Training and Education Committee
Meeting Minutes
February 18, 2017

Present: Kimberley Skanes, Chair
           Nancy Lamarche, Director of Regional Labour Relation Services
           Emmanuel (Manny) Costain, Atlantic
           Peter MacDougall, BC/Yukon
           Gordon J. Bulmer, NCR
           Yvonne Snaddon-Bilbija, Ontario
           Kieth L. Laing, Prairie/NWT
           Robert Tellier, Québec
           Ivana Saula, Education Officer
           Audrey Joyal, Staff Support

Alternate: Yvonne Snaddon-Bilbija for Peter S. Jozsa, Ontario

1. Call to order

K. Skanes called the meeting to order at 9:06 a.m. on February 18, 2017, at the National Office, Ottawa, Ontario.

2. Approval of Agenda

K. Skanes added the following to the Agenda under New Business (7.a): *Education Program Reform 2017*. All other items were reviewed and approved as presented: moved by G. Bulmer, seconded by M. Costain – Carried.

3. Approval of minutes from last meeting

The Committee members reviewed the minutes from the last meeting; they were approved as presented: moved by M. Costain, seconded by K. Laing – Carried.

4. Business arising from the minutes of the last meeting

a) Updating action Items

The committee updated the list of action items from March 4 to November 5, 2016.
Action Item: A.Joyal to update list for the next TEC Meeting.

b) Québec Training

Québec representative, R. Tellier, provided the committee with the "Québec Region Training Calendar 2016/2017". The calendar includes training from PIPSC's National Education Program and the Fédération des travailleurs et travailleuses du Québec (FTQ). The amalgamation of these curriculums provides the members with a variety of training options.

Within the FTQ training portfolio, facilitators in Québec are providing training on the following topics: Steward Training: Social Approach, Leadership, How to Energize Our Unions, Public Speaking and Communication in Our Union, Introduction to Occupational Health and Safety, Psychological Harassment: Prevention and Compensation (under review), Burnout Prevention, Social Action, and Meeting Procedures.

The costs associated with the FTQ training are partially reimbursable to The Institute. In light of this reimbursement format, the committee sought confirmation from R. Tellier that PIPSC's Finance Department categorized FTQ's training as its own expenditure under Québec's provincial budget. Although R. Tellier recalled to that FTQ was its own category in the budget breakdown, this information would need to be confirmed by The Institute's Finance Department.

The Committee inquired about the involvement of PIPSC's Education Department in the FTQ course selection and cohesiveness of the two programs. N. Lamarche spoke to this query responding that she is scheduled to meet with Y. Bordeur to discuss PIPSC Education and the FTQ. R. Tellier advised that he will share the FTQ training on "Meeting Procedures" and the communications component to the CS Executive Leadership Training with the TEC and the Education Department once he receives the content from Translation.

Action Items:
- A.Joyal to seek confirmation from Manager of Finance, Didier Paultre, on the Québec Budget Breakdown as it pertains to FTQ expenditures.
- N. Lamarche to debrief the TEC on meeting with Y. Brodeur.
- R. Tellier to follow up with L. Rochefort on status of translation.

c) Education

As convened in the last meeting, M.Costain provided I.Saula with the Atlantic Region's fact sheets for validation.

The committee was provided with copies of NB Groups/ Separate Employers' fact sheets during the last meeting. It was suggested that committee members review the laws in their respective regions and develop similar fact sheets that would serve as a reference points for Lunch & Learns. This item remains outstanding by the committee members.

Action Item:
- Committee members to provide the TEC with their respective Lunch and Learn fact sheets on Separate Employers.

d) Online Training for Stewards (IPLM)

Ontario alternate, Y.S Snaddon-Bilbija, addressed this item on behalf of P. Jozsa. Based on the feedback received from their participants, the Basic Steward Training prerequisite, *Introduction to PIPSC and the Labour Movement (IPLM),* is too difficult. In addition, Ontario stewards perceived inaccuracies in the module and discrepancies in knowledge test. The IPLM's level of difficulty was echoed by other committee members.

I.Saula verbally provided the statistics pertaining to IPLM. The majority of the participants who do not successfully pass the exam get around 75%.Therefore, if the exam's passing mark was reduced to 75% (versus the 80% it is now), the success rate would increase.

R. Tellier expressed the importance of establishing a clear objective for the prerequisite. The objective would help identify the focus of IPLM such as rate of retention, knowledge testing and/or measuring participant involvement. G. Bulmer expanded on participant involvement, underlining the importance of measuring participant commitment through training tests (i.e. IPLM test) prior to investing funds in their stewardship-long training.

I.Saula addressed the above points reminding the committee that the objective of the IPLM is to provide the participants with pertinent PIPSC information prior to the BST and allow more time for in-class components during training (i.e. learning activities).

K. Laing suggested that the IPLM be given in two parts (Pre-BST and Post-BST). I.Saula elaborated on the two-part format proposing that the participants review the PIPSC Labour Movement information prior to the course and would undergo a knowledge test post-basic training. The committee responded in favour of this approach.

Action Items:
- I.Saula to further explore the components of the two-part IPLM training.
- A.Joyal to contact BaseCorps and reduce IPLM threshold to 75%.

e) Duty to Accommodate Pocket Guide

The committee was provided with the final bilingual Duty to Accommodate pocket guide now available for members. The committee considers this ongoing item complete.

5. Items Arising from Past Minutes

a) PIPSC Mental Health Resource Guide
Following the Committee's request on March 4th, 2016 to compile mental health resources for PIPSC members, the Education Department developed a PIPSC Guide on Mental Health. The guide is comprised of five parts: Services, Representation, Human Rights, Tips for Mental Health / Mental Fitness and Self-Help.

While reviewing the guide as a group, K. Laing provided a suggestion for the Communications Department. K. Laing suggests that the Employment Assistance Program (EAP) resource be made more evident in the guide. Also, that the guide be made available online.

G. Bulmer suggested that a section on mental health training be added. This section would inform members of the training offered by the Joint Learning Program and the Canadian Mental Health Commission. A mention of the mental health champions appointed by the Union-Management Committees could be included.

K. Skanes welcomed the committee to communicate any additional feedback to I.Saula moving forward.

Action Items:
- I.Saula to review suggestions and to incorporate in the guide (where applicable). An updated version will be distributed during the next meeting, March 27th, 2017.
- If any, the committee members are to communicate any feedback and/or suggestions to PIPSC's Education Department.

6. New Business

a) PIPSC Education Program Reform 2017/2018

On February 17th, 2017 K. Skanes met with N. Lamarche, I. Saula, E. Gillis and I. Roy to discuss the New Education Program. As part of the Agenda, K. Skanes would introduce the new program to the TEC.

Preliminary concerns arose regarding the timing of the TEC's involvement in what could be perceived as a *fait accompli*. K. Skanes reiterated that the TEC is being consulted in an effort seek their input and find ways to support the PIPSC staff in the successful implementation of the program for January 2018. As the program is in its preliminary stages, the committee is being consulted to ensure the successful alignment of new program with the membership's training needs.

The current program, as K. Laing noted for his region, is not responding to the training needs of various groups. A reform could address this. N. Lamarche spoke to these preliminary concerns advising the committee that the PIPSC staff also recognizes the need for improvement when providing Education Services. The PIPSC staff is looking for the committee's feedback on content, format and measuring success for all members.

Purpose Statement of the Education Program: Training and education of members is a means to an end, not an end itself. Training and education is provided to enable Stewards and others to apply learning to serve, assist and inform members in the workplace.

K.Skanes presents the new education program comprising of 5 pillars[1]:

    I. Outreach
    II. Format / Structure
    III. Determination of Success
    IV. Content
    V. Process (later added by the TEC)

The curriculum would be categorized and delivered in the following ways[2]:

- By theme/topics (3 days)
- Series (National Training – 7 days)
- Stand Alone (.5 - 1 day)
- E-Learning.

The committees addressed each pillar individually[3].

I.Saula confirmed that the preliminary discussions with the committee regarding the Education Program are meant to determine outreach and the best delivery method in addressing the training needs across the regions (structure). Once the proper steps are identified, the program specifics such as facilitation and content can be unpacked.

I.   Format / Structure

K. Skanes opened the floor to the following questions: How are the participants chosen for training? How are the new e-learning courses received? Is the format of the training

---

[1] Appendix A
[2] Appendix B
[3] Appendix C

responding to the membership's needs? Is the structure of the labour schools appropriate and as effective as possible?

The committee concurred with the themed training approach and agreed that it would address the training needs across the regions. The themed approach would also address the structural concerns and provide the membership with further customization options for their learning program.

While discussing structure, G. Bulmer reminded the committee that the Joint Learning Program (JLP) offers pertinent cost-effective training. These courses are easily accessible to Stewards while costing less than CLC training. G. Bulmer reminded the committee that the JLP could be made available to non-federal employees by way of an MOU. In addition, providing central training facilities (i.e. 250 Tremblay for the NCR) could reduce costs significantly.

The committee determined that the traditional school format needs to be revised and that restructuring initiatives will likely entail larger training budgets. A review of the Training Policy will also be required.

II. Outreach

The committee discussed outreach methods for the different types of members such as:
-   Stewards and Members   - Retirees and active members
-   Treasury Board and Separate Employers
-   Groups, Consultation and Representation

The Committee's suggestions ranged from polling from magazines to incorporating Nation Builder into the outreach program. The Committee unanimously agreed that at least two surveys were required, one for members and the other for stewards.

P. Macdougall brought forward a logistical concern regarding delivery and the compilation of data for the TEC survey (volume). Although certain committee members proposed to decipher findings at the regional level, the consensus remained that the delivery and exact wording of a questionnaire would be determined by the appropriate party at a later time. Further to P. Macdougall's mention of the challenges of anonymity in surveys, the committee included an option for members to self-identify.

The committee opted to break into two groups and create preliminary survey questions for members and stewards to establish training needs. Questions pertaining to demographics will also be included in each survey[4].

K. Skanes will bring these survey questions to the Advisory Council.

III.   Determination of Success

---

[4] Appendix D

K. Skanes reflected on PIPSC's traditional measure of success which was determined by the quantity of stewards trained as opposed to the applicability of the knowledge acquired. K. Skanes advised that in order for the TEC to identify the variables to measure success, the "Scope of the Steward" must be defined. Also, a feedback mechanism is required in order to gage success in the application of training and to measure the applicability of training in the workplace. She added that the Scope of the Steward could also vary depending on the status of the member (i.e. retirees).

Further to E. Constain's input regarding the range of steward involvement, the committee agreed that the stewards needed to be reminded of the various ways they could be involved. In turn, the committee must find ways to build towards success over time instead of solely duplicating training per steward over time.

G. Bulmer suggested that a "PIPSC Steward Job Description" be developed. The PIPSC classification experts could help draft the Institute's expectations for steward, key leadership competencies, steward commitment and steward involvement. Following their Basic Steward Training the Steward could be asked to provide 3 action items they commit to completing within the first 6 months. This checklist would be kept after the training. Following the 6 month grace period, the regional offices would send the steward's own declaration of action items and ask how many they have completed, how or why not. The measurement of success would therefore be established. These ideas were welcomed by the committee and would later turn into a focal action item.

K. Skanes expressed the need to measure a steward's knowledge in order to establish whether they can facilitate. In turn, there should be a recognition system in place for the stewards who excel by providing first choice for training and priority attendance to events. The committee agrees that there is a lack of data and lack of systems in place to retrieve this information.

The Committee concluded that PIPSC's Education requires change; it will entail futher investment of time, energy and monetary resources.

IV.   Content

Prior to establishing the pertinence of training topics and developing content, the committee must first canvass their respective regions and gather data on training needs. This preliminary phase was covered under the "Outreach" component (bullet II).

The Basic Steward Training prerequisite, "Introduction to PIPSC and the Labour Movement" was discussed in length by the committee under the "content" pillar of the education program. In an effort to abide by the approved agenda's progression, please refer to item "4" (business arising from the minutes of last meeting) subsection "d" (IPLM) for more details.

V.   Process

As some of the concerns and ideas shared were procedural, the committee added "Process" as the fifth pillar of the Education Program.

R. Tellier expressed that prior to hyper focusing on methodology and delivery, this program must be approached as a Project Management initiative and the TEC should establish a course of action in line with the Institute's strategic objectives. When implementing the new education program, the committee agreed that they must develop a plan and set deadlines for completion of tasks.

Furthermore, it was suggested that champions be appointed within the TEC to lead each pillar (format, content, success, outreach and process). K. Laing expanded on this point by suggesting that the TEC appoint sub-committees to the five pillars.

In parallel with creating a steward job description and updating the training policy, the committee discussed adding contingencies to steward participation in advanced training. A steward would have to demonstrate their involvement with PIPSC activities (L&L, Committees, etc.) before registering for advanced schools. This could increase union involvement and highlight the motivated stewards. The post-BST steward checklist of action items (bullet III) could be used as an additional indicator.

Finally, the committee discussed the importance of valuing retirees, identifying junior and senior stewards, identifying specializations within the steward pool (themed course blocks will help with this endeavour) and providing relevant/timely training.

A general motion to incorporate the Education Program Reform into the TEC's Work plan 2017 - Carried unanimously.

Action Items:
- K. Skanes to present surveys to AC
- TEC members to prepare a 1 hour presentation on the PIPSC Education Program Reform for their Steward Councils.
  TEC members to inquire with Regional Training Committees, Steward Councils and Consultation Groups on the following:
  1. Define Scope of Steward , Include ideas for Steward Job Description
  2. Training Policy Update
  3. Steward Renewal form review
  4. Format/ structure needs i.e. Themed courses
- I.Saula to prompt Expert Staff / Facilitator feedback on Education Program
- A.Joyal to request that IT create a outreach mailbox for the TEC

b) Work Plan 2017

K. Skanes proposed to first initiate outreach efforts with the Advisory Council, Consultation Teams and Group Executives to establish the trainings needs. Following the establishment of the membership needs, the structure can be determined (i.e. scope

of steward, steward job description, training policy, steward renewals). To be followed by content. The committee concurred.

Action Item:
- K. Skanes to develop Work plan around the New Education Program and present to the BOD.

c) Tentative Meeting Date(s)

The committee agreed to meet again Monday, March 27, 2017 (9:00 – 17:00) at the National Office. Moving forward, to committee will only schedule one meeting at a time.

d) PIPSC Guide for Constituent Bodies

The guide was developed by the Education Department as a means to provide PIPSC's constituent bodies with pertinent information regarding The Institute. The committee is asked to review this package with their regional training committees and provide feedback. Due to time constraints, the committee did not review the guide the day of; K. Skanes welcomed the members to contact I.Saula with comments upon review.

Action Item:
- Committee members to review Guide and provide I.Saula with feedback by:
  2 weeks prior to meeting No.3 (TBD).

e) PSC New Staffing Directive

P. Jozsa joined the committee meeting at 15:37 EST via teleconference to discuss this agenda item. In response to the new directive, P. Jozsa suggested that there be an information session developed for stewards to address the possible implications. Due to the nature of the directive, the committee determined that this matter would be best addressed at the managerial level and/or with the Office of the President.

7. <u>Regional Reports</u>

Atlantic, M. Costain reports:

Basic Steward Training: February 16 -18, 2017 (low attendance due to inclement weather)
Advanced Labour School: April 27-29, 2017
Courses include Investigation Techniques, Advanced Grievance Handling, The Essentials of Progressive Discipline and Building Effective Consultation Teams.
Occupational Health and Safety Training will be provided to the New Brunswick Provincial Groups (only) November 2-4, 2017.
Lunch and Learns: So far approved 7 for 2017= $1,450 (approved for 2016= $2,800)

BC/Yukon, P. MacDougall:

Advanced Labour School, April 5-8, 2017: Courses to be confirmed
Basic Steward Training: May 11-13, 2017
Executive Training tentatively scheduled in December.
Lunch and Learns (L&L): There have been instances where the policy dictating that pre-approval is required prior to hosting Lunch and Learns has not been followed. As a result, requests for reimbursement have been declined by PIPSC's Finance Department because pre-approval from training chair wasn't granted.

NCR, G. Bulmer reports:

Basic Steward Training, March 2-4, 2017
Advanced Labour School, March 2-4, 2017: Advanced Grievance Handling, The Essentials of Progressive Discipline, Bullying and Harassment, Duty to Accommodate and Building Effective Consultation Teams.

Due to logistical factors and preparation, the NCR Training Committee may opt to provide smaller sessions more often throughout the year. There's value in holding advanced and basic at the same time as it allows new stewards to meet seasoned stewards.

Ontario, Y. Snaddon-Bilbija:

Basic Steward Training, February 2-4, 2017
Advanced Labour School, May 3-6, 2017: Duty to Accommodate, Bullying and Harassment, Advanced Grievance Handling.

Y. Snaddon-Bilbija asked the chair if the regional office should book labour school accommodations for 2018. K. Skanes advised that they could book for the Basic Steward Training but not for the Advanced Schools. The matter of 2018 accommodations will revisited before June 2017.

Prairies/NWT, K. Laing:

The Basic Steward Training scheduled for February 16-18, 2017 had to be postponed to June 2017.
Advanced Labour School, May 4-6, 2017: Advanced Grievance Handling, Bullying and Harassment, Essentials of Progressive Discipline and Duty to Accommodate.
K. Laing noted that training on Violence in the Workplace is in high demand and would be well received. The Steward Council's theme is Mental Health and a CLC expert in the field may attend to speak to this.

K. Laing reiterated the importance of mentorship and keeping the experienced retired stewards involved with The Institute. It's an invaluable and inexpensive resource.

CLC training requests continue to be submitted and the costs are deducted from the regional budget; this has not proven to be an issue. In light of the new program, the compatibility of the CLC training and national training will be explored.

Québec, R.Tellier:

Basic Steward Training: March 30 – April 1, 2017
Advanced Labour School, February 8-11, 2017: Social Steward, Leadership, Disciplinary Measures, Performance Management, Health and Safety: Workplace Violence.
R. Tellier advised that he will share FTQ's materials on Executive Leadership Training including the communications component with A. Joyal (Education). The regional training committee is finding a larger representation of seasoned stewards in advanced training than new stewards. R. Tellier underlines the importance of gathering data on demographics when circulating the TEC survey.

8. <u>Round table</u>

K. Skanes commenced the round table discussion by referring to the Training Policy when processing requests for out-of-region training. Should a member request training outside of their home region, the request must first be approved by the "home" regional training chair (as it's deducted from their budget) then the training chair of the destination province. The criteria for approval must be based on need and requirement. Further to R. Tellier query about language criteria, should the request be language related, the member's language requirement must be verified on PIMS (PIPSC's membership database). It must also be consistent with the member's preferred language for union correspondence, language of past training, etc.

G. Bulmer also informed the committee of the NCR's attempt to introduce interpretation to training. This trial (simultaneous French interpretation in the English courses) was not successful. The service was underutilized during training. G. Bulmer suggests providing the bilingual and/ or native French speakers (who attend NCR Schools) workbooks in both languages. The committee agreed that providing French materials in English courses and vice-versa is a reasonable compromise and could be adopted in the other regions.

I.Saula updated the committee on training advising that the updated Treasurer Training will be piloted in the NCR in April. The new Executive Leadership training will be piloted in the Atlantic Region in the near future.

9. <u>Adjournment</u>

The meeting was adjourned at 17:08 p.m.

EDUCATION PROGRAM

Purpose Statement

Training and education of members is a means to an end, not an end in itself. Training and education is provided to enable Stewards and others to apply learning to serve, assist and inform members in the workplace.

Format / Structure

Incorporate experienced Stewards in Basic Training

National block at Stewards Councils – (Training & Education Committee (TEC))

Basic Training

Schools - Themes   Stewards choose areas of interest
                    Program creates subject matter "experts"

Delivery of training
-    Delivery by staff only, staff and members or members only

Labour School review – TEC

How do we choose participants – TEC

Training at Stewards Councils – TEC

Review of online threshold – National

Review of "Introduction to PIPSC" – TEC / National

Testing of new products – TEC

Structure – two basic and one other plus school – still relevant? – TEC / National

Best practices for choosing participants – TEC

External training possibilities – CLC / FTQ / Other – TEC / National

Training Policy review – TEC / National

Content

Schools - Themes   Stewards choose areas of interest
                    Program creates subject matter "experts"

Hard topics vs soft topics – communication / leadership / persuasion / other

E-learning expanded – National

Focus on balance of topics (hard topics vs soft) – TEC / National

Component for regular members (not Stewards) - National

Identify emerging trends – TEC

Review of Executive Training (national standard) – TEC

External training possibilities – CLC / FTQ / Other

Curriculum review (soft skills / engagement) – National and TEC

Determination of Success

Incorporate experienced Stewards in Basic Training

National block at Stewards Councils – TEC

Follow-up on application of learning – National / TEC

Review of online threshold - National

Review of "Introduction to PIPSC" – TEC / National

How to gauge success in application of training - National / TEC

Scope of stewardship – TEC / AC / BOD

How many Stewards do we need? – TEC / AC / BOD

Outreach

What are the needs of members? - TEC

Members vs Stewards focus – TEC

Outreach to members re: input channels – TEC

Outreach to Groups re: bargaining training – TEC

Outreach to Consultation Teams re: consultation training – TEC

Outreach to Separate Employers re: needs – TEC

Appendix B

Themed Training - 3 days	Series – National Training	Stand Alone - .5 to 1 day	E-Learning
Theme 1: Core Skills • Contract Interpretation • Advanced Grievance Handling • Investigation Techniques **Theme 2: Human Rights** • Valuing Human Rights and Diversity • Duty to Accomodate • Mental Health **Theme 3: Performance Management** • Performance Management • Progressive Discipline • Bullying and Harrassment **Theme 4: Steward Development** • Interpersonal Conflict • Having Difficult Conversations • Building Effective Consultation Teams **Theme 5: Member Engagement** • Engaging Members • Current Issues/Hot topics **Theme 6 : Negotiations** • Preparing for negotiations • Skills for bargaining • Strike aversion and preparation (?) **Theme 7: Retirement Prep and Planning** • Basics of your retirement plan • Prepping for retirement	**A. Occupational Safety and Health** • Introduction to Workplace Health and Safety • Workplace Violence • Contributing to Psychologically Healthy Workplaces • Skills for Workplace Health and Safety Reps and Committee Members **B. Leadership Training** • Effective Communication • Public Speaking • Team Dynamics	• Facing Management • Dealing with Member-Member Conflict	• Performance Management • Introduction to the Labour Movement and PIPSC • Bullying and Harassment- February 2017 • Occupational Safety and Health - 2017

Appendix C

PIPSC Education Program Reform 2017
Training and Education Committee 2017:
Brainstorm topics per the New Education Program Category

Categories
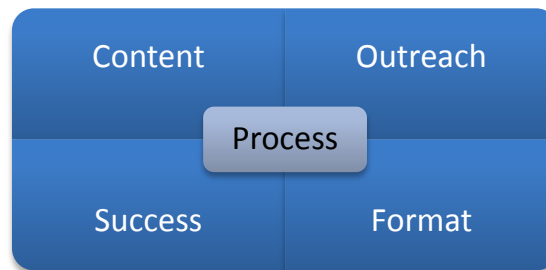
Content:

- Start with a review of Basic Steward Training then build on different topics:
    o Health and Safety
    o Social
    o Activism
    o Technical

- Determine the best delivery for training
    o Staff as facilitators
    o Stewards as facilitators
    o Both in collaboration

- Morph courses over time to more readily blend together themes, aka Course Evolution
- Content Streams:
    o Members
    o New Stewards
    o Advanced
    o Bargaining
    o Consultation

- Identify Requirements versus Wants
- Include all types of training, i.e. Mobilization *(note: mobilization component was added to BST)*, Strike Readiness *(note: PIPSC 's Education Department has developed a Strike Aversion and Preparation Training)*, lobbying, etc.
- Information on how retirees can contribute.
- Specific modules for separate employers
- JLP, CLC / FTQ course options

Outreach:

- Engage regional training committees
- Identify what is impactful and ineffective for other labour groups
- Poll training committees, groups, consultation teams and bargaining teams to establish their needs.
- Create learning culture: Magazines, email correspondence and all other venues. Talk is up!
- How can retirees contribute? Make options and information available to retirees
- Pilot new courses with training committees.
- Survey members
- Solicit course selection from various sources: Subgroups, branches, WGC/AC, EROs, etc.
- Distribute a questionnaire at lunch and learn for training ideas.
- Delegate tasks amongst training committees.
- Canvass staff experts: include them in dialogue (i.e. EROs)
- Toastmasters

Success:

- Create "Steward Job Description"
- Increment steps for Stewards (knowledge / experience)
- Continual polling – but in various ways – be stealthy and original!
- Follow up with steward re: training development
- Measurement criteria
- Activism: Active Engaged Stewards
- Newsletters
- Measure:
    o Who has taken what courses
    o Who can show they applied their knowledge
- Online questionnaire 6 months post-training
- Have testing segments after courses
- Create database to capture steward activity
- Devise methods to collect and track metrics
- Talent Management
- Stewards must report every instance of Stewardship activity (online form)
- Training aligns with PIPSC Mission and Objectives
    o BOD Objectives
    o Group Objectives
    o Department/Employment Objectives
- Do follow up with the steward's own 3 tasks they wrote after BST:
    o Asking: Did you complete the 3 tasks?

- If so, how?
- If not, why?

Format:

- Who facilitates?
  - Stewards
  - Staff
  - Both
  - Other
- Tag 1-day courses to other PIPSC events; broader reach yet economical
- E-Learning Modules; One leads to another (theme system)
- Courses organized by theme and topic
- National versus regional versus local; content may differ with audience
- FTQ -> PIPSC; best practices
- How can retirees contribute? Format content to retired audience
- Stewards delivering training:
  - Expertise not within a single trainer but within the trainees

Process:

- Steward gets onto a or involved with a specific committee (or other group) <u>before</u> they receive advanced training
- Create project plan with milestones, dates, etc.
- Address:
  - Retirees
  - Information for Stewards
  - Provide participation options: low level -> front line
  - Junior to senior (advanced)
  - Identify Specialization (i.e. bargaining, health and safety, consultation, representation, etc.)
- Identify <u>champions</u> for each of the 4 pillars of the New Education Program 2017:
  - Content
  - Outreach
  - Format
  - Success
- Provide timely and relevant training
- FTQ Training Model: What does it entail? Where did it come from? How

Appendix D

PIPSC Education Program Reform 2017
Training and Education Committee 2017:
Proposed Membership and Stewardship Survey for PIPSC Training

Proposed Stewardship Questionnaire:

1. How long have you been a steward?
    a. (Answer options: insert range of years or open-ended)

2. When did you take the Basic Steward Training (BST)? If taken more than once, when was the most recent BST taken?

3. Which PIPSC Advanced Training Modules have you taken?
    o   Advanced Grievance Handling
    o   Bullying and Harassment: Making it Right
    o   Investigation Techniques
    o   Duty to Accommodate
    o   Performance Management
    o   The Essentials of Progressive Discipline
    o   Managing Interpersonal Conflict
    o   Valuing Human Rights and Diversity
    o   Building Effective Consultation Teams
    o   None

4. In your opinion, which topic would you most like to see added to Advanced Training?
    a) Negotiations 101
    b) Having Difficult Conversations
    c) Managing Stress
    d) Dealing With Difficult Members
    e) Dealing With Management
    f) Public Speaking
    g) Understanding Mobilizing
    h) Managing Stress
    i) Mental Health- Developing First Responder Type Skills

5. Which topics do you think could be enhanced through e-learning?
    a) Duty To Accommodate
    b) Occupational Safety and Health
    c) Interpersonal Conflict
    d) Progressive Discipline
    e) Valuing Human Rights and Diversity

f) Investigation Techniques

6. Please rate how interested you are in each of the following education topics? The choices are to be read and rated as, Very Interested, Somewhat interested, Not very interested, Not at all interested, Don't Know/Refused to Answer
   a) Human Rights
   b) Gender Equality
   c) Communications
   d) Social Media
   e) Conflict Resolution
   f) Mental Health
   g) Building Solidarity- locally, nationally and internationally
   h) Managing member-to-member conflict

7. Which skill area would you like to develop to help you in your role as a steward? (open-ended)

8. Have you used the Institute's e-learning platform?
   a) Yes
   b) No

   ii) If no, please select one of the following reasons;
   a) Did not know e-learning is available
   b) No pertinent topics are offered
   c) Lack of time
   d) Other

   iii) If yes, please explain what you liked most about e-learning?
   a) Efficient way of learning
   b) Easy to access
   c) Certification that could be used for professional development
   d) Other

9. Of the following topics, which would you be interested in taking online? Read options, and rate as, Very Interested, Somewhat interested, Not very interested, Not at all interested, Don't Know
   a) Duty to accommodate
   b) Pension Planning
   c) Psychologically Healthy Workplaces
   d) What is 2.0?
   e) Understanding Classification

10. Which topic would you like to see online next? (open-ended)
11. Are there any improvements you'd like to see made to the e-learning platform?
    a) Yes
    b) No

    If yes, if you could recommend any changes to the current e-learning model, what would they be? (open ended)

12. In the last year, please indicate which of the following you have been involved with:
    o Member Representation
    o Lunch and Learn
    o PIPSC initiated Information Session / Presentation
    o PIPSC Event
    o Steward Council
    o AGM
    o Other
13. Please indicate your preferred training method:
    a) In class/person
    b) E-Learning

    ii) If you picked option "a", in class /person, rate which structure you prefer, *No.1 being the most favoured and No.3 being the least favoured*:
    ☐ National Training 3-5 days
    ☐ Regional Training 2-3 days
    ☐ Regional Training 1 day

14. If asked, would you report online, on an ongoing basis, which steward-related activities you participate in?

Preliminary notes regarding the survey for members:

➢ Incentivize participation: all who complete survey will be entered into a draw to win a prize.
➢ Accessibility: If survey is sent via email, provide detailed instructions directly in the *body* of email and provide link to access questionnaire.

Proposed Membership Questionnaire:

1. Have you received any correspondence and/or training introducing you to PIPSC?
    a. Yes

b. No

2. Do you know how to locate information on the PIPSC website?

3. Of the following topics, which would you be interested in taking as training?
   a. Duty to Accommodate
   b. Pension Planning
   c. How to Promote Psychologically Healthy Workplaces
   d. Workplace 2.0
   e. Understanding Classification
   f. Mental Health
   g. Other, Please list:
      i. _____
      ii. _____
      iii. _____

4. Would you be interested in PIPSC's E-Learning Program?

5. Have you been a Steward?
   a. Yes
   b. No

   ii. If yes,

   ☐ PIPSC Steward
   ☐ Other Steward

6. Add a optional question which could provide TEC/PIPSC with statistics on its groups' demographics:
   a. Self-identity with 1 or more equity seeking groups
         i. List / Check mark where applicable
   b. Age
         i. Range or open-ended
   c. Region
         i. Drop down menu of PIPSC Regions

   d. Etc.