# REPS 1 Greenfield (key skills) online version

## Tutors’ notes

|  |  |
| --- | --- |
| Current version | 1 |
| Date of last update | Jan 2024 |
| Author(s) | Martin Roberts, Kathryn Sharratt, Rob Lauder |
| Version history |  |

## Introduction

This is the new greenfield reps/activists training course for 2024 which has been adapted from the online Reps 1 to be run online over 3 x 60 mins sessions approx. using zoom or some other video conferencing service. We’ve tried to ensure this course is interactive as possible; delegates are aware of the camera on function (as requested in the joining instructions), this makes the learning environment much more enjoyable for all. As with the rep-based courses, 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.

The course is split into three parts and the end of each part having an element of research/homework to be completed offline.

The first 2 sessions should be completed close together, with the final session being run when recognition is completed or close to completion. Completing all 3 sessions will count as the delegate having completed the usual l Reps 1 course and outs them onto the pathway to progress to the next level of courses.

The activists page [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/) should contain all of the needed information, with the normal Reps 1 workbook being shared at the start of the third session only.

## How these notes work

There are 3 core resources associated with the course:

1. The PowerPoint presentation, which includes visual aids, but also maintains the structure/order of the course
2. [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/) which contains all the needed information for the course for the delegates.
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

|  |  |  |  |
| --- | --- | --- | --- |
| **Session** | **Slide no/WB page** | **Notes** | Resources |
| **Online session 1****Welcome** |  Slide 1 | * **You may need to help people with technical issues such as sound**
* **Run through the zoom basics – microphone – mute etc, video – off during breaks, 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** |
|  **1 – Introductions and objectives**  | Slide 1  | * Pronoun to be mentioned
* This session is designed to find out:
* What recognition is and the basics of how to go about it
* What should they say to persuade someone to join.
* GDPR
* Interactive course and reps are encouraged to discuss, raise items and participate in the sessions
 |  |
| **2 – What is a trade union?****10 mins** | Slide 2 | **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 3 | * 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 4 | Union Terminology* Go through the slide quickly
* Greenfield site – an area where we do not have a formal agreement to represent people in this area. Can be a whole new business or a part of an existing branch we are growing into
* Bargaining unit – the group of members we are looking to gain recognition for or represent. This can be an entire workplace or an agreed type of employee
* Recognition – the legal agreement to enable a Trade Union to form collective agreements in a workplace
 |  |
|  | Slide 5 | * More detail on the benefits of a recognised workplace as opposed to a non-recognised workplace.
 |  |
|  | Slide 6 | * What recognition in the workplace means. The key thing to cover is the figures around membership
* More detail about recognition will be given in Session 2
 |  |
|  | Slide 7 | What we are asking them to do as activists* Go through the slide
 |  |
|  | Slide 8 | * 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 9 | * 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
* 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 |
|  | Slide 10 | * Why recognition benefits employers. If you have examples from the relevant sector, tell the members.
 |  |
| **15 mins** | Slide 11  | **Session Activity*** 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
 | Comparisons; Facebook, single employee, employer forum |
| **Using data sensibly** | Slide 12 | * Using data sensibly
* To understand how GDPR impacts new reps when recruiting members and how to be mindful of data collected and stored.
 |  |
|  | Slide 13/14 | GPDRGo through the slides |  |
| **Next steps for you** | Slide 15 | **Next steps for you** |  |
|  | Slide 16 | Approaching non-members* It’s about building a connection. Think about where and when you can interact with people. Get them thinking about how they can best interact
 |  |
|  | Slide 17 | Having joining conversations* **Membership is the key factor in gaining recognition. If we do not hit the relevant level we are unable to move forward.**
* Talking to colleagues is an essential skill for any rep. You may want to talk to a member about the great work the union is doing or talk to a non-member and get them to join and participate. The more members who join, the stronger your union is. When you speak to your colleagues remember that joining a union is good for them, it’s good for you and it’s good for all the other members in the union.
*
* **Think about what we have already achieved (this is in general)**
* The union movement campaigned for the minimum wage, maternity and paternity rights, pension provisions, holiday and sickness entitlements.
* Union safety effect – studies have shown that workplaces with a trade union are much safer places to work with far fewer injuries.
* Campaigning for flexible working for all – the right to flexible working is important to support as many people as possible into employment.
* **Think about what we are looking to achieve (this is in general)**
* Campaigning for the Right to Disconnect – something which has been made worse while we have all been working at home during the pandemic
* Campaigning to reduce pay gaps – Race pay gap. Gender Pay and Gender Pension gap.
* Supported members in personal cases, redundancy cases, personal injury claims and employment tribunals.
* Ask the delegates to think about the issues in their workplace and what they want to achieve
* **Issues may include**
* Voice at Work
* Pay and benefits
* Health and Safety
* Equality and Diversity
* Supporting Individuals.
 |  |
| **Homework** | Slide 18 | Go through the homework slide. Ensure that they can access the [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/) |  |
| **Finish the session** |  | * Try to encourage a bit of social interaction before everyone goes offline and confirm the time and date of session 2
* **Run the Poll!**
* For teams training, there is an additional slide with the evaluation links. For this training you don’t need to set this at the end of every session – maybe consider running it after session 2 and session 3. If you’re running the session on zoom, there should be a poll option (or where 3 dots are). Click on the right poll (there may be the usual reps 1 poll, please click on the greenfield poll as it is slightly different). Once all of the reps have completed (check numbers) and then close the poll at the top right hand corner. This will automatically save the poll. If you have any issues/forget to run the polls, you can always send out the links/add the links to the chat function.
 |  |
|  |  |  |  |
| **Session 2** | Slide 1 | * This session is designed to find out:
* How to go about recognition
* How they can use the branch setup effectively
* Support we can offer
* Importance of mapping
 |  |
| **Online Session 2****Homework feedback and recap** | Slide 2 | Feedback from homework and recap* Make sure that they have read the Reps code of practice
* How did they find the joining conversations went?
* Are they confident around GDPR?
 |  |
|  | Slide 3 | Code of Practice* If the delegates have done this with their homework they can skip this slide. If not go through it
 |  |
| **Process of recognition** | Slide 4 | * **Outcomes to be achieved:**
* This is the formal recognition procedure. If a voluntary agreement is being looked for there are many similarities, however we **never** share membership figures/names with management. The process is the same up to the “admissibility tests” slide. Instead of going to the CAC we write to management and seek to reach an agreement together. It is still as legally binding as the CAC process if an agreement is reached.
 |  |
|  | Slide 5 | * INTRODUCTION
* The statutory trade union recognition procedure has been in place now for almost twenty years. Over that time Prospect and BECTU have had several successful applications, but of course it is always best to gain recognition voluntarily.
* The legislation is in Schedule A1 of the Trade Union and Labour Relations (Consolidation) Act 1992. The Schedule is complex and long, it covers recognition and de-recognition.
* There are also the Information and Consultation of Employees Regulations (ICE), which provide for much more limited consultation in areas where we are unable to secure recognition. These Regulations provide for a limited amount of information and consultation to take place regarding key matters affecting the employees (such as redundancy, redeployment and restructuring) and will apply whether or not the employer recognises a union.
* The Central Arbitration Committee (CAC) is the body that makes decisions on recognition applications. The CAC produces very clear and helpful guidance on the processes, along with copies of the application forms, on its web site at www.cac.gov.uk. This guidance is essential to consider before making an application. The site also lists all current applications and past decisions.
 |  |
|  | Slide 6 | * PRELIMINARY ISSUES
* The first thing is to do the ground work in terms of recruitment of members and organising to ensure we have an effective base for pursuing a claim for recognition with the employer. In order to gain recognition the union needs to be able to show that the majority of staff want recognition and key to this is building membership density.
* Another key factor at the very beginning of the process is to be clear who will be directly involved in the application for the union, usually the negotiator, organiser and EA/SEA. Many of the actions required by the CAC require a very fast turnaround, so we need to ensure that we will be in a position to respond quickly to any correspondence or actions required.
* While the CAC procedure is aimed at being practical and straightforward, there are several legal pitfalls and a large body of precedent, so we recommend you always work with your legal officer.
* In Prospect all cases where we expect to make a statutory application must be raised with a member of the SMT at the start of the process.
* Pay Hours and holidays
* The legislation only provides statutory recognition in respect of bargaining over pay hours and holidays, whereas most Prospect agreements cover a much wider range of issues, including all terms and conditions, equality, pensions and learning.
* However, even where using the statutory route to recognition, we would still aim for the usual broad coverage of the final agreement.
* 21 or more workers
* An application for recognition can only be made under the statutory process where there are 21 or more workers employed by the company or organisation. In calculating the threshold, each worker counts regardless of whether they work full time or part time.
* The legislation applies to the broader definition of ‘worker’ rather than employee, so atypical workers such as consultants, freelances, and homeworkers will count towards the threshold.
* No existing union recognition
* An application can only be made if the employer does not already recognise a union for this group of workers (whether or not the union is independent). This avoids inter union disputes, but can also be abused by an employer who decides to recognise a ‘sweetheart’ union to block a genuine attempt. In these circumstances the only thing to do would be to attempt to de-recognise the other organisation, using the process in the legislation, and then seek recognition.
* Competing applications and joint applications
* The legislation excludes claims where there is a competing application for recognition covering workers in the same (or an overlapping) bargaining unit, if both unions have more than 10% membership. If two unions make a claim, but only one has 10% membership then that union’s application can proceed. However if both unions have 10% membership then neither claim can proceed. It will be important to ensure that there are positive inter-union relations to circumvent any difficulties.
* There is however the option of a joint application, so that two unions could apply for the same bargaining unit on the basis of representing different workers. They would need to demonstrate that they would be able to work together in the future should recognition be granted. In practice this is unlikely to be a problem.
* Bar on further applications for 3 years
* If an application for recognition gets through the initial admissibility tests for the CAC (see below), then no further application for that bargaining unit can be made for a further three years. This does mean that we would need to be sure of the likely success of the application before proceeding, because if a ballot for recognition is lost it will be a long time before we (or any other union) could apply again.
 |  |
|  | Slide 7 | **Setting the Bargaining Unit**Go through slide. It sets out what makes up a bargaining unit |  |
|  | Slide 8 | * **Request to the Employer**
* Where the parties agree to ACAS involvement an additional 20 days are allowed for this to happen before a final response must be made by the employer.
* If the employer rejects the union’s application there is no role for ACAS, and the union should make the formal application to the CAC.
* If the employer proposes to involve ACAS but the union rejects this, or does not respond to the proposal within 10 days, the union will not be able to proceed with an application to the CAC.
 |  |
|  | Slide 9 | * ADMISSIBILITY TESTS
* The key factor for the CAC, in order to allow the application to be accepted and proceed to consideration of a ballot, is that the union can demonstrate sufficient support for recognition from the workers
* If the employer rejects the union’s application or fails to respond within the time limits the next stage is to make a formal application to the CAC. The CAC then apply a number of tests to see whether the application is admissible under the terms of the legislation.
* The CAC can only let an application proceed if they determine all following tests of admissibility have been met:
	+ - The application has been made on the proper form
		- The application has been received by the employer
		- The union has a certificate of independence from the Certification Officer
		- The employer employs at least 21 workers overall
		- There is no competing application from another union
		- There is not an existing recognition agreement for this bargaining unit
		- There are at least 10% of the workers already in union membership
		- The majority of workers are likely to favour recognition
		- Where it is a joint application, that the unions can show they will co-operate
		- There has not been a previous application for the same bargaining unit in the last three years
 |  |
|  | Slide 10 | * **The application Form**
* **STRESS THAT ONLY THE FTO CAN DO THE FORM**
* The application will be copied to the employer, with supporting documents. But you do not need to disclose any names of members (and are best not to). The names will need to be disclosed to the CAC for them to check the application later on, but this will be treated in confidence by the CAC and only the numbers will be disclosed to the employer.
* The form asks for the number in union membership in the bargaining unit. You should provide the number and could provide an extract from membership data with the names and personal details redacted.
* If a petition or survey is done, the full details should not be included with the application form (so that names are not disclosed at this stage). But you should include in the application the numbers we believe would support recognition and an explanation of the method of how we have established this. If there was a survey you could provide the report of the survey, without names or contact details.
* The CAC will allocate a case worker, who will be responsible for all the administrative stages of the application. The CAC caseworker will need to have the full details of membership records and any surveys or petitions, including names, to check the details against the employer’s staff records. But this should not be included with the application form.
* The Employer will be asked to respond to the union’s claim, and this response will be sent to the union.
* The CAC may ask for more information from both parties before determining whether the admissibility tests have been satisfied, and they could decide to have a hearing on any point. They will then make a formal determination.
* As mentioned above, once the application has been accepted at this initial stage by the CAC the union is barred from applying for recognition with the same (or substantially similar) bargaining unit for three years.
* The application will be coped to the employer, with supporting documents. But you do not need to disclose any names of members (and are best not to). The names will need to be disclosed to the CAC for them to check the application later, but this will be treated in confidence by the CAC and only the numbers will be disclosed to the employer.
* The form asks for the number in union membership in the bargaining unit. You should provide the number and could provide an extract from membership data with the names and personal details redacted.
* If a petition or survey is done, the full details should not be included with the application form (so that names are not disclosed at this stage). But you should include in the application the numbers we believe would support recognition and an explanation of the method of how we have established this. If there was a survey you could provide the report of the survey, without names or contact details.
* The CAC will allocate a case worker, who will be responsible for all the administrative stages of the application. The CAC caseworker will need to have the full details of membership records and any surveys or petitions, including names, to check the details against the employer’s staff records. But this should not be included with the application form.
* The Employer will be asked to respond to the union’s claim, and this response will be sent to the union.
* The CAC may ask for more information from both parties before determining whether the admissibility tests have been satisfied, and they could decide to have a hearing on any point. They will then make a formal determination.
* As mentioned above, once the application has been accepted at this initial stage by the CAC the union is barred from applying for recognition with the same (or substantially similar) bargaining unit for three years.
* REVIEWING THE BARGAINING UNIT
* Once the CAC has accepted there is an admissible application by the union, they will notify the union and employer. It is possible for the parties to reach a ‘semi-voluntary’ agreement for recognition at this stage. If they do that, it will be an end to the CAC process.
* The CAC at this stage will determine if the proposed Bargaining Unit is appropriate, taking account of the factors above and may require further information from both sides. There may also be a CAC hearing to decide this point.
* If the CAC do not accept the union’s proposed bargaining unit, they can determine a different unit and the application can proceed on that basis. For example, the CAC may add in a further group of workers.
* If the Bargaining Unit is different to the union’s original proposal, then the CAC must reconsider the admissibility tests on the basis of the new bargaining unit.
* BALLOT
* Depending on the level of membership a ballot may be called and run by the CAC to ascertain that the workforce does want a Trade Union to represent them collectively. This ballot will go to all impacted employees, not just union members. If we have above 50% membership a ballot is not usually called for.
 |  |
|  | Slides 11/12  | What a recognition agreement coversGo through the slides |  |
| **Your membership setup** | Slide 13 |  |  |
|  | Slide 14  | * 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 15 | * **Learn how a branch is determined, and a new member is put in a branch**
* Where they work to be relevant for their workplace
* Who they work for so pay and conditions can be improved.
* What they do, so working conditions can be compared with others who do the same role.
* **If they are aware of people joining up and they are not appearing on the correct list can they let us know asap. It may be they have been incorrectly placed on the system.**
 |  |
|  | Slides 16/17 | Go through the eSite access and what it can doIdeally log into the Prospect website and show them an eSite to show off the functionality. Remind them of GDPR |  |
|  | Slide 18 | * Diagram of support and the structure of Prospect (include MCC)
* So delegate understands what support is available
* Orange = any member can access
* Green = Generally reps access on behalf of members
* Yellow = reps/members access with notification to Officer/Organiser
* Pink = accessed via Officer/Organiser

Tutor to note that not all branches will have access to an organiser – the role of the Negotiation officer is vital for the link for further access to unions teams. |  |
| **Growing the unions influence** | Slide 19 |  |  |
|  | Slide 20 | **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
* 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
 |  |
|  | Slide 21 | Go around the virtuous circle. Explain why it works and how you can do it with any size group |  |
| **Building a stronger union in your workplace** | Slide 22 |  |  |
|  | Slide 23 | Allow people to download the word document from the [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/) to undertake the activity |  |
|  | Slide 24 | * **SHEET FOR ACTIVITY IS ON THE** [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/)
* **Do this activity as big group face to face**
* **Outcome to be achieved:**
* How mapping can help your recruitment efforts, identifying key issues and understanding your membership. Be mindful of GDPR when listing staff – this can be useful when identifying areas of low density but also help identify issues faced in areas of the workplace.
 |  |
| **Next steps for you** | Slide 26 |  |  |
|  | Slide 27 | Image of the action plan/putting what you’ve learned into practice. This can be downloaded from the [Course resources – Prospect activists | Prospect](https://prospect.org.uk/get-involved-in-the-union/course-resources-prospect-activists/) |  |
| **Homework** | Slide 28 | * Complete the Action Plan and share this with your Organiser and Officer
* Complete the mapping template
 |  |
| **Finish the session** |  | * Try to encourage a bit of social interaction before everyone goes offline and confirm the time and date of session 3
* **Run the Poll!**
* As for session 1 (teams links or zoom poll)
 |  |
|  |  |  |  |
| **Session 3** | Slide 1 | * Ensure they have the Reps 1 workbook
* This session is designed to:
* Teach them what the recognition procedure is
* Teach them a reps rights
* Encourage them on to the next training courses
* Explain that these 3 sessions will also act as the Reps 1 course to enable them to continue their reps journey once we have gained recognition.
* Hopefully they know each other but you can do icebreaker if needed. Introduce yourself.
 |  |
|  | Slide 2 | This sets out where they should be in relation to recognition.They should also have watched the video on how Prospect is structured (<https://prospect.org.uk/course-resources/>) available on this link – introduce the reps resource page and the reps 1 resources now as they have recognition/close to winning. |  |
| **A rep’s rights in a recognised workplace** | Slide 3 | * To add confidence to reps when embarking on the role, most new reps want to know what they and can’t do. This next section clarifies the legal rights of a rep and in accordance with the TULRCA ACT; based on the ACAS guidance for time off for representatives – also known as facility time the categories and how they are divided.
 |  |
|  | Slide 4 | Go through the differences between:* **Negotiation** - discussions aimed at reaching an agreement, even if it is imposed. May end in a ballot as negotiations will need member sign off– for example pay talks
* **Consultation** - exchanging information and opinions in order to reach a better understanding/make a decision. Agreement may not be reached.
* **Information** – being told about what is happening, possibly without the ability to influence or change what is planned
 |  |
|  | Slide 5 | * **Activity: What can a union negotiate on?**
* 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
 |  |
|  | Slide 6 - 9 | * 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
 |  |
|  | Slide 10 | * **Activity: what are your rights?**
* **Introduce the activity with slide 10**
* **Tutor to pick 2 easier ones from the list in activity F and then ask reps which others they’d like to check heading. Try to get at least one under each heading.**
* **Tutors note (suggested answers responses below). There may be some overlap….**
* **Remember this is based on the minimum ACAS guidance – reps may have better local agreements/arrangements**

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 dutiesNot 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?
 |  |
|  | Slide 11 | **Activity: What would you do if?** **Stop share maybe share slide 11 to set the scene then stop sharing to go face to face for this activity You should choose a rep to answer each scenario to ensure their understanding. (if time is short, pick 2 or 3 scenarios and do as a group rather than individaully.)*** Answers that we are looking for…
* 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.**
 |  |
| **Next steps for you** | Slide 12 |  |  |
|  | Slide 13 | Further training that is being offered (**no need for them to complete Reps 1 now**)Encourage them to get more people involved |  |
|  | Slide 14 | Run the final pollThank them for all of their hard work |  |
|  |  | * + **End of the course**
 |  |