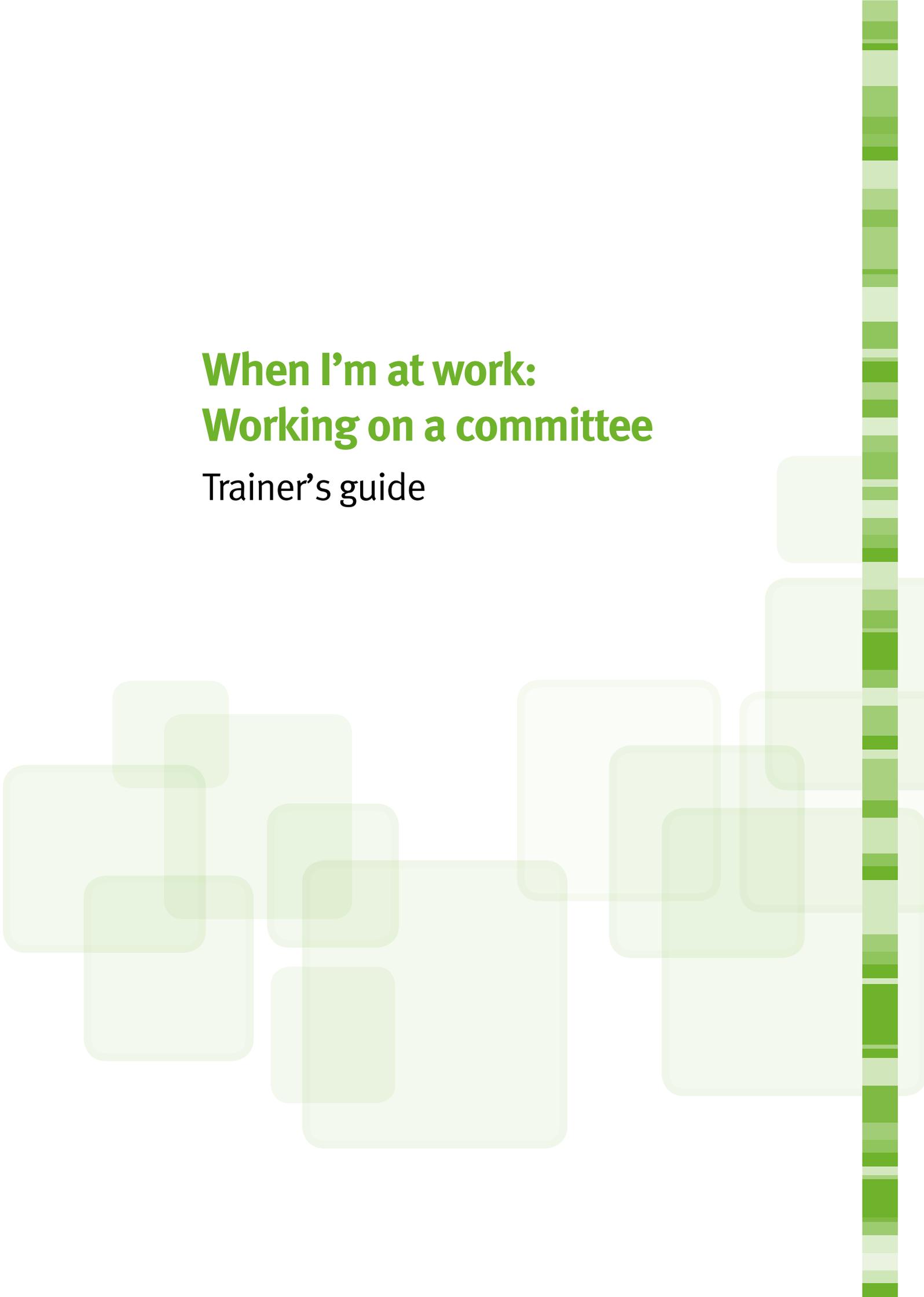


When I'm at work: Working on a committee

Trainer's guide



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Aim of the ‘When I’m at work’ series

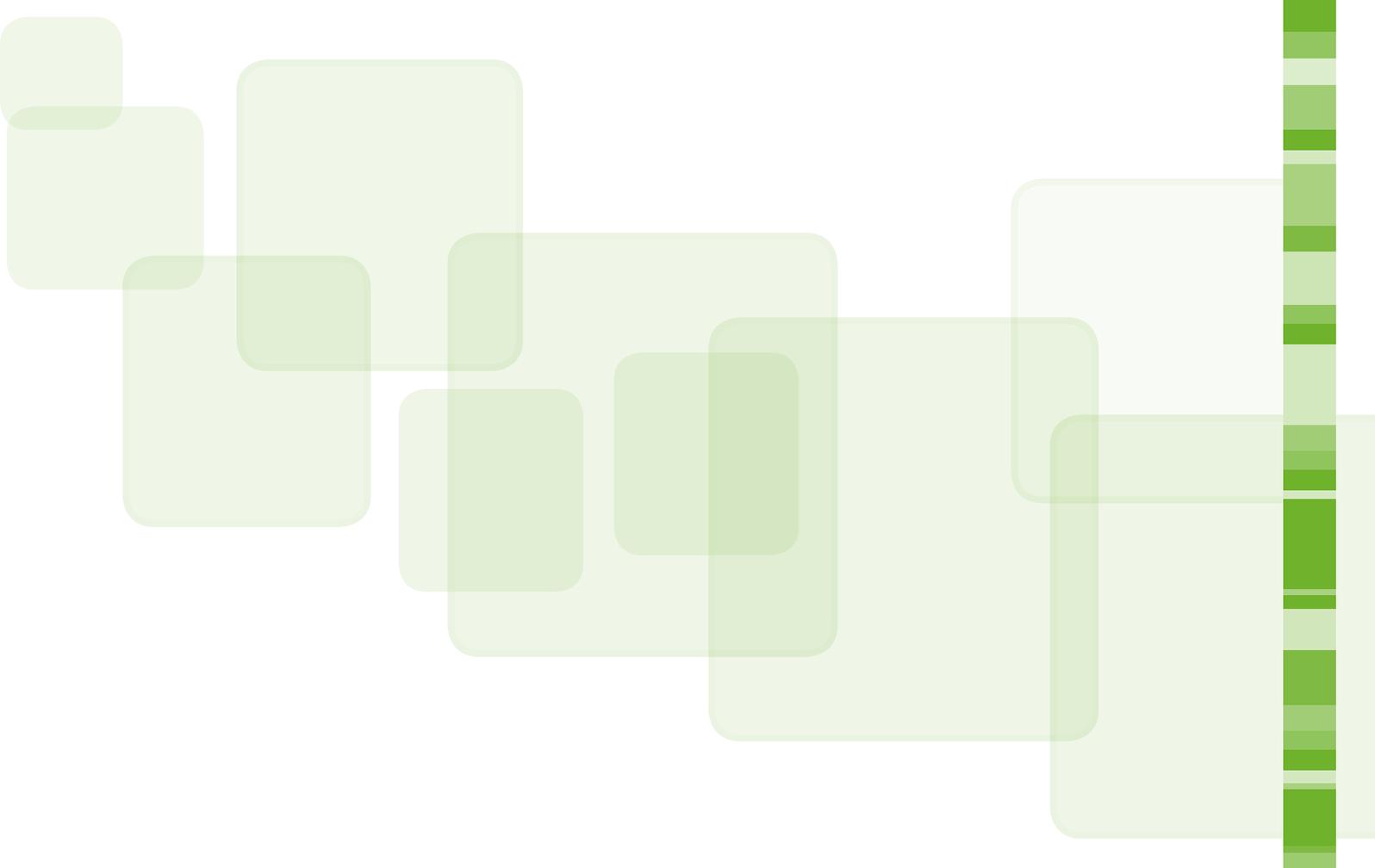
The aim of the ‘When I’m at work’ series is to bring together information about being at work. The resources that comprise the series focus on the workplace and provide information, scenarios, and suggested activities to assist you and the supported employees working in your Disability Business Service.

Topics in the ‘When I’m at work’ series are as follows.

- ▶ Supported employee induction
- ▶ Solving complaints
- ▶ Solving problems
- ▶ Retirement planning
- ▶ Working on a committee
- ▶ Using a computer
- ▶ Stopping abuse and neglect
- ▶ Teamwork
- ▶ Bullying
- ▶ My rights/responsibilities
- ▶ Drugs and alcohol
- ▶ Being healthy
 - › Being sunsmart
 - › Keeping your workplace clean and tidy
 - › Wash your hands and keep germs away
 - › Good posture and a healthy back
 - › Stretching for good health
- ▶ Workplace behaviours

Using the ‘When I’m at work’ series will help Disability Business Services meet the requirements of a number of Disability Services Standards. For example, it will be useful in relation to Standard 11 that requires the provision of appropriate and relevant training and skills for each staff member.

Introduction



Who is this resource for?

You do not need to be an experienced trainer to use this resource with supported employees. The trainer's guide includes lots of tips to make sure that you will be able to help supported employees understand the information that they need to know about working on a committee.

This resource has been developed for use with supported employees who are working in a Disability Business Service.

Aim of the resource

The resource provides information and activities that aim to help supported employees to understand a range of issues around working on a committee and some skills on how to work on a committee.

Learning objectives

After taking part in the training, learners should be able to:

- ▶ describe what a workplace committee is
- ▶ describe why we have workplace committees
- ▶ describe how workplace committees are chosen
- ▶ describe the roles of the members of workplace committees
- ▶ describe what it means to represent other people
- ▶ describe what happens at workplace committee meetings
- ▶ talk about who they can talk to about getting the skills to be a committee member
- ▶ participate in an election for a committee
- ▶ participate in a committee
- ▶ represent another person's point of view.

What is in this resource?

The resource contains:

- ▶ this trainer's guide
- ▶ a Microsoft PowerPoint® presentation
- ▶ a learner's workbook.

Note: The learner's workbook is designed to be a record of information that supported employees need in relation to working on a committee. There are spaces provided in the workbook for supported employees to record their own responses to the questions for discussion and some of the workbook activities. However, the integrity of the workbook will not be compromised if learners do not record their responses.

What you will need

You will need:

- ▶ to reproduce the learner's workbook for learners
- ▶ a list of your workplace's committees and other appropriate policies and procedures
- ▶ a computer/data projector to play the Microsoft PowerPoint® presentation (if you do not have access to a computer/data projector for training, you can copy the slide content to A4 paper for one-to-one training sessions, or to butcher's paper for group training sessions)
- ▶ photos, camera, magazines (see activity for Topic 1 for full details)
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion.

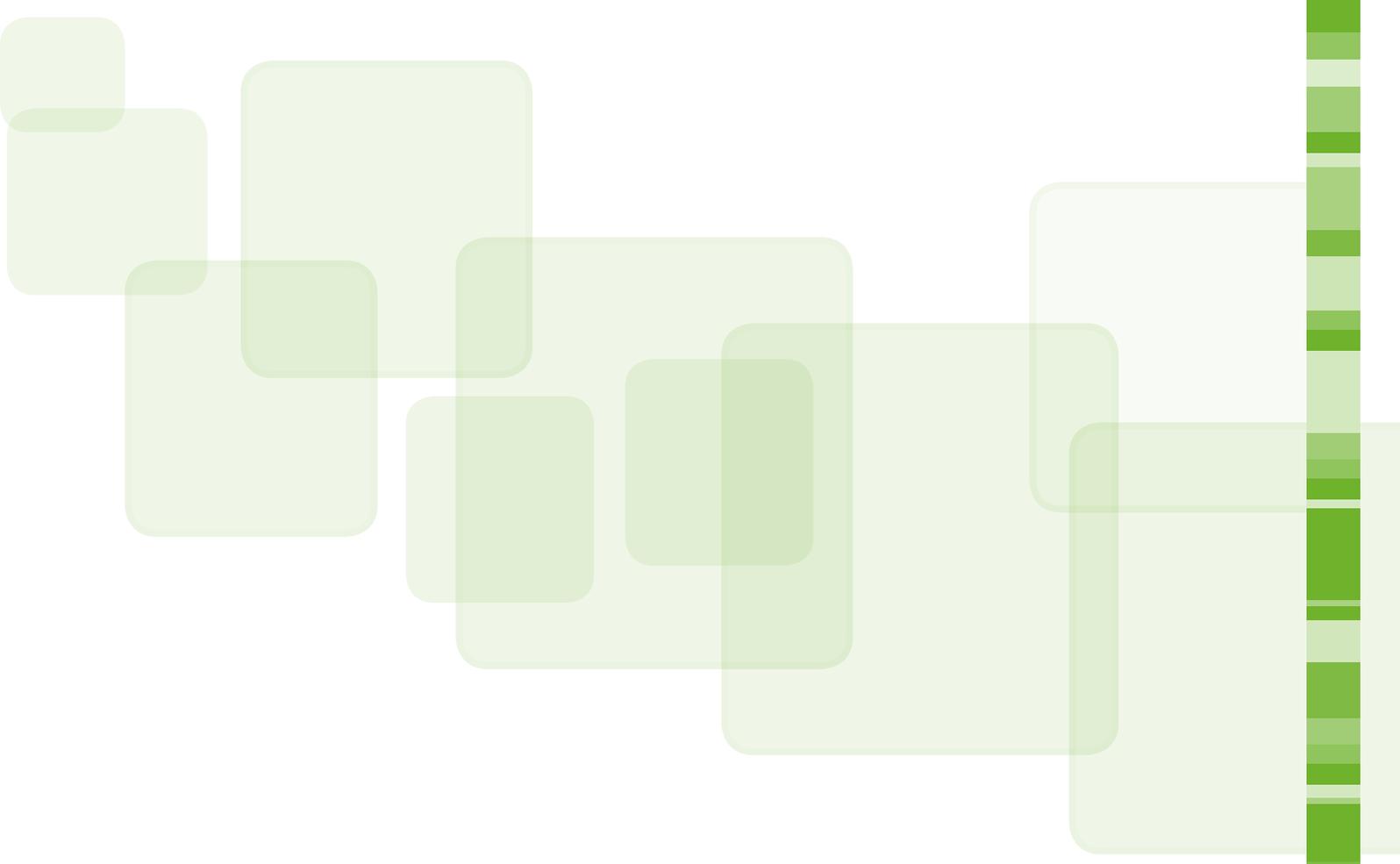
Your preparation should include knowing your workplace's policies and procedures in relation to participation on workplace committees.

What learners will need

Learners will need:

- ▶ the learner's workbook
- ▶ their personal examples in relation to being on a committee
- ▶ a pen or pencil to write with.

Using the resource



Structure of the resource

This resource has been developed to be used with small groups of supported employees as a stand-alone training program. You could also integrate it into a larger training program that your workplace may already have in place.

The resource is intended to be interactive using a variety of techniques including the presentation of a slide show, activities, and guided questioning of learners by the trainer.

The resource is delivered in seven topics.

- 1 What is a committee?
- 2 Why do we have workplace committees?
- 3 How are workplace committees chosen?
- 4 What roles are there on workplace committees?
- 5 What does it mean to represent other people?
- 6 What happens during committee meetings?
- 7 Who can you talk to about getting the skills to be a committee member?

Each topic is supported by:

- ▶ audio visual Microsoft PowerPoint® slides
- ▶ focus questions that discuss the information in the context of the learning objectives, and reinforce understanding of the concepts covered
- ▶ activities to support skill development
- ▶ reference to the Disability Services Standards and other workplace documentation, as appropriate.

Stories and activities are used to reinforce the information in most topics and to encourage discussion. The stories and activities are short and are designed to be:

- ▶ user-friendly
- ▶ learner-centred
- ▶ inclusive
- ▶ engaging
- ▶ realistic
- ▶ relevant.

The stories and activities have been developed for you to use as triggers to encourage discussion with supported employees and to support skill development. They reinforce understanding and skill development of the concepts covered, and can be customised to reflect the workplace committees in your workplace.

Each story provides:

- ▶ audio visual Microsoft PowerPoint® slides that portray a workplace story about working on a committee
- ▶ questions about the story to stimulate discussion about the topic and the themes it illustrates in relation to working on a committee
- ▶ reference to the Disability Services Standards and other workplace documentation, as appropriate.

Each activity provides:

- ▶ opportunities to develop skills around the topics that have been discussed
- ▶ questions to stimulate discussion and emphasise learning.

Most topics have debrief tasks and questions in the form of workbook activities to encourage supported employees to reflect on their learning and their own experiences in relation to that learning, and to encourage them to apply what they have learned to other situations.

Note: The ‘Key resources’ section, provided in the learner’s workbook and the trainer’s guide, gives information about, and links to, the location of additional resources for further investigation and exploration.

Your role as a trainer

Your role as a trainer is to guide supported employees in their learning. You need to provide a safe and secure learning environment where learners feel that they are respected and their input valued. You need to have clear learning outcomes, a plan for how the training will develop, and what you want to achieve within a given timeframe.

As an effective trainer, you will:

- ▶ be prepared
- ▶ know the topic
- ▶ know your audience
- ▶ listen to the needs of the learners
- ▶ involve the learners
- ▶ encourage open discussion
- ▶ seek and give feedback
- ▶ be flexible
- ▶ respect individual differences.

A useful resource to help you plan and present this learning is *Training and Assessing*, a resource package developed to assist workplace trainers to deliver training to supported employees in Disability Business Services. It includes a manual, a toolkit with sample sheets and checklists, and an implementation guide. The *Work Talk* resources are also useful.

Planning the training session

- ▶ Make sure you have all the relevant equipment you need to show the Microsoft PowerPoint® slides. If you are delivering the training without a computer/projector, transfer the information presented on each slide to butcher's paper before the training session.
- ▶ Test the equipment to make sure it works, and practise using it effectively (volume, lighting, obstacles). Do not forget OH&S – make sure that cords are secured.
- ▶ You need to be prepared and set the scene.
 - › Create a relaxed and comfortable environment.
 - › Read over the information so that you are familiar with it.
 - › Print out the Microsoft PowerPoint® presentation in handout format (three slides per page) and note some points for your discussion and clarification of the learning.
- ▶ Decide how you will deliver the training. It could be with a small group of learners in a more formal training context, or informally over lunch or afternoon tea.
- ▶ Think about inviting guest speakers to discuss the issues identified, for example, a representative from a Disability Advocacy Service, a member of a workplace committee, or a union representative.
- ▶ Decide how you will debrief the training. Will you do this in small groups and then share with the larger group? Or will you do this as a whole group activity?

Delivering the training session

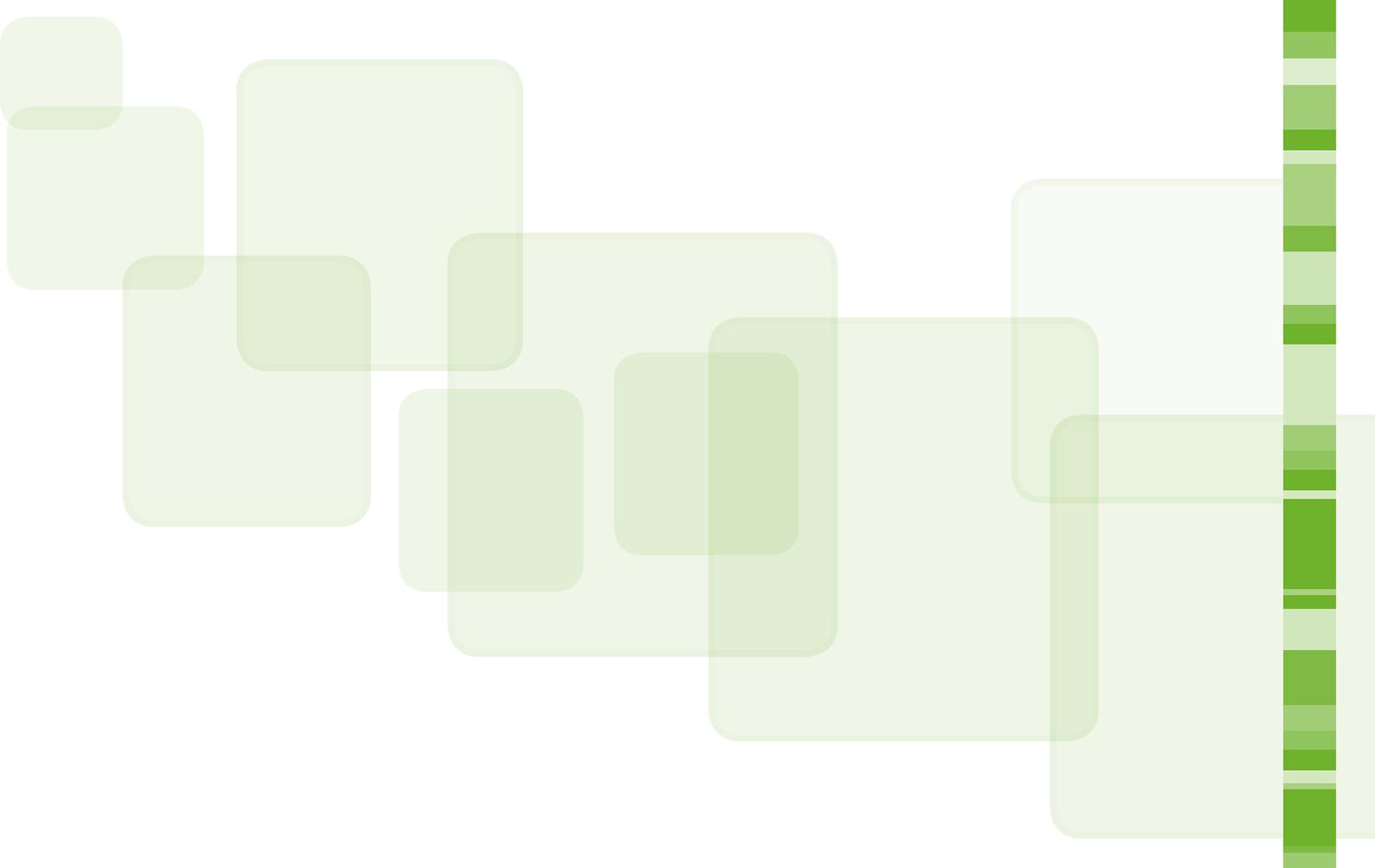
The time you take to deliver this resource will be your decision, based on the experience of the group to participate in new learning and remain involved, the time available, and so on. The format may look something like the following.

- ▶ Allow time for learners to write in their workbooks during the delivery of the topics. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.
- ▶ Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.
- ▶ Allow time for learners to recall experiences of workplace committees.
- ▶ Invite learners to share their experiences.
- ▶ Encourage learners to talk about situations rather than naming people.
- ▶ Encourage open and honest discussion.
- ▶ Ensure everyone has a voice.

Evaluating/following up

- ▶ Offer future directions in terms of training or resources that learners can follow up.
- ▶ Remember to thank everyone for their participation and invite any evaluative comments for future sessions.
- ▶ Note evaluative comments from learners and record these and any changes that you feel need to be made to your presentation of the material or the content. This can be kept and used to improve future training sessions.

Key resources



This section provides you with information about, and links to, the location of additional resources that you can access. You may wish to use this material if you need to investigate further or explore issues relevant to your learners.

Disability Services Standards

Australian Government Department of Families, Housing, Community Services and Indigenous Affairs

<http://www.fahcsia.gov.au>

This website has information about:

- ▶ Disability Services Standards (FaCSIA) 2007
- ▶ Disability Services Standards (DEWR) 2007
- ▶ evidence guidelines for Disability Employment and Rehabilitation Services.

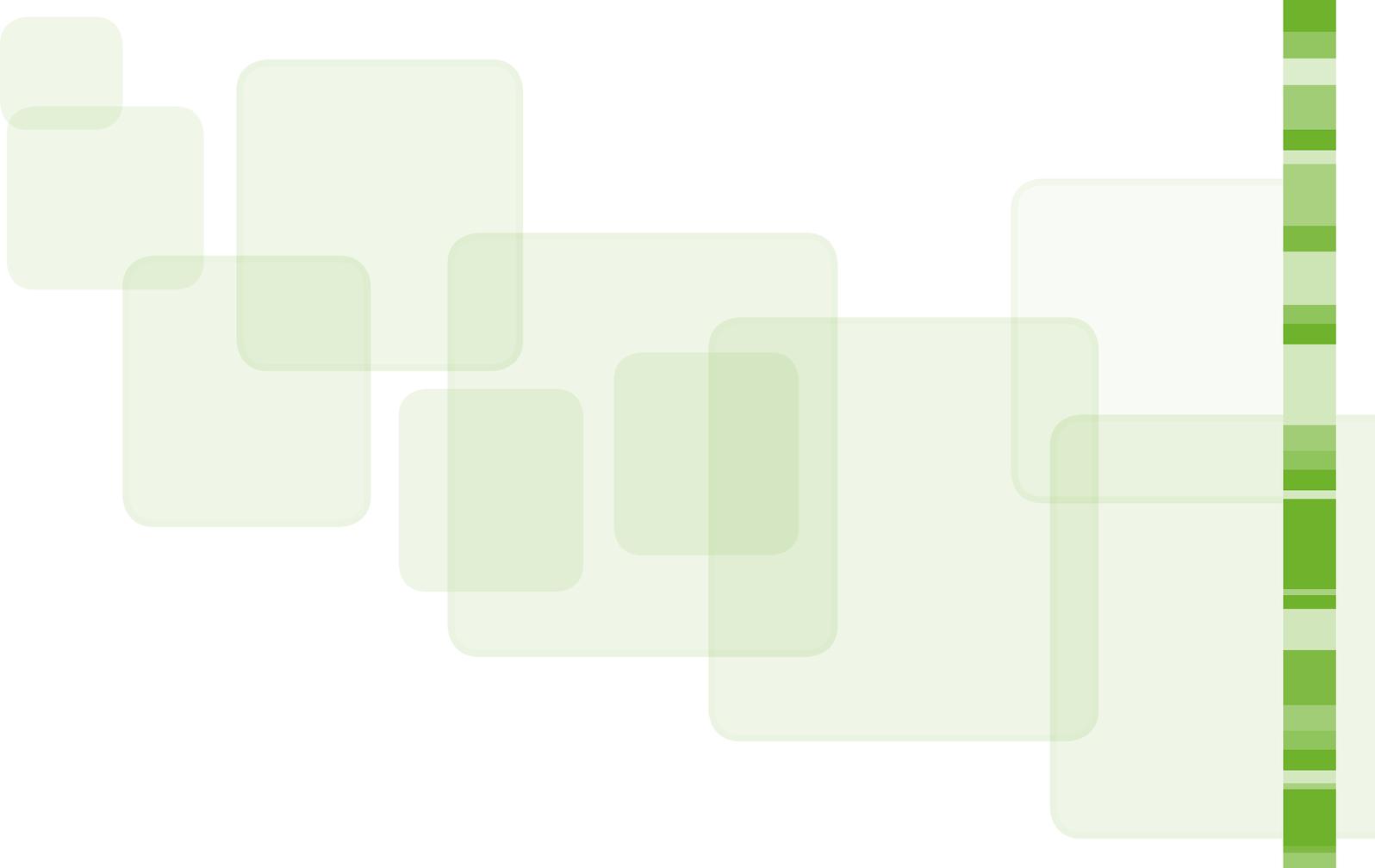
Please note that FaHCSIA will publish a Quality Strategy Toolkit in 2008 that will contain relevant information.

Workplace policies and procedures

The Disability Services Standards require that Disability Business Services have policies and procedures in place that relate to the issues discussed in the training session about workplace committees.

Topic 1

What is a committee?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ a copy of the learner's workbook printed for each learner
- ▶ computer/data projector to play the CD-ROM
- ▶ resources to help learners engage in the activity for this topic (details are provided in the notes for Slide 10)
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ what a committee is
- ▶ what a workplace committee is
- ▶ what people on workplace committees do
- ▶ who workplace committees work for
- ▶ at least two workplace committees specific to their workplaces
- ▶ what those workplace committees do.

Delivering the topic

Show slide 1

Welcome the learners and explain that they will be learning about what it means to work on a committee.

Show slide 2

Explain to learners that the training will include:

- ▶ what a committee is
- ▶ what a workplace committee is
- ▶ what people on workplace committees do
- ▶ why we have workplace committees
- ▶ how workplace committees are chosen
- ▶ what roles there are on workplace committees
- ▶ what it means to represent other people
- ▶ what happens at workplace committee meetings
- ▶ who you can talk to about getting the skills to be a committee member.

Show slide 3

The slide shows an image of people working on a committee.

Ask learners to talk about committees they know about. These may include:

- ▶ the local football club committee
- ▶ the workplace social club committee
- ▶ the workplace quality assurance committee
- ▶ the local sporting club committee
- ▶ the workplace safety committee
- ▶ Special Olympics
- ▶ special interest groups such as asthma, cancer, parents, youth clubs, multicultural, neighbourhood.

Explain to learners that the training will focus on committees in general at first, then on workplace committees.

Show slide 4

What is a committee?

Discuss the following with learners.

A committee is a group of people who work together for others to do things that will benefit everyone.

During the training, it will be important to progressively check learners' understanding of language that relates to committee procedures, and roles and responsibilities associated with working on committees.

It is important to emphasise that a committee works as a group and that committees need to consider the interests of the broader population when they are making decisions.

Your aim for this part of the training is to help learners understand what a committee is.

Explain that during the rest of this training session, we will talk about workplace committees and what it means to work on a workplace committee.

Show slide 5

What is a workplace committee?

Discuss the following with learners.

A workplace committee is a group of people who work together for others to do things that will benefit everyone in the workplace.

Show slide 6

What do people on workplace committees do?

Discuss the following with learners.

People on committees work together for other people in the workplace, to do things that are related to the workplace. These things will benefit everyone in the workplace.

It is important to remember that people who are on a workplace committee look after what's best for everyone in the workplace when they decide about things.

Show slide 7

Focus questions

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

- ▶ Who do workplace committees work for?
- ▶ What workplace committees do we have?
- ▶ What do our workplace committees do?

Show slide 8

Listen to Bob's story.

Bob's story

Hi. My name is Bob. I am a member of the safety committee at my workplace. I look out for things that keep us safe at work. Workers tell me about things we should talk about at our safety committee meetings.



Show slide 9

Questions for discussion

Discuss these questions about Bob's story with learners. Encourage them to record their responses to the questions in their workbooks in the spaces provided.

- ▶ Why do you think Bob is on the workplace safety committee?
- ▶ How does Bob's position on the safety committee help the workplace?
- ▶ Why do you think it would be good to have Bob on the safety committee?

Show slide 10

Debrief the topic by leading learners through the following activities. Then highlight the issues that this topic has raised in relation to working on a committee and reinforce the focus questions.

After you have discussed the workbook activities with learners, ask learners to write their responses in their workbooks in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Workbook activities

What committees are at your workplace?

Talk with learners about the workplace committees they know about. These may include the:

- ▶ safety committee
- ▶ workers committee
- ▶ continuous improvement committee
- ▶ planning committee
- ▶ canteen committee
- ▶ quality committee
- ▶ finance committee
- ▶ OH&S committee
- ▶ social committee
- ▶ employee advisory committee.

List the workplace committees on butcher's paper and refer to this list during the training session. Discuss with learners what each committee does and write this information beside the name of the committee. Refer to this information during the training session.

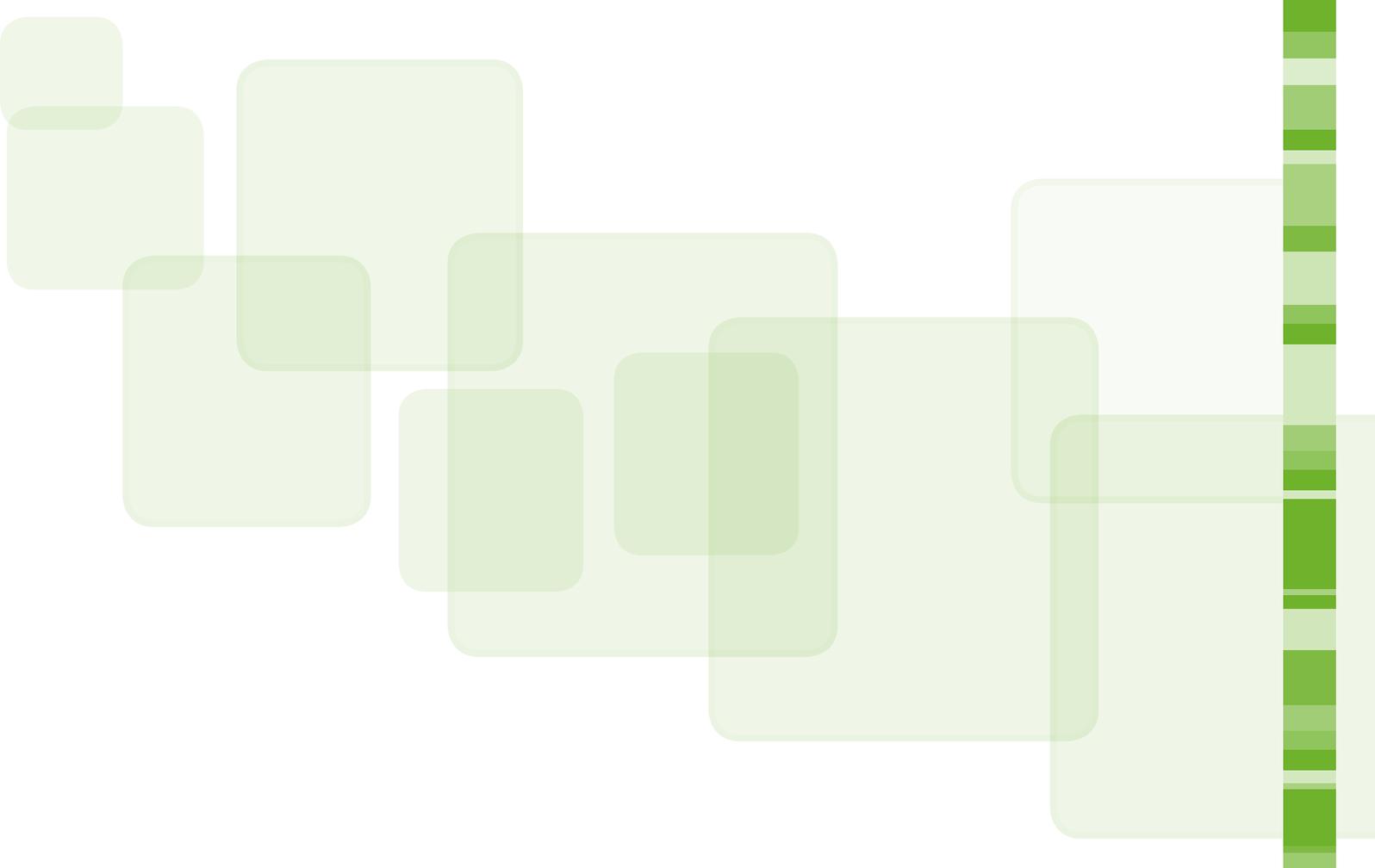
Ask learners to choose two workplace committees that they know about. For each one, ask learners to record the name of the committee and what it does, as discussed, in their workbooks.

Note: Ensure that you have the following resources available to enable learners to take part fully in the activity.

- ▶ Have photos of workplace committee members available for learners to put in their workbooks. You could use a workplace camera to take the photos yourself.
- ▶ Have a selection of appropriate clippings from newspapers or magazines available, for example, safety signs for a safety committee, a Disability Services Standards poster (download from the Internet) for a quality committee, pictures of food for a canteen committee.
- ▶ Have paper glue available for this activity.

Topic 2

Why do we have workplace committees?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ the Disability Services Standards in Easy English
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

You should be familiar with the Disability Services Standards, particularly Standard 3 that concerns decision making and choice.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ why we have workplace committees
- ▶ why it is good to share the workload
- ▶ Disability Services Standard 3 and its intent
- ▶ how committees can help with issues in the workplace.

Delivering the topic

Show slide 11

Why do we have workplace committees?

It is important that learners are aware of the range of reasons why committees are formed.

Prepare a sheet of butcher's paper with the heading **Why do we have workplace committees?** Encourage learners to tell you why we have workplace committees. List their responses.

Show slide 12

Summarise the information gathered by highlighting the four common reasons for having workplace committees.

Discuss the following with learners.

1. Sharing the workload

Working as a group shares the workload or leads to better ideas. When there is a large task to be done, having a group working on things is better than leaving it to one person.

Some examples of workplace committees include:

- ▶ a social committee to organise social activities
- ▶ a training committee to help the training manager decide which training is best for the workplace
- ▶ an events committee to work on a special event.

Ask learners if they can think of something that a group could do better than one person.

Discuss the following with learners.

2. It's the law

The Australian Government has rules about what makes a good service. These rules are called the Disability Services Standards. They help to make sure that your workplace gives you quality service. Quality service includes having your say at work. Working on a committee is one way that you can have your say at work.

Some committees are formed because a law or a rule says that the workplace has to have these committees. For example, OH&S legislation requires the workplace to have a safety committee. An industrial award may require a workplace committee to talk about changes to working conditions.

Ask learners how important they think it is for their workplace to do what these laws say.

Ask learners how they think that will help their workplace.

Discuss the following with learners.

3. Encouraging workers to have a say

Hearing the views of workers is a way that management will know what needs to change or improve in the workplace.

Disability Services Standard 3 is all about having your say. Your workplace has to give you choice and has to listen to you about:

- ▶ the kind of work you want to do
- ▶ how your workplace can do things better.

Ask learners the following questions to consolidate the discussion.

- ▶ When have you had a say about something that you didn't like, or something you thought could improve in your workplace?
- ▶ Did you go to a committee member to talk about it?
- ▶ Did it make anything change at work?
- ▶ If you never have had a say, think about something you would like to have a say about.
- ▶ What could you do about it?
- ▶ How can you have a say if you're not on a committee?

Discuss the following with learners.

4. Ideas for the workplace and the workers

Workers know what is happening in their work areas and have ideas about how to make things better. A committee gives workers an opportunity to talk with other workers and their supervisors about issues in the workplace.

This all contributes to making a more productive, happy and safe workplace.

Ask learners:

- ▶ to suggest something that is happening in their work areas that needs to improve, that their supervisor or manager wouldn't know about
- ▶ who they could talk to about it.

Show slide 13

Focus questions

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

- ▶ Why is it good to share the workload?
- ▶ Why is it the law for workplaces to have some committees?
- ▶ Disability Services Standard 3 is all about workers having their say. How can workplaces help with this?
- ▶ How can committees help with issues in the workplace?
- ▶ How can committees help with new ideas for the workplace?
- ▶ If you are not a committee member, how can you get a committee to help you to have a say?

Show slide 14

Listen to the pool table story.

The pool table story

The social club committee received a letter at its monthly meeting from Joe, Ross and Alf.

The letter said, 'We are really cross and don't want to pay any more money to the social club because we haven't been able to play pool at lunchtime for four weeks. It seems to be always the same blokes who get the table and hog it with their mates. This isn't fair because we helped pay for this table as much as they did and we don't get a chance to play pool.'

The social club committee discusses the letter. What can the committee do to solve this problem?



Show slide 15

Before discussing the questions about the pool table with learners, engage learners in a role play of the pool table story, where they play the roles of the social club committee members. Ask them to discuss the letter, find a range of solutions and present their solutions to you. Now ask learners to record what they did to solve the problem in their workbooks. For help with conducting role plays, refer to the *Training and Assessing* resource.

Questions for discussion

Discuss the questions about the pool table story with learners. Encourage them to record their responses to the questions in their workbooks in the spaces provided.

- ▶ How have you helped to solve the pool table problem?
- ▶ Who have you helped?
- ▶ How will you get back to the people who wrote the letter to let them know what you have done about their complaint?
- ▶ Why do you think it is important to have a committee like this one?

Show slide 16

Debrief the topic by leading learners through the following activities. They highlight the issues that this topic has raised in relation to working on a committee and reinforce the focus questions.

After you have discussed the workbook activities with learners, ask learners to write their responses in their workbooks in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Workbook activities

Distribute copies of the Disability Services Standards and Quality Assurance booklets in Easy English (refer to FaHCSIA's 'Information kit for Disability Employment Services' or access a copy on the Internet at: www.fahcsia.gov.au/internet/facsinternet.nsf/disabilities/services-standards_qa_publications.htm)

Ask learners to find Standard 3, and talk about what Standard 3 means in relation to them having their say at work.

Talk about working on a committee as being a way that learners can have their say at work, and relate this to the workplace giving them choice and contributing to a better quality service.

Talk to learners about how they can have a say even if they are not on a committee.

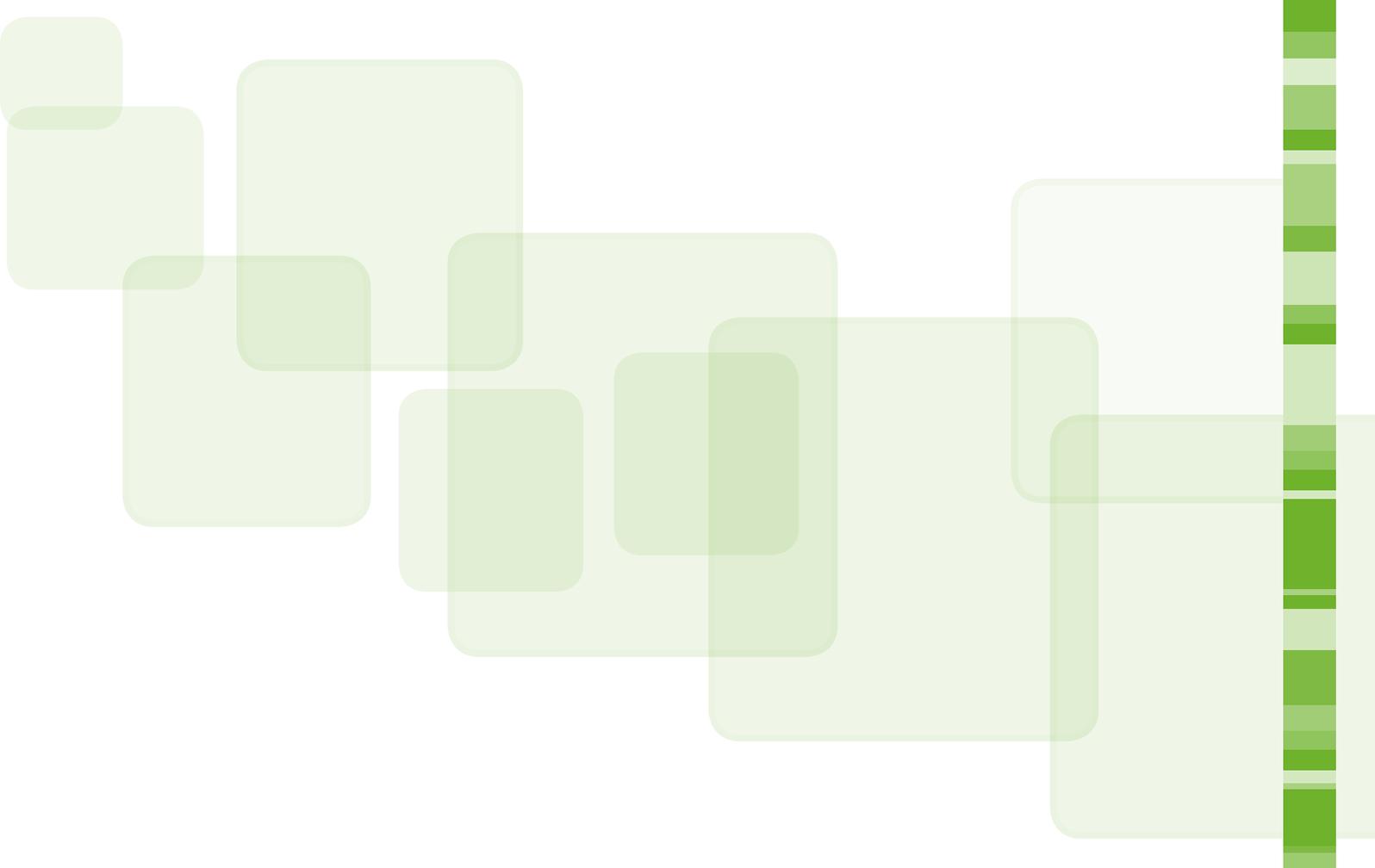
Ask learners what they think would make their workplace a better place to work in.

Remind learners that workplace committees:

- ▶ help to share the workload
- ▶ are the law
- ▶ encourage workers to have their say
- ▶ provide opportunities for ideas for the workplace and the workers to be discussed.

Topic 3

How are workplace committees chosen?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ to invite a number of workplace committee members to discuss their experiences having been chosen to be on a workplace committee
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with
- ▶ to be willing to take part in an election process.

Learning objectives

After taking part in this topic, learners:

- ▶ should be able to describe what it means to volunteer, be nominated, be co-opted, or be elected to work on a committee
- ▶ should be able to describe the election process
- ▶ will have experienced taking part in an election process.

Delivering the topic

Show slide 17

How are workplace committees chosen?

Discuss the following with the learners

There are lots of ways that you can be chosen to be on a workplace committee. It may be **part of your job** to be on a workplace committee.

Discuss the following with learners.

You may **volunteer** to be on the workplace committee. This means that you offer to work on the committee without being asked to, or having to.

Discuss the following with learners.

You may be **nominated** by your supervisor or a co-worker to represent the work team on a committee. This means that you are asked if you are willing to be on the committee. If you are willing, you could be one of a few people who have been nominated to be on the committee. Each work team usually has only one representative on a workplace committee.

Discuss the following with learners.

You may be asked to be on a workplace committee by people who are already on the committee. This is called being **co-opted**.

Discuss the following with learners.

There may be only one position available on a committee but two or more people may want to be in that position on the committee. When this happens, you need to choose or **elect** the person you want on the committee.

The people who want to be on the committee are called **candidates**.

On a piece of paper (called a **ballot paper**) which has the names of all the candidates on it, you put a tick next to the name of the person you want to be on the committee. This is called **voting** for that person.

You don't have to tell anyone else who you voted for. This is called voting by **secret ballot**.

The person with the most votes is elected to the committee.

Talk about other ways that voting can be done, for example, by drawing a picture of the preferred candidate.

Explain to learners that they will be able to practise voting in the activity for this topic.

Show slide 18

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

Focus questions

- ▶ What does it mean if you:
 - volunteer
 - are nominated
 - are co-opted
 - are elected to work on a committee?
- ▶ What does it mean to vote?
- ▶ Can you nominate yourself to work on a committee?

Show slide 19

Listen to Brenda's story.

Brenda's story

DB Services has a quality committee and there has to be one person from each of the work areas on the committee.

Brenda used to work on the gardening crew and she was their representative on the quality committee. She has just moved over to the packing team. Carl from the packing team is already on the quality committee, so Brenda can't be on the quality committee anymore.

The gardening crew has elected Jenny to replace Brenda on the quality committee. Brenda is going to come to the next quality committee meeting to help Jenny learn what happens at the meetings.



Show slide 20

Questions for discussion

Discuss these questions about Brenda's story with learners. Encourage them to record their responses to the questions in their workbooks in the spaces provided.

- ▶ Why can't Brenda be on the quality committee anymore?
- ▶ Why is it good to have someone from each work area on the quality committee?

Show slide 21

Listen to Bruce and Joyce's story.

Bruce and Joyce's story

Bruce and Joyce are supported employees in Hillside Business Services and have been nominated to join the safety committee.

As only one position is vacant, an election is going to be held. Bruce and Joyce understand that only one of them can be elected to be on the committee. They are both keen to be on the committee and have been talking with the other workers about why they should vote for them.

Bruce has talked about his previous experience on the committee and how he is a good listener. Joyce has not been on a committee before but she has good ideas and is a responsible person.



Show slide 22

Questions for discussion

Discuss these questions about Bruce and Joyce's story with learners. Encourage them to record their responses to the questions in their workbooks in the spaces provided.

- ▶ Why will it be necessary for an election to be held for this committee?
- ▶ What will Bruce and Joyce need to do before the election?
- ▶ What does being nominated to join a committee mean?
- ▶ What does being elected to a committee mean?

Show slide 23

Listen to Sarah's story.

Sarah's story

Parkview Business Services is planning to hold its annual Christmas party in the local park.

A committee is to be formed to help organise the party.

Sarah, a new employee, volunteers to be on the committee.



Show slide 24

Questions for discussion

Discuss these questions about Sarah's story with learners. Encourage them to record their responses to the questions in their workbooks in the spaces provided.

- ▶ What are the things this committee will need to do?
- ▶ Why do you think Sarah has volunteered to be on this committee?

Show slide 25

Debrief the topic by leading learners through the following activities. Then highlight the issues that this topic has raised in relation to working on a committee and reinforce the focus questions.

After you have discussed the workbook activities with learners, ask learners to write their responses in their workbooks in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Workbook activities

Ask learners to discuss their experiences and listen to each other's experiences about joining a workplace committee.

Discuss with learners how they and their work areas are represented by committees in the workplace.

Organise learners to role-play an election process for a safety committee, and to choose two candidates for the two vacant positions on the committee.

- ▶ Ask learners to think about someone they would like to nominate from their workplace to be on the safety committee.
- ▶ Ask learners to think about what would make that person a good member of the safety committee.
- ▶ Record learners' comments on butcher's paper (for example, the person thinks about safety and is responsible). Encourage learners to choose people for the right reasons, not because 'she is my best friend'.
- ▶ Review what it means to vote by secret ballot. Then, by secret ballot, ask learners to vote for their preferred candidates. Learners can cast their votes by ticking against or writing the names of their preferred candidates on a piece of paper (or drawing a picture of their preferred candidates) and placing the ballot paper in a box.
- ▶ Alternatively you could have a board prepared with a series of photos of all nominated people. Then, one by one, and away from the others, learners can tell you which person they want on the committee by pointing to or describing that person. This allows people at all levels of disability to be included.
- ▶ With the group, and using butcher's paper to keep the tally, count the votes for each candidate.
- ▶ Explain that the two people with the most votes will be elected to the safety committee.
- ▶ Announce the people duly elected.



Review the learning by emphasising that people can be on a workplace committee because:

- ▶ they were elected
- ▶ they volunteered
- ▶ they were nominated
- ▶ they were co-opted
- ▶ it is part of their job.

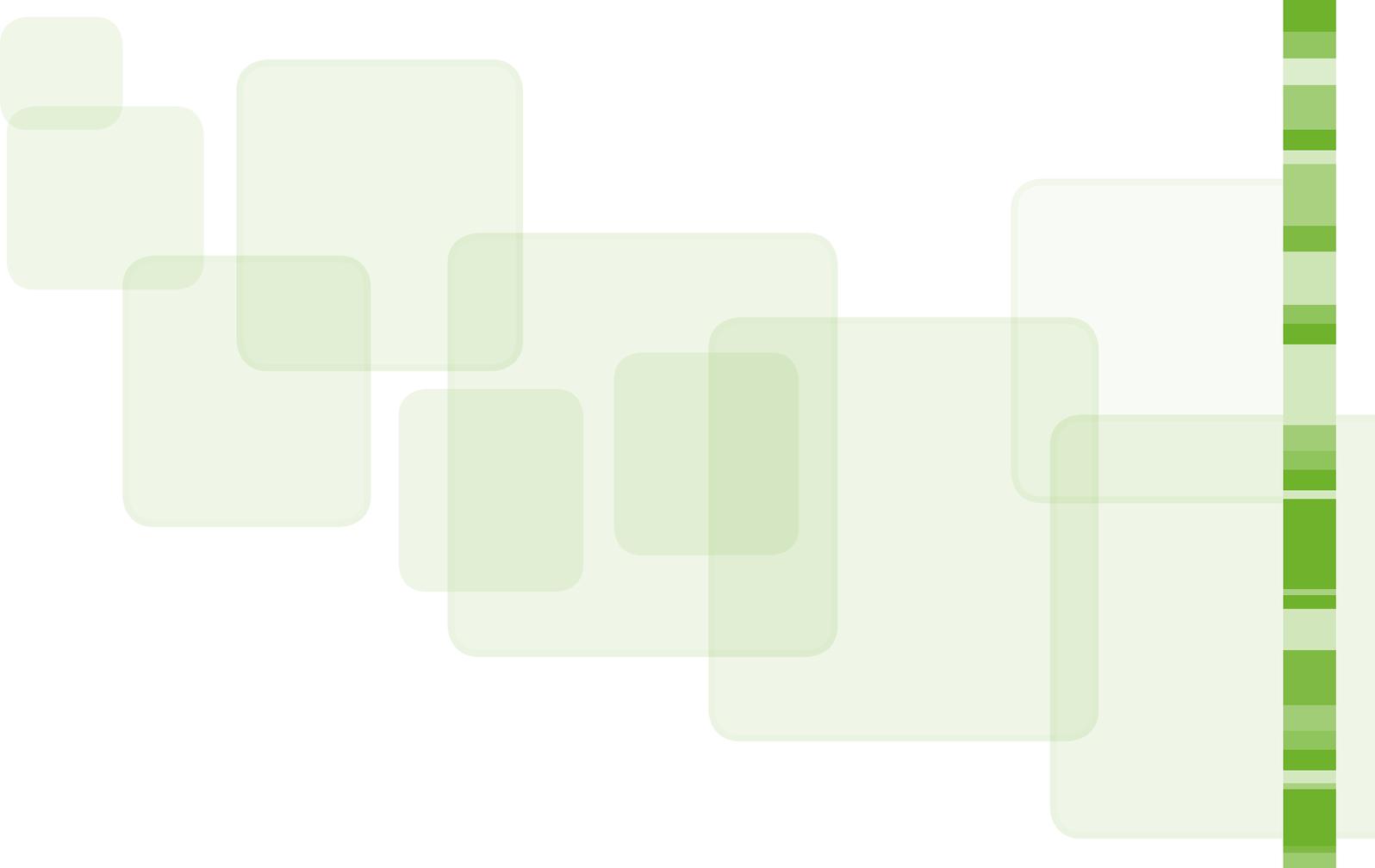
Review the learning by talking about the steps of the election process.

Talk with learners about the skills they have been using.

Repeat this activity with learners as often as they need to build their skills around nominating people for the right reasons, and then voting them onto a committee.

Topic 4

What roles are there on workplace committees?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ to invite representatives from workplace committees to talk about their roles
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners should be able to:

- ▶ describe what the main roles on workplace committees are
- ▶ recognise when people are performing well in those roles
- ▶ recognise when people are not performing well in those roles.

Delivering the topic

Show slide 26

What roles are there on workplace committees?

Discuss this question with learners and ask them to think about workplace committee meetings they have been to and the jobs or roles people held on these committees.

People on workplace committees usually have special roles or jobs that they do while they are on the committee. These roles can sometimes be shared, or people in those roles can get help with some parts of their roles if they need it. For example, a worker may be the secretary on a workplace committee and have help to write any letters that are required.

Remember that it is your right to have your say at work. Working on a committee is one way that you can have your say at work.

Learners may have held a committee role they can reflect on.

Learners may have shared a role on a committee with someone whose disability required them to be assisted. Discuss with learners what assistance may be necessary so that all workers are ensured they have an equal opportunity to be on a committee in their workplace.

Show slide 27

Discuss the following with the learners.

Chairperson

The chairperson runs the committee meetings. The chairperson also makes sure that people on the committee take turns to talk, and that everyone has their say.

Discuss the following with the learners.

Secretary

The secretary prepares the meeting agendas and takes notes of what happens at meetings, including the things that the committee votes on and agrees to do. The secretary also writes any letters or emails that the committee wants to send.

Explain to learners that what happens during a committee meeting will be discussed in greater depth during the next topic.

Discuss the following with the learners.

Treasurer

The treasurer manages the money and reports to the rest of the committee about the money that the committee is responsible for. A treasurer is not always needed on a committee. It will depend on whether or not money is needed for that committee.

Discuss the following with the learners.

Team representative

The team representative is the person who is on the committee to represent the views of everyone on their work team. People on the work team may elect their team representative. Managers may ask a particular worker to be the team representative.

Discuss the following with the learners.

Committee members

Committee members represent the views of all workers in the workplace. They put forward ideas about the things that the committee is discussing.

Show slide 28

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

Focus questions

- ▶ What do a:
 - chairperson
 - secretary
 - treasurer
 - team representative
 - committee member each do on a workplace committee?
- ▶ Can you think of any committees in your workplace that handle money?
- ▶ What would happen if you wanted to be a secretary on a workplace committee but you couldn't read or write?

Show slide 29

Listen to Brian's story.

Brian's story

Brian works at DB Services on the gardening team. He's also the chairperson of the DB Services social club committee.

Mario, a supervisor at DB Services, is the treasurer of the DB Services social club committee.

Chen is the gardening team's representative on the committee.

Lisa and Julia are also team representatives on the DB Services social club committee.

At the monthly committee meeting, Brian wants to discuss the Christmas party. He asks Mario how much money there is to spend but before Mario can answer, Lisa interrupts.

Mario and Brian are annoyed. Brian tells Lisa that she has to wait her turn. He continues his conversation with Mario.

Brian then asks Chen to talk about what the gardening team wants to do for the Christmas party. Chen is surprised. Brian works on the gardening team so he knows perfectly well what the team wants.

Brian tells Chen that it's her job to say what the gardening team wants because she's the team representative.

Brian sees that Julia's hand is up, so he asks her to speak after Chen has finished. Julia has just started talking when Lisa interrupts again.

Brian firmly asks Lisa to be quiet. He then asks Julia to continue with what she was saying.

In the meantime, Lisa has put her hand up. When Julia has finished talking, Brian asks Lisa to speak.



Show slide 30

Questions for discussion

Discuss these questions about Brian's story with learners. Encourage them to record their responses to the questions in their workbooks, in the spaces provided.

- Why do committees have rules?
- Why do people on a committee have different roles?
- How did Brian go as the chairperson?
- Why did Brian ask Chen to speak for the gardening team?

Show slide 31

Listen to Amir's story.

Amir's story

Amir has been on the safety committee at DB Services for three months. He represents the new printing service crew. He has been to every meeting. He comes on time and listens quietly to what is being said. If Lynne, the chairperson, asks him if he wants to ask anything he either shakes his head or says no. He pins the notes of the meeting up on the noticeboard in his work area after every meeting.



Before one meeting, Lillian, one of the other people at the printing service, asks him to raise at the meeting that there is a problem with fumes in the copier room. Lillian and other people are getting headaches that they think come from working in there.

Amir goes to the meeting, but he doesn't say anything about the fumes.

When she sees the notes of the meeting, Lillian is very angry and says Amir is not doing his job properly.

Show slide 32

Questions for discussion

Discuss these questions about Amir's story with learners. Encourage them to record their responses to the questions in their workbooks, in the spaces provided.

- ▶ What parts of being on the committee is Amir doing well?
- ▶ Are there parts of his role that Amir is not doing well?
- ▶ Is it a problem that Amir is not speaking up at the meetings? Why?
- ▶ Who might be able to help Amir do his job on the committee better?

Show slide 33

Debrief the topic by leading learners through the following activities. Then highlight the issues that this topic has raised in relation to working on a committee and reinforce the focus questions.

After you have discussed the workbook activities with learners, ask learners to write their responses in their workbooks in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Workbook activities

Role play

Divide learners into small groups, and using workplace committees as examples, ask them to name the people on a workplace committee and to describe their roles.

Remind learners that assistance may be necessary so that all workers are ensured they have an equal opportunity to be on a committee in their workplace. Speaking with supervisors is a good place to start, if such assistance is required.

It may also be appropriate at this stage to invite representatives from workplace committees to talk about their roles.

Discuss with learners the purpose of the meeting in Brian's story.

Listen to the story for a second time for clarification if you need to.

Using the information about role plays in the *Training and Assessing* resource to help you, assign learners to the roles of the various characters in Brian's story. Role-play Brian's story several times, with learners engaged in a number of different roles.

Ask learners to reflect on the experience of being in the various roles, and discuss this with the group.

Chinese whispers

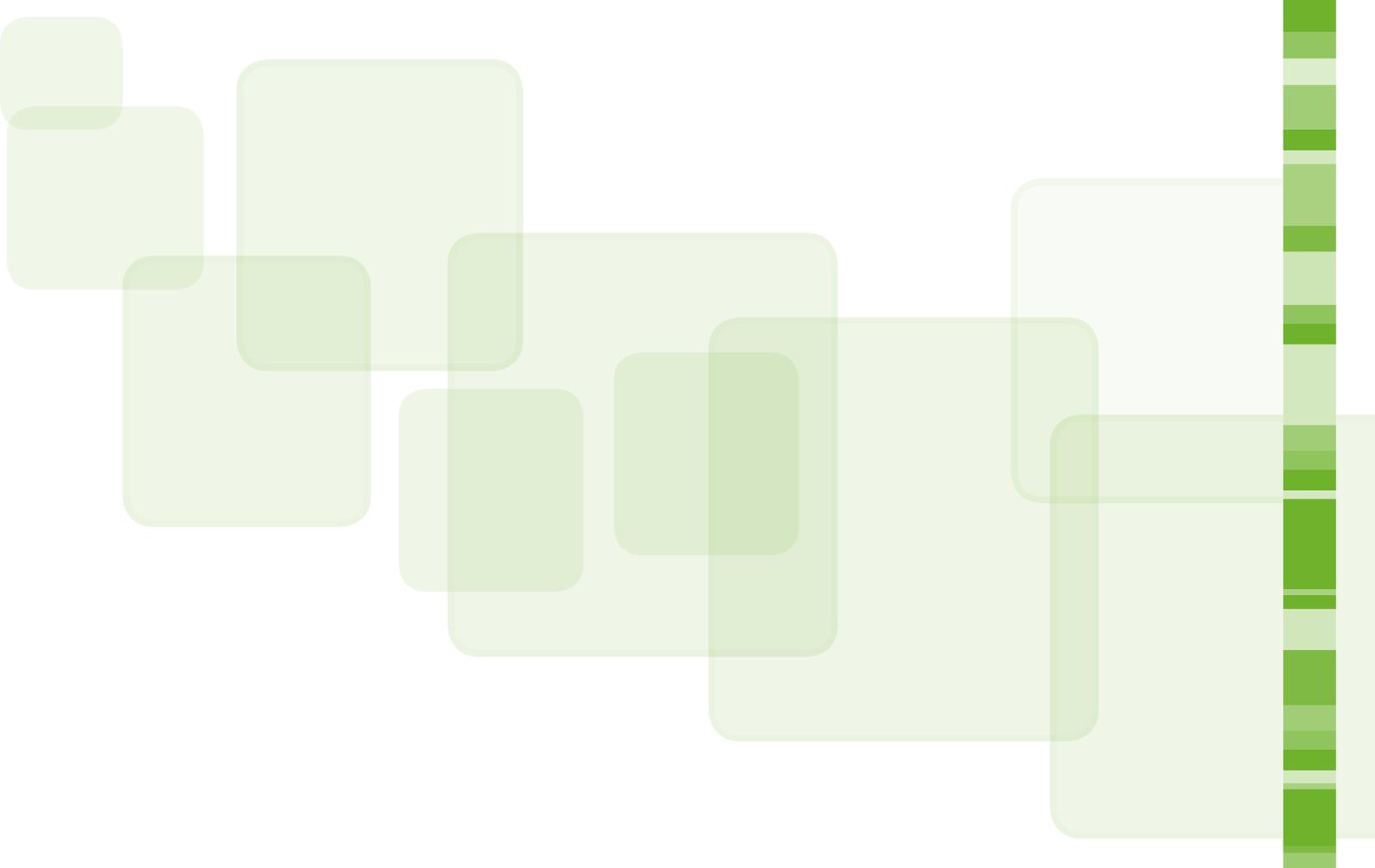
Ask learners what they thought about Lisa's listening skills during the social club meeting.

Discuss with learners the importance of listening well during a committee meeting. Reiterate that all committee members need to know how to listen well, and that listening skills can be learned and practised.

- ▶ Practise a listening activity called 'Chinese whispers' with learners.
- ▶ Arrange learners in a line, so that each learner can whisper to his/her immediate neighbour without being heard by other learners.
- ▶ The learner at the beginning of the line thinks of a word or phrase, and whispers it as quietly as possible to his/her neighbour.
- ▶ The neighbour whispers it to the next person, and so on to the end of the line.
- ▶ The last person in the line says the word/phrase aloud.
- ▶ Often the final word/phrase has little or no resemblance to the original.
- ▶ Key learning of this activity is the importance of listening well for effective communication, essential for working on a committee.
- ▶ Repeat this activity several times, noting and discussing how learners improve each time, or what they need to do in order to improve.

Topic 5

What does it mean to represent other people?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ to invite representatives from workplace committees to talk about how they represent other people
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ what it means to represent people
- ▶ and demonstrate some of the skills involved in representing people.

Delivering the topic

Show slide 34

What does it mean to represent other people?

Ask learners to talk about what they think it means to represent other people, and the skills involved in doing that well.

List these on a sheet of butcher's paper.

Show slide 35

Compare the points on the list with those on the slide.

What does it mean to represent other people?

Representing other people on a workplace committee carries lots of responsibility with it.

To represent other people means that you:

- ▶ are a good listener
- ▶ talk with co-workers about issues to take to meetings
- ▶ talk with co-workers about issues raised in meetings
- ▶ tell co-workers about decisions made in meetings
- ▶ keep co-workers up to date with any actions or planning from meetings
- ▶ make sure to bring the team's voice to the meetings
- ▶ are well prepared for committee meetings (have read minutes and reports, know about team issues and comments to raise)
- ▶ ask questions during meetings
- ▶ participate in meetings and in the work of the committee.

Show slide 36

Ask learners about the skills they will learn and develop if they represent other people on workplace committees.

Ask learners to suggest some of those skills. Record them on butcher's paper. Compare the points on the butcher's paper with the slide.

Seek agreement from learners that all the points discussed are things committee members need to be able to do well, with training and experience.

Committee members learn how to:

- ▶ represent other people's opinions and ideas
- ▶ ask questions
- ▶ take turns at talking at the right time
- ▶ share information and ideas
- ▶ solve problems
- ▶ listen to other people's ideas
- ▶ respect other people's ideas and suggestions
- ▶ discuss ideas
- ▶ make decisions.

Engage learners in the following problem-solving activities that involve the types of skills people develop when they are working on committees. Activities like these give learners the chance to practise the skills required without actually being on a workplace committee.

- ▶ Boxes are being emptied in the mailroom and being left in the hallway. People are tripping over them, and hurting themselves.

Ask learners to discuss as a group how they would go about solving this problem. Ask them to present their solutions back. Make sure learners cover the following points.

- › Maybe a different worker is chosen each hour to clear the hallways and take boxes to the bin.
- › Maybe clearing the hallways and taking boxes to the bin becomes the responsibility of a particular worker.

Invite members from one of your workplace committees to talk with learners about what it means to represent other people, with specific application to their workplace committee. Ask your guest speakers to discuss with learners the skills they needed to represent other people well, and how they learned and practise those skills while they are working on a committee. Encourage discussion of specific examples and applications, if possible and appropriate.

Show slide 37

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

Focus questions

- ▶ What does it mean to represent other people?
- ▶ What skills do you need to represent other people well?
- ▶ What skills will you learn more about and be able to practise when you are actually working on a committee?
- ▶ How will learning these skills help you to represent other people well?

Show slide 38

Listen to Louise's story.

Louise's story

Louise attends the meeting of the quality committee each Tuesday morning. At the meeting she is asked to raise any issues from her work area. Her response is always that there are no issues.

When she returns from the meeting, her supervisor asks her to tell the workers in her area what was discussed and any decisions made at the meeting.

Louise's response is often that she has nothing to report.



Show slide 39

Discuss these questions about Louise's story with learners. Encourage them to record their responses to the questions in their workbooks, in the spaces provided.

Questions for discussion

- ▶ What would you have done differently if you were Louise?
- ▶ How would you have represented her work area?
- ▶ What can Louise do now to better represent her work area?
- ▶ How can Louise's supervisor help her?

Show slide 40

Listen to Carl's story.

Carl's story

At the last meeting of the DB Services safety committee, Bill reported that someone was nearly hit by a forklift because they hadn't used the safe walkway in the warehouse.

The committee talked about the best way to make sure people used the safe walkways. Sally, the safety officer, said she would get some new posters and put them up. Bill knew that some people in his team didn't notice the posters. He thought that part of the problem was that the markings on the floor had worn off. He suggested getting a painter to come in and put the markings back.

Carl listened and spoke up next. He said that he agreed with Bill and Sally. His idea was that the people who worked in the warehouse could repaint the floor markings and put up the posters. Then they would know where the safe walkways were and what was on the posters.

The committee agreed that his idea was a good one and that is what they would do.



Show slide 41

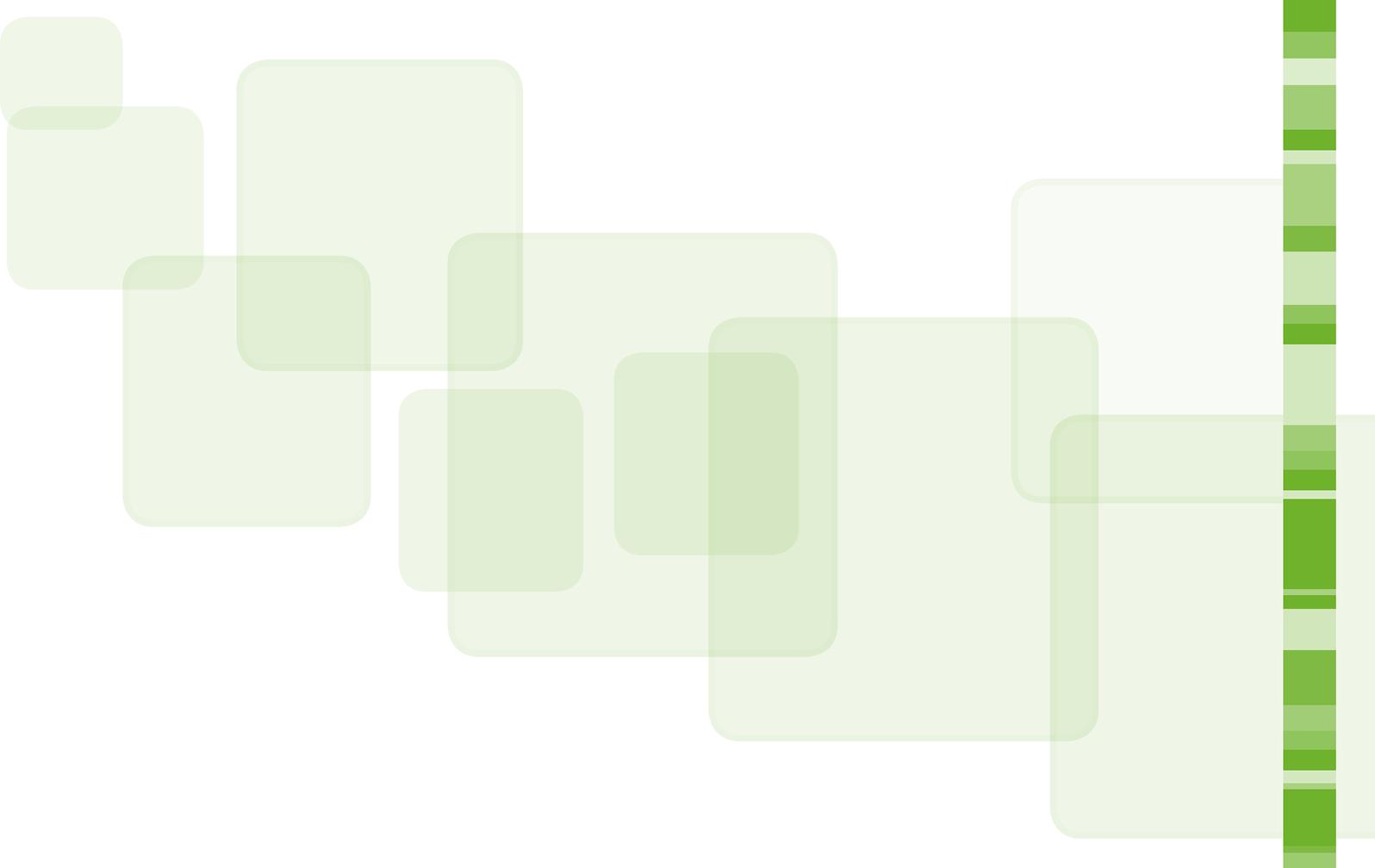
Discuss these questions about Carl's story with learners. Encourage them to record their responses to the questions in their workbooks, in the spaces provided.

Questions for discussion

- ▶ How did being on the committee help Carl get his idea?
- ▶ Can you think of a time when you got a good idea from hearing what other people had to say?

Topic 6

What happens during committee meetings?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ copies of the sample agenda and minutes of that meeting to distribute to learners (see appendix)
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners:

- ▶ should be able to describe what happens during a committee
- ▶ should be able to describe the general structure of a workplace committee
- ▶ should be able to describe the processes and procedures of a workplace committee meeting
- ▶ will have had practice in preparing an agenda
- ▶ will have had practice in taking minutes for a meeting.

Delivering the topic

Show slide 42

What happens during committee meetings?

Discuss with learners that workplace committees:

- ▶ plan
- ▶ gather information
- ▶ meet
- ▶ talk about ideas
- ▶ make decisions
- ▶ carry out actions.

Invite or ask a representative from your workplace safety committee or another workplace committee to discuss how they do each of the above.

Show slide 43

Talk with learners about committee meetings needing to be run properly. For this to happen, there are things that are part of every meeting. Here are some of those things.

Discuss the following with learners.

Agenda

An agenda is a list of everything that will be talked about during a committee meeting. If you want something discussed at a committee meeting, you should contact your team representative or the secretary of the committee. That person will add it to the agenda for discussion.

Show learners what an agenda of a workplace committee meeting looks like (see appendix). Learners have this agenda in their workbooks.

Discuss the following with learners.

Minutes

Minutes are notes of everything that happens during a committee meeting. The secretary of the committee usually writes these notes down. This is called **taking the minutes**. After each committee meeting, the minutes are sent to everyone on the committee.

Show learners what minutes of a workplace committee meeting look like (see appendix). Learners have these minutes in their workbooks.

Discuss the following with learners.

Parts of a committee meeting

For committee meetings to be run properly, they should follow an order.

- ▶ The chairperson opens the meeting and welcomes everyone to the meeting.
- ▶ The secretary writes down the names of everyone there. This is called **taking the attendance**.
- ▶ The secretary writes down the names of the people who said they could not attend the meeting. This is called **taking the apologies**.
- ▶ The chairperson asks everyone to agree that the minutes of the previous meeting of the committee are correct. This is called **accepting the minutes of the previous meeting**.
- ▶ Sometimes, the chairperson reports on any important committee activities. This is called the **chairperson's report**. Other people, like the treasurer, may give reports too.
- ▶ Anything from the previous minutes that needs to be discussed is called **business arising from the previous meeting**, and is listed on the agenda. The committee now discusses these things.
- ▶ The committee now discusses any new agenda items. These items are called **new business**. They can include issues that workers have asked their team representatives to discuss.
- ▶ After all the discussion is finished, the chairperson lets everyone know when the **next meeting** of the committee will be.
- ▶ The chairperson then thanks people for attending. This is called **closing the meeting**.

Using the agenda and minutes of a workplace committee meeting distributed previously, find and discuss each of the points raised above.

With learners, and using the agenda from Evergreen Industries as a guide, prepare an agenda for the workplace Christmas party.

Use butcher's paper to record suggestions for the agenda.

Include items such as:

- timing and date of the party
- cost of the party
- venue
- how money will be collected
- identifying key people to be responsible.

As items are added to the agenda, discuss these with learners to ensure that everything on the agenda is relevant and appropriate.

This activity leads into the role play at the end of this topic.

Discuss the following with learners.

Making decisions during meetings

Decisions that committees make have to be fair because they affect everyone in the workplace. That's why making decisions during committee meetings involves several steps.

- ▶ The chairperson reads the agenda item to be discussed.
- ▶ The committee members take turns to talk about the agenda item.
- ▶ When the discussion has finished, a member of the committee suggests that the committee makes a decision about the agenda item. This is called **moving a motion**.
- ▶ Another committee member agrees. This is called **seconding the motion**.
- ▶ The chairperson asks each committee member if they agree with the motion. This is called **voting for the motion**. If they do not agree with the motion, this is called **voting against the motion**.

If more people vote for the motion than against the motion, the motion is carried. This means that the committee has made a decision about that agenda item.

Using the agenda and minutes of the workplace committee meeting distributed previously, find and discuss each of the points raised above.

Show slide 44

Summarise the previous discussion by asking learners the following focus questions and discussing their responses.

Focus questions

- ▶ Why do you think that committees need to be run properly?
- ▶ What is an agenda?
- ▶ What are minutes of a meeting?
- ▶ Why is it important to have an order of doing things during a meeting?
- ▶ What does voting for something mean?
- ▶ Do you think that the way committees make decisions is fair?

Show slide 45

Debrief the topic by leading learners through the following activities. Then highlight the issues that this topic has raised in relation to working on a committee and reinforces the focus questions.

After you have discussed the workbook activities with learners, ask learners to write their responses in their workbooks in the spaces provided. Responses can be made in any format, for example, in writing or in pictorial form. Learners are free to express themselves in whatever ways they want to.

Explain to learners that the workbooks are their own records of the information that they need in relation to working on a committee. There is no compulsion for learners to provide their own responses if it is not appropriate to do so.

Workbook activities

Develop with learners a set of meeting protocols, or meeting rules. Record these on butcher's paper. For example:

- ▶ listen to others
- ▶ respect other people's opinions
- ▶ other than what is recorded in the minutes, keep the business of the meeting confidential
- ▶ don't talk over other people – take turns in talking
- ▶ speak through the chairperson.

Talk with learners about some of the things that should not be raised in meetings. For example, it is inappropriate to raise concerns about specific individuals and try to have them dealt with in a public forum. They are more properly handled through the workplace's complaints procedures. Lack of meeting protocols can:

- ▶ breach the privacy of any person talked about
- ▶ represent only one person's viewpoint
- ▶ result in rumours being spread
- ▶ compromise the complaints process that may follow.

Using the previous discussion and the role-play information in the *Training and Assessing* resource to help you, design and develop with learners the agenda of a newly formed workplace canteen committee. Include some items for discussion on the agenda.

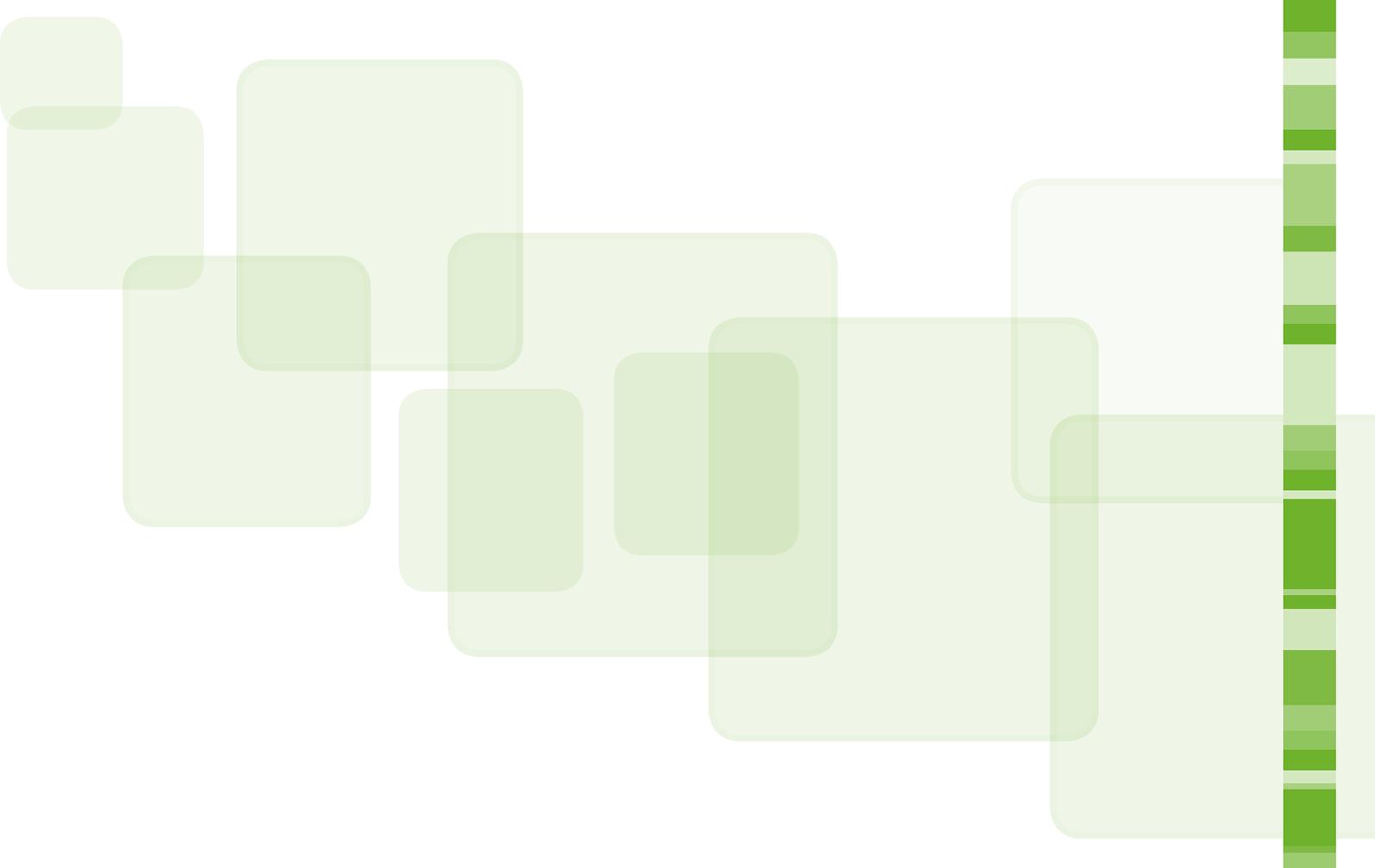
- ▶ Appoint learners to positions on the committee, and role-play the meeting.
- ▶ Clarify the various committee roles, and review the responsibilities of those roles.
- ▶ Reiterate the meeting protocols that have been established by the group, and ensure that the correct meeting procedure is followed.
- ▶ Ensure that learners are supported appropriately to play their roles fully.
- ▶ Include some decision making in terms of motions being moved, seconded, voted for and against, and carried (or not).
- ▶ With learners, develop the minutes from the role-played meeting.

Ask learners to reflect on the experience of being in the various roles and discuss this with the group.

- ▶ Ask learners what they did well.
- ▶ Ask learners what they could have done better.
- ▶ Ask learners what they need more practice in.

Topic 7

Who can you talk to about getting the skills to be a committee member?



What you will need

You will need:

- ▶ this trainer's guide
- ▶ computer/data projector to play the CD-ROM
- ▶ whiteboard or butcher's paper to record responses
- ▶ whiteboard markers or felt-tipped markers.

It is vital that everyone's viewpoints are valued and comments are allowed to be made in an open discussion. You will need to focus on issues relating to the learning objectives of the topic.

Note: Text in boxes replicates the information in the learner's workbook.

What learners will need

Learners will need:

- ▶ their learner's workbook
- ▶ something to write with.

Learning objectives

After taking part in this topic, learners should be able to describe:

- ▶ who they can talk to about getting the skills to be a committee member
- ▶ what they think the benefits are for them in being part of a workplace committee
- ▶ what they think the benefits are for the workplace in having workplace committees.

Delivering the topic

Show slide 46

Who can you talk to about getting the skills to be a committee member?

Discuss the following with learners.

Who can you talk to about getting the skills to be a committee member?

If you want to know more about how to get the skills to be a committee member, you can talk with:

- ▶ your supervisor or manager
- ▶ your human resources department
- ▶ someone who is already on a workplace committee
- ▶ someone who is on a committee outside the workplace
- ▶ your local adult education or community centre that runs training workshops.

Show slide 47

To review the learning, ask learners to think about how workplace committees benefit:

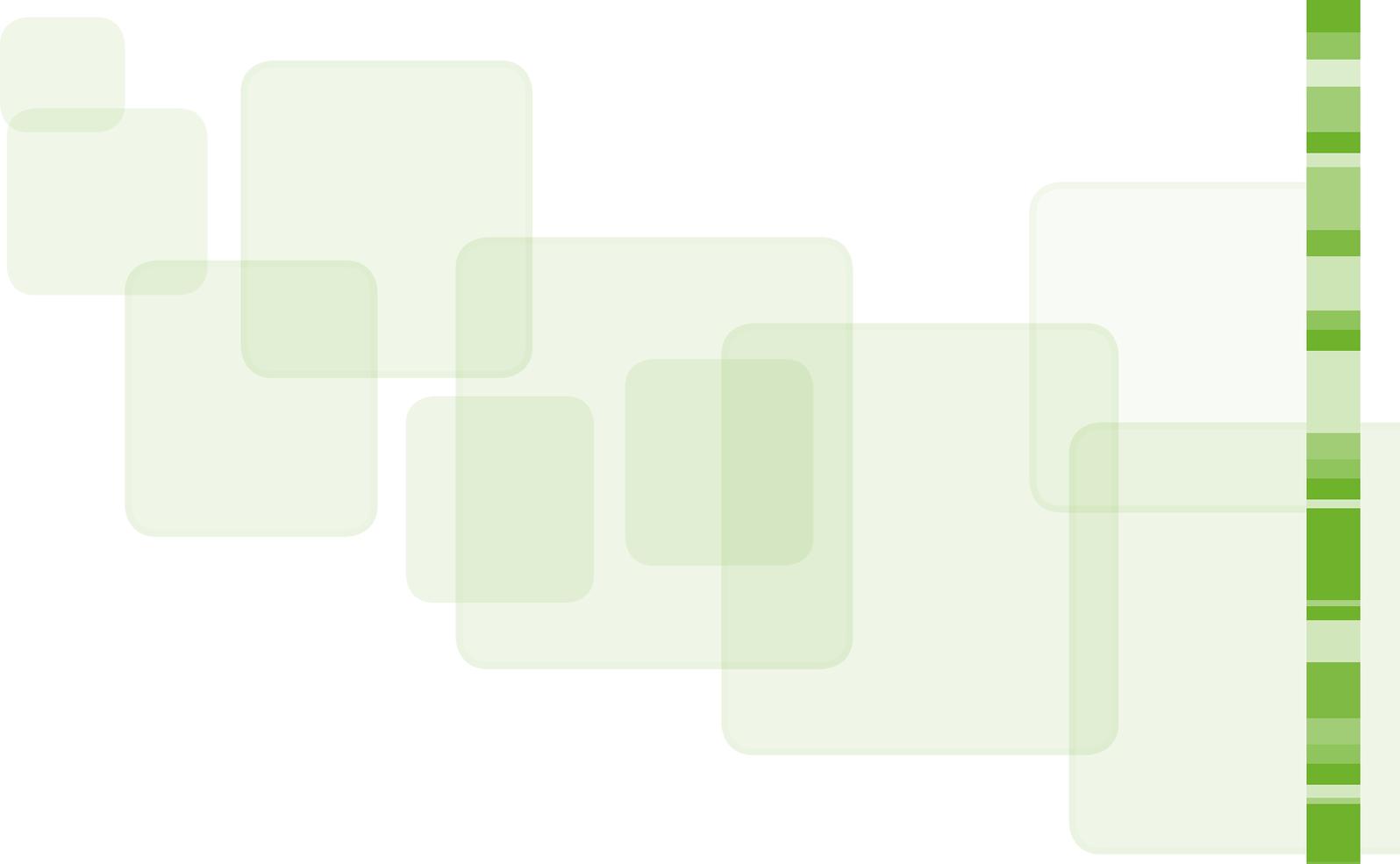
- ▶ them
- ▶ the workplace.

Compare learners' responses with the points on the slide.

- ▶ Share the work that has to be done.
- ▶ Come up with good ideas.
- ▶ Give workers a chance to be involved.
- ▶ Have a say about how things are done in their workplace.

Encourage learners who would like to be on a workplace committee to talk with their supervisor about the committee and what it does.

Appendix



Sample meeting agenda

EVERGREEN INDUSTRIES

Safety committee **MEETING AGENDA**

Meeting date

Meeting to be held on 19 February 2008.

Meeting venue

Meeting to be held in the small meeting room.

Meeting time

Meeting to start at 10.30am.

Attendance

Apologies

S Burke, P Townsend

Acceptance of previous minutes

The minutes of the safety committee meeting held on 18 January 2008 were accepted as true.

Moved:	Seconded:
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Business arising from the previous minutes

- 1 First aid kit for warehouse (L Jackson)
- 2 Fire drills (R Bebb)
- 3 Any other business arising

New business

- 1 Workplace safety inspections (M Burg)
- 2 Any other new business

Next meeting

Scheduled for 18 March 2008.

Closing

Sample meeting minutes

EVERGREEN INDUSTRIES

Safety committee MEETING MINUTES

Meeting date

The meeting was held on 19 February 2008.

Meeting venue

The meeting was held in the small meeting room.

Meeting time

The meeting opened at 10.30am.

Attendance

M Burg (chairperson), R Bebbbs, E Duggan, L Jackson, B Cobby, V Johnson, K Hicks, J Hill, T Harms, G Billson

Apologies

S Burke, P Townsend, L Smith

Acceptance of previous minutes

The minutes of the safety committee meeting held on 18 January 2008 were accepted as true.

Moved: E Duggan	Seconded: J Hill
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Business arising from the minutes

1 First aid kit for warehouse

Lyn Jackson presented for discussion two purchase prices of first aid kits for the warehouse – one costing \$160, the other \$90.

Brian Cobby said \$160 was a lot of money to pay and he preferred the cheaper kit. Kaz Hicks said that there was much more in the \$160 kit. It could also be mounted on the wall. Tim Harms and Gina Billson agreed with Kaz.

Motion: That the committee recommends the purchase of a first aid kit for the warehouse, to the value of \$160.

Moved: L Jackson	Seconded: K Hicks
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There was no further discussion, and the motion was carried.

Lyn Jackson said that she would oversee the purchase of the first aid kit, and organise for it to be mounted on the warehouse wall.

2 Fire drills

Robyn Bebb reported that all fire drills had been completed since the last meeting.

3 Any other business arising

There was no other business arising.

New business

1 Workplace safety inspections

Mary Burg noted that it was time for the annual workplace safety inspections for each team. Team representatives are to speak with their supervisors about organising these inspections in the next few months. Team representatives are to report back at the next meeting about suitable days and times.

2 Any other new business

There was no other new business.

Next meeting

The next meeting of the safety committee is scheduled for 18 March 2008.

Closing

The meeting closed at 11.15am.

