

WORKER REPRESENTATIVE TRAINING MANUAL



Food Network for Ethical Trade

FNET Worker Representative Training Manual

Introduction

This training manual is designed for in-house trainers to deliver the FNET 'How to be an effective worker representative training – UK'. There are a set of PowerPoint slides that are available to go with the training manual.

The trainer should have a good working knowledge of worker representation and how it works in their business to be able to deliver this training session.

Slide 0



This training session is about how to be an effective worker representative

It has been developed by FNET (Food Network for Ethical Trade) and piloted by a number of food businesses on their recently elected worker representatives.

The session is for worker representatives and should be run as an in-house, face to face training session.

You will need paper and pens for each worker representative. You can use a flipchart to record down feedback. Keep it simple.

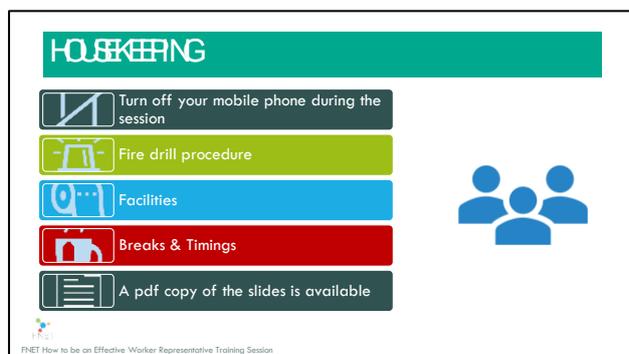
Slide 1



The trainer will explain that the session has been developed as part of the FNET worker representation training project.

The project was funded by retailer and supplier members of FNET. The training materials were developed by nGaje.

Slide 2

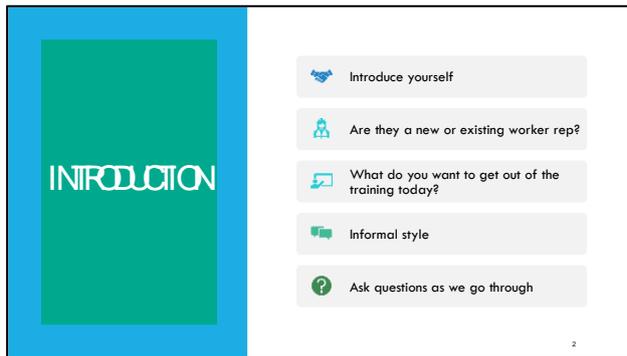


The trainer will need to go through the specific housekeeping rules for their business/site.

The session will take 4 hours with a break after around 1.5 to 2 hours

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Slide 3



Start this by getting to know everyone on the session – it maybe that the worker representatives work in different parts of the business and have never met before, some may be new worker representatives etc.

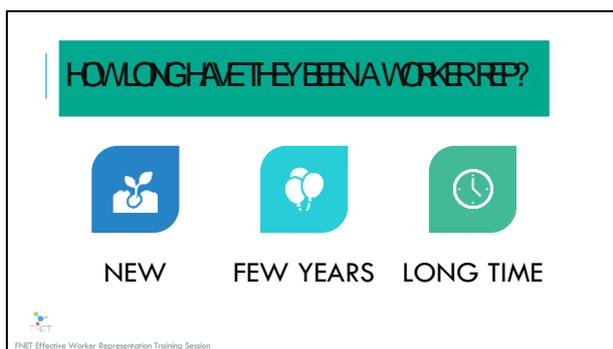
Get each person to introduce themselves and ask them to say how long they have been a worker representative and what they want to get out of the session. This

will enable you to assess their level of knowledge and their interest in the training

This should be an informal style of training – for many of these people it may be their first experience of this type of classroom training. If you have some that are more experienced – they can share their experiences

Encourage them to ask questions as you go along – no questions is stupid – make them feel comfortable to ask questions

Slide 4



The trainer asks for a show of hands to see how much experience is in the room.

This can be with the business or from previous work experience

Those with experience can be called upon to share through the session

Slide 5



Explain the agenda of the training session. The first half of the session covers:

- What is a worker representative – what do we mean by this, what are the definitions
- Why is a worker committee important – why is the business taking the time and effort to set one up and to do this training?
- What do worker representatives do –

what is their role, what activities do they need to undertake

The second half of the session focuses on a range of important worker representative skills:

- Gathering information – what and how do you do this?
- Attending meetings – ask if those attending the training attend meetings as part of the job. Often worker reps only attend the worker committee meetings and don't know how to be effective in meetings
- Communication – this is a key part of their role but is also a challenging one

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- Representation – they are worker representatives and to be effective they need to know how to represent their worker
- Handling difficult people – they will need to handle a range of people but recognising some of the more challenging types and learning how to handle these people is an important skill

Slide 6



First brainstorm exercise:

Ask them to write down on their paper what they believe a worker representative is.

Give them a few minutes to do this and then go round the room and ask them what they have written down.

Provide feedback to support their suggestions based on the information in this training session and the trainers experience.

Slide 7



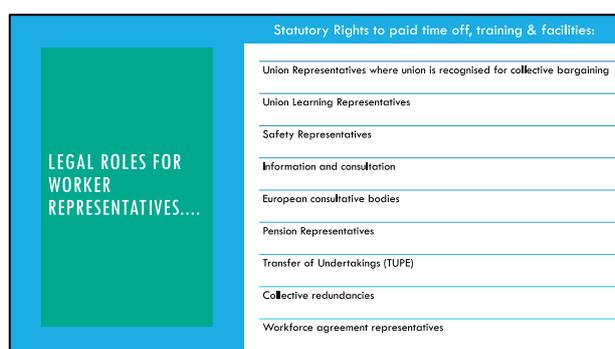
Trainer explains what a worker representative is.

The key is that they have been elected to represent workers and it is not about their own personal viewpoint.

The best worker representatives are those that speak up on behalf of workers and they influence the business to make better decisions

The focus of this training session is on worker representative training and does not cover Trade Union Representation. Further information is available from the ACAS website on Trade Union Representation and Non-Union Representation in the workplace that worker representatives can follow up after the session.

Slide 8



Under UK employment legislation, worker representatives have a range of legal roles that they may be required to undertake.

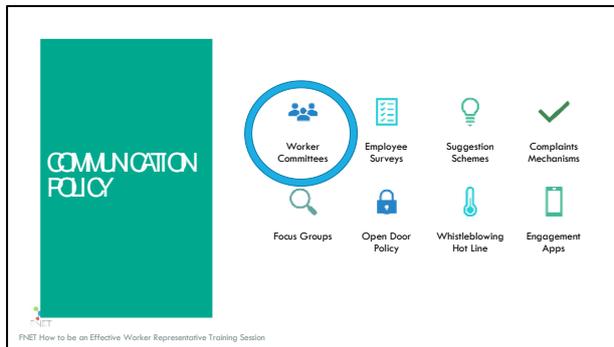
Worker committees should be set up to be able to carry out these roles and included in the constitution.

Otherwise, there will be a need to go through a different election process if the business needs to have worker representatives in these situations.

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Worker representatives should be made aware of these legal roles and receive training if they are required to carry out these duties

Slide 9



Every business should have a communication policy that includes all the communication channels that they have in place including the worker committees.

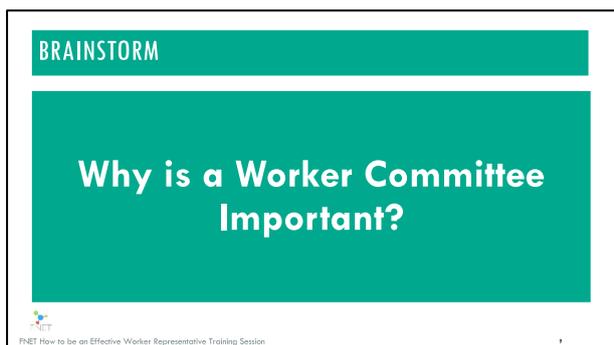
The trainer should go through the Communication Policy (if they have one) and explain how the worker committees fits into the wider policy.

The attendees will be the elected worker representatives for their business.

For smaller businesses, there may be only a few worker representatives and not enough to form a committee. They can still benefit from this training. They need to ensure they have regular meetings with management to discuss matters of importance and relevance to workers

(See FNET Template Communication Policy)

Slide 10



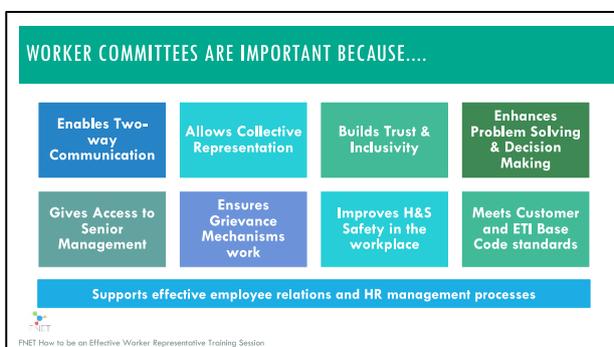
Second brainstorm exercise:

Ask them to work in pairs and write down on their paper why they believe a worker committee is important.

Give them a few minutes to do this and then go round the room and ask each pair what they have written down.

Provide feedback to support their suggestions based on the information in this training session and the trainers experience.

Slide 11



The trainer should go through each of the points on the slide:

- **Enables two-way communication** – this is vitally important. Managers need to hear the views of workers, workers through their work reps can raise concerns, suggestions and give feedback. It also enables management to provide information to the workforce, explain decisions, ask for more

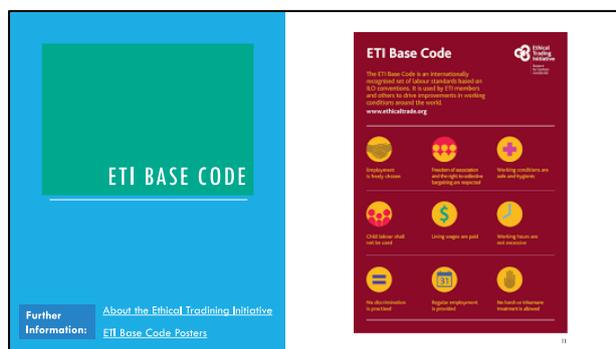
feedback

- **Allows collective representation** – a worker committee enables worker representatives to have collective conversations on issues that affect groups of workers – it can be a small group (maybe a shift or dept) or the whole workforce.

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- **Builds trust and inclusivity** – have regular meetings, discussion issues, finding solutions – these will all build up trust. If workers feel their views have been considered – they will feel included
- **Enhances problem solving and decision making** – managers don't have all the answers. Often the best solutions come from those that are doing the jobs. Giving workers the opportunity to raise suggestions will lead to better decision making. Not every suggestion can be implemented – but always feedback why it can't be.
- **Gives access to senior management** – this is good for both management and workers. They will look at things from different perspectives which will improve decision making and understanding. It also shows workers that their committee is important – as a senior manager takes the time to attend
- **Ensures grievance mechanism work** – the worker committee is a way for grievances to be raised – but often when other routes don't work. It is important that all mechanism work and worker reps can give feedback. It also reduces grievances where reps are trained and can deal with problems before they become grievances
- There is evidence that effective worker representatives reduce near misses and accidents
- Business need to comply with the terms of business of their customers and this includes the ETI Base Code. Many customers require their suppliers to complete third party ethical audits against the code
- All of this underpins effective employee relations and HR management processes

Slide 12



The trainer needs to explain what the ETI Base Code is. ETI is the Ethical Trading Initiative. The code is an internationally recognised set of labour standards based on the ILO (International Labour Organisation) requirements.

If the business is required to have a third-party ethical audit e.g., SMETA, these are the standards the business will be

measured against.

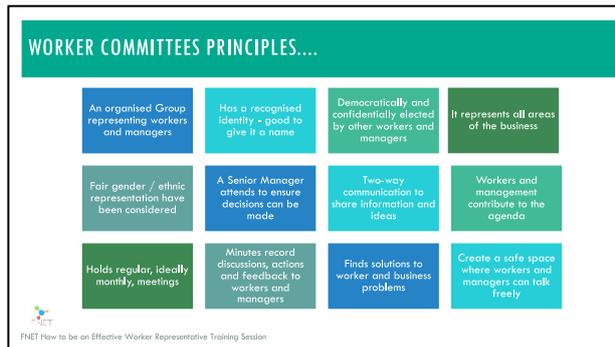
There are nine standards:

- Employment is freely chosen
- Freedom of association and the right to collective bargaining are respected
- Working conditions are safe and hygienic
- Child labour shall not be used
- Living wages are paid
- Working hours are not excessive
- No discrimination is practised
- Regular employment is provided
- No harsh or inhumane treatment is allowed

There is further information available from the ETI website – there are links on the slide

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Slide 13



It is important to agree at the start what your worker committee principles are. Here are the ones most frequently agreed by worker committees.

The trainer should go through each one:

- An organised Group representing workers and managers – this is a formal structure within the business and should be recognised as such
- It should have an identity of its own – this helps with raising the level of importance within the business and promoting it. Giving it a name helps with this.
- Those that sit on the worker committee should be elected. They should be chosen by the worker’s they represent and not by management
- All areas of the business need to have representation – in some cases this may need to be shift as well as area
- The make-up of the worker committee should reflect the type of workforce . This is not always easy to do – but there should be representation related to gender as well as ethnic backgrounds
- It is key that a senior manager attends the meetings and can make decisions at the meeting. This validates the importance of the worker committee
- It is absolutely about two-way communication – management should use to discuss business relevant business matters that affect workers but also worker representatives need to engage and raise issues as well as suggestions
- Meetings need to be held on a regular basis and not stopped during peak or busy times
- It is a formal meeting, and a record needs to be made of the discussions so that these can be shared with the rest of the business at all levels
- Remember it is about finding solutions and not just about raising issues
- It is important for both management and workers to feel free to say what is on their mind in the worker committee meetings. Information may be confidential and that needs to be respected
- What other principles would you want to include in your committee – let them take this away for their first/next meeting

The trainer should include any principles that have already been agreed and compare against this list.

WORKER COMMITTEE RULES.....	
CONSTITUTION	CHARTER COMMITMENTS
Purpose	Keep up to date
Scope	Listen to workers
Worker representative numbers/areas	Fairly contribute and represent views
Election	Share views openly
Qualifying criteria and length of term	Feedback to workers
Summary of main duties	Treat everyone with respect
Facilities	Behave with honesty and integrity
Organisation of meeting	Comply with policies and procedures
Standard agenda	Respect confidentiality of information
Measuring success	Participate in and support change

You must sign up to

FNET How to be an Effective Worker Representative Training Session

As a worker representative there are things that you need to sign up to

Constitution - Worker committees operate by a set of rules, often referred to as the constitution. The trainer should go through each of these:

- The purpose of the worker committee and the scope – which workers are covered by the committee – does it include

temporary workers, agency workers etc.

- How many worker representatives are there and the areas they represent?
- What is the election process to become a worker representative?
- What is the qualifying criteria to be allowed to stand to become a worker representative and how long is their term – is it every year, every two years, every three years?
- What are the main duties?
- Are there any facilities for a worker representative, email, room, diaries etc.?
- How are the meetings arranged – this is usually the HR Manager or other manager with responsibility for the worker committee?
- What are the standard agenda items that are discussed at each meeting?
- How will your worker committee measure its success? Maybe using survey feedback, project completed, charity fund raising, grievances resolved etc.

Charter Commitments – these are the way you are going to behave as a worker representative:

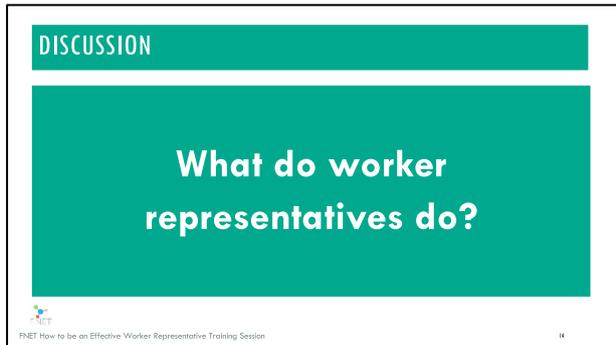
- Keep up to date – make sure you are fully up to speed on what is happening in the business and in your area
- Listen to the workers that you represent and hear what they have to say
- Make sure you contribute to the meetings, don't take more than your fair share of the floor space and remember to represent the views of the people you are representing
- Share views openly
- And make sure you feedback to workers – especially when they have raised an issue even if it is not the news they want to hear
- Treat everyone with respect – treat them how you would want to be treated
- Always behave with honesty and integrity
- Comply with the policies and procedures – you can't represent others if they break the rules if you have done so as well
- You will be given confidential information from time to time which you need to keep to yourself. This can be hard when it affects workers – but it is part of the role
- Your role is to support change that improves working life and enables the business to be sustainable so that workers have secure jobs. Sometimes this is not easy – you have to provide feedback from workers but not be blockers of change

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The Constitution and the Charter Commitments should be signed off when the worker committee is newly elected at the first meeting and then go forward on an annual basis. Worker representatives elected during the year should be asked to sign at the first meeting they attend.

(See FNET Template Worker Committee Constitution and Charter)

Slide 15



DISCUSSION

What do worker representatives do?

FNET How to be an Effective Worker Representative Training Session 14

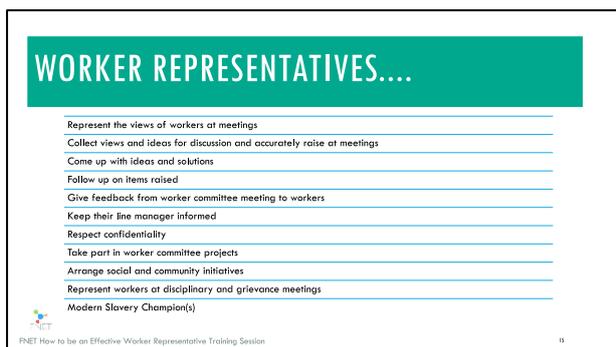
Third brainstorm exercise:

Ask them to work in pairs and write down on their paper why they think worker representatives need to do

Give them a few minutes to do this and then go round the room and ask each pair what they have written down.

Provide feedback to support their suggestions based on the information in this training session and the trainers experience.

Slide 16



WORKER REPRESENTATIVES....

- Represent the views of workers at meetings
- Collect views and ideas for discussion and accurately raise at meetings
- Come up with ideas and solutions
- Follow up on items raised
- Give feedback from worker committee meeting to workers
- Keep their line manager informed
- Respect confidentiality
- Take part in worker committee projects
- Arrange social and community initiatives
- Represent workers at disciplinary and grievance meetings
- Modern Slavery Champion(s)

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The trainer should go through the items on the slides and link to the constitution and the charter

- Key to represent the views of workers and not personal views
- Collect views and ideas for discussion – you need to make sure you have sufficient detail to be able to explain to the meeting what you are raising

- Don't just come with issues – think about solutions. You can ask the worker that has raised the issue what they would like to see as the outcome
- Always follow up – chase management for answers – don't let things be raised and then nothing happens
- Make sure the information from the worker committee gets fed back to all workers
- Talk to your line manager so they are in the loop on what has been discussed. They can sometimes be missed out
- Be confidential – be trusted by management and workers
- Take part in projects as well as social and community activities
- Represent workers at disciplinary and grievance hearings – they have a right to accompanied

Slide 17



Fourth brainstorm exercise:

Ask them to work either individually or in pairs and write down on their paper why they think a modern slavery champion is.

Give them a few minutes to do this and then go round the room and ask each pair what they have written down.

Provide feedback to support their suggestions based on the information in this training session and the trainers experience.

Slide 17



The trainer will play this short video which explains the role of the modern slavery champion.

Slide 19

The slide has a green header with the title 'ROLE OF THE MODERN SLAVERY CHAMPION'. The main content is in a white box with green text. To the right of the text is a list of activities, each in a blue box with a white border and a small white square to its left. At the bottom left, there is a small logo and the text 'FNET How to be an Effective Worker Representative Training Session'. At the bottom right, there is a small number '15'.

- Member of Incident Team
- Annual activity plan
- Posters & Leaflets
- Updates at briefings
- Promote how to raise issues
- Register with Stronger Together

[Link to register with Stronger Together](#)

The trainer explains the role of a modern slavery champion is to raise awareness of the issues and what to look for.

Worker representatives are a good choice to be modern slavery champions as they are interacting with lots of people within the business and can see and hear things.

Their role is to report concerns to the relevant manager.

The activities on the righthand side of the slide should be reviewed and amended to reflect the individual business. If they don't have modern slavery champions, then this is a discussion to take away to the next worker committee meeting.

For those that want to get more information there is a link to register with Stronger Together which is a not-for-profit organisation providing resources to tackle these issues

Slide 20

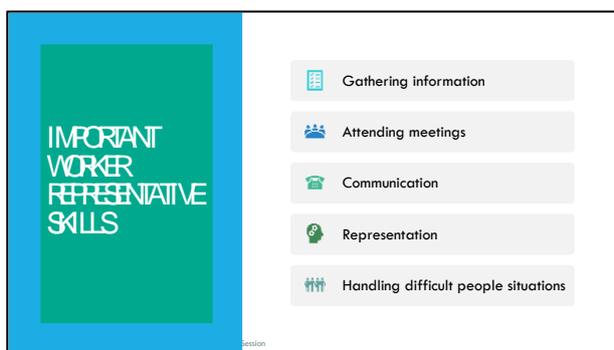


15-minute break

This should be about halfway through the session

Trainer will know whether to speed up or slow down

Slide 21



This is the start of the section part of the training and is focused on the skills that worker representatives need to be effective

The session covers 5 skill areas:

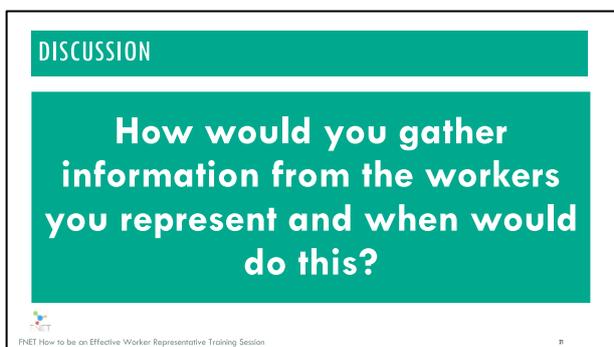
- **Gathering information** – a key part of their role, what and how information should be gathered

- **Attending meetings** – this might be

something they are not very experienced in. Many worker representatives don't attend meeting as part of their normal day to day job

- **Communication** – core to the purpose of worker representation and it is important that they understand the importance of communication to being an effective worker representative
- **Representation** – how do they effectively represent workers in formal situations like disciplinary hearings. The trainer will need to find out if this is something the worker representatives will be required to do
- **Handling difficult people** – they will come across so many different types of people and some will be challenging. How do they spot them and then handle them

Slide 22



Fifth brainstorm exercise:

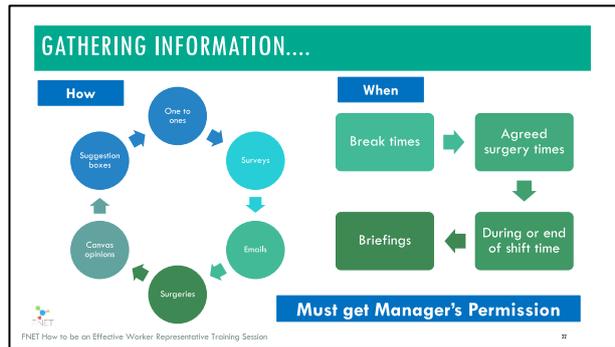
Ask them to work individually and write down on their paper how they gather information and when they do this

Give them a few minutes to do this and then go round the room and ask them what they have written down.

Provide feedback to support their

suggestions based on the information in this training session and the trainers experience.

Slide 23



The trainer explains that gathering information from the workers they represent is important. They won't just come to them.

They need to think about the best way to gather information in your business.

The trainer should go through the list on the slide of how to gather information:

- **One to ones** – this is when you meet with workers on a one-to-one basis to discuss an issue or problem
- **Surveys** – if your organisation carries out a survey, ensure that the worker representatives get to see the results and feedback into the action plan. They will be able to validate if the results are representative of the general view of workers
- **Emails** – you can set a group or individual email addresses for the worker representatives. This allows workers to email them with their issues and concerns
- **Surgeries** – this is an agreed time and location where workers can either drop in or book a time to speak with a worker representative
- **Canvas opinions** – this is where worker representatives go around as many workers as possible to get their views on a particular subject or idea
- **Suggestion boxes** – you can have a specific one for the worker representatives that workers can put forward ideas and suggestions

But just as important is when – you have a job to do, and your manager needs to know when you will be doing your worker representative responsibilities

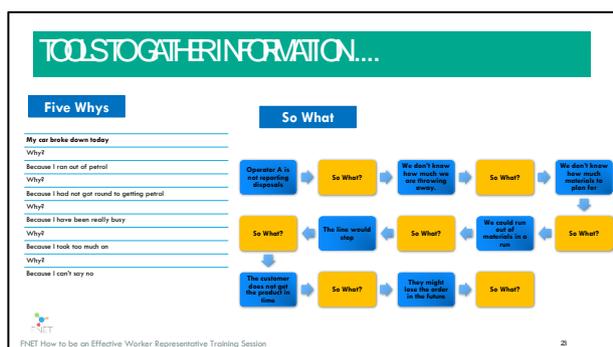
Discuss and agree with your manager the best times and for how long – these are some suggestions:

- Break times
- Agreed surgery times
- Start, during or end of shift
- Briefings

Key is to get your manager's permission – if you having difficulty doing this, discuss with HR or the manager responsible for the worker committee

Communication skills and asking questions will be important as well – these are covered in the later slides

Slide 24



The trainer talks through a couple of tools that they can use to make sure that when they are gathering information, they find out the real issue and not just the symptom of the issue

5 Whys – you just keep asking why until you can't go any further – read through the example

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So what – keep asking so what to find out why this is really important – read through example on the slide

Very simple to use – don't need any formal training – just practice

Slide 25



The trainer gets them to have a practice with the 5 Whys.

The instructions are at the end of the training manual ([Appendix 1](#)).

Slide 26



Sixth brainstorm exercise:

The trainer asks who attends meetings as part of their day-to-day job. Find out those that only attend meetings as part of their worker representative role.

Ask them to work in pairs and write down on their paper what concerns they may have about attending meetings. Can they identify any barriers and what help would

they like.

Give them a few minutes to do this and then go round the room and ask them what they have written down.

Provide feedback to support their suggestions based on the information in this training session and the trainers experience.

Slide 27



The trainer goes through the 3 areas to focus on to make sure they get the most out of attending the worker committee meetings:

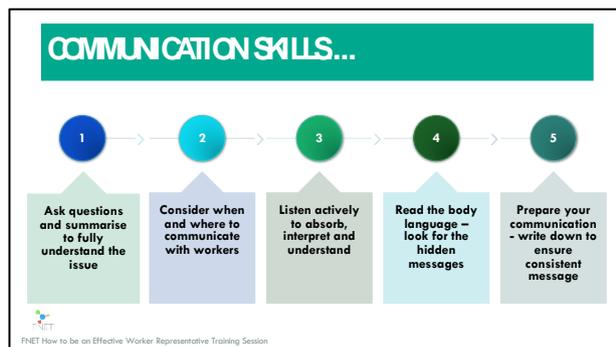
- **Preparation** – you will be asked to suggest agenda times – make sure you have sought the views of the workers you represent. Put some time aside to consider the agenda items and your thoughts and ideas. Write them down so you don't forget them. If you are raising agenda items, have

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all the information to hand – make notes that you can take to the meeting. You will feel more confident if you have prepared and you have good notes

- **Speak Up** – give your views and ideas, say what you need to say – you can say this firmly without being rude or impolite, explain your reasons using your notes and be clear
- **Listen** - hear what everyone has to say – if you don't agree or don't understand – ask for more information to check you have understood, read the body language of those attending – are they agreeing or not agreeing with you

Slide 28

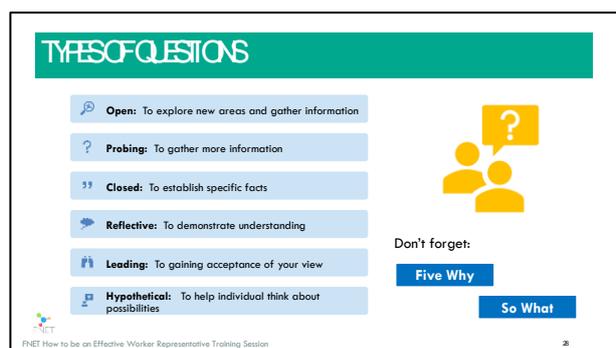


The trainer explains that communication is key to being a good worker representative. Two-way communication is an important role of the worker committee.

To communicate effectively, you need to:

- Ask questions and summarise your understanding of the issue – don't jump to conclusions and fully understand what is being discussed
- We have already discussed about when to communicate with workers – if this is agreed with your manager, then you will feel able to communicate well, but also make sure you think about where. In the canteen, this maybe the best place for a general communication update – but for others that is too public and would be better done in a meeting room. Do you have a dedicated room you can use?
- Actively listening is an important part of communication – there are times when you need to be transmitting information to workers but if you haven't listened you cannot communicate something that is not accurate as this can cause more issues. We will talk about active listening a bit later.
- Body language is also important – a lot of what we say is said by our reactions to things. Workers will often say yes but really mean no – they are saying yes as they think that is what you want to hear. We will talk about body language a bit later.
- Finally, preparation – if you want to say the same message to different groups – write it down. It also takes the stress out of what you are going to say as you have decided in advance

Slide 29



When gathering information or attending meetings worker representatives should think about the types of questions to use to maximise the information gathered and to increase understanding.

The trainer goes through each type of question on the slides:

- Open – start with a broad question to gather the maximum amount of information. They often start with “tell me about....”

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- **Probing** – dig deeper and ask for more information. This is used to help understanding e.g. “Can you explain what you meant by.....”
- **Closed** – these have yes or no answers. They are very specific and closed down the line of questioning e.g. “Did you....”
- **Reflective** – these are used to check understanding. Repeat what you have been told in your own words and then ask “Have I got this right...”
- **Leading** – this is when you give your opinion first and then ask their view e.g. “In my view we should do....., do you agree”
- **Hypothetical** – this is giving an example to help an individual think about different options.

Worker representatives should concentrate on the first three, open, probing and closed and become more aware about the types of questions they use to gather information. In addition, the trainer should remind them about the ‘5 whys’ and ‘So what’ tools

Slide 30

The slide features a green header with the word "BRAINSTORM" in white. Below it is a large green box with the text "What does representing other workers involve?" in white. At the bottom left, there is a small FNET logo and the text "FNET How to be an Effective Worker Representative Training Session". At the bottom right, there is a small number "29".

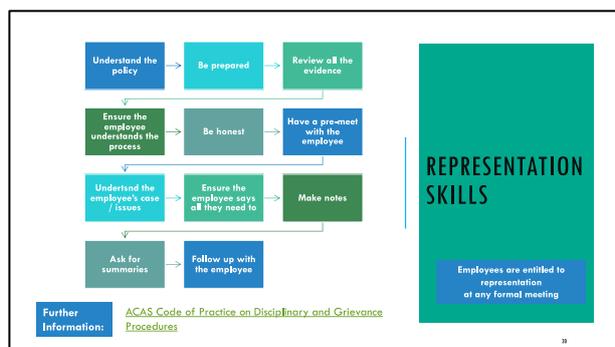
Seventh brainstorm exercise:

The trainer asks them to call out what they think is involved in representing others.

Suggestions can be recorded down on a flipchart if required

Also ask them to share any experiences they have had of representing workers

Slide 31



Workers are entitled to representation at any formal meeting. In most cases, worker representatives will be involved in disciplinary and grievance hearings.

Worker representatives should make sure they get a copy of the policies and familiarise themselves with the processes.

This is more than just attending a meeting

as a work colleague. A worker representative is there to provide support and assistance to ensure that a worker gets a fair hearing.

There are some common themes with some of the other skills we have already looked at:

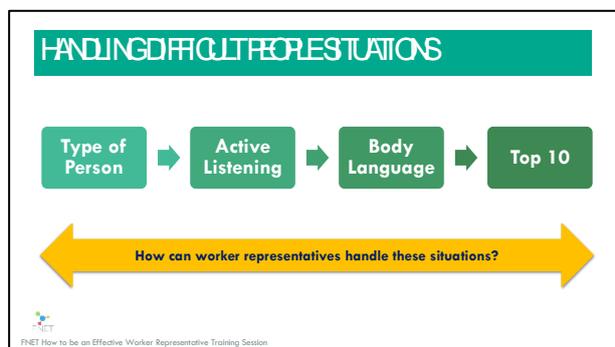
- Understand the disciplinary and grievance policies – look up the ACAS Code of Practice to give you more information
- Be prepared - you need to know the process to support the worker – it can be quite daunting
- Review all the evidence - you need to understand the issue – what has the worker done wrong or what is the worker’s grievance

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- Ensure the worker understand the process - you need to support the worker to put across their case in the best possible way, so they are able to defend their actions or provide examples of their grievance
- Be honest and balanced with the worker – if you don't feel they have a case, then let them know. The outcome of the hearing is not your decision, you are there to ensure that there is a fair hearing
- Have a pre-meeting – make sure you arrange a pre-meeting on the day of the meeting to get everything in order and it will help to calm any nerves
- Understand the employee's case / issues – go through the evidence and then question the worker to ensure you understand all the details and their viewpoint
- Ensure the worker says all they need to – if they dry up in the meeting, give them prompts to help them say all they need to
- Always make notes – you should record the details, may be needed for appeals
- Ask management to summarise their views and decision
- Follow up with the employee to ensure they have understood the outcome and if they have any queries

The trainer can direct attendees to further information in the ACAS Code of Practice on disciplinary and grievance procedures.

Slide 32



There will be times when you have to handle difficult people – these can be workers and managers.

Trainer asks if the worker representatives have had to deal with difficult people – not just as a representative

This section is about understanding about the different types of people they may

come across and how to handle these situations. This includes active listening, reading body language and Top 10 tips.

Slide 33



The trainer explains that there are a lot of different types of people in an organisation – we don't want to stereotype anyone, but think about the different characters they may be dealing with and how best to handle these people to have a positive outcome

The worker representatives will have come across some of these characters – it is not about the characters themselves – but about being aware that people are different and they can react in the different ways dependent on how you approach them:

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- The Know it alls – no matter what you say they know better or more than you
- The Passives – they just go with the flow and agree with everything
- The Dictators – they just want to tell you what to do and don't listen to others
- The 'Yes' people – they say yes to everyone even if they are contradicting themselves
- The 'No' people – their first answer is always 'No' even before they have heard what you are saying
- The Grippers – always complaining – glad half full people

There may be more types that can be added to this list – but the point is people are different and understanding how people will react can help worker representatives to reach a positive outcome

The Trainer can ask the group if they have come across these types of people and if they have an experience that they want to share

Slide 34

ACTIVE LISTENING

- Listening is an active process
- We hear with our ears and listen with our minds
- Listening is about absorbing, interpreting & understanding

How much do people hear – what's %?

What you say: 7%

How you say it: 38%

Body Language: 55%

The Listening Dilemma

- We speak at a rate of about 150 words per minute (wpm).
- But we can hear at a rate of about 1,000 wpm.
- This gives us a lot of extra time!
- What do we do with this time?

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The trainer should remind everyone that active listening was talked about in communication skills section

This slide is about understanding what that means

Explain that listen is an active process involving our ears and our minds. People hear with their ears and listen with mind.

Listening is taking in what you have heard, so you absorb, interpret and understand.

The listen dilemma explains why this process is not as easy as it sounds. We hear at a faster rate than we speak – this means that we get distracted by other things as our brains wait for you to speak

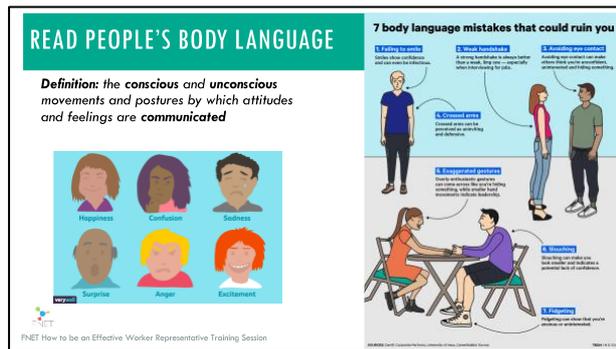
Active listening is made up of:

- What you say
- How you say it
- Body Language

The trainer should ask the worker representatives to say how much people hear by each element of active listening and then reveal the %s.

- What you say (7%) – people hear less from what you say
- How you say it (38%) – more from how you say it
- Body Language (55%) – but the most from body language

Slide 35



The trainer explains what is meant by body language – the conscious and unconscious movements and postures by which attitudes and feelings are communicated.

Ask the worker representatives to think about some of the faces and expressions and what they mean to them. Faces are often the window to how people are feeling – they can tell you a lot about what they

really think.

Smiles – shows confidence and builds rapport with others. If you smile, others are more likely to smile too

Weak handshake – can make you come across as weak and lacking

Avoiding eye contact – hard to build trust if they won't look you in the eye – makes you look nervous and lacking confidence

Crossed arms – is very defence – I am protecting myself against you!

Exaggerated gestures – can come across that you are hiding something

Slouching – can make you look like you don't care, you are not interested

Fidgeting - makes you look like you are anxious or disinterested

The point is to be aware what other people's body language is telling you

Slide 36



The trainer hands out the body language quiz to find out how aware they are about body language ([Appendix 2](#) – Body Language Quiz, Answers and Scores).

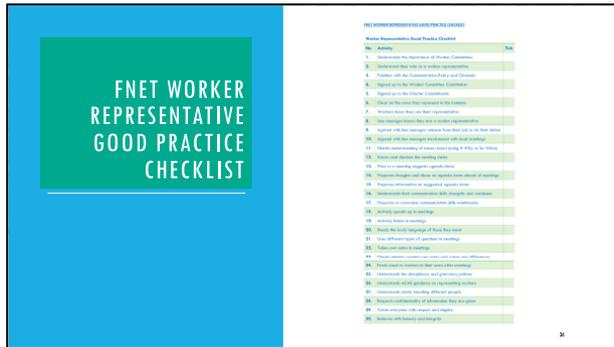
They need to select answer a) or b) for each question. There is no right or wrong answer – they should just go with the first reaction to the question.

Once they have completed the Quiz, the trainer goes through each of the questions and ask for their answers and gives them the score for each question. Once they have scored each question – they add up the total. The trainer reads out the scores and finds out who is in each category.

The trainer should also expand on each question when they are going through each of the answers drawing on their own experiences.

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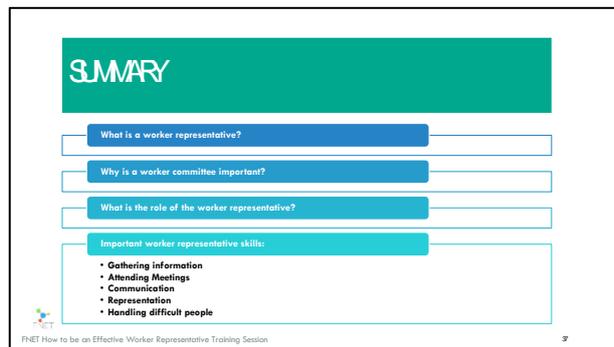
Slide 37



A Good Practice checklist has been developed for the worker representatives to use so that they can quickly check if they have completed everything ([Appendix 3](#))

The trainer should give a copy to each worker representative and ask them to take away and complete. This can be discussed at their next meeting.

Slide 38



The trainer summarises all the sections that they have gone through in the training session.

Ask the worker representatives if they have any questions before the trainer closes the session.

Slide 39



The trainer asks the worker representatives to think about the one action they are going to take from today and do something about.

Trainer goes round the room and gets the worker representatives to say what they are going to do.

Slide 40



The trainer thanks everyone for attending the session and hope they found it useful.

If they have any questions that they haven't raised before – now is the time for them to ask them



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Appendix 1

5 Whys Exercises Instructions

The trainer get attendees to work in pairs and explains how the exercise will work:

- One person (Plant Manager) explains the problem and reads out the replies when asked 'Why' – they are given these instructions
- The second person (Factory worker) listens to the problem and asks 'why' five times

The Problem

A manufacturing plant produces 10% below its expected volume on a single day. **The issue:** Reduced plant output (Read this out)

You are meeting with a factory worker to assess the situation with the following five whys line of questioning. When you are asked why – answer each of these in turn:

Reply: One machine was not functioning properly.

Reply: A belt was out of place

Reply: The machine did not receive its scheduled routine maintenance this month

Reply: No service provider was scheduled to perform the maintenance.

Reply: The company is negotiating a contract with a new service provider.

Once this has been completed think up your own problem and practice the 5 Whys.

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Appendix 2 – What is your Body Language Awareness Score?

This 10-question quiz will give you some clues as to your own body language and how to read others body language. It can help you become more aware of what may be working or not working for you when it comes to creating relationships. Up to 93% of what we say is said through body language.		
1.	When you approach someone, or they approach you are you aware of the space created between you and the other person?	Score
	Answer:	
	a) Yes, I am fully aware of my distance and others distance	
	b) No, I do not notice such things	
2.	Do you feel tense or uneasy if someone is staring at you?	
	Answer:	
	a) Yes	
	b) No	
3.	When someone you are talking to starts looking away or fidgeting do you	
	Answer:	
	a) Continue to talk	
	b) Stop talking and/or change the subject	
4.	Do you keep comfortable eye contact while conversing without staring?	
	Answer:	
	a) Yes, I keep good eye contact while talking and occasionally look away.	
	b) No, eye contact makes me uncomfortable.	
5.	Do you consciously smile when you greet another person?	
	Answer:	
	a) No, I am not aware of my facial expressions when greeting someone.	
	b) Yes, I make sure I have a pleasant look on my face when I greet.	
6.	Are you aware of the tone of voice during a conversation?	
	Answer:	
	a) No, I just talk and don't think about it	
	b) Yes, I my tone of voice is important, and I am aware of it.	
7.	Are you aware of your facial expressions while someone is talking to you?	
	Answer:	
	a) Yes, I make sure my facial expressions shows interest.	
	b) No, I just listen without any awareness of my facial expressions.	
8.	Do you nervously play with objects or fiddle with things during a conversation?	
	Answer:	
	a) Yes	
	b) No	
9.	If someone is hesitating a lot during a conversation and not maintaining good eye contact do you?	
	a) Trust what the person is saying	
	b) Have doubts about what is being said	
10.	I find it easy to tell someone's mood just by being with them for a short while.	
	Answer:	
	a) No	
	b) Yes	
Total Score:		

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Appendix 2 – What is your Body Language Awareness Score? Answers

<p>This 10-question quiz will give you some clues as to your own body language and how to read others body language. It can help you become more aware of what may be working or not working for you when it comes to creating relationships. Up to 93% of what we say is said through body language.</p>		
1.	When you approach someone, or they approach you are you aware of the space created between you and the other person?	Score
	Answer:	
	a) Yes, I am fully aware of my distance and others distance	1
	b) No, I do not notice such things	
2.	Do you feel tense or uneasy if someone is staring at you?	
	Answer:	
	a) Yes	1
	b) No	
3.	When someone you are talking to starts looking away or fidgeting do you	
	Answer:	
	a) Continue to talk	
	b) Stop talking and/or change the subject	1
4.	Do you keep comfortable eye contact while conversing without staring?	
	Answer:	
	a) Yes, I keep good eye contact while talking and occasionally look away.	1
	b) No, eye contact makes me uncomfortable.	
5.	Do you consciously smile when you greet another person?	
	Answer:	
	a) No, I am not aware of my facial expressions when greeting someone.	
	b) Yes, I make sure I have a pleasant look on my face when I greet.	1
6.	Are you aware of the tone of voice during a conversation?	
	Answer:	
	a) No, I just talk and don't think about it	
	b) Yes, I my tone of voice is important, and I am aware of it.	1
7.	Are you aware of your facial expressions while someone is talking to you?	
	Answer:	
	a) Yes, I make sure my facial expressions shows interest.	1
	b) No, I just listen without any awareness of my facial expressions.	
8.	Do you nervously play with objects or fiddle with things during a conversation?	
	Answer:	
	a) Yes	
	b) No	1
9.	If someone is hesitating a lot during a conversation and not maintaining good eye contact do you?	
	Answer:	
	a) Trust what the person is saying	
	b) Have doubts about what is being said	1
10.	I find it easy to tell someone's mood just by being with them for a short while.	
	Answer:	
	a) No	
	b) Yes	1
Total Score:		

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Appendix 2 – Scoring

9-10 = you are very aware of your body language and that of others. You usually read people well and are a pretty good judge of character. You are very aware of people's motives and usually accurate in your assessment of them

7 or 8 = you may be missing important clues when it comes to communicating with others in a positive way. You may find that you are often mistaken when it comes to reading people and that may interfere with your ability to make good friends and attract others to you.

6 or less = it is recommended that you read up on communication and body language. You have the opportunity to improve. You may not be giving a good first impression and that may make it more difficult to make good friends and have good relationships in general. You may find it difficult to interview well and therefore you may not get the job offers you are looking for. You may find you are not very popular and may get rejected by others more often than you want.

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Appendix 3

Worker Representative Good Practice Checklist

No	Activity	Tick
1.	Understands the importance of Worker Committees	
2.	Understand their role as a worker representative	
3.	Familiar with the Communication Policy and Channels	
4.	Signed up to the Worker Committee Constitution	
5.	Signed up to the Charter Commitments	
6.	Clear on the area they represent in the business	
7.	Workers know they are their representative	
8.	Line manager knows they are a worker representative	
9.	Agreed with line manager release from their job to do their duties	
10.	Agreed with line manager involvement with local briefings	
11.	Checks understanding of issues raised (using 5 Why or So What)	
12.	Knows and diarises the meeting dates	
13.	Prior to a meeting suggests agenda items	
14.	Prepares thoughts and ideas on agenda items ahead of meetings	
15.	Prepares information on suggested agenda items	
16.	Understands their communication skills strengths and weakness	
17.	Prepares to overcome communication skills weaknesses	
18.	Actively speaks up in meetings	
19.	Actively listens in meetings	
20.	Reads the body language of those they meet	
21.	Uses different types of questions in meetings	
22.	Takes own notes in meetings	
23.	Checks minutes against own notes and raises any differences	

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Worker Representative Good Practice Checklist

24.	Feeds back to workers in their area after meetings	
25.	Understands the disciplinary and grievance policies	
26.	Understands ACAS guidance on representing workers	
27.	Understands about handling different people	
28.	Respects confidentiality of information they are given	
29.	Treats everyone with respect and dignity	
30.	Behaves with honesty and integrity	