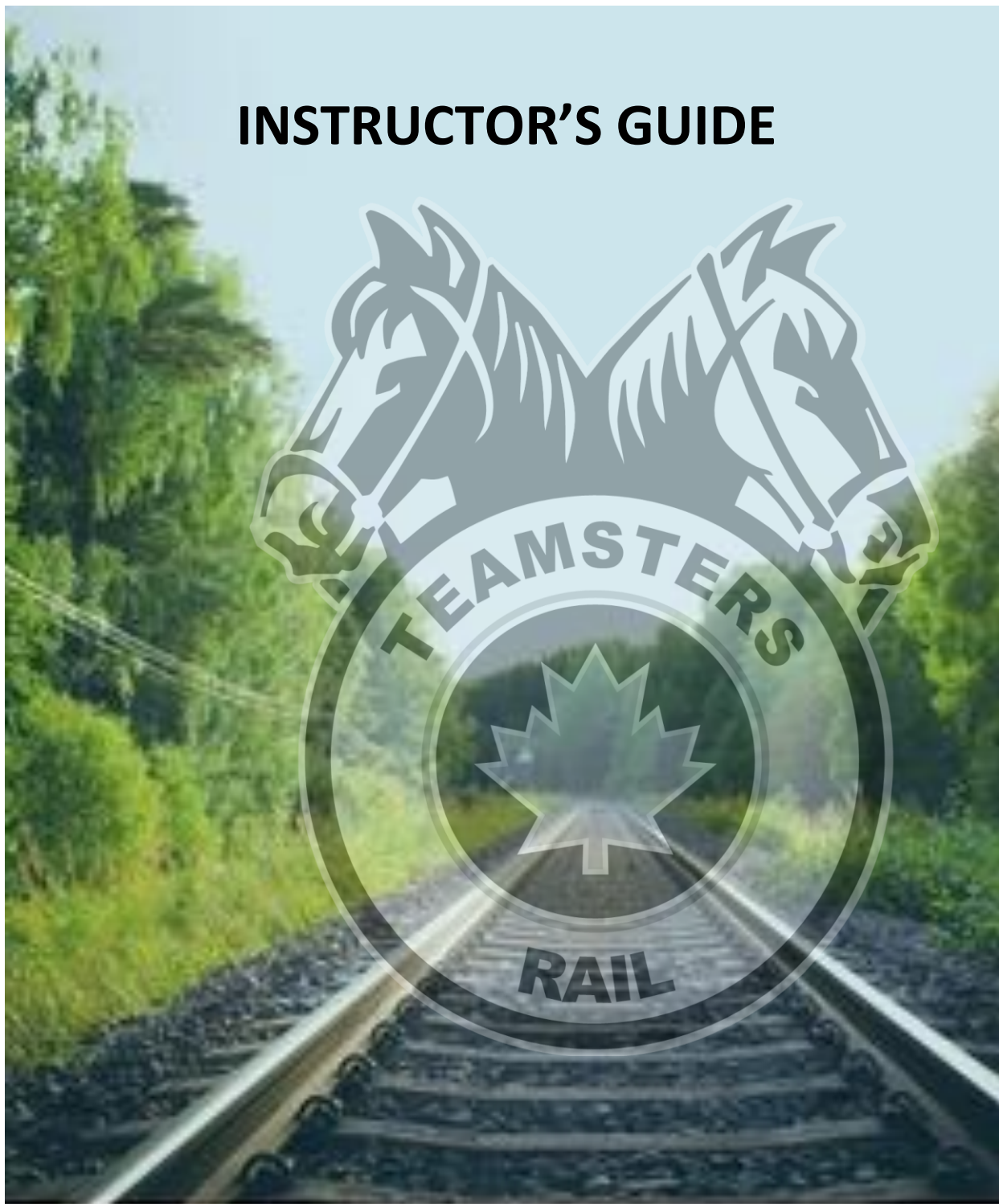


INSTRUCTOR'S GUIDE




LOCAL CHAIR TRAINING PROGRAM

TCRC – Local Chairs’ Training
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Note – while you are waiting for learners to arrive, welcome them informally and help them to become comfortable with the online environment. Get them talking early by asking some questions – you have several to choose from on your Q-Cards or make up your own and use one of the blank cards or even a post-it note, held up to your camera.

You can use different questions each day – as people are arriving at the start of the day or back from lunch.

TOPIC: Opening
TIME ALLOTTED: 10 minutes
PAGE REF: 0-3 (these reference physical page of Learner Workbook)

	<p>Refer to PowerPoint slides for these first few pages.</p> <p>Welcome learners on behalf of the President.</p> <p>Brief discussion on TCRC’s commitment to training (pg. 1)</p> <p>Explain (high level) TCRC’s relationship with Teamsters Canada (more about TC in a little bit).</p> <p>Introduce the North American Railway Foundation and the role it plays. Good place for BRCF / NARF presentation if available.</p>
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Confirm with the class that they have received the link to download the electronic materials.

Introduce the TCRC Anti-Harassment Policy and the TCRC Privacy Policy. Remind participants of the application, and that their conduct is subject to the oversight of these policies. It is very important this is understood, and while there isn’t the time devoted in the course to go through both, an opportunity to review and field questions can be made at the facilitator’s discretion.

The TCRC Anti-Harassment Policy does not replace any employer policy, or the obligation to utilize an employer policy as required (workplace and/or employees involved)

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TOPIC: Introductions
TIME ALOTTED: 25 minutes
PAGE REF: 4

	<p>Refer to PowerPoint slide on this topic. Welcome learners and take a moment to explain that this will be a highly interactive training experience. It's important that everyone participate. Introduce yourself and then refer them to the worksheet in their books.</p>
	<p>Invite learners to grab a pen and complete the exercise in their workbook on their own. Invite them to turn their camera OFF to complete the exercise and then turn it back ON when they are done, to signal that they are ready to proceed.</p>
	<p>Break learners into small groups of 4-5 using the 'Break-Out Rooms' feature in Zoom and have them go through the questions together so that they have an opportunity to introduce themselves to some of the others. (10 mins)</p>
	<p>When they return to the large group, invite learners to UNMUTE themselves one at a time and share their answer to question #5, verbally. Use their ideas to identify/reinforce the kinds of topics you will be covering together and take note of any that are outside of the scope of this course. (10 mins)</p>

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TOPIC: Objectives
TIME ALOTTED: 5 minutes
PAGE REF: 5



Refer to PowerPoint slide on this topic. Click to make each objective appear (one-at-a-time). Elaborate on each point and link back to the objectives that individuals identified in the previous exercise.

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TOPIC: History and Structure
TIME ALOTTED: 3 minutes
PAGE REF: 6



Refer to PowerPoint slide on this topic. Refer learners to the quote in their workbook and read it quote aloud to introduce the topic.



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TOPIC: History of the Labour Movement
TIME ALOTTED: 15 minutes
PAGE REF: 8


	Invite learners to turn their camera OFF to complete the solo reading task and then turn it back ON when they are done, to signal that they are ready to proceed.
	Q-card – hold the Question-Card up to your camera and read it aloud. “What stands out for you?”
	Invite learners to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT. Top-up/reinforce as needed in order to ensure the key points are covered.

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TOPIC: Why a union?
TIME ALOTTED: 20 minutes
PAGE REF: 9

	<p>Invite learners to grab a pen and complete the exercise in their workbook on their own.</p>
	<p>Invite learners to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT.</p> <p>Ask and then debrief one question at a time, topping up as needed before moving on to the next question.</p> <p>Some notes for the debrief:</p> <ul style="list-style-type: none"> • Why is it still relevant and important to be unionized today? <ul style="list-style-type: none"> • Companies continue to grow, building power and influence with many governments • This power leads to favorable legislation that often affects labour (labour laws, Health and Safety, WCB, etc.) • Unions remain the only way labour can have a voice against such large entities (corporations and government) • The strength of large corporations also makes it almost impossible to improve working conditions for labour separately. • What are the advantages to belong to Teamsters Canada Rail Conference? <ul style="list-style-type: none"> • TCRC’s roots go back to the inception of rail labour (over 125 years) • Exceptional experience • TCRC is a member of Teamsters Canada, which forms part of the IBT • Largest transportation Union in North America • Lobbying power, legal departments, media presence, etc. • Why is it important to know our structure and history as a union rep? <ul style="list-style-type: none"> • Understand all the avenues one can utilize for help • A front line Officer is never alone. GCA, TCRC National Executive, Teamsters Canada and the IBT all provide different types of help as required • Important to know who and where to go to to receive the support appropriately.

TOPIC: Without a Union/With a Union
TIME ALOTTED: 30 minutes
PAGE REF: 10-12




	<p>Invite learners to find their highlighter for this next task.</p>
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	<p>Invite learners to turn their camera OFF to complete the reading exercise on these next few pages and then turn it back ON when they are done, to signal that they are ready to proceed. Ask them to use their highlighter to note key points as they are reading.</p>
  	<p>Refer to PowerPoint slide to show learners how to find their Annotation Tools (which can be device specific so you may need to spend a bit of time coaching here, this first time). Then advance to the following slides with the questions.</p> <p>Poll learners – have them use the ‘stamp’ in their annotation tool menu to select the correct answer(s).</p> <p>Debrief each question to ensure that the key teaching points are covered. (Be sure to explain/clarify Member and ‘Management Rights’ and the importance of the grievance procedure for settling disputes.)</p> <p>Ask volunteers to raise their electronic hand if they would like to share something.</p> <p>Invite learners to UNMUTE themselves and share their input verbally.</p>
	<p>Before leaving this section, encourage learners to take a post-it note and mark this page so that they will come back and read CROA 3444. They can use their Sharpie to make a note of this as a ‘to-do’.</p>

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TOPIC: Structure of the Teamsters
TIME ALOTTED: 30 minutes
PAGE REF: 14-15

  	<p>Refer to PowerPoint slides on this topic (2). Show the infographic for Teamsters Canada and then then Teamsters Canada Rail Conference - move through it one section at a time.</p> <p>As you do so, ask learners to shout out the numbers for the ‘fill-in-the-blanks’ located throughout. (They can find them easily enough in their workbooks.)</p> <p>They can UNMUTE themselves and guess verbally or type their guesses into the CHAT.</p> <p>Samples questions:</p> <p>“How many Teamsters members are there across Canada and the US?”</p> <p>“How many Local Unions are there across Canada?”</p> <p>**Be sure to have the most recent statistics available!</p>
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November 2023;
IBT – 1.2 million
Teamsters Canada – 125,000
TCRC;
13 GCAs, 7 PLBs and 86 Divisions

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TOPIC: Section II – Roles and Responsibilities
TIME ALOTTED: 2 minutes
PAGE REF: 17












Refer to PowerPoint slide on this topic to introduce the section and review the content on the introduction page.

- Stress the important of LR and LC working together.
- LCs must understand the roles of the Legislative Department, so that they can properly recognize their expertise and seek their support appropriately.






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TOPIC: Working Better With the Members
TIME ALOTTED: 30 minutes
PAGE REF: 18-20



	Refer to PowerPoint slide for question #1.
	Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (5 minutes) Spokesperson could be the person with the nearest upcoming birthday.
	Invite a volunteer from one of the groups to UNMUTE and share their group’s response. Invite other groups to share anything that has NOT already been said. Top-up as needed.
	Refer to PowerPoint slide for question #2. Read question aloud and ask for input from the group. Lead discussion.
	Poll learners – have them use the ‘stamp’ in their annotation tool menu to select the correct answer to question #3, then #4 and then #5. Debrief/top-up as needed after both questions. (Each question and the possible answers are on separate PowerPoint slides.)
	Refer to PowerPoint slide for question #6.
 	Invites learners to answer this question on their own and then type their ideas into the CHAT afterwards. Review responses and top-up/lead discussion as appropriate.
	Refer to PowerPoint slide for question #7. Read question aloud and ask for input from the group. Lead discussion.

TOPIC: The Local Chair and Vice-Local Chair Representative
TIME ALOTTED: 45 minutes
PAGE REF: 23-26

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	Invite learners to grab a pen and complete the exercise in their workbook.
	Refer to PowerPoint slide on this topic.
	Ask learners to find their ‘annotation tools’ in the Zoom control bar and write their ideas on the screen, using the TEXT function. If they are unable to do so, then invite them to type their responses into the CHAT as an alternative.
	<p>Top-up using the information pages that follow.</p> <ul style="list-style-type: none"> ▪ There is a growing consensus that someone cannot perform Union Officer duties without the training which is not the case. The LC/VLC has much support throughout the various levels and departments of our Union. ▪ These points show that there is much more to a LC than technical aspects <ul style="list-style-type: none"> • Focus on relationships, build solidarity, communication, etc. • Once recognised, these skills are mostly developed through experience. • When you don’t know, don’t guess • Who and where to look for help (and where not to look for help) • Facilitator needs to stress this
	<p>VIDEO- TBD – a “Day in the Life” type of video to close off this section(?) A compilation of snips of interviews with those already in the roles to reinforce the key points and bring that experience into the classroom.</p> <p>Currently not available</p>

TOPIC: Duty of Fair Representation
TIME ALLOTTED: 20 minutes
PAGE REF: 28-29

	<p>Show video on Duty of Fair Rep. Remember to open up this video on YouTube in advance and when you share your screen, be sure to click the ‘share computer audio’ box too. https://youtu.be/DGr504hlyhw</p> <p>Alternatively, show the QR code from the PowerPoint and have learners watch on their own device. (point camera at code to link to YouTube)</p> <p>Lead a debrief of the video by asking for points that stood out, and what they took note of (in their workbooks). Note -</p> <ul style="list-style-type: none"> ▪ Video is Provincial (BC), but fundamentals are the same ▪ Our material will clarify Sec 37, etc. for Federal jurisdiction
	<p>Refer to PowerPoint slide for key points. Invite learners to use their highlighter in this section.</p> <p>Notes:</p> <ul style="list-style-type: none"> ○ <i>The Duty is limited to representation under the Collective Agreement only.</i> <ul style="list-style-type: none"> ▪ Clarify this does not limit to only discipline or work rules ▪ Other aspects under the CA can include <ul style="list-style-type: none"> • Benefits ○ WIB <ul style="list-style-type: none"> • RTW • Pension ○ Although the above terms (pension plan, WIB policy) may not specifically be included in the CA, most make a reference or contain an article that they form part and therefore are subject to DFR






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TOPIC: Getting Your Facts Straight
TIME ALLOTTED: 30 mins
PAGE REF: 30-31

  	<p>Refer to PowerPoint slide on this topic. (Role play/experiment)</p> <p>NOTE to Instructor – for this exercise, you will need to use the break-out room feature in Zoom AND ‘spotlight’ the learners when it is their turn...this exercise may test your digital literacy skills so be sure to practice it ahead of time!</p> <p>The purpose of this exercise is to illustrate the distortions in communicating information from the original source, through several individuals, to the final destination. This exercise also demonstrates the importance of local chairpersons properly investigating rumours and getting the facts straight.</p> <p>The instructor will ask 6 participants to relay the message. Five of the 6 participants are sent to the break-out room to wait for their turn.</p> <p>The rest of the participants should then read the scenario on the PPT slide. When the story is being transmitted, all other participants will be recording any additions, deletions and distortions of the message. The one selected participant still in the main room has 2 or 3 minutes to learn the message. Stop sharing your slide before the next step.</p> <p>The instructor brings a second participant back into the main room from the break-out room. Spotlight the two participants at this point. The 1st participant relays the message to this 2nd participant, who in turn must repeat out loud to the group what she/he has learned from the 1st participant’s message. It is important that each participant transmit the message in her/his own way, without the help of other participants, the observers or the message in front of them.</p> <p>Repeat the process until all of the selected participants have individually had the message transmitted to them. As you bring a new participant back into the main room, remember to adjust your ‘spotlight’.</p> <p>The instructor will then lead a short discussion with the class on the implication of the exercise. What did the class observe? How should a union representative have handled receiving a message? Did they write the message down? Did they use any of the 6 W’s?</p>
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TOPIC: How to Better Listen to our Members
TIME ALLOTTED: 30 minutes
PAGE REF: 32-35

	<p>Refer to PowerPoint slide to introduce this topic.</p>
	<p>Show video on Conversation Skills. Remember to open up this video on YouTube in advance and when you share your screen, be sure to click the ‘share computer audio’ box too. (12 minutes) https://youtu.be/R1vskiVDwI4</p> <p>Alternatively, show the QR code from the PowerPoint and have learners watch on their own device. (point camera at code to link to YouTube)</p> <p>Ask learners to use the space provided in their workbooks to take note of the 10 Rules for Effective Communication as identified in the video.</p> <p>Debrief - Round Robin – ask each learner to share one of the 10 that were identified. Top-up/make relevant with stories from your own experiences.</p>
	<p>Refer to PowerPoint slide on this topic to introduce Active Listening Skills.</p>
	<p>Ask - On a scale of 1-10, how would you rate your own active listening skills? Invite learners to type their input into the CHAT feature in Zoom.</p> <p>Then ask them to type into CHAT, which aspect they would like to improve (personally). Debrief/top-up as appropriate to relate to their role.</p>
	<p>Ask learners for examples of when they have used empathy, respect, authenticity and/or trust with a member (without naming names or specifics) and invite them to UNMUTE themselves to share their input verbally. Alternately they can also type their responses into the CHAT.</p> <p>Continue to top-up as needed using key points from pages 33 - 35 that follow.</p>

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TOPIC: Section III – How to Handle a Dispute?
TIME ALOTTED: 5 minutes
PAGE REF: 38



Refer to PowerPoint slide on this topic to introduce the section and review the content on the introduction page.

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TOPIC: Your Grievance Procedure
TIME ALOTTED: 15 minutes
PAGE REF: 40

	Refer to PowerPoint slide to introduce this exercise.
	Invite learners to grab a pen and complete the exercise in their workbook.
	Invite learners to turn their camera OFF to complete the exercise and then turn it back ON when they are done, to signal that they are ready to proceed.
	<p>Debrief question #1 - Invite learners to type YES or NO into the CHAT feature in Zoom.</p> <p>Then select 2-3 learners to share their experiences and top-up as needed, with examples, stories from your own experiences.</p>
	Move on to question #2 and then #3. Invite learners to UNMUTE themselves and share their input verbally. Top-up as needed.

****Participants should have their own CA available for reference****

TOPIC: How to Handle a Dispute
TIME ALOTTED: 5 minutes
PAGE REF: 41




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Refer to PowerPoint slide on this topic and introduce the infographic. Continue on to the related PowerPoint slides for each section and give a quick overview of the phases...you will soon dive deeper into each phase, so this section is really just an introduction to the overall process and its component parts.





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TOPIC: Phase 1 – The Union Inquiry
TIME ALLOTTED: 20 minutes
PAGE REF: 42

	Introduce Phase 1 and the topic at hand, then have learners complete the exercise on their own, placing a check mark in the column of their choice.
	Ask learners to raise their electronic hand in the Zoom (reactions) control bar to let you know when they have completed the task and are ready to move on. (Have them lower their hands once you start to take-up the exercise.)
	<p>Go through the questions, giving further discussion to any that are controversial or not well understood (differences of opinion).</p> <p>Invite ALL learners to UNMUTE themselves and share their input verbally as you go through them (similar to all shouting out the answer at the same time).</p> <p>Lead a debrief discussion about why the grievance was dropped and clarify as needed.</p>



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TOPIC: The Union Inquiry: A Fact-Finding Mission
TIME ALOTTED: 30 minutes
PAGE REF: 43-45

	<p>Refer to PowerPoint slide – the text is on the slide (and in their workbooks too). Invite learners to read the slide on the screen/in their book, to themselves and then give you a ‘thumbs up’ when they are done.</p>
	<p>Ask learners if they have ever been involved in a Union Inquiry (either as an LC or as a Member). Invite them to type YES or NO into the CHAT feature in Zoom.</p>
	<p>Invite 2-3 learners to UNMUTE themselves and share their experiences verbally (good or bad and being sure to <u>respect confidentiality</u>).</p> <p>Be prepared with an example from your own experiences in case the group lacks much experience in this area.</p>
	<p>Walk learners through the 7 sections that must be considered, providing examples as you do.</p> <p>Refer to the <u>7 PowerPoint slides</u> on this topic (one per section).</p> <ul style="list-style-type: none"> ○ Stress these points, and the fact the entire dispute hinges on initial information being accurate, as well as gathering as much evidence as possible. <ul style="list-style-type: none"> ▪ Want is important <ul style="list-style-type: none"> ● What do we need as a resolve?

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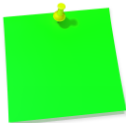
TOPIC: Union inquiry Report
TIME ALOTTED: 5 minutes
PAGE REF: 46-47

	Invite learners to turn their camera OFF to read the Report Template on the next two pages, on their own and then turn it back ON when they are done, to signal that they are ready to proceed.
	Before moving on, invite learners to mark this page with a post-it note and write 'TEMPLATE' on it so that they can find this form again easily and copy it if needed. It is also available in digital form.

If participants see value in the report arrange to extract pages 46 -49 for print, and hand out. Alternatively, arrange to email afterwards.





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TOPIC: Witness Deposition
TIME ALOTTED: 10 minutes
PAGE REF: 48-49

	<p>Invite learners to review the 2-page Witness Deposition Form and then raise their electronic hand when they are done. (It can be found in the ‘reactions’ button in the Zoom control bar.)</p> <p>Once everyone is ready to proceed, say “Leave your hand up if you have participated in a Deposition before, otherwise lower your hand.”</p>
	<p>Ask for insights from those who still have their hand raised. Invite learners to UNMUTE themselves and share their input verbally.</p> <p>Be prepared with some of your own insights to use to top-up as needed.</p>
	<p>Before moving on, invite learners to mark this page with a post-it note and write ‘TEMPLATE’ on it so that they can find this form again easily and copy it if needed. It is also available in digital form.</p>



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TOPIC: Conduct of the Division Officer
TIME ALLOTTED: 20 minutes
PAGE REF: 50-51

	Invite learners to turn their camera OFF to read the TIPS on the next two pages, on their own and then turn it back ON when they are done, to signal that they are ready to proceed.
	Refer to PowerPoint slide with numbers 1-15 on it.
	Ask learners to find their 'annotation tools' in the Zoom control bar use the 'drawing pencil' to circle the three that they feel are most (personally) challenging/difficult to achieve.
	<p>Lead a discussion about those that have the most concerns (check marks) and use the opportunity to top-up/add from your own experiences.</p> <p>Invite learners to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT.</p> <p>*Cover as many as time permits and be sure to invite learners to reach out to you in the afternoon/downtime if there are any that they are still concerned about and need to discuss further one-on-one.</p>






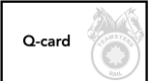
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TOPIC: As a Division Officer, be aware...
TIME ALLOTTED: 20 minutes
PAGE REF: 52

	<p>Refer learners to the tip sheet in their workbook.</p> <p>Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (10 minutes) Ask them to review the tips together with the other members of their group and be prepared to share the highlights of their discussion with the large group upon return to the main room.</p>
	<p>Invite a volunteer from the first group to UNMUTE themselves and share their input verbally. Ask the volunteers from other groups to share anything that they identified that is different/in addition to what has already been mentioned.</p>





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TOPIC: Phase 2 – The Statement
TIME ALOTTED: 30 minutes
PAGE REF: 53

	<p>Invite learners to grab a pen and complete the exercise in their workbook.</p>
	<p>Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. Have them go through the four questions in their small groups and discuss each. (15 minutes)</p>
	<p>Read question #1 aloud (2 parts). Hold the Question-Card up to your camera (YES/NO) Ask learners to type YES or NO into the CHAT as you read the first and then the second question.</p> <p>Lead a discussion on this topic – invite those who have participated as a Member or an LC to share their experiences. Be prepared with your own insights to add as needed.</p>
	<p>Hold the Q-Card for question #2 up to your camera and read it aloud.</p> <p>Ask for a volunteer to share their group’s discussion points. Then ask the other groups if they have anything different to add. Try to ensure that it is not the same people always sharing verbally – try to get everyone involved at some point.</p> <p>Be prepared to top-up/reinforce from your own experiences as needed.</p>
	<p>Repeat for question #3.</p>
	<p>Repeat for question #4.</p>




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TOPIC: Steps of the Statement - exercise
TIME ALOTTED: 40 minutes
PAGE REF: 55-61

	<p>Introduce the exercise.</p>
	<p>Break learners into small groups of 3-5 using the ‘Break-Out Rooms’ feature in Zoom and have them complete the worksheet together, using the information on the pages that follow as their reference materials (CN statement of Mr. X). (20 minutes)</p>
	<p>Question #1 (a) – ask learners to type their input into the CHAT feature in Zoom. Have them type in the numbers of the questions that are part of ‘opening questions’.</p> <p>Debrief/top-up as needed (based on right/wrong responses from the group’s input in CHAT).</p> <p>REPEAT for (b) (c) (d) and (e)</p>
	<p>Question #2 debrief –</p> <ol style="list-style-type: none"> 1. Invite learners to UNMUTE themselves and share their input verbally. 2. Ask 2-3 other learners if they agree/disagree and why. 3. Top-up/clarify as needed.

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TOPIC: Disciplinary Investigation (Statement)
TIME ALOTTED: 10 minutes
PAGE REF: 62

	Remind learners to use their highlighter as you go through this section.
	Refer to PowerPoint slide on this topic. Invite learners to read the slide on their own and give you a ‘thumbs up’ when they are done (using the reaction icon in Zoom).
	<p>Use the visual summary on the PowerPoint slide to move learners through the steps. NOTE that this slide has an ‘arrow’ which will move to the next section each time you ‘click’. (This helps to keep learners focused on the piece that you are speaking about.)</p> <p>Top-up/clarify as you go through each component, using examples from your own experiences in order to make it relevant.</p> <ul style="list-style-type: none">○ Recent jurisprudence?<ul style="list-style-type: none">▪ Possibly, but the older cases are the ones that set the stage▪ Can provide links to these cases electronically via chat

Q&A – Can the Union record the statement?

CN CAs allow for the recording, CP does not. If in doubt make sure to confirm with the appropriate General Chair.

TOPIC: Rights
TIME ALLOTTED: 5 minutes
PAGE REF: 63

	<p>Refer to PowerPoint slides on this topic. (4 in total)</p> <p>This page is more for reference. It points out that many of the rights afforded were the result of arbitration, or collective bargaining. Use the three slides as needed and as interests require.</p> <p>Refer learners to CROA.com for the full write-up of each case. Have them open-up their browser on their phone and look on up.</p>
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Opportunity to introduce www.localchair.ca

This website is also referenced in the manual on page 123. We are finding the site is under-utilized. Many LCs/VLCs are signing up but not logging on. Do not automatically provide names of all class participants to administrator. Explain the process to sign up but have them initiate. Not an issue with providing access, just that they need to use it. No sense in signing up for no reason.

Most cases have a summary. Access needs to be vetted, contact CP CTY West GST (currently Brett Weisgerber) for account.





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TOPIC: Preparing the Member for the Investigation
TIME ALOTTED: 20 minutes
PAGE REF: 65-67


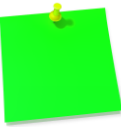
	<p>Invite learners to turn their camera OFF to read pages 65 to 67 and then turn it back ON when they are done, to signal that they are ready to proceed. Have them read the page of information and the checklist that follows, on their own.</p>
	<p>Refer to PowerPoint slides for a series of polling questions.</p>
	<p>Poll learners – Read the question aloud and then have them use the ‘stamp’ in their annotation tool menu to select the correct answer.</p> <p>Debrief/top-up/clarify as needed.</p> <p>Repeat for the additional questions.</p>

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TOPIC: Steps of the Statement
TIME ALLOTTED: 60 minutes
PAGE REF: 68-74

	<p>Refer to PowerPoint slide on this topic. Very quickly introduce the 8 steps but do not go into them now. There will be time for that later. CLICK on the slide to reveal each step progressively.</p>
	<p>Break learners into <u>4 groups</u> using the ‘Break-Out Rooms’ feature in Zoom. (20 minutes) Assign TWO sections of material to each group (see below) and ask them to be prepared to present/teach those sections to the group upon their return to the main room by covering the ‘need to know information’ from each. Assign the content as follows:</p> <ul style="list-style-type: none"> • Group 1 – Sections 1 and 5 • Group 2 – Sections 2 and 6 • Group 3 – Sections 3 and 7 • Group 4 – Sections 4 and 8 <p>Encourage learners to use their highlighter. *Be sure to explain the differences between CN and CP. Refer to CA as required.</p> <p>This exercise is to get participants to share their experiences and understand the relevance of each section. Why is each part important? Group debriefing (if in person) could utilize flip charts to record points raised.</p>
	<p>Hold the Q-Card (highlighter) up to your camera and remind learners to use their highlighter during this next series of peer presentations.</p>
	<p>Debrief in large group - Invite each group of learners to UNMUTE themselves and share the summary of their respective section verbally. Go through each section in order, encouraging lots of participation as you do. Top-up as needed.</p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Example could be where there is an objection regarding timeliness, yet the member is not prejudiced in answering questions • Remembers all details. Timeliness is no longer an issue. • Highlight reasonableness as the test for requesting breaks • This question is continuously asked by LCs • Is Member prepared to proceed? If yes, previous issues or objections could possibly be nullified. (Opening Questions) • There are a number of relevant cases involving formal investigation and related arguments. - Could provide links to these cases electronically via the CHAT.




TOPIC: Some Reminders
TIME ALOTTED: 10 minutes
PAGE REF: 75

	<p>Invite learners to turn their camera OFF to read the list of reminders and the quote, on their own.</p>
	<p>Ask learners to use their Sharpie marker to write on a post-it note, a point that they find interesting and would like to discuss further as a group. Ask them to give you ‘thumbs up’ when they are ready.</p> <p>Have them turn their cameras back ON and hold their note up to their camera. Read each person’s note aloud, clarifying as needed, then top-up/discuss further as needed, ensuring that you touch on all of the key points from the content</p>


In person – review and take group questions as required.

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TOPIC: Phase 3 – The Analysis
TIME ALOTTED: 30 minutes
PAGE REF: 78-80

	Refer to PowerPoint slide to introduce this topic and the exercise.
	Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (15 minutes) Have them work with their peers to complete the exercise in their workbook.
	<p>Debrief in large group. Ask for a volunteer from one of the groups to start by reading/leading discussion on situation #1. Invite them to UNMUTE themselves and share their input verbally.</p> <p>Then go to another group and repeat for situation #2. Continue, ensuring that each group and different people get an opportunity to lead and/or contribute to the discussions.</p> <p>Top-up each discussion as needed with input from your own experiences.</p>

TOPIC: What is a Grievance?
TIME ALLOTTED: 30 minutes
PAGE REF: 81-88 (+ worksheet on 89- debrief instructions on next page))

	<p>Reading Assignment (30 minutes)</p> <p>Invite learners to step away from their computers (find a comfy seat, a change of scenery, go outside, etc). Remind them to use their highlighter/makes notes as they read through pages 81-88 and answer the questions on ‘Time Limits’ page 89.</p> <p>Notes for facilitator:</p> <ul style="list-style-type: none">○ What is a Grievance?<ul style="list-style-type: none">▪ Highlighting ownership of grievance, work now grieve later.▪ Discussion on work now grieve later – grievance procedure is the system for these disputes.▪ Highlight burden of proof, and who has it depending on dispute<ul style="list-style-type: none">• These points are continuously confused by LCs• Also, the level of burden is based on balance of probabilities, not beyond a reasonable doubt (criminal)▪ Complaint examples<ul style="list-style-type: none">• Valid points• Stress that LC / VLC always has support when determining a file (GC office)○ Types of Grievances<ul style="list-style-type: none">▪ Need to discuss the ability to file group grievances is currently in dispute at CP<ul style="list-style-type: none">• Discuss vs, modify material• There are a few factors this dispute hinges on<ul style="list-style-type: none">○ Current legal opinion is to file all grievances individually “<i>out of an abundance of caution</i>” until a decision has been finalized <p>Group Grievance currently in dispute at CP. Current legal opinion is to file all grievances individually “<i>out of an abundance of caution</i>” until a decision has been finalized.</p>
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Group Grievance – current dispute at CP regarding the Union’s ability to submit group grievances. Out of an “abundance of caution”, the Union is NOT filing group grievances at CP, at this time (ex. Over Hours filed separately by crew instance).

Update – recent CN decision by Arbitrator John Stout;
CN raised a preliminary objection to the filing of group grievances (Over Hour violations). There were 3 objections put forward, all of which were dismissed in the January 17, 2022 decision (AH 756).

Feel free to briefly discuss the award (and share). All GC of A’s are currently reviewing this award and will convey direction regarding the filing of group grievances in the near future.



Update – Preliminary objection filed by CP for grievance regarding Weekly Placement Process at Chapleau. Arbitrator Clarke decision February 8, 2023. (AH 809)

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- 1st objection pertaining to the Union’s ability to file a grievance for more than one employee, contesting a scenario, was dismissed.
- *The TCRC can bring a single grievance contesting a scenario, like the one which allegedly occurred during the week of February 15, 2021 and request remedies on behalf of any affected employees.*
- **Takeaway? Follow the guidance of your General Chair regarding the filing of group grievances**


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TOPIC: Time Limits - Exercise
TIME ALOTTED: 30 minutes
PAGE REF: 89






	Return to the large group (designate a time) and ask them to turn their cameras on to signal that they are back and ready to proceed.
	<p>Take up the questions on ‘Time Limits’. (Stress the importance of TLs.) Invite learners to UNMUTE themselves and share their input verbally.</p> <p>Clarify as needed and integrate the key points from the reading into the discussions as well as examples from your own experiences.</p>

Cannot overemphasize the importance of time limits!

TOPIC: What do you think? – Exercise – CROA 3679
TIME ALOTTED: 25 minutes
PAGE REF: 90






	<p>Refer to PowerPoint slide to introduce this topic and task.</p> <p>Copy link to CROA 3679 into the chat: http://croa.com/PDFAWARDS/CR3679.pdf</p>
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	<p>Invite learners to turn their camera OFF to read the award and then turn it back ON when they are done, to signal that they are ready to proceed.</p>
	<p>Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (10 minutes)</p> <p>Have them go through the worksheet together.</p>
 	<p>Return to the large group for the debrief.</p> <p>Poll learners – Ask the questions one at a time and have them use the ‘stamp’ (check mark) in their annotation tool menu to indicate YES or NO in response to each of the five questions on the PowerPoint slide. Debrief each question before moving on to the next one in order to ensure that you expose learners to the current answer and supporting information.</p>
	<p>Stop sharing your slides and lead a discussion about whether they agree/disagree with the arbitrator’s decision and why/why not.</p> <p>Invite learners to UNMUTE themselves and share their input verbally.</p>

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TOPIC: What do you think? – Exercise – CROA 3680
 TIME ALOTTED: 20 minutes
 PAGE REF: 91






	<p>Refer to PowerPoint slide to introduce this topic and task.</p> <p>Copy link to CROA 3680 into the chat: http://croa.com/PDFAWARDS/CR3680.pdf</p>
	<p>Invite learners to turn their camera OFF to read the award and then turn it back ON when they are done, to signal that they are ready to proceed.</p>
 	<p>Poll learners – Ask the questions one at a time and have them use the ‘stamp’ (check mark) in their annotation tool menu to indicate YES or NO in response to each of the five questions on the PowerPoint slide.</p> <p>For each question, ask someone who said YES to share why and then someone who said NO to share why.</p> <p>Debrief /top-up each question as needed before moving on to the next one.</p>
	<p>Invite learners to type AGREE or DISAGREE into the CHAT feature in Zoom.</p> <p>Ask 2 people who AGREE to share why. Repeat with 2 people who DISAGREE.</p> <p>Lead debrief/top-up as needed.</p>

TOPIC: Phase 4 – The First Approach
TIME ALOTTED: 10 minutes
PAGE REF: 93

	<p>Invite learners to use their highlighter as you go through this next section of material.</p> <p>*Reinforce that if someone is still in doubt, to contact the General Chair’s office for advice – there could also be Internal appeal procedures at play. The local Division may have the ability to appeal the LC or GC’s decision to close / not advance the grievance.</p>
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TOPIC: Phase 5 - Drafting a Grievance Letter (Content)
TIME ALOTTED: 60 minutes
PAGE REF: 95-98

	<p>Refer to PowerPoint slide to introduce this topic.</p> <p>*Note that some GCAs has adopted a bullet point format instead. Three examples are included in the workbook. Concept is the same regarding parts – instead of paragraphs it is a section and bullet points.</p>
	<p>Solo reading task. Invite learners to review this content on their own and use their highlighter to make note of the important points as they do.</p>
	<p>Refer to PowerPoint slides on this topic. As you go through each chunk, ask for input from the learners. (What did they highlight/take note of?) Top-up as needed.</p> <p>Repeat for First, Second, Third and Fourth Paragraphs. (Click on the slide to bring up the next bullet point as you do.)</p>
	<p>Hold the Q-Card up to your camera and read it aloud. (What are you still curious about with respect to drafting a grievance?)</p>
	<p>Invite learners to type their input into the CHAT feature in Zoom.</p> <p>Address questions as needed, using examples from your own experiences, and reinforcing the key information in their workbooks.</p>


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TOPIC: Drafting a Grievance Letter - Exercise
TIME ALOTTED: 30 minutes
PAGE REF: 99



	Introduce the exercise and then invite learners to grab a pen and complete the exercise in their workbook.
	<p>Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (15 minutes)</p> <p><i>**Ensure that there is at least one TECH-SAVY person in each group who will be able to open up WORD (or other software) and share their screen with the others in their group. Once you have sent everyone to their groups, drop into each group to make sure they have all figured out the tech to do so.</i></p> <p>Within each group, they can share their ideas with each other, and one person should type up the grievance on behalf of the group and be prepared to share it in the large group when they return to the main room. This person will need to share their screen.</p>
	<p>Ask for a volunteer from each group to share their screen and their group’s letter, identifying each part as they go through it (the entire group can help with this part). Invite ALL learners to UNMUTE themselves and share their input verbally.</p> <p>Offer constructive and respectful feedback for improvement as you go through each letter.</p>

If in a conventional classroom setting, either have participants write their own grievance in the workbook or split into groups as described above and have a spokesperson read out their grievance. Follow up and feedback as above in a group setting.

TOPIC: Sample Grievance – 20 Demerits
TIME ALOTTED: 15 minutes
PAGE REF: 100-101






	Solo task – Invite learners to turn their camera OFF to read through the grievance and then turn it back ON when they are done, to signal that they are ready to proceed.
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	<p>Invite learners to use their highlighter to make note of information that they feel is important, surprising, interesting or confusing.</p>
	<p>Debrief in large group.</p> <p>Invite learners to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT.</p>




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TOPIC: Sample Grievance – 20 Day Suspension
TIME ALLOTTED: 25 minutes
PAGE REF: 102-103

	Solo task – Invite learners to turn their camera OFF to read through the grievance and then turn it back ON when they are done, to signal that they are ready to proceed.
	Invite learners to use their highlighter to make note of information that they feel is important, surprising, interesting, or confusing.
	Refer to PowerPoint slide to explain task to be completed in small groups. (What do you like about this example? Anything you would change or improve?)
	Break learners into small groups of 4-5 using the ‘Break-Out Rooms’ feature in Zoom. (10 minutes)
	Debrief in large group. Invite a volunteer from one of the groups to UNMUTE themselves and share their input verbally. Ask volunteers from the other groups to offer any additional/different ideas.

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TOPIC: Sample Grievance – Wage Claim
TIME ALOTTED: 15 minutes
PAGE REF: 104-105

	Solo task – Invite learners to turn their camera OFF to read through the grievance and then turn it back ON when they are done, to signal that they are ready to proceed.
	Invite learners to use their highlighter to make note of information that they feel is important, surprising, interesting or confusing.
	Debrief in large group. Invite learners to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT.

Note to Instructor – there are a number of paragraph style examples in the workbook as well. Decide beforehand which combination of styles need to be reviewed, time permitting. Also determine the interests and needs of the learners.

No intent to suggest one style is better than the other (paragraph vs bullet points), both should be reviewed. Some GCAs have adopted bullet style to clarify and shorten case load.

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TOPIC: Phase 6 – The Settlement
TIME ALOTTED: 10 minutes
PAGE REF: 112



Refer to PowerPoint slide on this topic.

Ask learners how they would find CROA 3401 and CROA 3254 so that they could use them as reference materials if they wanted to.

*Emphasize the importance of timelines.

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TOPIC: The Settlement – meeting with the company
TIME ALOTTED: 5 minutes
PAGE REF: 114-115



Refer to PowerPoint slide on this topic.

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TOPIC: Grievance Settlement: Some Issue to Consider
TIME ALOTTED: 10 minutes
PAGE REF: 116







Refer to PowerPoint slides on this topic.

- Dispute of time claim
- Without precedent or prejudice




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TOPIC: Phase 7 – Transfer the File to the General Chair
TIME ALOTTED: 30 minutes
PAGE REF: 118-120

	Invite learners to use their highlighter to identify important information in Phase 7.
	Invite learners to turn their camera OFF to complete the exercise and then turn it back ON when they are done, to signal that they are ready to proceed.
 	<p>Poll learners – have them use the ‘stamp’ in their annotation tool menu to select the correct answer(s).</p> <p>Debrief and lead a discussion, reinforcing important points.</p> <p>Repeat for each question.</p> <p>Notes:</p> <ul style="list-style-type: none"> ○ All points to be stressed ○ Depending on type of grievance, remember burden of proof – this will impact/dictate the evidence that is required <ul style="list-style-type: none"> ▪ Wage claim – burden lies with Union <ul style="list-style-type: none"> • What wage / crew / trip information will we need to prove the claim is valid? ○ The General Chair <ul style="list-style-type: none"> ▪ Basic discussion, varies by committee <ul style="list-style-type: none"> • GC bylaws ▪ Also, important to understand what the CA mandates. FMCS? Grievance meetings? Joint Conference?

Classroom setting? Use PowerPoint on screen and lead group discussion on answers to 6 questions.

TOPIC: Phase 8 – Final and Binding Arbitration
TIME ALLOTTED: 30 minutes
PAGE REF: 122-124






	<p>Arbitration</p> <p>Ask learners a series of questions to get the discussion going. Invite them to UNMUTE themselves and share their input verbally. Alternately they can also type their responses into the CHAT.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> • What do you know about Arbitration? • Who has been involved in an Arbitration? • What was your experience? <p>Reinforce/top-up as needed.</p>
	<p>CROA (Canadian Railway Office of Arbitration)</p> <p>Refer to PowerPoint slides on this topic.</p> <p>Reinforce CROA website as a resource – have everyone pull it up in their browser and bookmark it for future reference.</p> <p>Explain how to access www.localchair.ca and bookmark it too. Leave sign-up process to the individual.</p>
	<p>Res Judicata</p> <p>Refer to PowerPoint slides on this topic.</p>

Opportunity to discuss that many General Committees have negotiated ADHOC agreements to address backlogs and that CROA was not functioning for a major part of 2022. Most of these agreements utilize CROA rules and are specific to the parties it addresses.

CROA has resumed operation due to a trial period for rule changes and to address arbitrator selection (May 2023). Changes adopted November 2023.

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TOPIC: Call to Action and Conclusion
TIME ALOTTED: 15 minutes
PAGE REF: 126-127

	Refer to PowerPoint slides on this topic.
	Invite learners to grab a pen and complete the (Call to Action) exercise in their workbook.
	Invite learners to turn their camera OFF to complete the exercise and then turn it back ON when they are done, to signal that they are ready to proceed.
	<p>Invite learners to UNMUTE themselves and share their input verbally. Ideally, each person should share at least one of the things that they wrote down.</p> <p>Use their input to reinforce the key learning points.</p>
	Refer to PowerPoint slide for a final moment of inspiration.

TOPIC: Definitions and Other Issues of Interest

These are included for reference purposes only – use as needed.

NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

