisburg 7  
Jefferson 14J  
John Day 3  
Mt. Angel 91  
Oakland 1  
Santiam Canyon 129  
Scio 95  
Sheridan 48  
Vernonia 47  
Warrenton-Hammond 30  
Yamhill-Carlton 1

**ADM 1000-2999**  
Baker 5  
Brookings-Harbor 17  
Central 13J  
Coquille 8  
Dallas 2  
Klamath Falls 1  
Klamath Union/Mazama  
La Grande 1  
Lakeview 7

**ADM 1000-2999 (cont.)**  
Molalla River  
Morrow CU  
Myrtle Point 41  
North Bend 13  
Philomath 17  
Phoenix-Talent 4  
Rainier 13  
Region 18 ESD  
Scappoose 1J  
Silverton Elementary 4  
Siuslaw 97  
South Lane 45  
St. Helens 502  
The Dalles 12  
Tillamook 9  
Vale 84

**ADM 3000 & UP**  
Ashland 5  
Beaverton 48  
Bend-LaPine 1  
Bethel 52  
Central Point 6  
Clackamas ESD  
Corvallis 509  
Crook-Deschutes ESD  
David Douglas 40  
Douglas ESD  
Eagle Point 9  
Eugene 4  
Forest Grove  
Greater Albany 8  
Hermiston 8  
Klamath CU  
Lake Oswego 7  
Lane ESD  
Lincoln CU  
Linn-Benton-Lincoln ESD  
Malheur ESD 14  
McMinnville 40  
Medford 549  
Multnomah ESD  
Newberg 29  
Oregon City 62  
Parkrose 3  
Region 9 ESD  
Reynolds 7  
Roseburg 4  
Salem-Keizer 24J  
Springfield 19  
Three Rivers/Josephine CU  
Tigard-Tualatin 23J  
Umatilla-Morrow ESD  
Union-Baker Region 13 ESD  
Willamette Regional ESD  
Woodburn 103



## 1997-1998 Statewide Bargaining Survey

Districts using Traditional Bargaining		Districts using Alternative Bargaining	
<b>ADM 1-99</b> Dayville 16J Mitchell 55 Monument 8 Spray 1	Sherwood 88J Sisters 6	<b>ADM 1-99</b> Crane 4 Crane UH1J Harper 66 Ukiah 80	Scappoose 1J South Umpqua 19
<b>ADM 100-499</b> Adrian 61 Annex 29 Burnt River 30 Camas Valley 21 Cove 15 Crow-Applegate 66 Days Creek 15 Echo 5 Elkton 34 Falls City 57 Marcola 79J McKenzie 68 North Lake 14 Pine Eagle 61 Prairie City 4 Prospect 59 Riverdale 51J Sherman 1 St. Paul 45	<b>ADM 1000-2999 (cont.)</b> Siuslaw 97 Sutherlin 130 Winston-Dillard 116	<b>ADM 100-499</b> Arlington 3 Condon 25 Fossil 21J Huntington 16 Jewell 8 Jordan Valley 3 Long Creek 17 Mapleton 32 Paisley 11 Perrydale 21J Petersburg 14 Pilot Rock 2 Powers 31 Sauvie Island 19 South Wasco County 1 Wallowa 12	<b>ADM 1000-2999 (cont.)</b> St. Helens 502 The Dalles 12 Tillamook 9 Umatilla 6 Vale 84 Willamina 30 Yamhill-Carlton 1
<b>ADM 500-999</b> Amity 4 Athena-Weston 29 Central Linn 552 Colton 53 Corbett 39 Harrisburg 7 Monroe 1J Nestucca Valley 101J Oakland 1 Oakridge 76 Port Orford-Langlois Stanfield 61	<b>ADM 3000 &amp; UP</b> Bend-LaPine 1 Canby 86 Centennial 28 Coos Bay 9 Jackson ESD Jefferson ESD Lebanon Comm. Schools North Clackamas 12 Oregon Trail 46 Pendleton 16 Portland 1 South Coast ESD 7 Yamhill ESD	<b>ADM 500-999</b> Bandon 54 Banks 13 Dayton 8 Elgin 23 Enterprise 21 Gervais 1 Glendale 77 Jefferson 14J Mt. Angel 91 Santiam Canyon 129 Sheridan 48 Union 5	<b>ADM 3000 &amp; UP</b> Ashland 5 Beaverton 48 Central Point 6 Clackamas ESD David Douglas 40 Douglas ESD Eugene 4 Forest Grove Grants Pass 7 Greater Albany 8 Gresham-Barlow 10 Hermiston 8 Hillsboro 1J Hood River County Klamath CU Klamath Falls City Schools Lake Oswego 7 Lincoln CU Linn-Benton-Lincoln ESD Malheur ESD 14 McMinnville 40 Medford 549 Multnomah ESD Newberg 29 Oregon City 62 Reynolds 7 Roseburg 4 Salem-Keizer 24J Three Rivers/Josephine CU Tigard-Tualatin 23J Umatilla-Morrow ESD Union-Baker Region 13 ESD West Linn-Wilsonville 3 Willamette Regional ESD Woodburn 103
<b>ADM 1000-2999</b> Astoria 1 Chenowith 9 Creswell 40 Estacada 108 Glide 12 Grant ESD Harney 3 North Marion 15 North Santiam 29 Nyssa 26 Philomath 17 Rogue River 35 Seaside 10		<b>ADM 1000-2999</b> Central 13J Columbia 5 Coquille 8 Fern Ridge 28 John Day 3 La Grande 1 Lakeview 7 Molalla River Morrow CU Myrtle Point 41 North Bend 13 Phoenix-Talent 4 Pleasant Hill 1 Rainier 13 Reedsport 105 Region 18 ESD	





## 1998-1999 Statewide Bargaining Survey

### Districts using Traditional Bargaining

### Districts using Alternative Bargaining

**ADM 1-99**

Annex 29  
Dayville 16J  
Mitchell 55  
Monument 8

**ADM 100-499**

Adrian 61  
Butte Falls 91  
Culver 4  
Days Creek 15  
Echo 5  
Elgin 23  
Lowell 71  
Marcola 79J  
North Lake 14  
Paisley 11  
Riverdale 51J  
Sherman 1  
St. Paul 45

**ADM 500-999**

Amity 4  
Athena-Weston 29  
Corbett 39  
Gaston 511  
Harrisburg 7  
Monroe 1J  
Neah-Kah-Nie 56  
Oakridge 76

**ADM 1000-2999**

Astoria 1  
Brookings-Harbor 17  
Cascade 5  
Clatskanie  
Glide 12  
Harney 3  
Jefferson County 509J  
Lakeview 7  
North Central ESD  
North Marion 15  
Nyssa 26  
Ontario 8  
Reedsport 105  
Seaside 10  
Sherwood 88J  
Sisters 6  
South Lane 45  
Sutherlin 130  
Sweet Home 55  
Winston-Dillard 116

**ADM 3000 & UP**

Bethel 52  
Canby 86  
Centennial 28

**ADM 3000 & UP (cont.)**

Coos Bay 9  
Corvallis 509  
Eugene 4  
Hillsboro 1J  
Jackson ESD  
Klamath CU  
Malheur ESD 14  
Northwest Regional ESD  
Oregon Trail 46  
Pendleton 16  
Silver Falls 4  
Springfield 19  
Woodburn 103  
Yamhill ESD

**ADM 1-99**

Fossil 21J  
Spray 1

**ADM 100-499**

Arlington 3  
Burnt River 30  
Condon 25  
Helix 1  
Huntington 16  
Imbler 11  
Jewell 8  
Long Creek 17  
Mapleton 32  
Pilot Rock 2  
Pine Eagle 61  
Powers 31  
South Wasco County 1  
Union 5  
Wallowa 12  
Wasco County 29

**ADM 500-999**

Bandon 54  
Banks 13  
Central Linn 552  
Colton 53  
Dayton 8  
Enterprise 21  
Jefferson 14J  
Mt. Angel 91  
Myrtle Point 41  
Santiam Canyon 129  
Scio 95  
Stanfield 61  
Vernonia 47  
Warrenton-Hammond 30

**ADM 1000-2999**

Chenowith 9  
Coquille 8  
Estacada 108  
Gervais 1  
Gladstone 115  
John Day 3  
La Grande 1  
Molalla River  
North Santiam 29  
Philomath 17  
Phoenix-Talent 4  
Pleasant Hill 1  
Region 18 ESD  
Scappoose 1J  
Siuslaw 97  
South Umpqua 19  
St. Helens 502  
The Dalles 12  
Umatilla 6  
Vale 84

**ADM 3000 & UP**

Ashland 5  
Central Point 6  
Clackamas ESD  
Dallas 2  
David Douglas 40  
Douglas ESD  
Eagle Point 9  
Grants Pass 7  
Greater Albany 8  
Hermiston 8  
Jefferson ESD  
Klamath Falls City Schools  
Lake Oswego 7  
Lebanon Community Schools  
Lincoln CU  
Linn-Benton-Lincoln ESD  
McMinnville 40  
Medford 549  
Multnomah ESD  
North Clackamas 12  
Oregon City 62  
Redmond 2J  
Reynolds 7  
Roseburg 4  
Salem-Keizer 24J  
South Coast ESD 7  
Three Rivers/Josephine CU  
Umatilla-Morrow  
Union-Baker Region 13 ESD  
West Linn-Wilsonville 3  
Willamette Regional ESD



## Appendix G-6

### 1999-2000 Statewide Bargaining Survey

#### Districts using Traditional Bargaining

#### Districts using Alternative Bargaining

**ADM 1-99**

Dayville 16J  
Mitchell 55

**ADM 100-499**

Adrian 61  
Annex 29  
Burnt River 30  
Butte Falls 91  
Camas Valley 21  
Cove 15  
Crow-Applegate 66  
Echo 5  
Elton 34  
Huntington 16  
Joseph 6  
Lowell 71  
North Lake 14  
Prospect 59  
Riverdale 51J  
Sherman 1  
Yoncalla 32

**ADM 500-999**

Athena-Weston 29  
Central Curry 1  
Corbett 39  
Neah-Kah-Nie 56  
Oakland 1  
Stanfields 61

**ADM 1000-2999**

Astoria 1  
Brookings-Harbor 17  
Cascade 5  
Central 13J  
Creswell 40  
Crook Co.  
Estacada 108  
Fern Ridge 28  
Harney 3  
Jefferson County 509J  
Junction City 69  
Morrow 1  
Nyssa 26  
Rogue River 35  
Seaside 10  
Sherwood 88J  
South Lane 45  
Sutherlin 130  
Vale 84  
Willamina 30  
Yamhill-Carlton 1

**ADM 3000 & UP**

Bethel 52  
Centennial 28  
Forest Grove  
Gresham-Barlow 10  
Hillsboro 1J  
Newburg 29

**ADM 3000 & UP (cont.)**

Oregon Trail 46  
Parkrose 3  
Portland 1  
Roseburg 4  
Silver Falls 4  
Springfield 19  
Tigard-Tualatin 23J

**ADM 1-99**

Fossil 21J  
Harper 66  
Long Creek 17  
Monument 8  
Ukiah 44

**ADM 100-499**

Arlington 3  
Condon 25  
Culver 4  
Days Creek 15  
Elgin 23  
Falls City 57  
Helix 1  
Jordan Valley 3  
Paisley 11  
Perrydale 21J  
Pilot Rock 2  
Pine Eagle 61  
Powers 31  
South Wasco County 1  
Wallowa 12  
Wasco County 29

**ADM 500-999**

Bandon 54  
Colton 53  
Dayton 8  
Jefferson 14J  
Monroe 1J  
Nestucca Valley 101J  
Oakridge 76  
Reedsport 105  
Santiam Canyon 129  
Vernonia 47  
Warrenton-Hammond 30

**ADM 1000-2999**

Chenowith 9  
Coquille 8  
Gervais 1  
Gladstone 115  
John Day 3  
La Grande 1  
Lakeview 7  
Molalla River  
North Bend 13  
North Marion 15  
North Santiam 29  
Philomath 17  
Phoenix-Talent 4  
Scappoose 1J  
Sisters 6  
Siuslaw 97  
South Umpqua 19  
Sweet Home 55  
The Dalles 12  
Tillamook 9

**Ashland 5**

Beaverton 48  
Bend-Lapine 1  
Canby 86  
Central Point 6  
Clackamas ESD  
Coos Bay 9  
Dallas 2  
David Douglas 40  
Douglas ESD  
Eagle Point 9  
Eugene 4  
Grants Pass 7  
Greater Albany 8  
Hermiston 8  
Hood River 6  
Klamath Falls City Schools  
Lake Oswego 7  
Lebanon Community Schools  
Lincoln CU  
Linn-Benton-Lincoln ESD  
Malheur ESD  
McMinnville 40  
Medford 549  
Multnomah ESD  
North Clackamas 12  
Oregon City 62  
Pendleton 16  
Redmond 2J  
Region 18 ESD  
Reynolds 7  
Roseburg 4  
Salem-Keizer 24J  
South Coast ESD 7  
St. Helens 502  
Three Rivers/Josephine CU  
Umatilla-Morrow ESD  
Union-Baker Region 13 ESD  
West Linn-Wilsonville 3  
Willamette Regional ESD  
Woodburn 103

**ADM 3000 & UP**



## Appendix G-7

### 2000-2001 Statewide Bargaining Survey

[Note: Data is collected as of 12/14/00]

#### Districts using Traditional Bargaining

#### Districts using Alternative Bargaining

**ADM 1-99**

Annex 29  
Dayville 16J  
Jordan Valley 3  
Long Creek 17  
Mitchell 55  
Ukiah 80

**ADM 100-499**

Adrian 61  
Butte Falls 91  
Cove 15  
Elkton 34  
Jewell 8  
Lowell 71  
McKenzie 68  
Monroe 1J  
North Lake 14  
North Douglas 22  
Perrydale 21J  
Prairie City 4  
Prospect 59  
Riverdale 51J  
St. Paul 45

**ADM 500-999**

Bandon 54  
Corbett 39  
Enterprise 21  
Harrisburg 7  
John Day 3  
Myrtle Point 41  
Oakland 1  
Stanfield 61  
Willamina 30

**ADM 1000-2999**

Baker 5  
Central 13J  
Coquille 8  
Creswell 40  
Estacada 108  
Fern Ridge 28  
Morrow Co.  
North Santiam 29  
North Marion 15  
Nyssa 26  
Ontario 8  
Phoenix-Talent 4  
Pleasant Hill 1  
Rogue River 35  
Seaside 10  
Sherwood 88J  
Siuslaw 97  
South Lane 45  
Sutherlin 130  
Umatilla 6  
Vale 84  
Winston-Dillard 116

**ADM 3000 & UP**

Gresham-Barlow 10  
Hillsboro 1J  
Klamath CU  
Lane ESD  
Newburg 29  
North Clackamas 12  
Northwest Regional ESD  
Oregon Trail 46  
Parkrose 3  
Portland 1J  
Silver Falls 4  
Springfield 19  
Tigard-Tualatin 23J  
Woodburn 103

**ADM 1-99**

Crane 4  
Crane UH1J  
Fossil 21J  
Harper 66  
Monument 8  
Paisley 11  
Spray 1

**ADM 100-499**

Alesea 7J  
Blachly 90  
Camas Valley 21  
Condon 25  
Days Creek 15  
Echo 5  
Elgin 23  
Glendale 77  
Helix 1  
Huntington 16  
Imbler 11  
Joseph 6  
Mapleton 32  
Marcola 79J  
Pilot Rock 2  
Pine Eagle 61  
Port-Orford Langlois  
Powers 31  
Sherman 1  
South Wasco County 1  
Wallowa 12

**ADM 500-999**

Amity 4  
Athena-Weston 29  
Clatskanie 6J  
Colton 53  
Culver 4  
Dayton 8  
Gaston 511  
Glide 12  
Jefferson 14J  
Knappa 4  
Lakeview 7  
Neah-Kah-Nie 56  
Nestucca Valley 101J  
Oakridge 76  
Reedsport 105  
Santiam Canyon 129  
Scio 95  
Sheridan 48  
Union 5  
Vernonia 47  
Warrenton-Hammond 30

**ADM 1000-2999**

Banks 13  
Chenoweth 9  
Crook County  
Gervais 1  
Gladstone 115  
Harney Co. 3

**ADM 1000-2999 (cont.)**

La Grande 1  
Milton-Freewater 7  
Molalla River  
North Bend 13  
Philomath 17  
Rainier 13  
Scappoose 1J  
Sisters 6  
South Umpqua 19  
Sweet Home 55  
Tillamook 9  
Yamhill-Carlton 1

**ADM 3000 & UP**

Beaverton 48  
Bend-Lapine 1  
Canby 86  
Central Point 6  
Clackamas ESD  
Coos Bay 6  
Dallas 2  
David Douglas 40  
Eagle Point 9  
Grants Pass 7  
Greater Albany 8  
Hermiston 8  
Klamath Falls City Schools  
Lake ESD  
Lake Oswego 7  
Lebanon Community Schools  
Linn-Benton-Lincoln ESD  
Malheur ESD  
McMinnville 40  
Medford 549  
Multnomah ESD  
Oregon City 62  
Pendleton 16  
Redmond 2J  
Region 18 ESD  
Region 9 ESD  
Reynolds 7  
Roseburg 4  
Salem-Keizer 24J  
South Coast ESD 7  
St. Helens 502  
Three Rivers/Josephine CU  
Umatilla-Morrow ESD  
Union-Baker Region 13 ESD  
West Linn-Wilsonville 3J  
Willamette Regional ESD  
Yamhill ESD



[This page is purposely left blank]



## Appendix H

### Traditional v. Alternative Bargaining Average BA % Increase 1994-2001

ADM	1994-95		1995-96		1996-97		1997-98		1998-99		1999-00		2000-01*	
	Alt	Trad	Alt	Trad	Alt	Trad	Alt	Trad	Alt	Trad	Alt	Trad	Alt	Trad
3000 & UP	5.90	5.63	3.45	3.38	3.22	2.88	3.12	2.75	2.97	2.94	3.07	2.50	3.04	2.74
1000-2999	5.68	5.47	3.19	3.48	3.32	3.00	3.28	2.78	3.10	2.65	2.98	2.86	3.11	2.56
500-999	5.15	5.22	3.58	5.00	4.13	3.00	2.82	3.00	2.71	2.63	2.78	2.82	2.77	2.38
100-499	5.29	5.61	3.33	3.89	4.73	2.86	3.56	3.82	2.75	2.23	2.27	2.09	2.17	2.05
1-99	4.67	5.31	2.43	7.00	3.17	2.00	1.50	2.75	3.00	2.75	3.20	0.60	1.50	2.43
Average	5.34%	5.45%	3.20%	4.55%	3.71%	2.75%	2.86%	3.03%	2.91%	2.64%	2.86%	2.17%	2.52%	2.43%
Statewide	5.44%		3.57%		3.19%		3.08%		2.79%		2.52%		2.48%	

\* As of 11/15/00