



Development Institute for Training, Support and Education for Labour

# **Advanced Organiser Development Course**

## **Block three**

### **Facilitator Notes**

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## **Acknowledgements**

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Thanks to all those who participated in the 2001 programme, without whom the redevelopment of this Block would not have been possible.

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## MATERIALS & EQUIPMENT NEEDED FOR WORKSHOP

### General

- Koki's (enough for participants to be able to use at least two different colours in group work and individual work)
- Flip chart paper
- Prestik
- Cards ( Rectangular, Big round- red & white cards preferably)
- Participants' Notes x Number of participants
- Facilitators' Notes x Number of Facilitators
- Readings x Number of Participants
- **Handouts**

*Handouts are printed on yellow paper and the facilitator's set are to be found in the Facilitator's Notes file behind the relevant Activity Sheet.*

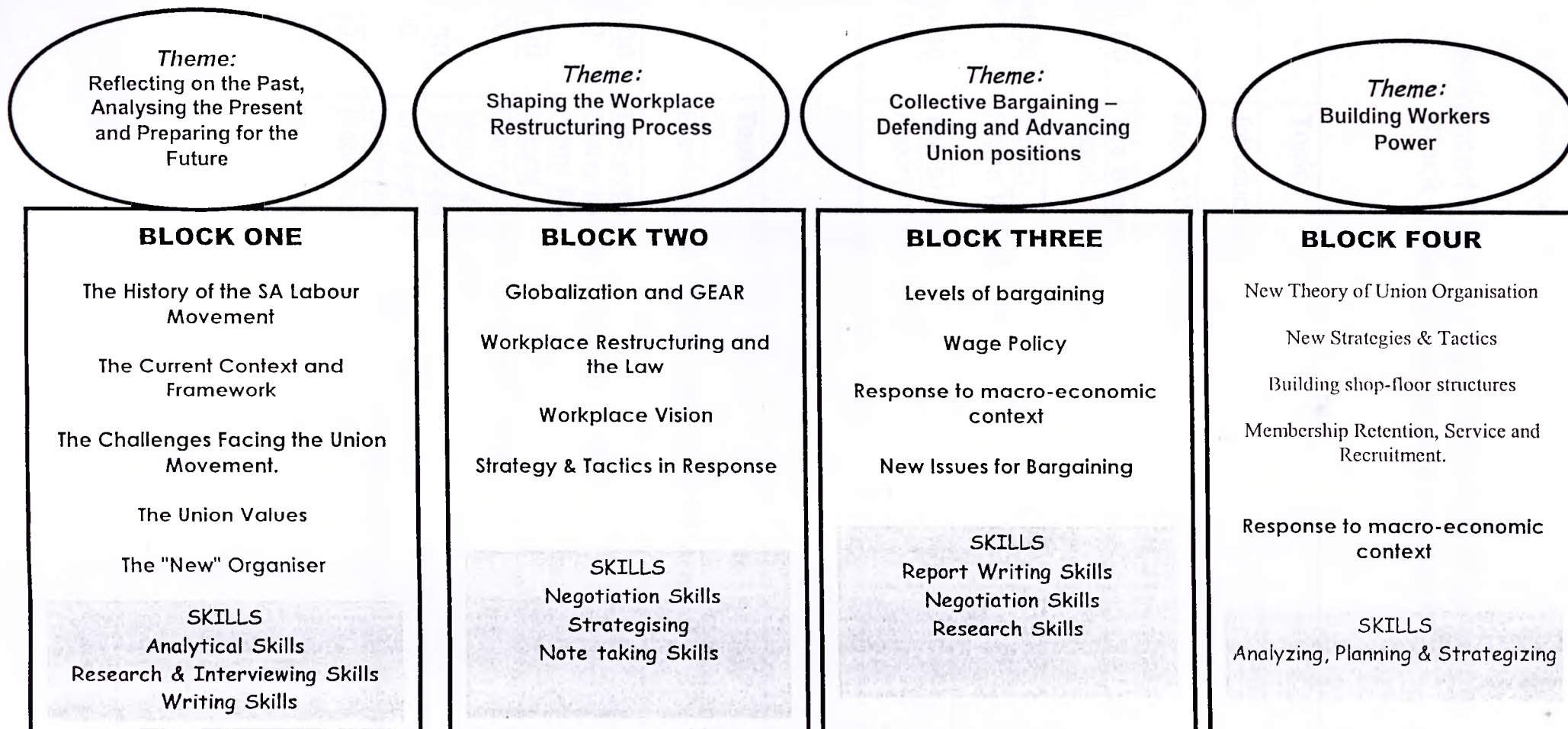
*Participant copies of the handouts will be in a pack / box and will arrive along with the Participant Notes.*

*Handouts are only given out at the appropriate time during the activity.*

## **GENERAL NOTES TO FACILITATORS**

1. These notes are developed to provide a support to facilitators when preparing to facilitate this course. They are not prescriptive! Please use them in a spirit of sharing ideas with other facilitators of this course and if you have insights and reflections from your facilitation experience, please let us have your comments to add to these notes!
2. The pages of the facilitator notes are designed with a wide right hand column for your own notes.
3. Your facilitator file is structured as follows:
  - all facilitator notes are in green and are numbered in roman numerals.
  - the white sheets are participant notes (as contained in the participant files) and are numbered normally.
  - all handouts (which follow normal numbering) are in yellow – they are inserted in your facilitator file, but NOT in the participant files.

## ADVANCED ORGANISER: COURSE MAP





## Advanced Organiser Development Programme Block 3 Theme: Collective Bargaining

### Day 1

Time	Topic
8.30 - 9.00	Introductions
9.00 - 10.30	Report Writing Skills
<b>10.30 - 11.00</b>	<b>Tea Break</b>
11.00 - 13.00	Report Writing Skills
<b>13.00 - 14.00</b>	<b>Lunch</b>
14.00 - 15.30	Report Writing Skills
<b>15.30 - 16.00</b>	<b>Tea Break</b>
16.00 - 17.00	Report Writing Skills

### Day 2

Time	Topic
9.15	Examining the Role of organisers in CB today
<b>10.30 - 11.00</b>	<b>Tea Break</b>
11.00 - 13.00	Changes in the Bargaining Terrain A time line
<b>13.00 - 14.00</b>	<b>Lunch</b>
14.00 - 15.00	Changes in the Bargaining Terrain Levels of Bargaining
<b>15.00 - 15.30</b>	<b>Tea Break</b>
15.30 - 17.00	Changes in the Bargaining terrain Deepening Democracy: Membership and Collective Bargaining
17.00 - 17.30	Preparation for the Nedlac visit



### Day 3

Time	Topic
8.00	Transport leave for Nedlac Offices
8.30 - 12.00	Presentation at Nedlac
12.15	Transport leave for the Workshop venue
<b>13.00 - 14.00</b>	<b>Lunch</b>
14.00 - 15.00	Lessons from Nedlac visit
<b>15.00 - 15.30</b>	<b>Tea Break</b>
15.30 - 16.00	Preparations for Projects
16.00 - 17.30	Assignments Feedback

### Day 4

Time	Topic
8.30 - 16.30	Projects: Exploring and Developing New Bargaining Agenda Items Project 1: HIV/AIDS Project 2: Employment Equity Project 3: Skills Development Project 4: Parental Rights
<b>10.00 - 10.30</b>	<b>Morning Tea Break</b>
10.30 - 13.00	Projects: Exploring and Developing New Bargaining Agenda Items. <b>Continue....</b>
<b>13.00 - 14.00</b>	<b>Lunch</b>
14.00 - 15.30	Projects: Exploring and Developing New Bargaining Agenda Items <b>Project Presentations</b>
<b>15.30 - 16.00</b>	<b>Tea Break</b>
16.00 - 16.30	Projects: Exploring and Developing New Bargaining Agenda Items <b>Original Groups Rework presentation</b>
16.30 - 17.30	Assignments Feedback

## Day 5

8.30 -10.30	Wage Policy in the Macro-Economic and the Implications for Organisers in CB
<b>10.30 - 11.00</b>	<b>Tea Break</b>
11.00 - 12.30	Inflation and Collective Bargaining
12.30 - 12.45	Assignments No. 4
12.45 - 13.00	Evaluation
<b>13.00 - 14.00</b>	<b>Lunch</b>

## **Organiser Development: Advanced Course Block 3**

### **Course Content**

#### **Section 1: Introduction**

- Programme
- Aims of the overall course
- Course Map
- Block Aims
- House rules
- Elections of class representatives

#### **Section 2: Writing Skills**

#### **Section 3: The Changes in the Bargaining Terrain**

- Examining the Role of the Organiser in the CB today
- The History of Collective Bargaining in South Africa
- The Levels and Forms of Bargaining
- Deepening Democracy: Membership & Collective Bargaining

#### **Section 4: Exploring New Bargaining Agenda Items**

- HIV/AIDS
- Parental Rights
- Skills Development Act
- Employment Equity Act

#### **Section 5: Wages from a Macro-economic Perspective**

- Real Wage
- Deferred Wage
- Social Wage
- Inflation

## **Aims of Block 3**

The Aims of the workshop is to:

- Enhance organisers' report writing skills
- Share experiences of organisers' involvement in Collective Bargaining issues.
- Examining the role of organisers in Collective Bargaining process.
- Interrogating the changing bargaining terrain.
- Look into different levels of Collective Bargaining.
- Exploring and developing new bargaining agenda items.
- Debating best strategies to be applied by unions.
- Exploring wage policies and inflation reading.

## **Activity 1: WELCOME & INTRODUCTION**

### **1. Welcome – 15 minutes**

Room set-up:                      Group work seating with max 6 chairs per group and facilitation table.

Equipment set-up:              - Flip chart stands  
   - Koki pens  
   - Overhead Projector  
   - Card

**Task 1**                              The facilitator will go through the file to ensure that everybody received the correct files. Divide participants into groups to discuss questions on the Aims and the Programme.

**Task 2**                              Write down all housekeeping rules agreed upon on a flipchart and paste it where it will be visible throughout the workshop.

**Task 3**                              Election of class representatives for Block 3

## Activity 1      Looking at the Aims, the Programme, House Rule & Election of Class Representatives

***Time***

**30 min**

### ***10 min Groups***

**20 min Plenary**

## Aims

To enable us to:

- Assess the relevance of the Aims and the Programme
- Ensure that all of us understand what the course is about
- Develop agreed house rules to be followed and respected by everybody throughout the week.
- Elect workshop leaders for the block.

## Task 1

The Facilitator will go through the file and supportive documents and check if all participants have received their packs.

In your small groups,

1. Looking at the Aims and the Programme of the course. Are they clear and relevant? Please feel free to comment
2. How can we ensure that the course is democratic and effective?
3. Elect someone chair and scribe - the scribe should present to the plenary.

### Task 2:

Developing House rules to be followed by everyone.

### Task 3:

Election of two class representatives for Block 3.

# **SECTION TWO**

## **WRITING SKILLS**



Time	Activity	Objectives
08h45-09h00	Today's aim and how we'll achieve it	<ul style="list-style-type: none"> <li>♦ To be aware of the day's aim and objectives.</li> <li>♦ To know what to expect in the workshop.</li> <li>♦ To raise any concerns you may have about the workshop.</li> </ul>
09h00-09h15	Zooming in on reports	<ul style="list-style-type: none"> <li>♦ To focus on what feelings we associate with writing reports</li> <li>♦ To have some fun.</li> </ul>
09h15-09h45	Notes, minutes and reports	<ul style="list-style-type: none"> <li>♦ To explain what the main differences are between notes, minutes and reports.</li> <li>♦ To identify the different roles each of the above plays.</li> <li>♦ To articulate the organisational objectives and imperatives of report writing.</li> </ul>
09h45-10h15	The report writing process	<ul style="list-style-type: none"> <li>♦ To unpack all that goes into the process of writing a report – to identify steps in the report writing process, from thinking about it through to distributing it.</li> <li>♦ To identify which writing tools are valuable in which parts of the writing process.</li> <li>♦ To plan a report.</li> </ul>
10h15-1030	Tea time	
10h30-11h15	What makes an effective report?	<ul style="list-style-type: none"> <li>♦ To identify characteristics that make for an effective report.</li> <li>♦ To identify what you can do to make your reports stronger, more effective – and develop this into guidelines.</li> </ul>
11h15-11h45	Reader analysis tool	<ul style="list-style-type: none"> <li>♦ To identify and classify our readership.</li> </ul>

		<ul style="list-style-type: none"> <li>◆ Step into our readers' shoes so that we write more effectively for them.</li> </ul>
11h45-13h00	Peer feedback	<ul style="list-style-type: none"> <li>◆ To learn about and use a tool to give and receive feedback on our reports.</li> <li>◆ Strengthen our report writing.</li> <li>◆ Build on our report writing guidelines.</li> </ul>
13h00-14h00	Lunch time	
14h00-14h15	Energiser	<ul style="list-style-type: none"> <li>◆ Throw off after lunch sleepiness.</li> </ul>
14h15-14h45	Developing a format	<ul style="list-style-type: none"> <li>◆ To identify the essentials to go into a report.</li> <li>◆ To develop a report format.</li> </ul>
14h45-15h15	Dealing with obstacles to writing	<ul style="list-style-type: none"> <li>◆ To identify what kinds of problems you may have when you write reports, and to come up with some solutions.</li> </ul>
15h15-15h30	Tea time	
15h30-16h30	Visual and verbal	<ul style="list-style-type: none"> <li>◆ To identify ways of making reports interesting and reader-friendly.</li> </ul>
16h30-17h00	How was the day?	<ul style="list-style-type: none"> <li>◆ Give feedback on the day.</li> </ul>

## **Activity 2:      Today's aim and how we'll achieve it**

***15 minutes***

### *Aims*

That at the end of the activity, comrades will:

- ◆ Know what the report writing course aims to cover, and what kind of activities to expect.
- ◆ Have a chance to articulate any concerns they may have about the programme.

### *Implementing the task*

1. Welcome everyone to the session and go through the course so that everyone knows what to expect.
2. Invite any comments, affirmations, or concerns about the plan for day ahead, and deal with them.

## **Activity 2: Today's aim and how we'll achieve it**

---

**15 minutes**

**Aims**        This session will help us to:

- ◆ Be aware of the overall aim of the workshop: to strengthen our report writing.
- ◆ Know what to expect in the workshop.
- ◆ Raise concerns you may have about the workshop.

We will achieve the aims of this session by going through the day's programme and session objectives.

### **Activity 3:        Zooming in on reports**

***15 minutes***

#### *Aims*

That at the end of the activity comrades will:

- ◆ Have expressed how they feel about writing reports.
- ◆ Feel less alone in those feelings about reports that are negative.

#### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Demonstrate how to create a spider diagram, using another word you have chosen.
3. Ask comrades to create their own spider diagrams.
4. Request comrades to group in three's to show each other their diagrams and to work on the activity they have been requested to do.
5. Remind comrades to draw their common spider big and to write their words in large writing.
6. Once time is up, ask the groups to stick up their spider diagrams on the wall.
7. Draw out the most common feelings people have about writing reports from looking at the big spiders that the groups did. Or you could ask one or two comrades to do it.

#### *To be alert to*

You may need to flag certain feelings that come up with a view to incorporating a session later that deals with them. For example, if report writing stresses comrades out, how could they try to cope with that stress?

### **Activity 3:                      Zooming in on reports**

---

**15 minutes**

**Aims:**            This session will help us to:

- ♦ Focus on what feelings we associate with writing reports.
- ♦ Have some fun.

**Task**

Some people love writing reports. They tend to be in the minority! Most of us struggle with reports and put off doing them until the last minute. What feelings do you associate with writing reports?

1. Draw a spider diagram making word associations with the word "report".
2. In groups of three, show each other your spider diagrams.
  - (a) Identify any words you have in common.
  - (b) Choose the "scariest" word that came up.
  - (c) Choose the most positive word that came up.
  - (d) Make one big spider with all the words on it and stick it on the wall. Please use very big writing.
3. In the full group, we will have non-verbal feedback by looking at all the spiders.
4. We will have pick up on some of the common points that arise.

## **Activity 4: Notes, minutes and reports**

***30 minutes***

### *Aims*

That at the end of the activity, comrades will:

- ◆ Have a clear picture of the differences between notes, minutes and reports, and be able to explain the different roles they play in their unions.
- ◆ Be able to articulate the organisational objectives and imperatives of report writing.
- ◆ Have a renewed sense of the vital role that the reports they write have on strengthening their union.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Ask comrades to gather in buzz groups and to tackle the task that has been set for them. Remind everyone that they will be asked to report back to the full group.
3. In the reporting back, ask presenters to avoid repeating what previous groups have said.
4. In summarising, develop with comrades a clear role that reports play in organisations, and a sense of the vital need comrades to consciously write reports with that role in mind.



## **Activity 4: Notes, minutes and reports**

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### **30 minutes**

**Aims** This session will help us to:

- ◆ Explain what the main differences are between notes, minutes and reports, and to identify the different roles they play.
- ◆ Articulate the organisational objectives and imperatives of report writing.

### **Task**

We write many different kinds of documents in our unions. We will write more effectively if we identify and then consciously remind ourselves of the aim of a particular type of writing. In this session we will focus on the difference between notes, minutes and reports. And then we will identify what our reports should help to achieve in our unions.

1. Gather in buzz groups of three to discuss and then write up on chart paper what your group came up with for:
  - (a) What is the difference between notes, minutes and reports? (nature, role, readership, plus anything else you come up with).
  - (b) Completing this phrase: *we write reports in our union so that...*
2. You will be asked to share what you came up with in the full group.

## Activity 5:

## The report writing process

**30 minutes**

### *Aims*

At the end of this activity, comrades will:

- ◆ Have created a complete map of the report writing process.
- ◆ Have created a report writing plan.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. With comrades' help, create a diagram to show the report writing process.  
Make sure that your diagram includes:
  - (a) thinking about the report (tools: freewriting, mind maps)
  - (b) gathering information for the report (research)
  - (c) planning the report's content (tool: organising your ideas)
  - (d) writing and revising drafts
  - (e) getting feedback (tool: feedback)
  - (f) writing the final document
  - (g) editing
  - (h) design and layout
  - (i) proof-reading
  - (j) printing
  - (k) distribution
  - (l) feedback
3. From the diagram, highlight the different tools that are useful in different parts of the writing process.
4. Demonstrate how a report writing plan could look, based on the diagram.
5. Have a short discussion on any points comrades wish to raise.

## **Activity 5: The report writing process**

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**30 minutes**

**Aims** This session will help us to:

- ◆ Unpack all that goes into the process of writing a report.
- ◆ Identify which writing tools should be used when.
- ◆ Plan.

### **Task**

Because of all the pressure in our jobs we seldom have an opportunity to reflect on the writing process. But it is important to do so as this makes it possible for us, in the writing journey, to identify which writing tools to use when. This way, we can speed up our writing process and write more effective reports with less stress.

1. In the full group, we'll create the report writing process – from idea to distribution – incorporating into it which writing tools we can use when.
2. You will then have an opportunity to create a generic plan for your report writing.

## **Activity 6: What makes a strong report?**

***45 minutes***

### *Aims*

At the end of the activity, comrades will:

- ◆ Have identified characteristics that make for an effective report – and what makes for a bad report.
- ◆ Have exploded the myth that to be good a report has to be long.
- ◆ Be more aware of what they need to do to write more effective reports.
- ◆ Have begun to develop a set of guidelines for writing effective reports, which will be built on later in the day.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Assist comrades to gather in groups of four people per group.
3. Hand out the chart paper and kokis, reminding comrades that they have fifteen minutes for their task and that they will be asked to present to the full group.
4. When time is up for the group work, ask groups to present in such a way that they do not duplicate each other's work but build on it.
5. After all the presentations, ask comrades to create some guidelines for writing effective reports. Remind them that they will probably add to their list as the workshop progresses.
6. Invite comrades to discuss any problems or questions they have about report writing at this point. Both you and other comrades can share ideas on solutions.
7. Tell comrades that next we will move on to understanding what our readers need out of our reports.

## Activity 6: What makes an effective report?

---

**45 minutes**

**Aims:** This session will help us to:

- ◆ Identify characteristics that make for an effective report.
- ◆ Identify what we can do to make our reports stronger, more effective – and develop this into guidelines.

### Task

How often have you had to drag yourself through unstimulating, long reports? Have you ever snoozed while reading one? If you reply yes, you are probably in the majority! People, including us, spend precious time writing and reading reports. How can we make ours more effective? It is to this that we turn in this session.

1. Work in groups of four for this activity. Take a couple of pieces of chart paper and use a mind map to get your ideas going on: *strong effective reports have...*
2. From your mind map organise your group's ideas into a few sub-headings (themes) on another piece of chart paper, ready to present to the full group. Also tell the group what you think is bad in a report.
3. From your group presentations, we will begin to create guidelines for the next time you write a report.

## Activity 7: Reader analysis tool

**45 minutes**

### *Aims*

That at the end of the activity comrades will have:

- ♦ Become more aware of the importance of thinking about their report readers.
- ♦ Identified and classified their readership.
- ♦ Had a chance, through the reader analysis tool, to step into their readers' shoes – synthesising their aim of writing a report with who they are writing for.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Ask comrades to work individually for this session. They are naturally free to help each other out and to call on the facilitator's help.
3. Demonstrate the reader analysis tool, using an example. Your example could be for a particular kind of report or you could broaden it using a pamphlet around an issue as an example.
4. Give comrades time to work on their own with the reader analysis tool.
5. Once time is up, gather everyone's attention and ask for volunteers in reporting back. You may not have time to give everyone a chance, so ask comrades to build on ideas that come up.
6. The most critical objective to achieve in your summing up is that the only time you do not need to put yourself in your readers' shoes is when you are doing private writing.
7. Conclude by drawing a quick sketch of a person on chart paper, and illustrating that when we write we have always to ask ourselves: *what do I want my readers to (a) think (b) feel and (c) do* once they have finished reading my report (or other piece of writing). If a writer does not have this clearly lighting their writing path, their writing will probably not be as effective as it could be. They can also follow up with the question: *How will I know if I achieved my objective with this report?*



## Activity 7: Reader analysis tool

---

**30 minutes**

**Aims:** This session will help us to:

- ◆ Identify and classify our readership.
- ◆ Step into our readers' shoes so that we write more effectively for them.

### Task

We can get so caught up in what we want to write about that we may forget to think about what our readers want and need to get out of reading our reports. Neglecting your readers almost inevitably weakens the impact and effectiveness of your report. Let's look at and use a reader analysis tool next.

1. On your own, think about and write down all the different categories/groups of people who read your reports. As you work on this, reflect back on Activity 3 where we discussed why we write reports.
2. From your list, ask yourself: *who is my report's first most important category/group? Who is the second most important, and finally the third most important.*
3. Rewrite your list, under the headings: *primary readership, secondary readership* and *tertiary readership* and then tell your neighbour what you came up with.
4. Discuss and then jot down a couple of points regarding the value of this activity.
5. As a full group we'll discuss this categorising activity – and why it is important.
6. Use the reader analysis tool on the next page to think about the next report that you have to write.



Readership	Knowledge level What do they know and what do they not know? What do I know that they do not?	<b>Attitudes, values, beliefs, behaviour</b> How will my readers respond to my topic?	<b>My reader's needs and expectations</b> What do my readers expect to get out of reading my report? What do they need to get out of it?
Primary			
Secondary			
Tertiary			

7. Summarise – to tell the full group – in what way, if any, you think each column of the reader analysis tool can help to strengthen your reports.
8. You'll be asked to report to the full group.

*The reader analysis tool is adapted from the work of Linda Flower and Louise Dunlap*

## **Activity 8: Peer feedback**

***1 hour 15 minutes***

### *Aims*

That at the end of the activity comrades will:

- ◆ Know about and be able to use a tool to give and receive feedback on their reports.
- ◆ Have concrete ideas on how to strengthen their report writing.
- ◆ Have added new ideas onto the writing guidelines.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Give an input on the different kinds of feedback – reader based feedback and criterion based feedback. You can base your input on the note that we provide the participants in their notes, and refer them to it.
3. Explain that in our activity we are going to work mainly with the reader based feedback but that during the activity comrades should try to weave some criterion based feedback in.
4. Go through the steps of the peer feedback tool activity, which comrades will have in their participant notes.
5. Ask comrades to divide into groups of four (not more, it will take too long).
6. Tell comrades how much time to give each person. They should need a minimum of twenty minutes each but you will need to pace it according to the time you have. Ask each group to appoint an effective timekeeper. Stress the importance of following the process as it is set out.
7. When groups have completed their activity, ask for feedback on how comrades found the tool and then get input from the groups on building the guidelines for effective report writing.

### *To be alert to*

Reminding comrades that the steps of the feedback tool are to be closely followed. It is an exercise in talking and listening for phase 1 and 2. Advice is only given at the end. If comrades do not follow the steps then they defeat the purpose of it being peer feedback – it is more likely to be received as peer criticism.

## **Activity 8: Peer feedback**

---

**1 hour 15 minutes**

**Aims:** This session will help us to:

- ◆ Learn about and use a tool to give and receive feedback on our reports.
- ◆ Strengthen our report writing.
- ◆ Build on our report writing guidelines.

### **Task**

Giving and receiving feedback in a constructive non-judgemental way is a powerful way to strengthen the effectiveness of our writing. But how do we go about it? It is to a feedback tool that has a multitude of uses that we now turn, using your reports that we requested you to bring copies of.

1. You will be asked to divide into groups of four. When you get into your groups, appoint a timekeeper. Then each comrade provides the other members of the group with copies of his or her report. Go through the peer feedback steps again carefully – you will find them on the next page – and then decide who will go first. Each takes a turn in receiving feedback on your report.
2. Once you have completed the peer feedback tool, take a piece of chart paper and as a group formulate any new guidelines you can think of for effective report writing as they have emerged from your discussions.
3. Discuss and make a note of what members of your group feel about the value of the tool, and whether you think you could use it in other contexts.
4. In the full group, you will be asked to give feedback on (a) what your group thought of the tool and the activity and (b) what new guidelines you have come up with.

## Peer feedback tool – the process

The group aims to help each member strengthen his or her work through getting feedback from peers *at an early draft stage*. The process prevents criticism that might reinforce the internal censor, and writers gain new power to conceptualise and communicate when they see how their words affect readers. Following the steps in order is very important – advice from readers only comes at the end.

### Phase One: The writer facilitates

The writer circulates copies of her or his piece of writing. She or he then reads the piece out loud. Immediately after this, she or he requests someone else in the group to give it a second reading aloud. No discussion, just reading and listening. Whilst the reading is taking place, group members circle or underline words and phrases that spontaneously stand out for them.

### Phase Two: The writer facilitates

We begin feedback with the writer asking the following questions of each member of her or his group, going around one by one. No discussion, just responses:

1. What *words and phrases* stand out for you?
2. What main *message* do you get from it?
3. The *reader's mental story*? What happened moment by moment inside your head while you read it?

(Concentrate on yourself. What did you wonder, feel and think as you moved through the piece from word to word, thought to thought? Peter Elbow calls this "movies of the reader's mind.")

4. What is your *metaphor* for the writing?

A metaphor is a mental picture. For example, an article that is hard-hitting attack on an institution might make you think of a *knobkerrie*. An advice article might make a reader think of a *helping hand*, or an *eye-opener*. Other metaphors that have come up have been: *jelly*, *a bolt of lightning*, *a seedling*.

### Phase Three: Another member of the group facilitates

Ask the writer: how are you feeling after the feedback? What do you think you want to change? How can we help you?

After she or he answers, discuss any new ideas she or he brings up. We give any advice we have at this point. We try to help him or her brainstorm and generate new ideas and/or perfect the piece we read.

*Adapted from Peter Elbow*



## Getting feedback – a note

In this section you will find these headings:

- ◆ What is feedback?
- ◆ Who to ask for feedback?
- ◆ Different kinds of feedback

### What is feedback?

We have to try and distance ourselves from our piece of writing when we ask for feedback. This is because we are asking people how our writing made them feel, and what it made them think. We do not want them to say "it is nice" or something vague and plain like that. It does not help us strengthen our writing. It does not help us know whether the writing has achieved its objective.

Feedback helps us re-think and strengthen our piece of writing. This is why it is best to ask for feedback when you have written an early draft. If you ask for feedback when you consider your piece of writing complete, it can set you back time-wise, especially if you are on a deadline. The purpose of feedback is to use it to revise what you have written – and strengthen it.

Writing teacher, Peter Elbow has done a great deal of work around asking for and understanding for feedback. If you want to go more into depth around this side of the writing process, try to read his book called *Writing with Power – Techniques for Mastering the Writing Process*. Published by Oxford University Press (1981). This note draws extensively on his work.

### Who to ask for feedback?

It is useful to ask a range of people for feedback. But you will know what you are after, so you will know what works best for any particular piece of writing. You can ask:

- ◆ colleagues
- ◆ members of your organisation
- ◆ members of your audience, especially the primary audience
- ◆ experts on your topic
- ◆ friends, comrades

### Different kinds of feedback

When you have an early draft that is ready for feedback, you can ask for the feedback in two main ways. The one has to do more with whether the writing met certain criteria. The other has more to do with what your piece of writing made the reader feel or think. Peter Elbow calls the first kind of feedback criterion-based feedback and the second reader-based feedback.

We offer you some questions that you can think of using for both kinds of feedback. You will think of your own as you develop a feedback tool further.

### **Criterion-based feedback guide**

Here are some questions you could ask to get feedback. But do remember to think of your own requirements when you devise your own guide and add your own questions:

When you read my piece of writing (call it by its name, for example, report) were there:

1. Any parts that you had to re-read? If yes, please identify them for me and tell me why you had to re-read them.
2. Any parts that you did not understand easily?
3. Any places that didn't seem to flow logically? If yes, please identify them for me.
4. Any words that needed to be explained more? If yes, please underline them for me.
5. Did you pick up any mistakes in my content? If yes, please show me where.
6. Is my writing concrete? Are there any parts that seem to abstract? If yes, please show me where.
7. Is the language, style and tone appropriate for my primary audience?
8. Have I given enough examples to illustrate my points? If no, where do you think I need more? Please show me.
9. Are my sentences generally too long or just right? If they are too long please show me where.
10. Did my piece of reading keep you interested? If there are parts where your interest faded, please show me where.
11. My objective is to..... (say what your objective is). Do you think this piece of writing has achieved it?

If you are making an argument in your piece of writing, you could also ask:

- ◆ Is it clear what I am arguing for? If yes, what do you think it is? Please tell me.
- ◆ Have I backed up my different argument points enough? If you think not, please tell me where I need more back up.
- ◆ Do you feel convinced by my argument? If not, what more do you need to be convinced?

### **Reader-based feedback**

"Reader-based feedback gives you the main thing you need to improve your writing: the experience of what it felt like for readers as they were reading your words. In the long run you get more out of taking a ride inside your reader's skin than you get from a precise diagnosis of the strengths and weaknesses of your writing." – Peter Elbow from his book *Writing with Power*

Here are some questions to ask in order to get useful reader-based feedback. The question about the reader's suggestions for your piece must come at the end as it helps deal with any defensiveness you may feel as the writer.

1. What main message did you get from my piece of writing?
2. What words and phrases stood out for you?
3. What thoughts came to your mind as you read through this piece of writing?
4. What feelings did the writing bring up for you? Are any of them connected to values and beliefs that you have?
5. What ideas do you have for strengthening my piece of writing? For example, around gaps, examples, research, or facts.

Feedback is vital to strengthening your piece of writing. Take a deep breath and ask for it! But people need guidance in the kind of feedback you want. It is your job to guide them. The criterion-based and reader-based feedback methods should help you. Good luck!



## **Activity 9:      Developing a format**

***30 minutes***

### *Aims*

That at the end of the activity comrades will have:

- ◆ Identified the essentials to go into a report.
- ◆ Developed a report format.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Ask comrades to work in the same group that they were in for the peer feedback activity.
3. Explain that by the end of the activity you want comrades to have developed ideas for a format for their reports.
4. Once time is up for the group task, ask each group to present their format ideas.
5. Crystallise the groups' thinking into a consolidated idea for a format, if a generic one is practical.

## **Activity 9: Developing a format**

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**30 minutes**

**Aims:** This session aims to help us to:

- ◆ Identify the essentials to go into a report.
- ◆ Develop a report format.

### **Task**

It helps both writers and readers to have a format that is clear and logical. Can we work a generic format out?

1. In the same group that you were in for the peer feedback tool, please work out what you think could be a good format for a common report that you all work on. Please write up your format on chart paper.
2. In the full group, we will share ideas for format. We will also discuss whether it is useful to have a format.

## **Activity 10: Dealing with obstacles to writing**

***30 minutes***

### *Aims*

That at the end of the activity comrades will have:

- ◆ Identified problems they have in report writing.
- ◆ Discovered some solutions to the problems.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Ask comrades to remind the full group of rules to freewriting.
3. Start comrades off on an eight-minute freewrite on the topic *I find it difficult to write reports when...*
4. Once the freewriting time is up, ask comrades to re-read over what they have written and to find a way of expressing any problems in report writing that they have that have not already been dealt with during the day.
5. As a full group, share ideas on ways to deal with the problems.
6. As facilitator, summarise and add in your ideas on dealing with the problems that are raised.

## **Activity 10: Dealing with obstacles to writing**

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### **30 minute**

**Aims:** This session aims to help us identify what kinds of problems you have when you write reports, and to come up with solutions.

### **Task**

We have had an opportunity to think and talk about reports – and hopefully some of the problems comrades have with writing them have been dealt with. But are there others? We will look at this in our activity.

1. We will use the freewriting tool to start off our thinking to do with writing problems. You will be asked to write on this topic *I find it difficult to write reports when...*
2. Once the freewriting time is up, you will be asked to share some of the problems that have surfaced and to bounce ideas around in the big group as to how these problems may be solved.

## **Activity 11: Visual and verbal**

***45 minutes***

### *Aims*

At the end of this activity comrades will:

- ◆ Be more conscious of the importance of writing and presenting reports in a reader-friendly way.
- ◆ Have identified ways of making their reports look more attractive.

### *Implementing the task*

1. Explain the aims of the activity and how it will run.
2. Ask comrades to form pairs for the activity and to look at the extract of a report that we have given them in their participant notes for this activity.
3. Ask comrades to discuss the way it is presented and written. They must make suggestions as to how it could be improved both in how it is written and how it could be laid out and designed. Tell comrades that they will be asked to report back to the full group, posing their suggestion as a positive guideline.
4. In the full group, invite comrades to tell us about their guidelines for making reports attractive to read. Build guidelines from this.
5. Hand out the notes on report writing and refer comrades directly to the visual and verbal – design and layout section. Go through this part of the notes.
6. Then hand out the activity 10 sample report that was printed separately and invite comment.
7. Thank comrades for their participation, and remind them that we are moving onto the last session of the day.

## **Activity 11: Visual and verbal**

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**1 hour**

**Aims:** This session will help us to:

- ◆ Identify ways of making reports interesting and user-friendly.

**Task**

The best written report in the world loses its impact if it is presented in a dense way. We know that we are competing with so many other things that comrades have to read. So in this activity we look at simple ways to make our reports attractive to read.

1. Work with a partner on this activity.
2. Look at the extract of a report that is presented to you on the next page.
3. Discuss it together and prepare some suggestions as to how the report could be improved to make it visually more attractive and logical to a reader. Also make any general comments about the way it is written.
4. In the full group session, from all the points we will develop some guidelines on making your reports inviting to read.
5. At the end of this session the facilitator will hand out some notes on report writing as a resource. It includes a section on the visual and verbal. She will also give you a sample of how the example report could have been written.



REPORT TO THE OFFICE BEARERS OF OUR UNION FOR THE  
PERIOD MARCH THIS YEAR AND UP UNTIL SEPTEMBER

Comrades things have not gone as well as we hoped with this recruitment campaign that we embarked upon. First of all another union has set itself up in competition with us and it seems to be offering some benefits that we are not. And workers are very interested in these benefits. We must not forget that we are living in very different times these days. Then there have been factory closures and retrenchments what with the entrenchment of globalisation and the liberalisation of trade our people are suffering. The food industry is really suffering because of this. This has to be tackled. But on the positive side we have been able to link up with sister unions internationally to see if we can get together and work on a global strategy to deal with the situation. So membership has **STAYED MORE OR LESS THE SAME**. Then I must report on the issue of the computer and the new system that comrades wanted me to investigate to track membership, subscriptions and also retrenched workers. Well it is very expensive but I think in the long run worth while. Maybe we can raise funds for it. As far as moving offices to cheaper rental I have not been able to do anything because I have been so busy dealing with retrenchments at Choco Bon Bons and also at Chippy Chips. Things have been very bad there, workers are depressed about the situation. I will need some back up. There is a student from Wits who wants to do their honours research paper on the retrenchments in the food industry as a result of globalisation. He has asked for a meeting with the regional executive committee to discuss the issue so comrades will have to make a decision on this. At question time you can ask me more questions about it. I do have a copy of his request letter that outlines the research he wants to do and so on.



## **Activity 12:      How was the day?**

***30 minutes***

### *Aims*

By the end of this activity you should:

- ◆ Have a good idea of how the course could be redeveloped to make it more useful.
- ◆ Have a good sense of what value it was to the comrades.

### *Implementing the task*

1. Explain the objective of the activity and how it will run.
2. Ask comrades to gather into buzz groups and to respond to the questions they have posed in their notes.
3. Remind comrades to be open about how the course was – that this would help us to improve it.
4. Invite each group to give feedback in the full group session.
5. Thank comrades and wish them well in their future report writing.

## **Activity 12:                      How was the course today?**

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**30 minutes**

**Aims:**            This session will help us to:

- ◆ Reflect on what value, if any, you think you got out of the day on report writing.
- ◆ Let Ditsela and the course designer/facilitator know what you think the strengths and weaknesses of the course are.

### **Task**

You invest a lot of time in attending education and skills development programmes. Ditsela also invests a lot in running these courses. Your feedback on our courses is invaluable in strengthening them. In this activity we ask for it.

1. In buzz groups please respond to these questions about today's course (you will be asked to present to the full group):
  - (a) What did you learn that was new and useful?
  - (b) What did you feel was affirmed that you already knew?
  - (c) What do you think could have been left out of today's course?
  - (d) What do you think could have been added?
2. Choose someone to report back to the full group.

**Thank you!**

# **SECTION THREE**

## **The Changing Bargaining Terrain**

## **Activity 13:                      Developments in Collective Bargaining in S.A**

### **The Changing Terrain of Collective Bargaining**

*Time:                      20 minutes in plenary  
                                30 minutes in pairs  
                                30 minutes in plenary*

You will need:

- Brown paper with the skeleton time line on it- see diagram (Handout)
- Cards ready made with significant points from the diagram (colour coded for the different sections: factors influencing, structures, issues)
- Cards in same colour for participants to write their contributions to the time line.

Task:

Introduce participants to the idea of collective bargaining as a developing and changing phenomena- influenced by political, social, economic, organisational changes and developments both locally and internationally. It is a complex process and involves changes to laws, structures, levels, the issues (although some are ongoing like wages and conditions), styles of bargaining – it is subject to union policies and management fashion etc. The roles of unionists in collective bargaining also change over time.

Prepare a short input (using the handout as a guide) and build the time line on the wall/brown paper as you go along.

Give out cards in same colours as presented for the different sections on the time line. Participants are to think about anything they would want to add to the factors, structures or issues that they think significant.

Allow for burning comments on the presentation, but then allow the pairs to work on Task two.

In plenary pairs should add their cards onto the time –line. Facilitator should lead a discussion, and comment on some of the cards added.

An open discussion on the implications for organisers and shop stewards should link back into discussion on the role of organisers in collective bargaining.

### Readings:

Refer participants to the first 4 readings in the reading pack. These are illustrative of different eras of collective bargaining and will enrich the discussions today:

- plant bargaining struggles in the early 80s (Battle of Boksburg)
- the arguments for centralised bargaining put forward around 1990 when the move to centralised bargaining was well developed and taken up in many unions
- public sector bargaining as it changed with the new LRA (1997)
- the move back to plant bargaining in certain unions in the mining sector (2000)

## **Activity13: Developments in Collective Bargaining in S.A**

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*Time:* 30 minutes in plenary  
30 minutes in pairs  
30 minutes in plenary

**Aims: To help us:**

- Identify the changes in collective bargaining over the years
- Understand the political, social and organisational factors affecting changes in the collective bargaining terrain
- Reflect on the implications for unions, organisers and shop stewards.

**Task 1: In plenary:**

1. We will walk a time line to identify key developments in collective bargaining in South Africa, building on our work in Block One
2. During the presentation think of your own experience or what you know from your own union. On cards provided note down additions and changes you might want to make on :
  - ✍ highlights or changes in collective bargaining that you view as significant ('structures and issues..')
  - ✍ any other important things that you think have influenced these shifts over time ('factors influencing...')

**Task 2: In pairs:**

3. At the end of the presentation discuss with the person next to you the points you have raised and agree on the three most significant additions or changes to be made to the time line
4. Discuss the implications of the changes in collective bargaining for the union and the organiser/shop steward

**We will discuss and add your contributions to the time line in plenary**



## **Handout: Developments in Collective Bargaining in South Africa**

### **Early Days: Centralised Bargaining –for some**

In 1924 a system of centralised collective bargaining was put in place with the passing of the Industrial Conciliation Act. This was the first law to set up a framework for industrial relation. The ICA forms the basis of our Labour Relations Act (LRA) today. It came about after a series of strikes by white workers to improve their wages and in protest against black workers undercutting their wages- the biggest strike being in 1922.

The ICAs main provision was the legal recognition of white unions (African workers were excluded from the definition of “employee” and thus from the legislation) and employer organisations for bargaining purposes. In order to do this the Act set up recognised bargaining bodies, or **industrial councils**. Agreement in these councils had the force of law.

White workers were represented by their leaders in the centralised bargaining structures (industrial councils). This led to a shift away from rank and file members.

Black workers struggled to improve their wages and conditions over the years- with limited success. Some unions used the system of Wage Boards to try and improve wages. This also shifted power away from workers towards skilled union leaders who could make good arguments before the wage boards.... At other times black workers embarked on massive strikes, particularly in the 1940s. In the Sactu spearheaded the "Pound a Day" campaign.

For employers and the (mainly) white craft unions, the system operated relatively well for 50 years. Union members had skills and (most) political rights, and little need or desire for militant action. Wages were kept artificially high due to racial discrimination, and job reservation. Benefits such as pension and sick funds were often negotiated and administered through industrial councils.

### **1970s: Challenging the Status Quo**

Before the 1960s, the number of African workers in key manufacturing industries was growing but was still relatively small. However, in the 1960s industry boomed and African workers were brought in in large numbers. They often worked as semi-skilled operators and so their bargaining power increased. By the early 1970s they were a significant force in manufacturing industries.

In 1973 thousands of workers struck spontaneously against low wages and bad working conditions- mainly in Durban. This marked the emergence of a number of new militant unions. This forced the state to re-think the position of black workers. In 1973 the Black Labour Relations Act was passed, setting up **Liaison and Works Committees** at plant level. Most workers rejected these committees as toothless- no real negotiations took place and management continued to set wages and working conditions unilaterally, or with unions on the Industrial Councils. Some unions used the committees to bring in the union through the "back door".

By the mid 70s the State needed a new strategy as the "new" unions continued to struggle and grow. It was decided to look at a strategy of co-option. This led to a new Industrial Conciliation Act in 1979 which covered all workers (although migrant workers were originally excluded, and only brought in because of a legal and organisational challenge by the unions).

### **Early 1980s: Building shop floor power through collective bargaining**

The new unions were suspicious of the law which now allowed for registration of black unions, centralised bargaining through industrial councils and participation in the National Manpower Commission (an advisory body to the Minister of Manpower). They feared co-option, control and a loss of militancy.

Black workers and their unions had two major objectives: advancing the rights and interests of workers through challenging employers, as well as to challenge and bring down the apartheid government. They adopted a strategy which focused on building power and strength on the shop floor. They painstakingly organised plant by plant, negotiating recognition agreements to secure their rights to representation and bargaining. In this way, solid democratic organisation was built. Workers were highly involved in the union and could see direct, tangible and sometimes dramatic, improvements. They were militant and readily mobilised. Negotiating wages and working conditions at **plant level** was an ideal vehicle for building these solid democratic structures and mobilising worker militancy.

Many of the new unions fought hard battles for the right to negotiate wages and working conditions at every plant (see the reading on the "Battle of Boksburg"). Most employers feared plant bargaining and did their best to cling on to the centralised system. Wages could be bargained with relatively tame unions and applied to all workers in the industry. Racial and other divisions amongst unions could be used in this endeavour. In the meantime as unions were making gains through shop floor bargaining, some unions were moving towards a new strategy.....

## Mid-Late 80s: Power through centralisation

By the end of the 80s black unions had overtaken the established white unions on many industrial councils and won big changes in wages and working conditions for thousands of workers in their industries.

This change of strategy came about as unions grew, became more confident and began to see the benefits of **industry wide negotiations** and agreements. They argued that the possibility of national militant action across the whole industry was a source of power and would build unity. It would enable unorganised workers to benefit and in turn encourage unionisation. It would also free up resources consumed by plant by plant negotiations- an increasingly difficult task as unions grew. As unions began to push for more centralisation, many employers now changed course and began opposing centralised bargaining. In some instances they collapsed the industrial councils.

The Metal and Allied Workers Union (now NUMSA) was one of the first of the new unions to adopt this strategy and their entry into the Industrial Council was the subject of fierce debates within the Fosatu/Cosatu fold. A key issue for employers and unions was the issue of **dual bargaining**- bargaining at industrial council level , which could then be supplemented with plant level bargaining. Whilst workers favoured this "two bites of the cherry" approach (for obvious reasons), most employers fiercely opposed it.

As well as participation in industrial councils, this period also saw the emergence of company wide negotiations and national company shop steward councils- often supplementing industrial council negotiations and particularly used as a strategy where councils were non existent or had collapsed. For example, the chemical, paper councils had collapsed; in retail there was no council. Mineworkers flexed their muscles in 1987 through a major strike, when negotiations in their non- statutory centralised bargaining forum broke down.

The 1980s also saw a **broadening of the collective bargaining agenda** to include issues such as maternity benefits, provident funds, public holidays , training, health and safety etc. Cosatu led a **living wage campaign** (1987) where core demands were made across the country and which were incorporated into union bargaining demands.



## The 90s: Seizing New Bargaining Opportunities

Unions increasingly seized on the new opportunities opened up as political change accelerated.

" The trade union vision is one of democracy not limited to the political process, but democracy which includes industry and the economy....Trade Unions intend to play a role in shaping future macro-economic policy" Ebrahim Patel, Sactwu, Labour Law Conference 1990 – SALB, Vol 15, No4 1990

The early 1990s saw the entry of key federations into tripartite, bipartite and multi partite forums which dealt with broad **macro economic and social policy questions**. The National Economic Forum (NEF) was formed, following an agreement between Cosatu, Nactu, business and government around the LRA and a subsequent strike on VAT. With the political transformation in 1994 and a more union friendly government, a number of key changes were made.

**Nedlac**- consisting of government, business, labour and community reps was legislated and set up in 1995.

Unions increased their push for centralised bargaining arguing that this should be made compulsory in law. The **new LRA**, negotiated through Nedlac (1996), facilitates and promotes centralised bargaining but does not compel it. Through the Act Bargaining Councils were set up (replacing industrial councils). The public sector was brought into the LRA and unions fought for centralised bargaining structures resulting in the Public Service Coordinating Bargaining Council and a number of sector specific bargaining chambers.

Union bargaining agendas continued to expand and include industry and sector policy, workplace and industry restructuring, affirmative action (employment equity), skills and training, improved parental rights, HIV/Aids policy etc

The employers increasingly pushed for multi-year agreements. Initially opposed by unions these are increasingly becoming a reality.

## 2000 and beyond: Where to?

As the neo-liberal agenda and global competition increase pressures towards privatisation, casualisation and deregulation, there are indications that employers will increasingly attempt to resist or reverse centralised collective bargaining. Internationally, the trend is towards enterprise bargaining, individual contracts

(individual bargaining) and individual performance management. Some of the tight social partnership arrangements in social democratic countries are weakening and union militancy is on the decline.

**Supplementary Readings:**

"The Battle of Boksburg", from *Struggle for Workers Rights- A History of the Chemical Workers Industrial Union*, page 23, 1994

Ebrahim Patel, *The Case for Centralised Bargaining*, SALB, Vol 15, No4, 1990

Etienne Vlok, *Undoing 1924: bargaining in the Mining Industry*, SALB, Vol 24, No 6, 2000

# A History of Collective Bargaining developments in SA

