# REPS Part 2 (Handling Cases) online

## Tutors’ notes

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## Introduction

This is the new reps training course for 2020 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 reps that have completed Reps part 1 and who are currently working from home due to the restrictions from COVID-19. In the spirit of supporting our members time in 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 a good mix of tutor led sessions and practical sessions for reps to build their confidence and understand more about what the role entails. We’ve tried to include a selection of case studies for reps to work on as well as giving clear guidance on the processes and procedures new case handlers may face.

The original workbook 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 unlike the part 1 we are asking reps to email their homework to you the tutor to assess. This is then fed back to rep and concerns addressed with rep offline. Where possible we have tried to have the main delivery as face to face as 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 video’s, are not included in this version of the course for ease of delivery but some are linked to watch as part of the home work. We also encourage new case handlers to use the opportunities within their branch to gain experience and not to be too nervous about approaching their first case. We all have to start somewhere!

## 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 participant’s workbook, which covers logistics, background information and activity sheets
3. 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.
4. 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.

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| **Session** | **Slide no/WB page** | **Notes** | Resources |
| **Session 1 online** |  | **Open up and minimise to the tool bar the following documents:**  **Activity B part 1; Activity B part 2 & NEP Reps Part 2 online session 1 PowerPoint.**  **On entering the online meeting share the PowerPoint and on slideshow click the from beginning option then stop sharing, When you share the PowerPoint on the session it will show the slides rather than the editing page. To progress a slide when sharing use the forward arrows on your keyboard.** | **Activity B part 1; Activity B part 2; & NEP Reps Part 2 online session 1 PowerPoint**  Have the printed pages 49, 50 & 55 for activity E  Rename yourself (as will be either Lesley or Prospect education. Add pronouns and use these when introducing yourself and encourage reps to do the same if they are comfortable to. |
| **Welcome**  5 mins | No Slide pg 2-9 | * **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 from the online lobby, as they arrive online, Invite people, as they arrive, to skim through introductory section of workbook (learning outcomes and what to expect)** |  |
| **Workbook Session 1 –** Introductions and objectives  10 mins | No slide/  pg. 2-9 | * **Introduce tutor here** * **Pronoun to be mentioned** * **Go over housekeeping: muting mics until speaking and trying to not talk over people.** * **Go through learning outcomes page 2** * learn more about the laws, policies and agreements that shape union representation * learn more about how to represent individual members effectively * find out how to identify collective issues and problems and deal with them * make some plans for when you return to work. * **Interactive course and reps are encouraged to discuss, raise items and participate in the sessions. There are some homework elements which need explaining and which email to send them to. The homework sheets will be sent out with the workbook.** |  |
|  | No Slide/p10-11 | * **Workbook Session 1: Activity A.**   **On introductions ask everyone to introduce themselves and answers the following:**   * **Their name** * **Where they work** * **Do they have a union role?** * **What are the common issues in the workplace, this could be remote working?** * **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. This can be done on the whiteboard function of zoom or pen and paper by the tutor** | Workbooks  activity A for delegates included in this Session |
| **Workbook Session 2 –** Personal Cases and members’ rights  10 mins | Slide 2 - 7  pages 12 -15 | * **Share the PowerPoint for online session 1 go through the 6 slides** * **Slide 4** mention the right to request flexible working becomes a day-one right from the 6th April 2024 instead of from 26 weeks * **Workbook Session 2 Personal cases and members’ rights** * Outcome of session 2 - the session is designed to clarify the role and bring out any areas of confusion or concern among delegates. * Tutor to go through the - emphasise that reps make the best case handlers as they know the working landscape, hopefully they’ll have a good relationship already with the employer and will know the members and be respected by their peers. The role is to try to resolve issues as swiftly as possible and to know the right support as and when the rep needs to escalate the issue. * To appreciate the importance of the case handler role * Prospect’s duty of care * In November 2021 a code of practice was created for Prospect and Bectu representatives. It had the aim to highlight the role of the rep/case handler: see below & more detail on slide. * Provide you with clarity about your responsibilities to ensure the respect of others. * Inform you about your rights if you feel you are not being treated with respect. * Table is there as reference and for delegate to use as a guide for the future * Trade union and Prospect’s approach * Rep is there to uphold the rights of the member during any case | PowerPoint Reps 2 Online session 1 |
|  | Slide 8  Page 16 | • Recap on skills on role from reps 1 – tutor to link to what was covered in reps part 1 (role of the rep) |  |
| **Workbook Session 3 –** Help for members  15 mins  10 mins | Slide 9-11  Page 16 -19  **Then word doc**  **Activity B part 1**  Page 17  No Slide  Page 19  **Word doc**  **Activity B part 2** | * **Workbook Session 3: Help for members start with activity B you may want to keep sharing the slides 7 & 8 to explain the activity** * **Activity B part 1 & 2 delivered in a big group, go through member’s initial requests page 17 & 19.** * **Share each word document to fill in from the discussion. Read out each member request for ease and those with difficulty reading. Please note we only cover member 2, 3 and 4 due to timings.** * Activity B – Help for members. Learning outcome – to understand the importance of getting all the facts from the member and to appreciate the need to manage members’ expectations * Tutor reads out a member case for each rep and ask them what they would reply to the member * Then introduce the 2nd part of the exercise (more information) and ask each rep how they would now reply with the extra information and did it change from their initial response. * Feedback further for 10 minutes * Learning outcome – to provide confidence to reps early on and show they know more than they realise.   **Points/guidance on the answers;**   * Member 1 – yes you can help and will endeavour to find a female colleague. Nevertheless, all reps are trained in the same way and will offer the same advice. Prospect membership entitles the member to advice, not necessarily the right to choose their rep. * **Member 2 – Yes, you can help as they are a member but it is a case of managing the members’ expectations. It’s unlikely you’ll have a different answer to the other rep.** * **Member 3 – confidentiality is possible but not if the issue may become a police matter or possibly if it goes to a tribunal.** * **Member 4 – You would help and find the details of the case**. * Member 5 – As they are not a member, you cannot represent them. This calls into question your integrity if you do and you’re not insured to represent non-members. You can advise them on the issue as much as possible, explain about pre-existing issues and membership but ultimately advise the member to join. * Member 6 – Yes, you can help and advice, similar to member 1 in terms of whether we have that available resource and advise that all reps receive the same training and will respect their religion/belief and the bearing on the case. | **Word docs Activity B part 1 & 2**  **1 big group for activity**  as before for 2nd part of activity |
| **Workbook Session 4 – Handling cases (the basics)**  20 mins | Slide 12-23 Page 21 -33  The initial request (slide 13)  Establish the facts (slide 14)  Key decisions  (slide 15)  Identify the issue  (slide 16)  Mitigation  (slide 17)  Policy  (slide 18)  Next steps, watch out for, putting the case  (slide 19 – 21)  Investigation meeting (slide 22)  Hearings and rules  (Slide 23)  Outcome  (slide 24)  Legal cases  (slide 25) | Activity B focused on what you already know, now we will look at the processes for handling a case.   * The main learning outcome from this section is for delegates to understand the processes from start to finish. * Suggestion; ask the delegates to focus on the slides – all information is in the workbook so if they want to make notes, they can. * Initial request from member, establish the facts (proforma to talk through), decision, identify issue and mitigation, the importance of policy (following correct procedure), next steps, putting the case, investigation and hearing ground rules, It is important that reps   know what they are allowed to do or say in a particular meeting, outcome and legal cases (responsibility of legal team)   * Introduce pro-formas – refer to PIP method as well (in appendix if rep prefer that method) * We’ve already mentioned pre-existing issues and membership and why these are important. Point s to remember are; Prospect insurance covers advise to members only, remember your credibility as a rep if you offer advice to everyone. Use your judgement on case by case situation – if a new member of staff is facing an issue, have they had a chance to join etc (benefit of the doubt) * Prospect don’t deal with pre-existing issues. It is important to clarify the members’ subs pay for any legal cases and it is based on the likelihood of the case winning. * If another member is involved, Prospect offer representation to all members so separate representation would be needed for the other member. It also has to be the same level of representation. E.g, two reps or two officers, not one rep and one officer. * Confidentiality is important as often personal details may come out. It is important as the rep you keep the details of cases confidential (especially if there are several witnesses to an event) don’t get drawn into any gossip or assumptions. If a manager didn’t keep the confidentiality we would raise it as unfair treatment. * Are you the right rep? Generally you may face scenarios where you may have a friend seeking help. It is for you to decide whether you can help them or if you’re too close to the situation. If you have other reps it may be wise to ask another rep to take the case. * Self-explanatory – go through the slide * Go through slide. Has the case become formal or not? Escalate to officer if you feel it may need to be considered for an ET. * What kind of case is it? Clarify the difference between a grievance and a disciplinary. * Often can be key in a hearing. However, it is important to remember it is not a line of defence. It is important to ensure procedures were carried out and poor/ lack of investigation can be crucial to a case – certainly if it escalates. (more details on this later.) * Always familiarise yourself with the appropriate policy before the hearing. Are policies accessible for staff? Often policies can overlap so ensure you have clear ideas of what the company’s stance is. In an ideal world, policies will have been consulted on with Prospect, but this is not a given. Always ensure the policy is appropriate and can be adhered to. * Go through the slides. Important to remember it is the members case not the reps, get the member to provide a timeline, emails and other details. They should be involved in the process. * Possible discrimination – may not be immediately obvious. If in doubt, check with a full time officer at Prospect. * Make it very clear that some employer policies do not automatically allow a member to be accompanied at an investigation meeting * Go over the difference between the reps role in the investigation and the hearing. Do’s and don’ts should be clear on the slides. * Go through the slide * Touched on this previously. There are strict deadline for legal cases, so always flag up with your officer. * If the member has sought legal advice elsewhere, Prospect won’t continue with the case. | Take time with this session  Proforma 24 – 27)  Delegates can refer to their workbooks throughout this session as lots of information and points for reference.  PIP method, Problem, information, Plan (another way of capturing information to present a case. |
|  |  | 5 minute break |  |
| **Workbook session 5**  **Interview skills**  **15 mins** | Slide 26- 31  Pg 43-47  Slide 27 before the interview  Slide 28 during the interview  Slide 29  Get the facts  Slide 30  At the end of the interview  Slide 31  Keeping safe | In this session we are looking at how a rep interviews a member during the personal case process.  Before the interview - use the slide as a prompt and don’t forget to say a rep need to allow time to conduct an interview  During the interview - use the slide as a prompt reiterate about asking to make notes under GDPR and what you will use the notes for.  Get the facts – explain the 5 bums on a rugby post to remember what facts you need  At the end of the interview – confirm what you think the facts are by asking close questions. An example would be My understanding is that there were not any witnesses to the remarks aimed at you, is that correct?  Keeping safe – mention that it is very rare that reps feel unsafe but just case go through slide |  |
| **Activity E**  **(45 mins)** | Slide 32  Pg 48 -61 | In the activity E explain what is going to happen with the slide 32 up.   * Ask the reps if they can have the first homework sheet open as they can fill in the Pro-forma as they go. * Explain you are going to play Alex the member and they can take it turns to ask questions as though you were interviewing the member. * The process the activity is using is the one on the pre-reading and they need to check it before completing the homework. * **Start by being in character and reading the invitation to an interview letter and the email from Roger Black.** * **Refer to the extra information on page 55 to answer the questions; you may need to make up bits to questions that are not covered in the information.** * **Try to make sure everyone of the reps asks you questions and engages in the activity.**   **In conclusion put up slide 34-38 make sure they know they are sending you the completed sheet** |  |
| **Online session 1 homework**  **(5-10 mins)** | Share word doc homework sheet for online session 1  Slide 33  Slide 34-38 | Set homework; complete Activity E as started in session – add in the next steps for the rep? (15 – 30 mins)  This pro-forma has to be completed and emailed to the tutor as it part of certification process. (show homework sheet and share if needed)  Also watch Youtube link on listening <https://www.youtube.com/watch?v=D6-MIeRr1e8> (5 mins)  Watch the Andy video from Activity F and read the letter page 72 (15 mins)  Activity C page 34 – 37. Answer the questions using the extract on Acas guide and citing evidence/paragraph to support answer. (10 mins)  **Example of homework sheet for reps to send completed.**  **Run poll & say goodbye.** | Add your email address into the chat box as a reminder where to send homework sheets to. |
| **Online session 2** |  | **We are expecting the reps to send you their homework from online session 1. For the feedback to work the tutor should have read the returned homework. Errors should be flagged up individually with the rep.**  **Open up and minimise to the tool bar the following documents:**  **Activity C: Activity D; Activity G; & NEP Reps Part 2 online session 2 PowerPoint**  **On entering the online meeting share the PowerPoint and on slideshow click the from beginning option then stop sharing, when you share the PowerPoint on the session it will show the slides rather than the editing page. To progress a slide when sharing use the forward arrows on your keyboard.** |  |
| Homework feedback  **30-40 mins to go through all homework/feedback** | Slide 1-2/pg62 & Appendix 4 p127  Slide 2 | **Initially start with how they got on with the homework,**  **go through feedback of the homework Activity E, bring up the first slide. lead them to answer the feedback questions.**   * **Have they got the procedure right?** Well no, there is no evidence of a proper investigation. The timeline is very slow. Explain what gross misconduct is; it is when an employee has done something that means that it is untenable to keep them employed. Ask them to consider if the management have acted like it was gross misconduct. The answer should be no, as they did not suspend Alex as if they thought Alex might hit Roger, they needed to protect Roger. * Ask the reps what they think is the employee’s version of Gross misconduct? The answer is Constructive dismissal. An employee must give their notice in forthwith. The union do not recommend that a member does that except in extreme circumstances. * **Are there any mitigating circumstances?** Yes, we want reps to come up with childcare, doctor’s notes arranged the neighbour to look after the children. Provoked by Roger * **What about the behaviour and actions of the management team?** We are looking for the reps to say that Roger does not believe Alex and Ian Black has already made his mind up about the meeting. Issues with the letter – false information.   **The main outcome is that the employer did not follow its own procedure, but does not mean they will drop the case, mention the Knob head case as law that employers should follow their procedures but may go ‘so what’ so reps still have to come up with a plan for the formal meeting.** | Mention constructive dismissal & success of such cases. Again on if proven ‘untenable working conditions’  Case law in appendix Talon engineering V Smith. |
| Homework feedback continued | Slide 3/p72-73 | * **Activity F feedback, go through questions on page 73** * Group discusses the reps’ performance   Answers we’re looking for;   * Did Elaine listen to Andy? No * Did Elaine understand what the management wanted at the meeting? No, she was taking over with what she thought they may raise about health and safety issues and raise assessments. * Do you think she represented the member correctly? No, she never gave him a chance to talk! She clearly hadn’t prepped the member for the meeting either. * Do you think it was appropriate for Elaine to attend? It was an investigation meeting. Check your workplace policy/seek ACAS policy if unclear. It was inappropriate for Elaine to attend if the manager had no issue but she shouldn’t have spoken or answered the questions meant to Andy. * What would you have done differently? Obviously, this is for discussion but hopefully no one thought this was a great example! |  |
| Activity C | Slide 4/pg 34-37 | **Activity C questions on representation once again you again introduce it from the slide share the word document for use to fill in the answers from the big group. Point those that can see their workbooks to page 34-37 for the help**   * Activity C – Ground rules for casework. Taking information from the previous discussion and tutor led session and using the extract from ACAS 39 – 41. How would you answer the following scenarios. It is important for reps to ensure they give their answer and the appropriate paragraph or sentence they would use to back up their point from the ACAS extract. * Tutor guidance * Point 1 – it is reasonable in accordance with ACAS (see paragraph on time limits for warnings), nevertheless as it isn’t a final written warning, you may wish to see a lesser time limit e.g six months) * Point 2 – Mitigation should always be taken into account on a case by case basis. If you feel that it hasn’t had a bearing on the penalty, the appeals process if there (and will be heard by another/ more senior management. (evidence under appeal procedure) * Point 3 – Evidence is within the first part (preparing for the meeting.) You’d need to understand more of the case. Ultimately if it has a bearing on your member and their future, it should be submitted as evidence. All hearings/members should have confidentiality and management can’t treat staff differently if it important to the case. * Point 4 – Quite simply – no. Evidence under the paragraph (provide employees with an opportunity to appeal). It goes against natural justice to deny the process. |  |
| Activity D - 10 mins | Slide 5/p38 | **Activity D rep’s rights as a big group pages 38-41 share Activity D word document**   * Activity D – as Activity C use the extract from ACAS code of practice to decide how they would answer questions on the right to be accompanied. (page 38-41) * Point 1 – Yes, as a voluntary rep you don’t have to take on any case you’re uncomfortable with.   \**Reminder that no rep should ever feel like they must take on a case.*   * Point 2 – Evidence in ‘extract from discipline and grievance at work’ (section 2 on page 40.) As it is informal, you do not attract the right to accompany the member. However, you may wish to raise with the manager if the member is in **distress** (their duty of care). Generally refusal for company may imply some unfair practice. If the meeting is above board, why not let you attend as a silent witness? * Point 3 – Evidence in the point 17 (page 40). The companion/rep can address the hearing, sum up the worker’s case. Rep cannot answer direct questions put to the members. You can also ask for an adjournment if you feel the member is distressed and use this time to go over what the member should say.   By the end of this section delegates should have a clear idea of the processes and understand reference to policy and how to start to build points. | Word document Activity D |
| **Workbook**  **Session 6 – Data protection and record keeping**  **10 mins** | Slide 6-12 page 64 – 65 | **Session 6 Go through slides GDPR slides 5-11 the optional parts of Workbook session 6 are not in the online course.**   * Go over the PowerPoint and main points and pitfalls for new reps * Go over most common mistake by new reps – not clarifying with manager data needs/requirements as a rep. * Not using password protected documents * Remembering not ALL members have given consent to share information. * B’ccing members but attaching a document without a password | Introduce; Action plan in workbooks  Mentioned optional 6 – protected conversations/settlement agreements – discuss the language as they may hear reference to it. What does it mean?  Officers will deal with these cases. |
| **Listening quiz**  **10 mins** | Slide 13 - 18 | * As part of your homework you needed to watch the video on listening skills. * **There is now a short group test to check the things to remember are important about listening. Answers revealed on second click of slide**   **Q1. Name one benefit to improving your listening skills?**  Speaker feels heard  Better understanding  Stronger relationships  Better connections  **Q2. What does good listening avoid in the workplace?**  Conflict  Misunderstanding  Help relieves negative emotions.  **Q3. Name 2 of the 4 key skills of effective listening?**  Focus full on the speaker  Avoid interrupting  Avoid seeming judgemental  Show your interest.  **Q4. How else can you show you are listening effectively?**  Positive body language like:  leaning in  facing the speaker  maintaining eye contact.  **Q5. How many words per minute does the average human speak?**  125-150 words. |  |
|  |  | * Five minute break |  |
| **Workbook Session 7 - Investigations**  **10 mins** | Slide 19- 21  Page 70 & 71 | * Investigation – what makes a good investigator and the role of the investigator   with explanation about that a formal meeting has an outcome that has a disciplinary sanction and an informal or investigation meeting should not reach a disciplinary sanction outcome. |  |
| **Workbook Session 8 -**  **Formal Disciplinary Process**  **45 mins** | Slide 22 - 25  Page 74-82  Slide 22 & 23  Slides 24 & 25 reveal real life outcome. | **Run the Activity G case as a big group, share activity G worksheet and read out the witness statements and go through the prepared Pro-forma. With reps, fill in the strategy planner, it will help to get an idea of how to fill this in for the homework.**  **Try to ask each rep for a contribution to the plan**  **PowerPoint slides 22 & 23 to set activity**   * **Explain that a rep has to look at for and against of a case** * Tutor’s emphasis is to ensure students concentrate on the arguments of the case. Clarify that mitigation provides explanation “not a defence”..but can be part of the remedy. I.e line of argument, neither a strength or weakness * In the opening scenario clarify that the management have followed procedure   **24 & 25 to reveal real case outcome.** | Activity G word Doc  Filled out pro-forma and transcripts)  Action plan in workbooks |
| **Online session 2**  **Home work**  **10 mins**  **5 mins** |  | **Set homework – homework sheet 2**   * **read the information for Activity H, pages 83 - 102 prepare a strategy for Sasha’s case. Fill in the form from the workbook and email it the tutor** * **Watch the Side effects video.** [**https://www.youtube.com/watch?v=wN5BqCKO9DY**](https://www.youtube.com/watch?v=wN5BqCKO9DY) * **Read pages 103 - 104 of the workbook**   **Run Poll & say goodbye** |  |
| **Online Session 3** |  | **We are expecting the reps to send you their homework from online session 2. For the feedback to work the tutor should have read the returned homework. Errors should be flagged up individually with the rep.**  **Open up and minimise to the tool bar the following documents:**  **Activity I; Activity J; & NEP Reps Part 2 online session 3 PowerPoint**  **On entering the online meeting share the PowerPoint and on slideshow click the from beginning option then stop sharing, When you share the PowerPoint on the session it will show the slides rather than the editing page. To progress a slide when sharing use the forward arrows on your keyboard.** | Deadline for all homework is the third session. If homework handed in before the feedback the next day, give reps individual feedback. |
| **Online homework feedback**  **(30 -40 mins**) | No slide  Slide 1 | **Go through feedback from homework and Activity H PowerPoint slide 1 reveals real case outcome so only put it up at the end of the feedback.**  **See the extra sample answer sheet**  TRAINING-Homework\_Reps\_Pt2\_Online 2  Go through real outcome on slide | Homework sheet guidance is in the tutor resource page. |
|  | Slide 2 & 3 pg 98 | **Go through the slides 2 & 3 dealing with a distressed member refer to the homework video. Important to take care of yourselves.** |  |
|  | Slide 4 – 5  Page 97 | **To check if the reps have understood pages 103 “When attending a hearing” do a a question answer session it checks they know how to behave and what they are allowed to do at a formal meeting. Try to ask a question individually to each rep. The sort of questions to ask are:**   * **How should a rep act during the formal process? Answer:** **Be calm, professional, assertive.** **Also, a reminder that the reps title gives equal status in a hearing, no matter how senior the manager is, your role of the rep is to challenge etc. You should never feel undermined/defined by your job role** * **What should a rep take with them into a formal meeting? Answer: Paper and pen and the relevant documents in order** * **Can a rep ask questions of a hearing manager or investigator? Answer: yes** * **Can a rep answer for a member in a formal meeting? Answer: no** * **What can a rep do in a formal meeting? Answer:**  **Ask questions of the member if you think they could express themselves more clearly or advantageously. Clarify what the member has said, if you think the point is not getting across. Ask for an adjournment. The rep can take their own minutes.** |  |
| **Workbook Session 9-**  **Managing members**  **Expectations**  **(15 mins)** | Slide 6 – 7  Page 99  Activity I  Slide 8 page 100 -101 | **Go through slides 6 & 7 managing expectations**  **Run activity I as a big group read out the email and then write on the worksheet/whiteboard the reps responses.**  Session 9 -We’ve just gone over a real life case and luckily it was a positive outcome. Nevertheless, that won’t always be the case. One of the key elements of a case handler’s role is to manage members’ expectations and understand how this may change their behaviours. Members’ feelings /distressed members section.   * Activity I (10 mins) * 5 minutes to feedback (5 – 10 mins mins) * Point we’re looking for are: * Check company social media policy, * Advise it’s not a ridiculous policy but most companies have something now to protect their workers as much as anything else * It may be a policy the union were consulted on. * Facebook not a professional way of communicating with clients? * No one would expect staff with families to ignore their children but equally using social media for non-urgent issues is not helpful in a working environment * Maintaining a standard of professionalism. | Word doc Activity I |
|  |  | 5 mins break |  |
| **Workbook Session 10 – Grievances**  **(45 - 50 mins)** | Slide 9-11  Page 102 & 103  Activity J  Slide 12 Page 104-106    Slide 13  Slide 14  Page 107 | Session 10 Grievances go through slides 9 - 11 mention there is an example grievance letter on page 103  slide 12 for the activity J Sharon’s case.  Put up the worksheet of the texts Dave sent. Read out grievance letter ask the reps to come up with a plan for the grievance meeting.  They want to recognise that there has been a GDPR breach and the member wants the shift swapping system changed as the desired outcome. It’s worth having further discussion about the real life outcome. Is it fair?  What if you were representing Dave?  Show slide 13 the real outcome and then slide 12 about internet problems an employer may have with a member. This may lead into a discussion which the tutor may have manage from a time point of view.  Go through slide as to the sort of things an employer may have to complain about.  Mention that if the privacy settings on an account like Facebook are set to public could prove trouble for a member | Check understanding difference between disciplinary/Grievance  activity j worksheet  Worth noting Dave’s probations wasn’t extended so he lost the job. He wasn’t a member. |
| **Activity K**  **10 mins** | Slide 15  Page 108 -109 | Read out the activity K worksheet  Ask the following of the reps:   * Who should the letter be addressed to? Line manager * How could Nick compromise to meet the manager’s concerns? The sort of thing we are looking for is going into the office one or two days a week * Trial period * Green policy? * In accordance with policy * Business case | activity K worksheet |
| **Workbook Session 11-**  **There must be a law against it**  **10 mins** | Slides 16-20  Page 110 -111 | Session 11  There must be a law against it - share slides 16 to 20 the last two being the latest figures for employment tribunals and the unions legal successes  Mention that in 2019 to 2020 there were 103,984 employment tribunal applications were made and 740 awards of compensation were made. | Realistic view of tribunals |
| **Summary and final thoughts**  **10 mins** | Slide 21 -22  Page 112 | * Slide 21 is the recap   Action plan and remind reps they will have a follow up with officer to ensure they have everything they need.   * Slide 22 any questions * Useful links going forward and appendix * Further training * **Poll to run , Goodbye and good luck!** * DON’T FORGET TUTOR NOTES REQUIRED WITHIN 5 DAYS OF COMPLETING THIS COURSE.(COPY OF RELEVANT FORM IS ON TUTOR RESOURCE PAGE) | Appendix  (Deadline for ET, PIP method, Knobhead case)  Links  Further courses  E&D  Expenses  Evaluation forms  Reminder of any homework not handed in. |
|  |  | * End of training |  |