# BECTU REPS Part 1 (key skills) online version

## Tutors’ notes

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## Introduction

This is the new reps training course for 2021 which has been adapted from the classroom version to be run online over 3 hour long sessions using zoom or some other video conferencing service. One of the aims for this training is to offer training for new reps who are currently working from home due to the restrictions from COVID-19. In the spirit of supporting our members’ time, an hour should be allowed for everyone to have a bit of social interaction, which they may be missing at this time. As with the classroom based course there is an action plan running through the online course. We would then suggest Organisers/Negotiators follow up and encourage this activity as much as possible before attending the Reps part 2.

The original work is unchanged but not all activities are possible to run online or run the same. The course is split into three parts and the end of each part having an element of homework to be completed offline. Where possible we have tried to have the main delivery as face to face video group. The activities completed as a big group with the PowerPoint presentation cut down to a minimum with the tutor sharing the screen. It is assumed for the delivery of the course that the reps do not have a hard copy of the workbook so editable parts can be shared to enable everyone to participate. The videos are not included in this version of the course for ease of delivery.

## How these notes work

There are 4 core resources associated with the course:

1. The PowerPoint presentation, which includes visual aids, but also maintains the structure/order of the course
2. The participants workbook, which covers logistics, background information and activity sheets
3. Worksheets; these are available for each session just in case delegates cannot print off the workbook or have sight of the activity. These can be opened before logging in and shared via screen share if necessary.
4. The tutor’s notes which explain the activities, suggest discussion-prompts, give (loose) timings, and ‘index’ the other resources, tying the whole thing together. The words in bold are the changes from the classroom course delivering the online version.

(As tutors who’ve committed to delivering this course, we would suggest a small amount of preparation time ahead of the course to ensure you’re familiar with the session, activities and tutor instruction.)

## Tutor Notes/Course Structure

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| **Session** | **Slide no/WB page** | **Notes** | Resources |
| **Online session 1**  **Welcome** | no Slide / pg1-11 | * **The PowerPoint is not used at the beginning of the session.** * **You may need to help people with technical issues such as sound Invite people, as they arrive online, to skim through introductory section of workbook (History of Prospect/ Trade Union Terminology) and check they received it ok** * **Run through the zoom basics – microphone – mute etc, video – off if necessary, reactions when showing the power point, chat box for anything private or sharing, change name function, raise hand function. Polls** * **Add if zooms crashes or issues with connectivity, tutor will join asap – please ask delegates to work on the activity, look at next activity.** | **Tutor to ensure you have joined online zoom meeting slightly earlier than the start time; Have the following opened up on the computer:**  **PowerPoint for session 1**  **Activity D word doc.**  **Zoom functions** |
| **1 –** **Introductions and objectives** | No Slide / refer to  pg 2-9 | * Pronoun to be mentioned and refer if necessary, page 9 about letting people speak * Go through Learning outcomes on page 2   know a what a trade union is and how to increase membership  know the role of a rep  know your rights as a rep  know how the union can be a force for good in your workplace  know the structure of Prospect and Bectu.   * Interactive course and reps are encouraged to discuss, raise items and participate in the sessions | Workbooks needed |
| 10 mins | No Slide/p11 | * **Session 1. Activity A.** * **On the online version it is easier for everyone to introduce themselves in under 60 seconds. I think at this present time it worth asking the extra question: one thing you’ll miss from lockdown, being furloughed etc** * **Tutor should go first (keep very brief in the hope everyone else will too!)** * **Added in how long they’ve been a rep as this should guide the tutor in terms of reference to the pitch of the sessions** * **Introductions should be quick, giving most of the time to a bit of social interaction** * **Write down answers to what they want to get from the course. This can be referred to during the day but also covered by next steps, further courses perhaps. The most important point is that these are the outcomes of the delegates and to recap over them at the end of the 3 sessions to ensure they’ve been met wherever possible.** * **Finish session by summing up traditional image portrayed by media of trade union reps. Reality is a highly skilled, diverse group, all looking to raise awareness.** * **Emphasise all delegates have one thing in common, you want to help your work colleagues and that is an excellent thing.** | Tutor, Pen & paper to make notes, or use whiteboard and save to send at the end of the session. |
| **2 – What is a trade union?**  10 mins | Slide 1/p12 | **Share the PowerPoint here and deliver at a quicker pace than normal**   * Session 2 what is a trade union? * Outcome of session 2; the session is designed to find out what the delegates think a trade union is and how it can help them to help with recruitment and the ‘why should I join’ questions * Ask the question and then go onto the next slide | PowerPoint |
|  | Slide 2/p12 | * The dictionary definition * Explore perception of what a trade union is and why it is still relevant today * Explore what delegates think what is meant by interests (rights not yet recognised) in terms of what else delegates can work towards as reps * The sort of answers we are looking for are: a safe place to work; environmental issues; Equality issues; robust procedures that help members (bullying and harassment), highlighting any specific local wins for the branch – either through T&C’s or any positive impact on the workers |  |
|  | Slide 3/p12 | * Key item for the strength of a trade union is recognition * Younger potential members may feel the union isn’t relevant and out of date…..explain why unions are still very much needed and as current as their members. * Even if employer resists, union can achieve recognition if has a) over 50% membership, or b) over 10% membership and a majority in ballot against all employees. * Mention delegates may have recognition already and should have received time off for training as part of the recognition of their new role and the union within the workplace. * Nevertheless it is useful to know how recognition is achieved and worth remembering workplaces can get de-recognised as well as recognised, so important to keep membership as high as possible. |  |
|  | Slide 4/p12 | * Your right to join a trade union – go over points on pp (no one should be penalised by being part of a trade union and career should not be affected.) * The law gives everyone the right to join a union. |  |
|  | Slide 5/p12/13 | * The benefits of union membership (most recent figures) **Tutor - may wish to update if changed** * Slide has two clicks * Firstly; trade union figures * Secondly; Prospect figures * Prospect negotiates with more than 400 different employers * Lists of historical union victories & link to successes for Prospect (inclusive of BECTU) (p12/13) * Facts to back up value of membership and value for money * The more local an issue the more difference it’ll make to members directly (keep the issues relevant) * Most recent published figures and sources are listed for delegates information | Updated figures |
| 15 mins | Slide 6/p13 | **Session 2, activity B**  **There is a slight change to normal delivery of this activity by combining some of the scenarios from Activity I below, introductions the activity and then stop sharing PowerPoint**  **• I can look after myself**  **• I get the benefits anyway**  **• I don’t believe in trade unions**  **• I had a problem a year ago and Prospect/Bectu didn’t help**  **• nobody has asked me to join**  **• the union doesn’t do anything**  **• I can’t afford it**  **• unions are always going on strike**  **• the management here looks after us and treats us well**  **• I don’t want to join.**   * Compare a trade union to other options – (learning outcome – no real alternative to a trade union) * Keep as a one large group, tutors act as moderator for discussion * Social media an example Facebook (not private) and many social media policies in work now – could face disciplinary. Based on opinion and not facts * Worker forum - could be a tactic from employer to get to know issues. Limited action from employees if employer doesn’t do anything * Individual – no collective voice and for individual with an issue you get support from union (including possible legal and financial) * Professional bodies – may set professional standards but not terms and conditions with an employer. Can’t represent collectively. * To sum up this section trade union is there to protect rights and interests include H&S and work life balance * The other point to remind reps about the deathbed conversion so non-members can join with a pre-existing issue but the rules state an upfront cost of £200. | Comparisons;  Facebook, single employee, employer forum |
| 15 mins | Slide 7/p13 | * **Session 2, Activity C What can a union negotiate on? (15 mins)** * **Slightly changed to a big group and sharing the whiteboard or word document sharing facility rather than putting the PowerPoint back up but you can use slide 7 to introduce the activity** * **In a big group focus on the area, information, consultation, negotiation** * Following on from our previous discussion on the rights, the benefits of trade union membership and based on comparisons to other options, in your same groups make a list on all the things a union can expect from an employer to negotiate on, highlighting anything additional to consult and inform. * Explain that negotiating is finding a compromise that both sides agree with. (For reference; Campaigning is persuading others that something needs to be done.) * As part of their personal action plan talk to a branch officer about what these three areas mean to the branch.   **Suggested answers (use local examples where possible)**   * Negotiation on; Pay, conditions, health and safety, Equality, Time off, Negotiation/campaigning power depends on membership density and how active members are (leads into activity D) * Information: management changes, company policies, minor changes that affect staff H&S accidents, reports * Consultation: on proposed changes to terms and conditions, redundancies | Use the shared white board or a word document  Refer to the action plan on page 39 in workbooks and ask reps to find out what these 3 things mean for their branch |
| 5/10 mins | Slide 8/p 14 | **Set the homework to watch the ‘How Prospect works’ video on the website (Link provided already in joining instructions & on Page 15)) and complete Activity D open the Activity D word Doc (if needed) which is on page 14 on the work books so everyone is clear on what they have to do.**   * Session 2 Activity D - Servicing or Organising (introduce the main difference between without giving any opinion) * For brief overview –Servicing focusses on the service element of of a union and tends not to rely on members involvement and election of reps is usually done by union leadership and organising which involves members at all levels and reps are elected by co-workers. * Ask delegates to put a tick next to the statement they feel best describes their workplace or ideas of the union from colleagues/themselves. * Ask delegates which column had the most ticks and what they feel based on their results may be the best approach. (we would hope they say organising) * The main points are that some parts of the union will always be servicing heavy (i.e. home workers) but the organising approach allows for more activity, greater empowerment and a greater longevity of the union * This will lead into later activity about how organised their workplace is. | Questionnaire in workbooks Page 14)  Activity D word doc |
| **Finish the session**  5 mins |  | * Try to encourage a bit of social interaction before everyone goes offline and confirm the time and date of session 2 * **Run the Poll! (on Zoom) if delivering on Teams, the evaluations links are on the last slide in PowerPoint 3.** * **Along the bottom of the screen, there should be the poll option click on the day and then launch the poll. Once all the reps have completed (check numbers) and then close the poll at the top right-hand corner. This will automatically save the poll. Please let Kathryn know if reps had any issues/forget to run the poll so an email can be sent out to gather this information.** * **End of session 1** |  |
| **Online Session 2**  **Homework feedback**  **5 mins** |  | Feedback from homework;  Servicing V Organising  • Ask delegates which column had the most ticks and what they feel based on their results may be the best approach. (we would hope they say organising)  • The main points are that some parts of the union will always be servicing heavy (i.e. home workers) but the organising approach allows for more activity, greater empowerment and a greater longevity of the union  • This will lead into later activity about how organised their workplace is.  Move onto the structure video and present the next section focusing on their branch |  |
| **How Prospect Works**  **15/20mins** | No Slide  p15 | * Learning outcome; Knowledge of union structure. A union is democratic and its’ structure should reflect that and make that possible. Any member gets to have a say on their workplace no matter how big their employer is. * As video points out, every branch has a right to raise an issue at their own conference, sector conference or national conference * A branch is made up of different offices, roles and sometimes many locations. * It also has a committee made up of elected positions. |  |
|  | Slide 1/ p15 & 16 | **Once everyone is settled bring up session 2 PowerPoint**   * Outcome to be achieved; how the branch is set up * The diagram shows a branch **Tutor chooses relevant examples of who a branch represents:**   **Within different departments, or different workplaces or the same job role or within a whole workplace for instance**   * According to rules branch has to have a chair, secretary. * Branch meeting where an issue can be raised and discussed and a democratic decision can be voted on. The majority of the vote is the course of action a representative(s) takes up   with management on behalf of the members.   * It is sometimes difficult to attract members to branch meetings, apathy rules in most cases. Decisions still need to be made on the day to day business of the branch and to facilitate this, the branch of members elect a committee. * It’s important that all areas, grades, department and shifts all have representation on the committee. | PowerPoint online session 2 |
|  | Slide 2/p 15-16 | * Which branch – does it matter? * Prospect branches come in all shapes and sizes. They evolve to fit the needs of the members. Most are designed to match the organisation structure of the employer. * Regional branches – too small to form a branch (under 21 members) or there is no recognition from the employer. * TU act 2015 for a ballot of members to be legal it has to have all of the members who are affected by the outcome balloted and this can be called into question by the employer * Basic principle of this section is that delegates start to understand the structure and democratic structure of union * Running a union democratically can be difficult, but it’s worth it * Takes balance between pure-representation, and leadership * About giving members a say… * …and making sure they KNOW they have a say, and how. * Gives them ownership of THEIR union * If we can unite members behind an issue raised by them, chosen by them, that’s important to them, it gives us the foundation for VISIBLE union activity * One of the main roles of the rep is guiding new members into the right branch |  |
|  | Slide 3/p16 | * What happens when a member joins?  1. Where they work to be relevant for their workplace 2. Who they work for so pay and conditions can be improved 3. What their role is, so working conditions can be compared with others |  |
|  | Slide 4 | • Complete action plan if they know their branch chair/secretary/find out etc…. | Refer to the action plan on page in workbooks and ask reps to find out who fill these roles in their branch |
|  | Slide 5/p17 | * Outcome to be achieved: what can happen at a meeting or a committee meeting   A meeting needs to be in quorum for a decision to be made and action taken at the meeting. A quorum is enough members to be a reasonable representation of the branch total number; it can be set to reflect the branch, so 10% for instance.  Emphasise that the committee acts upon the will of the members at the meeting. It is generally the case that the committee has to steer the members into making a decision and keep expectations realistic. |  |
|  | Slide 6/p17 | * How do branches target their resource/efforts at the right issues * Steer discussion towards reflecting the issues of interest to the majority of membership * Then challenge with consideration for importance/urgency, e.g.   + Issue 1 = quality of the teabags in meetings/could be Co-vid related instead   + Issue 2 = widening gender pay gap in department B   + Issue 3 = compulsory redundancies in department C |  |
|  | Slide 7/p16 | The Bectu sector is split into 5 divisions, each division could have smaller sub-committees that act as a negotiating committee with a large employer or group of employers such as SOLT, UK theatres or PACT. It could also be with a contractor who works for the BBC. These are where pay & conditions are negotiated for large groups of members  These committees share good or bad practice from likeminded employers  Just like a big branch a division is the place to discuss industry wide issues such as closures due to Covid 19 |  |
|  | Slide 8/p16 | This slide shows how the Bectu sector is made up. Once again wider issues could be raised that effect the whole of the entertainment and communications industries |  |
|  | Slide 9/p18 | * Diagrams of support and the structure of Prospect/BECTU * So delegates understands what support is available * Key to diagram:   Orange = access available to branch members  Yellow =access available via reps and officers notified  Green = access available to reps  Pink = access available to members and reps via Officers and organisers | Action plan (p39) – find out who is your Negotiation Officer and Organiser for your branch |
|  | Slide 10/p19 | * Structure in more details and shows the link between the member and the union (the influence is at the hands of the members) |  |
| **4 –**  **The role of a rep**  **15 mins**  **15 mins** | Slide 11/p20  Slide 12/ p20  Slide 13/Pg20-24  Slide 14/15pg24  Slide 16-18 appendix 3/pg42  Slide 20 Pg 24 & appendix 4 p44 | * Basic of reps role in more detail as they are key link between members and union * Prospect prides itself on its reps and the good work they do.   (Many reasons members become reps)   1. They are good communicators and other members think they would be best for the job 2. Feel strongly about issues and want to change things for the better 3. Dissatisfied with something at work and wants the rights of a rep to influence members and management 4. Persuaded by another rep 5. Give something back as a member who’s been helped by Bectu 6. No one will step forward and a rep is needed.  * **Activity E What do union reps do? (20 mins for activity) share Whiteboard after you have explained the activity do as a big group** * In a group make a list of all the things a rep may do as part of their duties * Reinforce that to look what they would want a rep to be in ideal world * Make a list of the skills needed – no one will have all skills so split role if possible so focus on individual strengths. Refer to jigsaw to what a strong branch looks like * Pick the 4 most important and get a delegate to feed back * Union reps; negotiate agreements with employers on pay and conditions, discuss major changes, such redundancy, discuss members concerns with employers, accompany members to disciplinary and grievance meetings and hearing, help member with legal and financial problems (with support of Prospect) * Skills; Empathy, Good listener, Persuasive, Good communicator, tenacious. * Highlight no every rep can be good at everything, play to your strengths and don’t burn out. * **Share PowerPoint at slide 13 to show rep roles** * Recap over the different types of reps and ensure delegates know there are pathways open to their future learning (jigsaw of different rep roles – page 25) * New slide go through values and and behaviour expected of a rep and the code of practice as agreed with NEC Nov 21. * Overview of GDPR – do’s don’t and pitfalls. Suggest reps also look at their workplace policy regarding their role as a rep and what they can use and are entitled to. * Overview of movement tool. Suggestion that reps watch the movement video and when they first use, they use the PDF guide (it is comprehensive) These should both be available on the student resource page – subject to being shared. * Only branch secretary or web-editors can send out a bulk mail/campaign on movement. * The branch can elect someone to these roles and they need to inform their full time officer for them to ok this with the membership to get the permissions | Use whiteboard facility  Mention further training  One crucial point all reps need to be aware of GDPR more information in the appendix  Ask reps to discuss the GDPR access within their own workplaces with the branch secretary/chair. Do they have separate room, private file, cabinet that locks etc….. |
|  | Slide 19 | * **Set homework** * **Look over the movement tool** * **Look at the website in order to think about how they would signpost members/generally familiarise yourself.** * **Activity K How well organised is your workplace?** * **Following on from the previous activities – this is an opportunity for reps to access**   **where they feel their branch is at present in terms of how well organised, does the delegate feel the branch has adopted the right approach to recruiting and organising and union activity**   * **Where would the reps like to see if going in the future** * **Following on from activities which have asked you to complete element of the action plan, please look at the 4th point in the action plan and use ideas from the following activity to help complete it** * **Reflecting back to the questionnaire on servicing and organising on activity 4 and the previous activities, please add your responses into point 4 in your action plan** * **On a scale of 1 – 10 how organised do you feel your workplace is?** * **How is your workplace organised?** * **How do you feel your workplace could be improved in the following areas?**  1. **Building Membership** 2. **Communication with members**   **Getting members active**   * **End of session – run poll! (equality poll – anonymous and option of prefer not to say)** * **End of session 2** |  |
| **Online Session 3** |  |  |  |
| **Session 5**  **The rights of a rep**  **15 mins**  **8-10 minutes** | Slide 1-5/ p26-27  Side 6/p28 - 29  Slide 7/p30 | **Ask if everyone has done their homework? This will be followed up later in the session.**    **Share PowerPoint Online session 3**   * Confidence of the rep – what they can/can’t do and what to ask for from their employer * Session looks at the rights and how you can challenge your employer on what you need to do your role * Legal rights Overview (ACAS code of practice 3) * Describe the difference between Duties, Activities, Responsibilities * Facilities agreements * **Activity F – what are your rights? Introduce the activity with slide 6 then swap to share the word doc Activity F to fill in the answers the big group.** * **Tutor to pick 8-10 from the list in activity F and ask reps which heading it fits under** * **Tutors note (suggested answers responses below). There may be some overlap….**   Duties, should include; staying vigilant and taking action on H&S issues(H&S), representing members in disciplinary/grievance, attending meeting s to discuss internal union business (could be activity too), organising education opportunities (ULR), keeping members informed of all union activity.  Activities would include; recruiting members, setting up events and attending stalls in the workplace.  Responsibilities could include;keeping employer informed about any time off for union duties  Not responsible for; balloting for strike action, acting as a primary support for a member with mental health issues; representing themselves, help member submit a claim to an employment tribunal, sorting out personal difference between colleagues (may crossover into activity dependant), advising those who are not members of the union (may crossover if during a recruitment)   * Are there any crossovers? * Where can you find evidence to back up your initial thoughts? * **Activity G. What would you do if? Stop share maybe share slide 7 to set the scene then stop sharing to go face to face for this activity You should just choose a 2 or 3 from the list depending on time.** * In the same group look over the following situation below and decided which action should be taken * Answers that we are looking to get * Scenario 1.  A member has approach you as the rep. In a recent meeting with male colleagues, this female member was asked to take the minutes. As the only female in the meeting, she now feels uncomfortable as it isn’t part of her role, what can she do? * **Scenario 1 Refer her to her manager about behaviour and have a reasonable conversation with some actions to take. She could suggest training for the workplace to highlight unconscious bias. If the informal approach doesn’t work, she could raise a grievance in line with equality act.** * Scenario 2.  A member has approached you because she witnessed another member being racially abused by another member of staff. When they complained to her manager they were told nothing could be done as they were not the one being abused.   **Scenario 2. Try to raise it informally initially, perhaps speak to another manager higher up. Legally this member can raise this under the equality act as a witness, so she could raise a grievance in their own right.**   * Scenario 3. A member comes to you as they feel like their privacy is being invaded due to new CCTV being added in their area at work. This is starting to affect their mental health.   **Scenario 3.  Two points here to look at, it would be worth noting if the CCTV was implemented with/without Union consultation. If so, was there any guidance of what its purpose is? Is it to safeguard staff? Can it ever be used as evidence in a disciplinary? (argue against this). The second issue needs a private conversation with the rep about how they are feeling at that moment and what support they have. Have they sought advice or help and can you provide any further information – mental health first aiders in the workplace.**   * Scenario 4The union has a bad reputation with a group of part time workers who feel they are under-represented as a group. None of the group are in the union.   **Scenario 4.  As they are not members, advise them of the benefits of joining so you can assist further. (check Prospect’s policy on pre-existing issues) However, as you are aware of the area not being represented, would any one of them consider standing as a rep on behalf of their colleagues. They would have a greater understanding of the issues and feeling around this**.   * Scenario 5. A member approaches you as they feel they may be discriminated against. Their boss lives and breathes work and expects the member to do so as well. As a single (marital Status) employee, the member has noticed the expectation is not as great for those with families. Is there anything they can do?   **Scenario 5 Remind of contracted hours and politely asks them to stop contacting in your personal time. Is there a policy on work life balance? Can they evidence the difference in workload? The member could raise a grievance if it doesn’t stop.** | PowerPoint online session 3  Word docs Activity F & Activity L  Tutor to encourage reps to check their recognition agreement and possibly updating it with their Branch Officer  **Tutor has the option of using the red herring document, - already filled in and the reps need to identify the two wrong ones.** **Resource in the tutor resource Activity F – red herring doc.**  Tutors remind reps that they should only represent members in formal meetings after completing reps part 2 |
| **6 -**  **Ingredients of Union influence**  **5-8 mins** | Slide 8/p31 | **In the online version to save time we run this session slightly differently by not doing the activity H and it being difficult to split up into groups online.**   * We’ve now looked at the rights of the rep and offered some scenarios into some workplace issues * Building on from the Servicing Versus organising exercise, it is important that all members know they can be active including recruiting, assisting with events, compiling newsletters, putting items of notice boards so it doesn’t always fall to you are the designated rep. It may be that you’ll recruit another rep just from involving them in these types of activities. * The more activity you have in branch, the more people will hopefully want to get involved.   This short session is designed to steer discussion back to collective methods where we, as trade unionists, can really add value. |  |
|  | Slide 9/p31  Slide 10/p31 | **Explain the benefits of each ingredient.**   * Membership density, It is very important that reps realise, without enough members the management will not take the union seriously and could look to de-recognise the union. * Engaged members, it is very unlikely that any issues will get resolved if the member are not involved or care * Visible Profile, the management will conveniently forget to consult if they never see a union presence. Why would a non-member join something they never see or hear about * Dialogue, the need to have good lines of communication to members and management is necessary to make things happen * Representative membership, If members don’t feel they have a voice, their membership will be their first cost saving when they look at it * Representatives - with input, forgotten workforce, seeing no value to TU, nothing will get done, low membership, no activity * In case it hasn’t been covered, ask how these ingredients sustain each other. What’s the role of the rep in all this? * An extra ingredient has been added Equality & diversity - to highlight that members expect these issues to be addressed. Everyone wants to work in a equal workplace and reps fighting for equality and diversity issues can be high profile and promotes the values of trade unionism   **Refer to the virtuous circle** | 6 ingredients as on powerpoint/workbook |
|  | Page 32 | **Activity I - Why don’t people join a union? Was joined in the first session to Activity B so is skipped**   * **It may be worth pointing out the 10 good reasons to join on page 33** * **Raise the concept of joining the gym is similar to joining a union. Just because you pay your subs you don’t get any fitter unless you participate and you don’t get change in the work without participation.** | 10 good reasons as to why people have joined Prospect to use as a resource in the future. |
| **7 -**  **Building a stronger Union** | Slide 11/p34 | **Building a stronger union Activity J is cut from the online course to reduce to technical problems of running a video and is no longer in the online version of the workbook** |  |
| **5 mins** | No Slide/p34 | * **Activity K How well organised is your workplace? Was done as homework so see how they got on and get feedback done without sharing the screen face to face** * Following on from the previous activities – this is an opportunity for reps to access   where they feel their branch is at present in terms of how well organised, does the delegate feel the branch has adopted the right approach to recruiting and organising and union activity   * Where would the reps like to see if going in the future * Following on from activities which have asked you to complete element of the action plan, please look at the 4th point in the action plan and use ideas from the following activity to help complete it * Reflecting back to the questionnaire on servicing and organising on activity D and the previous activities, please add your responses into point 4 in your action plan * On a scale of 1 – 10 how organised do you feel your workplace is? * How is your workplace organised? * How do you feel your workplace could be improved in the following areas?  1. Building Membership 2. Communication with members 3. Getting members active | Additional resources:  Servicing V Organising questionnaire (page 14)  Action plan (page 40) |
| **(10-15 mins for whole activity)** | Slide 12/p35-38 | **Look at guidance of GDPR and explain the pitfalls of this activity.**   * **Activity L Charting in the workplace.** * **As the tutor we would suggest dividing the group to have 1 or 2 reps to look over each department and pick out the key findings.** * **NOTE; The second proposal is the same amount of hours for staff but over a 10 day rolling rota rather than a 5 day rolling rota.** * **We want reps to identify the following.**   find out where members are and the strength in the workplace, areas which could be improved in terms of membership.   * What can they do to engage members further? * Highlight the two different proposed changes and would this change their approach to management. We would suggest using a working party as two proposals affect different groups – who would be on the working party (ideally one from each department – won’t always necessarily need to be the rep) * How would their members feel about the first proposal? * How many members are affected negatively by the second proposal for operations – two reps in the department but differing views – would this provide a balanced view. (What do we think of Martha’s viewpoint as the rep? Perhaps working on her own agenda of trying to increase pay rather than thinking of the work/life balance) * What if there is a well-being policy within the workplace? * Can anyone be identified as a potential rep/advocate for the union? * Things to remember when recruiting/then mapping the workplace…   Pitfalls to doing this; membership list is only updated on the information members have given to us e.g. if a member has left they won’t necessarily let Prospect/Bectu know and so they may still show on the membership list.   * The list is private and confidential/any notes you make about members/non- members need to be kept very securely. Not every member wants to be known and you’ll have to show some discretion in your work as a rep (hence the ebranch and the list of members most GDPR compliant way of contact members. * Always be wary of GDPR, if members have expressed a wish no to be contacted, we have to honour that as part of the consent on the application forms.   (use points on p38 to help) | Activity L doc |
|  |  |  |  |
| **Action Plan**  **2 mins** | Slide 13/pg39 | * Ensure everyone has a clear focus on their action plan when going back into the workplace/ready for organiser follow up. * What will they stop, continue or start to do | Action plan |
| Summary of the course/Finish last session  **2-3 mins** | Slide 14/pg40-48 | * Go over learning outcomes from delegates at beginning of the day * Clarify links and further information & appendix if needed * **Run last Poll! (if delivering on teams use the links to the forms (PowerPoint 3 last slide)** * **Say goodbyes** |  |
|  |  | * + **End of the course** |  |