# Bargaining for a sustainable workplace online version

## Tutors’ notes

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## Introduction

This is a course to be run online over two 3-hour long sessions using zoom or some other video conferencing service. In the spirit of supporting our members’ time, should be allowed for everyone to have a bit of social interaction. This course has 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 another course.

The course is split into two parts and the end of day 1 has 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 have a hard copy of the workbook to enable everyone to participate.

## 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. 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**  10am - 10:05 (5 mins) | No Slide / pg1-10 | * **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**  **Zoom functions** |
| **Introductions and objectives**  10:05 - 10:20 | Slide 1-3 / refer to pg5-11 | **Slide 1**  This is to start a conversation about what union action on climate change might look like in the context of a branch or workplace.  No two workplaces the same, no two conversations the same – treat the slides as prompts but give the audience some slack to steer it.  You don’t have to have all the answers – none of us do! Lots of our members know this stuff better than we do – make use of them. This is an interactive course and reps are encouraged to discuss, raise items and participate in the sessions.  **Slide 2** go through slide. This is not a lecture on climate science, but we start with a bit of scene-setting to provoke discussion.  The focus will on workplace action-planning – refer participants to the worksheet upfront… they may get ideas throughout the session to add to their plan.  **Slide 3** Go through Learning outcomes on the slide and page 5. This is about reinforcing that this is related to the workplace. The principles will apply to wider activism but as a union we are focused on workplace change.   * Pronoun to be mentioned and refer, if necessary, page 10 about letting people speak | Workbooks needed |
| 10 mins | Slide 4/p12 | Session 1. Activity 1 introductions  This can be time consuming so can be cut down. You could get attendees to introduce themselves in chat and/or have employer in their name. It is important though to find out what they want to get from the course and an idea about the issues in their workplace. Some attendees have a tendency to think outside the workplace and this is fine, but this course is firmly based in workplace change.   * Your name? * Your branch/workplace * Your ‘day job’ * Your union role (if any)   **Put these answers in the chat they can be referred to later.**   * What is the primary environmental issue in your workplace? * What is the environmental issue that means the most to you personally? * What do you want to get from the course?   **Refer to the link to the structure video on page 12** | Tutor, Pen & paper to make notes, or use whiteboard and save to send at the end of the session. |
| **Unit 1: Climate and the Branch Agenda**  10:20 – 11:10 | Slide 5/p13 | **Slide 5** title slide, explain we are going to look at the climate and the branch and how they can be linked. |  |
|  | Slide 6-10/p13 | **Slide 6** There is a climate emergencygo through slide  **Slide 7** Pollution the UN definition Just to give an official ‘legalese’ definition.  One example to look and perhaps draw more people into – we can all see how pollution has increased and how vital this could be to the understanding prior to a campaign.  Also ask for examples from their workplace or communities.  **Slide 8** Just to show it’s not a recent issue! Ask the reps for a date second click brings up about Edward lll.  Like other environmental issues – not new!  **Slide 9** (Photo) The Great Smog of London, or Great Smog of 1952, was a severe air pollution event that affected London, England, in December 1952. A period of unusually cold weather, combined with an anticyclone and windless conditions, collected airborne pollutants—mostly arising from the use of coal—to form a thick layer of smog over the city.  Government medical reports in the weeks following the event estimated that up to 4,000 people had died as a direct result of the smog and 100,000 more were made ill by the smog's effects on the human respiratory tract. More recent research suggests that the total number of fatalities may have been considerably greater, with estimates of between 10,000 and 12,000 deaths.  **Slide 10** This slide shows that activism has led to change in relatively recent times. We can make a difference. DDT, a synthetic insecticide that belongs to the family of organic halogen compounds. Chlorofluorocarbons, or CFCs, threatened the ozone layer and the survival of Earth dwellers. Manufacturers thought the chemicals were the panacea to their manufacturing headaches because CFCs emitted no odours, were stable, were not flammable or toxic and could be manufactured cheaply. Little did these manufacturers know that their hopes would be dashed only decades later. |  |
| 5 mins | Slide 11-17/ p14-16 | change is possible.  **Slide 11 Ask reps to put in the chat what they rate between 1 & 5 the importance their branch gives to environmental issues 1 being none to 5 being great importance.**  Do attendees have any of their own examples?  Rewilding was an example given by a rep in terms of not cutting the grass on the workplace grounds.  Bees was about bee friendly (or hives on roofs) workplace environment e.g., wildflowers.  Community initiatives could include beach cleanups.  **Slide 12**  go through slide  **Slide 13** this a trade union issue go through slide.  **Slide 14** 2020 members survey (NB: this was pre-pandemic, so let’s treat it with a bit of caution!) we asked members to pick their top three campaign issues for the union. “The environment” was 2nd most popular after pay. 40% of members put it in their top 3.   * **Even more important among younger members – a demographic to whom we especially need to show our relevance.** * It’s a bigger deal in some industries than others – huge in heritage and science – BUT it is one of the biggest themes in EVERY sector of the union. Even the least keen (aviation and defence) are still keen. * The overwhelming majority of members in every sector told us:   + Climate change is important to them personally.   + They want to see workplace action on climate change.   + (Less emphatically, they want to see national scale lobbying) * If branches aren’t visibly active on climate change, they are disappointing their members.   **Slide 15** go through slide. Sphere of influence  **Slide 16** What needs to change?  **Slide 17** Prospects policy and actions decided at conference – will talk about bringing motions in next few slides.  ask reps to look at what they can influence via Prospect/Bectu/Conference |  |
| 10 mins | Slide 18/p16 | **Slide 18 Activity: what can I change?**  Think about your own climate activism and lifestyle.  What do you struggle to change?  What are the barriers?  By thinking about their own barriers to change, this leads attendees to better understand external barriers and also barriers they might face while campaigning for change. This can be done as a brief group discussion or by asking each individually. |  |
|  | Slide 19- 21/  Page 16  Page 17 | **Slide 19** go through slide.  The goal is to make environmental issues part of the core business of the branch agenda – NOT a novelty sideshow.  Even in some of our branches where environment reps are most established, they (and their work) are often siloed off from branch structures and branch business.  Putting environmental sustainability right into the middle of branch business:  Makes it visible – shows our relevance to members/potential members.  Boosts the status and influence of environment reps, and therefore their ability to do something good.  Avoids tensions, and boosts synergies between sustainability issues and other bargaining goals.  **Slide 20** Structural targets go through slide.  How do we achieve engaging branch members – and other reps – in workplace action on climate change? We must be in the room to put our points across.  An initial thought on what needs to be in place within the branch to affect successful change. It links to the checklist that they will have access to via the student resources and will feed into their eventual action plan.  **Slide 21** Another way of looking at the structural targets and how they link into successful change. Having environment reps that are well equipped and well trained, who have status both in the workplace and in the branch and who have access to members and employer information will feed into both the organising and negotiating agendas and will support effective campaigning. This is the "gold standard" that we are aiming for. |  |
| 10 mins | Slide 22/ p17 | **Slide 22 Activity branch structure**   * Do you currently have environment reps? * Who champions environmental issues on the branch committee? * Does it ever come up at the AGM? * How does it fit into negotiations with management?   Could be done as a group discussion, in the chat or individual feedback. The point is to start attendees thinking about their action plan once they complete the course. What actions could they take to raise the profile of sustainability in their workplace and within their branch?  See page 18 in the workbook for ideas to adapt for your workplace.  Appendix 1 has advice on writing a motion. Page 47 |  |
| **Break**  11:10 – 10:20 |  | **10 min break** |  |
| **Unit 2 The role of the environmental rep**  11:20 – 11:50 | Slide 23-28/p19-21 | **Slide 23** title slide. We’ve previously discussed the need for Environmental Reps from both the wider social responsibility and also the impact they can have within the workplace. Now we’re going to discuss the role in more detail. The rights of the rep, duties and activities are recapped in the workbook page 19.  **Slide 24** Facilities agreements Just in case the term is confusing for people (reminder from reps 1).  **Slide 25** getting paid time off, explore being "creative" with facilities time. The best would be to get it recognised in the facilities agreement.  **Slide 26** Sustainability and the role of environment rep tends to be treated as a stand-alone but in the same way that EDI should be embedded so should sustainability. E.G looking at changes to T&S policy with an eye to sustainability. Looking at the intersectionality of sustainability and other workplace issues. Page 21 has information on setting up a green committee.  **Slide 27** Code of practice, go through the slide.  Tutor Note: In line with the latest agreed NEC guidance as of Dec 2021, new information of the code of practice all reps representing the union should adhere to.  **Slide 28** Values and behaviours.  Outcome to be achieved: learn what different roles there are in the branch.  There are explanations in the workbook taken from the handbook pick out any that people have an interest in. |  |
| **Unit 3 Overcoming Barriers**  11:50 – 12:30  10mins for activity | Slide 29-35  P22 -24 | **Slide 29** title slide.  **Slide 30 Discussion activity.**   * Think of a time you have met resistance to climate action - It might have been an employer unwilling to change policy, a fellow rep obstructing branch activism, or your family objecting to “meat-free Mondays”… * What were the arguments against? * What do you think was the real barrier? * How might you win them over another time?   This can be done in small groups or as a whole group discussion depending on the size of the group. Use break out rooms if necessary when delivering online.  **Slide 31** overcoming barriers. This Joel Pett cartoon shows up everywhere. It makes a useful illustration that there are lots of reasons to want to take action on climate change that are additional to the obvious.  The point is: it doesn’t matter to me which one of them moves you, if you are moved.  If I can persuade my climate-sceptic uncle to turn down his thermostat on the basis that it will save him money, do I need to worry that he doesn’t care that he’s also saving the planet?  **Slide 32** This will have been sent out as pre-reading so attendees should be prepared to discuss. If no-one has done the pre-reading then you may have to allow time for them to read. As a tutor you need to familiarise yourself with it prior to the course.  The activity on slide 30 leads into the arguments that people (and institutions) make for not taking action on climate change. If the participants have read discourses of delay before the session, they might have some deeper insights here.  Referring to the barriers to action raised on the previous activity… Which quadrant do they fit in Discourses of delay?  Have participants met examples from the other quadrants?  **Slide 33** having difficult conversations. <https://ideas.ted.com/how-to-talk-to-someone-who-doesnt-believe-in-climate-change/>  This article on talking to climate change deniers is so great from a trade union organising point of view – it’s the same formula that works for membership recruitment, and any kind of campaigning.  **Slide 34** Why isn’t it happening already?  Barriers in the branch and the workplace. Some of these may need to be addressed in their action plans.  Arguments for change - unions go through the slide and look over page 24.  Employers go through the slide and look over page 24.  **Slide 35** Introduction to the second session – this is the framework we will be using for Session 2  Any campaign can be built using these building blocks. They do not necessarily always go in the same order and some parts of the campaign will be happening in parallel. For example, goals and targets may happen alongside the identification of the issue and then a campaign tam built around that. The point is if the campaign team think about and utilise all these building blocks it will greatly aid the success of the campaign. It is also useful for those new to campaigning and/or new to planning their own campaigns as it provides a structure to help them. |  |
| **Unit 4 prep for the next session**  12:30 – 13:00 | Slide 36-39 p24-28 | **Slide 36** title slide.  **Slide 37** Homework  Ahead of the next session attendees need to think about a campaign issue for their workplace and be ready to argue it’s strengths and weaknesses in a small group.  **A good issue will...**   * ...be widely felt * ...be deeply felt * ...have a good chance of success * ...be easily understood * ...involve the workforce – both members and non-members * ...be worth the effort involved * ...support union values and be consistent with union priorities.   **Slide 38** Action plan Page 46 of the workbook, get attendees to review the session with regard to actions so far.   * **Run the Poll!**   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**  **Unit 5 Building your branch**  10:00 – 10:10 | Slide 1- 5 /p28-30 | **Slide 1** check in on everyone, see if they have managed to do any of the homework?  **Slide 2** title slide.  **Slide 3** Policy review is a great place to start mainstreaming sustainability in union negotiations. This is absolutely critical to balancing the tensions and exploiting the synergies between environmental issues and other bargaining points. For example:   * TENSION – A public sector organisation is under pressure to cut their carbon footprint. They put a blanket ban on the use of internal flights, except for a small quota reserved for senior managers. The union branch points out that this contravenes the equalities policy, by limiting the ability of some disabled workers and carers to travel for professional activities. * SYNERGY – A major private sector employer presents a location strategy that requires regionally dispersed workers to consolidate into a handful of big offices. The union branch surveys members on current and predicted commute distance/mode, to demonstrate the additional GHG emissions likely to result from the employer’s decision. They use the employer’s published environmental sustainability policy as leverage for a more flexible approach to remote working.   Ask participants to suggest environmental dimensions to other policies in the workbook there is room to write under each policy.  Note we are looking for examples of good policy and implementation relating to sustainability. If workplaces have well-used car-share schemes, or branches have negotiated incentives to use the Eurostar instead of flying, we want to hear about it!  **Slide 4** Ingredients page 29 and page 30 the virtuous circle. **How can environmental issues be used in these ingredients make the virtuous circle work?**  Outcome to be achieved: key to active branch.  - reminder from Reps 1   * Density – proportion of members to help campaign./add their voice * Engaged members – keeping information relevant and specific, timely and useful. * Visible profile – is the union visible in the workplace, if you started a job tomorrow, would you know how to join the union? * Constructive dialogue – do you listen to members? Do you have opportunities to discuss issues? Is it worthwhile conversation? * Representative membership – Does every member in your branch have a say – or a rep to speak on their behalf. If you have a large percentage of under 35’s – do you/have you elected a young members rep? To ensure the proportion of the memberships’ voice is heard. * Representatives – Key role in the communications between the employer and the members and the union and it’s members. Supporting/advisory roles.   **Slide 5** Reminder from Reps 1 that union democracy is set up to affect change whether that is at branch, sector or national level. If they want to steer the direction of the union at whatever level, then the motion to AGM/Conference is the way to do that. This is the point to remind them of how to write a motion and there is an example in the workbook on page47. | Session 2 Powerpoint |
| **Unit 6 Effective campaigning**  10:10 – 12:00  10 mins for activity  25 mins for activity | Slide 6-19 p31-45 | **Slide 6** title slide.  **Slide 7** Highlight the learning outcomes.  Explain the images briefly, these both illustrate what campaigning is aiming to do within a planned structure.  Highlight that while we are in various incarnations of lockdown they will need to think digitally in some cases.  **Slide 8** Go through these ideas and emphasise:  Even resisting change is asking someone (the target) to do things differently. With information campaigns you might be asking people to think differently  Campaigns don’t just happen they need planning, monitoring and frequent evaluation.  Events and stunts are a tactic, we will talk about these later, people often jump straight to these rather than plan a campaign.  **Slide 9 Activity Thinking about campaigning.**  Page 32 As a group activity and talk about current noticeable campaigns. It might be useful to use the whiteboard in Zoom (not possible in MS Teams yet) -we can use in teams but organisation permissions may make this difficult.  Ask what made those campaigns particularly noticeable?  What is it about good campaigners that make them good?  Why have some newsworthy campaigns failed or been limited?  Some examples for possible discussion  Brexit  BLM  Free School Meals  Justice for Hillsborough  Climate Strikes  David Attenborough  Greta Thunburg  Marcus Rashford  **Slide 10** Go through the slide. It is important here to be clear that this is their campaign and while organisers will support as much as is needed it is for them as reps to lead.  **Slide 11** Campaigns don’t just happen they require planning and resourcing to be successful and they may span a considerable timescale or be broken down into linked time frames. They will need evaluating and re-thinking along the way. This is why it is important to have goals, a strategic plan and a timeline.  **Slide 12** **Identify the issue**. Go through this with the group and ask them to start to think about good issues. Give some examples of local campaigns if you can or go back to some of the national/global campaigns discussed at the beginning.  **Slide 13 Activity Part B and C page 35 & 36**  Activity (10 minutes in groups. 10-15 mins feedback)  If this is a small group do this as a tutor lead exercise (on the main screen for online). For larger groups split into groups of 3-4 using breakout rooms if tutoring online. If working in groups ask each group to nominate a spokesperson to share their issue and ideas when the group comes back together.  Tutor to show the next few slides to help…  Direct them to make notes in the workbook for future reference.  Ask them to share the campaign issue they thought of for homework and test it against the list on the previous slide (this is replicated in the workbook for them to refer to). Does the issue pass the test? If not can it be amplified?  Highlighting weaknesses and arguments against at an early stage will help with formulating arguments brought by opponents later. Pick one issues out of all those shared to progress for the rest of the training.  For group work get them to feedback when they return to the main group.  **Slide 14** Campaign team. This work will form part of their action plan for future campaign meetings so go through the slide and emphasise the following:  Good way to involve new members and encourage new activists  Identifies natural leaders.  Need to be clear about a network of activity.  Need a clear communications strategy both between team members and for communicating the campaign more widely.  **Slide 15** Start with what skills you need  Think about what areas you need to access and where you need leadership.  Include potential activists you want to bring into the branch structure.  Again this will be “homework” for future campaign meetings.  **Slide 16** Determine goals.  Highlight that large goals especially over a protracted timescale can be broken down into more manageable, smaller goals.  Worth highlighting the difference between workplace and union issues.  Keep our campaign focused.  Help us know when we have won.  Keep campaign grounded  in workplace or union issues.  **Slide 17** Campaign message.   * **Facts don’t always work**   This doesn’t mean you should lie! It just means that facts and figures will not necessarily motivate and engage people when it comes to supporting your campaign.   * **Values and emotions often engage people**   The values held by people and their emotional response to an issue is what will get people involved. It feeds into the widely felt, deeply felt aspect of deciding on a campaign issue. It is often surprising what will get people agitated and motivated to take action.   * **You need to anticipate opponent's arguments**   Be ready to have your message challenged and be ready with your counter arguments. This may be where facts and figures will be useful.   * **Try not to go to the opposing side in your message/slogan**   There is a temptation, particularly when your campaign is resisting a change, to use the opposing side’s message. Examples of this are things like “Stop the Cuts”. This focusses attention on what your opponent is doing and their arguments rather than on your message. A better slogan in this case would be something like “Keep the NHS funded” – this focuses on your message and your agenda. |  |
| **Break**  10:20 – 11:30 |  | **10 min break** |  |
| 11:30 – 12:00  15 min for activity |  | **Slide 18** Tests for a good campaign message.  Go through slide.  **Slide 19** who are you targeting?  Go through slide.  **Slide 20** who is with you and who is against you?  Go through slide and try and give a relevant example.  **Slide 21** Activity D: targets and allies **page 41**  Do as either a big group or split into small groups Mention Appendix 3 asking allies for support **page 53.**  **Slide 22** create a timeline and evaluate.  Go through slide.  **Slide 23** Top tips for campaigns.  **Slide 24** Grow the union through campaigning.  Make what you are doing is visible.  Advertise wins!! Or even advancements. |  |
| 12:00 – 12:30 | Slide 25-34/p 43-45 | **Slide 25** Case studies.  <https://prospect.org.uk/news/climate-emergency-webinar-the-reps-making-a-difference-in-their-workplace/>  **Slide 26** Case studies Add any raised by members and other case studies.  **Slide 27** Need some inspiration? Go through slide.  **Slide 28** Focus on the checklist as a starting point for self assessment and action planning within their branch. Good way to focus on what they already do and what they need to develop.  **Slide 29** networks <https://carbonliteracy.com/toolkits/>  <https://green-alliance.org.uk/project/circular-economy/policysources>  [Courses | Greener Jobs Alliance](https://greenerjobsalliance.co.uk/courses/)  https://green-alliance.org.uk/about/  **Slide 30** Strategies in the workplace.  **Slide 31** pensions ESG (Environmental, Social and Governance) Do you know what your pension is investing in?  While you want your pension fund to make a return – so you have an income when you stop working – they can make a return doing good rather than harm.  Most funds invest in the biggest companies, this means your money is going into the likes of tobacco firms and oil and gas companies. See if your pension can switch funds to one that invests in ESG companies.  **Slide 32** Actions for a sustainable workplace  Just a reminder that action can be taken at all levels. We have focussed on workplace/individual but worth mentioning broader opportunities for influencing.  Individual actions are important, and we won’t be able to make positive change without this. By working together union members can support and encourage each other to make positive changes.  Use your collective strength and your negotiating power to ask for positive changes in your workplace. The environmental group and climate slack group can help you by sharing examples of best practice in other workplaces.  Prospect is led by its members and your members can engage in the democratic process of Prospect to ask for changes to be made union wide.  The expertise of Prospect members means they can be a valuable voice to lobby for change at national and governmental level.  **Slide 33** Resources  <https://prospect.org.uk/climate-emergency/>  <https://shareaction.org/savers-resource-hub/pension-power-what-world-is-our-money-building> This link gives more information about where your pension is investing.  **Slide 34** Review |  |
| **Action Plan**  12:30 – 13:00 | Slide 35/pg46  Appendix 6 | **Slide 35** Ensure everyone has a clear focus on their action plan when going back into the workplace/ready for organiser follow up.  Encouragement to feed back if they take any action in the workplace!  **Slide 36** Pollution prevention guidelines – legal responsibilities. Regulated by EA and SEPA (plus other devolved orgs)  **Slide 37** External resources Tutor notes on slide need amending.  Green-alliance.org.uk | Action plan |
| Summary of the course/Finish last session  2-3 mins | Slide 38 | * Go over learning outcomes from delegates at beginning of the day * Clarify links and further information & appendix if needed * **Run last Poll!** * **Say goodbyes** |  |
|  |  | * + **End of the course** |  |