

Convention Preparation Course (1 day)

PSAC National Education
Revised Fall 2019

Convention Preparation Course (1 Day)

Suggested Agenda

Adjust break and lunch times based on the group's energy levels.

The length of activities can always be adjusted based on the group's learning needs.

Learning Activity 1 Introductions & Convention Basics	9:00 - 10:30
Break	10:30 - 10:45
Learning Activity 2 Who Goes to Convention?	10:45 - 12:00
Lunch	12:00 - 1:00
Learning Activity 2 Who Goes to Convention? (cont.)	1:00 - 1:35
Learning Activity 3 Resolutions	1:35 - 3:00
Break	3:00 - 3:15
Learning Activity 3 Resolutions (cont.).	3:15 - 4:15
Learning Activity 4 Wrap-Up Complete evaluations	4:15 - 4:30

Summary of Activities

Duration is estimated and will typically vary.

Learning Activity 1 1h30min

1. Welcome & Administration - 10 min
2. Introductions - 30 min
3. Agenda, Objectives, & Group Guidelines - 15 min
4. Small Group Activity: Convention Basics - 30 min
5. The Purpose of Convention - 5 min.

Learning Activity 2 1h40min – 1h50min

1. Small Group Activity: Understanding Delegate Allocation - 20 min
2. Large Group Discussion: Democracy, Exclusion, Inclusion - 15 min
(Optional: Explaining Exclusion 5-10 min)
3. Small Group Discussion: Convention Statistics - 15 min
4. Large Group Discussion: Debrief Convention Statistics - 25 min
5. Small Group Activity: How can we do better? - 25 min
6. Wrap-up - 2 min

Learning Activity 3 2h25min

1. Large Group Discussion: Making Change at PSAC - 10-15 min
2. Discussion & Small Group Work: An Effective Resolution - 60 min
3. Small Group Activity: Resolution Writing Practice - 60 min
4. Large Group Discussion: Supporting Your Resolution – 10 min.

Learning Activity 4 15 min - Wrap-up

Summary of Course Objectives

Learning Activity 1 - Introduction & Basics

By the end of this learning activity, participants will:

- Have gotten to know each other
- Have shared some of their experiences and expectations regarding conventions
- Have gained some experience working with the PSAC Constitution
- Be able to explain the main purpose of conventions

Learning Activity 2 - Who Goes to Convention?

By the end of this learning activity, participants will:

- Be familiar with how delegate entitlement is divided according to the PSAC Constitution, and where to refer to in the Constitution to find this information;
- Have considered why representation and inclusion matter at convention and in the labour movement in general
- Have examined statistics on past Convention attendance divided by equity-seeking group
- Have identified actions that we can implement in order to build a more inclusive convention.

Learning Activity 3 - Resolutions

By the end of this learning activity, participants will:

- have considered multiple ways to make change at PSAC
- be familiar with the process for submitting resolutions to convention
- understand the criteria of an effective resolution
- have practiced drafting resolutions for convention and identified information needed to support a resolution
- have shared strategies for obtaining support for resolutions in the lead-up to convention

Learning Activity 4 – Wrap-Up

By the end of this learning activity, participants will:

- have considered ways to stay involved in the convention process

Tools needed for this course

- Flipchart and unscented markers
- Administration forms, documents and policies
- Page with the word CONVENTION in large print
- Tape
- Internet connection & projector (optional)
- Link to PSAC website - About Us tab (optional)
- Dates of any upcoming Convention courses & deadlines

Flipcharts to prepare

(can substitute with PowerPoint slides)

Learning Activity 1 - Intros

- Agenda (page 2 of this document)
- Proposed Group Guidelines (page 12)
- Purpose of Convention (page 19)

Learning Activity 2 – Convention 101

- Purpose of PSAC (page 26)
- I can /My union can... (page 36)

Learning Activity 3 - Resolutions

- Resolution definition (page 44)
- Instructions for resolution writing activity (page 62)

Handouts (in separate folder)

Answer Keys for exercises are found within the Facilitator Notes.

You may choose to distribute these one by one as you go or to hand them all out at once as a participant booklet (recommended).

Learning Activity 1

- Handout 1 - Intros
- Handout 2 – Course Objectives
- Handout 3 - Evaluation Form

Learning Activity 2

- Handout 4 – Constitution Excerpts - Sections 17 & 23
- Handout 5 – National Triennial Convention
- Handout 6 – Constitution Excerpts Section 4; Section 19
- Handout 7 – Who Goes to Convention
- Handout 8 – Convention Delegate Statistics 2003-2018

Learning Activity 3

- Handout 9 – Summary of Resolutions of Record (optional)
- Handout 10 – An Effective Resolution: Criteria
- Handout 11 – Example Resolutions
- Handout 12 – Resolution Writing Practice
- Handout 13 – FAQ Convention Resolutions
- Handout 14 – Conventions at a Glance (optional)
- Handout 15 — PSAC Convention Comparison Chart (optional)

Handouts 13-15 can be sent to participants after they register so that they can familiarize themselves with this info in advance

Adaptations of this course

This course has been designed with National Triennial Convention in mind. **Handouts 4-7**, for example, make use of the **PSAC Constitution** and its stipulations around National Triennial Convention planning, activities during Convention, and delegate entitlement.

If you are preparing members for Component or Regional Conventions, you may wish to adapt certain activities to reflect Regional or Component bylaws and to help familiarize participants with those documents.

Provided enough advance notice (minimum 6 weeks), the National Education Development Officer will be happy to work with you to adapt these activities to the relevant documents (Regional, Component bylaws)

Periodic updates required for this course

Constitution, Bylaws, Rules of Order

Check with the appropriate body if there have been any changes to these documents

Document	Contact
PSAC Constitution	PSAC Executive Office
Regional Bylaws	Regional Executive Office
Component Bylaws	Component Executive Office

Learning Activity 2 - Convention Statistics

- Obtain or update statistics in **Handout 8 - Convention Delegate Statistics** on participation of members from equity-seeking groups, youth, etc. at the last applicable convention - Regional / Component / National PSAC.
- The Excel file that contains all the tables and graphs is saved with the documents related to this course.

Appropriate contacts for updates to statistics are listed in table below:

Convention/Conference	Contact
National Triennial Convention Equity Conferences National Health and Safety Conference	PSAC Conventions, Conferences and Project Officer

Regional Convention	PSAC Regional Coordinator
Component Convention	Component Office

Learning Activity 3 - Resolutions

- You may wish to update **Handout 11 – Example Resolutions** with more recent resolutions.
 - If you update the resolutions, you will also have to review and update the **Answer Key** for Handout 10 – An Effective Resolution: Criteria.
 - If you find the resolutions are dated but **don't have time to update**, you can just emphasize that the process of identifying a good resolution is the objective of the exercise.
- **PSAC Resolutions of Record** - ensure you are using the latest version.

Learning Activity 1

Introduction

Estimated Duration: 1h30min

Objectives

By the end of this learning activity, participants will:

- Have gotten to know each other
- Have shared some of their experiences and expectations regarding conventions
- Have gained some experience working with the PSAC Constitution
- Be able to explain the main purpose of conventions

Tools

- Flipchart and unscented markers
- Administration forms, documents and policies

Handouts:

- **Handout 1** - Intros
- **Handout 2** - Course Objectives
- **Handout 3** - Evaluation Form
- **Handout 4** - Constitution Excerpts - Sections 17 & 23
- **Handout 5** - National Triennial Convention
(Answer Key for Handout 5 is on p. 16 of these notes)
- Page with the word CONVENTION in large print
- Tape

Before the Session

- Make a list of all administrative items needing attention & gather applicable forms/find electronic links to these forms (*i.e.* expense

claims, family care form, sign-in sheet, policies, expense guidelines, etc.)

- Prepare flipcharts:
 - Agenda (page 2 of this document)
 - Proposed Group Guidelines (page 13)
 - Purpose of Convention (page 20)
- Post the word CONVENTION in a central location in the room.
- Review handouts, particularly **Handout 4** – Constitution Excerpts - Sections 17 & 23 and **Answer Key – Handout 5**
- Best way to do this is to do the questions on Handout 5 yourself before the training
- Find the PSAC Constitution on the PSAC website (About Us tab) so you can easily show participants where the digital version is

Introduction

1. Welcome & Administration — 10 minutes

Welcome participants and introduce facilitator(s).

Review:

- Course administration details
- Participant sign-in sheet
- Expenses covered
- Course hours
- Policies (*scent-free, anti-harassment, smoking, etc.*)
- Locations of
 - washroom
 - any gender neutral washrooms if possible
 - recycling and composting facilities
 - fire exits

2. **Participant Introductions** – 30 minutes

- a) Ask participants to **line up** indicating convention experience: those with the most convention experience at one end and those having the least at the other end.
- b) Once participants have lined up, have a **brief discussion** by asking them why they placed themselves where they did.
- c) **Distribute** Handout 1 – Intros and ask participants to use the Handout to **introduce themselves to the person next to them** in line.
- d) After a 3-5 minutes, ask each participant to **introduce their partner to the group**.

On flipchart, facilitator should note in point form participants' expectations/reasons for attending the workshop.

This will allow facilitators to:

- **Check off** these expectations as they are covered throughout the workshop, so that participants can see their needs are being met
- In the final session, **come back to anything not covered** and make note of any follow-up needed after the session

e) **Conclude this activity** by encouraging those with some convention experience to assist/mentor those who have little or no experience at convention.

3. Agenda, Objectives & Group Guidelines – 15 minutes

a) Post and review **Agenda**.

b) **Distribute** Handout 2 – Course Objectives and review it, making links, where possible, to participant expectations expressed during the intros.

c) **Distribute** Handout 3 – Evaluation Form.

- There will be time at the end of the workshop to complete it
- Encourage folks to note reflections throughout the workshop.

d) **Proposed Group Guidelines**

Offer the below guidelines (on prepared flipchart, PowerPoint slide or handout) to the group and ask if participants want to add or change anything. (This is a sample, feel free to tailor it to your needs/preferences.)

- We are all responsible for the success of this workshop.
- We agree to do our best to begin and end on time.
- We will feel free to ask questions, and not judge others who may be less experienced.
- We will have one person speaking at a time.
- We will leave space for others to talk if we have already participated a lot.
- We will try to assume that participants have good intentions.
- We will treat each other with respect, even when we disagree.
- We will recognize that there may be a difference between the *intent* of a comment and the *impact* of a comment.

Note: If you prefer to set group guidelines in a different way, feel free.

4. Convention Basics – 30 minutes

a) Post the word CONVENTION in large letters in a central place in the room.

Ask participants to brainstorm the types of conventions that someone in the union might attend. (*Write responses on flipchart*)

Sample Responses:

- * Component Convention
- * Regional Convention
- * PSAC Triennial Convention
- Federation of Labour Convention (*i.e. provincial feds*)
- CLC Convention
- social justice group convention (*i.e. Council of Canadians*)
- Provincial or federal convention for a political party (*i.e. NDP*)

Add a * to identify PSAC union conventions (*see sample responses*).

Ask: **How are PSAC conventions different from PSAC conferences?**

Sample Response:

- **Conventions** have the authority to elect officers, adopt budgets, dues, adopt policy
- **Conventions** provide a forum for members to set the vision and the orientation for our union.

We are here to prepare for the PSAC National Triennial Convention.

b) The PSAC Constitution: National Triennial Convention rules

Ask: Where can we find the rules and regulations regarding National Triennial Convention ?

Answer:

- The PSAC Constitution.
- More specifically Sections 17 and 19 of the Constitution.

Ask: What is a constitution?

Take a couple answers.

Summarize: Don't worry about the fancy word "Constitution." A constitution is just a document that gives the basic principles and rules around which an organization (union, group, country) is run.

con·sti·tu·tion

noun

a body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed.

(dictionary.com)

Documents like the PSAC Constitution often seem intimidating but they are tools that members can use in order to understand how things work and can be changed in the union. These are YOUR tools.

If you're planning on being involved in formal events like the National Triennial Convention it will be handy to get used to working with them.

Ask: Raise your hand if you have looked at the PSAC Constitution before.

(show of hands) You may want to ask anyone who raises their hand why they looked at the Constitution.

Ask: Where can you find the PSAC Constitution? Is it freely available?

Answer: On PSAC website - About Us tab.

Distribute:

Handout 4 – Constitution Excerpts - Sections 17 & 23

Note: If participants prefer, they can work with the digital copy of the Constitution (from PSAC website) on their device instead of Handout 4.

Handout 5 – National Triennial Convention

Say: Today we'll look at the sections of the Constitution that describe National Triennial Convention.

The goal is to put what it says in the Constitution in plain language.

We'll start with Section 17 and an excerpt of Section 23 (Handout 4).

Divide participants into groups of 4.

Give groups 5-10 minutes to complete **Handout 5** using **Handout 4**.

Review responses as a group using **Handout 5 – Answer Key** (below).

National Triennial Convention

What the PSAC Constitution Says in Plain Language

Use **Section 17** of the Constitution to answer the questions. Point form is fine!

A) Planning National Triennial Convention

1. How often is National Triennial Convention held?

Every three years.

Subsection: 1

2. How does the Constitution define National Triennial Convention?
(see Sub-Section 2)

As the supreme governing body of the PSAC.

3. When must the National Board of Directors issue a call to convention?

Not less than six months before National Triennial Convention.

Subsection: 3

4. Between which dates must the national triennial convention be held?

April 1 and June 30.

Subsection: 5

B) During National Triennial Convention

5. Subsection 6 lists the things that the National Triennial Convention **SHALL** do.

i.e. they are not optional, they **must** be done at National Triennial Convention.

These include:

6 (b) deal with all resolutions

6 (d) establish the general policies of the PSAC

6 (e) elect officers of the PSAC

6 (g) establish the budget and dues (other than Component, local/DCL dues)

6 (i) vote on recommendations adopted at national conferences, including resolutions adopted at the conferences

Why do you think it is important that these be done at Convention?

- *Based on democratic principle that members from across the organization should contribute to decision-making on policies, campaigns, who is elected, how dues are spent and how much dues are.*
- *This is why Subsection 2 states: The National Triennial Convention is the supreme governing body of the PSAC.*

6. Who chairs the National Triennial Convention?

The National President.

Subsection: 8

Use the excerpt of Section 23 to answer this question

7. Which officers are elected at National Triennial Convention?

- i. *National President*
- ii. *National Executive Vice President*
- iii. *Alternate National Executive Vice President*

Summarize: So as you can see,

- **The first part of Section 17** gives the basic rules around Triennial Convention – when it happens, how it's organized, things that are dealt with there, and who chairs it.
- **Section 23** defines which officers are elected at National Triennial Convention.

5. The Purpose of Convention – 5 mins

Say: As we saw in question 2, National Triennial Convention is “the supreme governing body of the PSAC.”

Here is a more detailed definition that we'll work with today:

Show definition on flipchart:

The main purpose of convention is to bring union members together to make decisions about:

- *the priorities and key activities of the union*
- *how money and other resources are allocated*
- *who will lead PSAC.*

Post this definition on the wall; you will refer back to it in the next activity.

Summarize the content of this Learning Activity:

Participants:

- Have gotten to know each other
- Have shared some of their experiences and expectations regarding conventions
- Have gained some experience working with the PSAC Constitution
- Are able to explain the main purpose of convention

Learning Activity 2

Who Goes to Convention?

Duration: 120 min.

Objectives

By the end of this learning activity, participants will:

- Be familiar with how delegate entitlement is divided according to the PSAC Constitution, and where to refer to in the Constitution to find this information;
- Have considered why representation and inclusion matter at convention and in the labour movement in general
- Have examined statistics on past Convention attendance divided by equity-seeking group
- Have identified actions that we can implement in order to build a more inclusive convention.

Tools

- **Handout 6** – Constitution Excerpts Section 4 & Section 19
- **Handout 7** – Who Goes to Convention?
- **Handout 8** – Convention Delegate Statistics 2003-2018
- Prepared Charts
 - Purpose of Convention (from previous session)
 - Purpose of PSAC (page 26)
 - I can /My union can... (page 36)

Before the Session

- Review questions & answers in Handout 7 (do Handout 7 yourself if possible)
- Review Handout 8

Who goes to Convention?

1. Group Activity: Understanding Delegate Allocation (Section 19 of the Constitution) - 20 mins.

Ask: Does anyone know any rules about how many delegates can go to Convention, and what parts of the union they may represent as delegates?

Take a few answers.

Say: Now let's look at the specific rules around this in the Constitution. They're in Section 19 (Representation and Voting at the PSAC National Triennial Convention), and in an excerpt from Section 4 (Sub-Section 13), which is mentioned in Section 19.

Distribute:

Handout 6 - Constitution Excerpts - Sections 4 & 19

Handout 7 – Who Goes to Convention?

Answer Key for Handout 7 is on the next page of this document. It includes a few notes to help clarify certain sections.

Participants find answers to questions on Handout 7 using Constitution excerpts in Handout 6.

Two options for running the activity below - You can ask participants which way they prefer to do it, or decide yourself.

i) Do it all together as a big group
(faster)

or

ii) participants work in their previous small groups of four for 5-10 min and then we come back together to review the answers.
(fosters stronger bond in small groups and participants get more of a chance to engage with the Constitution at their own pace)

Who goes to Convention?

Section 4 – Membership

8. How would you explain what it says in Sub-Section (13) (d) in plain language?

You have to be a member in good standing to be a representative at Convention.

Section 19 - Representation and Voting at the PSAC National Triennial Convention

9. Sub-Sections **1, 2, 5, 6, and 7** dictate how many delegates from various parts of the union can go to Convention. Which bodies or groups can delegates be elected to represent, and how many delegates can attend from each body?

Sub-Section 1

Body: *Components*

Number of delegates:

One delegate for the first 100-400 members

One additional delegate for each additional 400 members or major fraction thereof

Dues-paying members who are recognized by the terms of their collective agreement.

Facilitator Note – mention if participants have questions:

- “Major fraction thereof”
 - The PSAC Membership department verifies the membership numbers per Component and per each DCL for a 12 month period to calculate their delegate entitlement. Then they use a standing formula to determine the “major fraction.”
- “Dues-paying members who are recognized....”
 - This refers to closed-shop bargaining units, where being a union member is a condition of employment – you are automatically a member from the time of hire into the bargaining unit position. There is specific language in the collective agreement that spells this out. For example, approx. 75 DCLs covering 98 bargaining units are closed-shop.

Sub-Section (2)

Body: *DCLs*

Number of delegates:

One delegate for the first 100-400 members

One additional delegate for each additional 400 members or major fraction thereof

What is the purpose of Sub-Section 2(b)?

It provides rules around the election of delegates from small DCLs that have less than 100 members.

Facilitator Note – further explanation:

DCLs with less than 100 members get combined by region in order to send delegates to Convention based on the formula in the Constitution.

It is an attempt to have as many DCLs as possible represented at Convention.

Sub-Section (5)

Body: *NBoD (National Board of Directors)*

Number of delegates: *24*

Sub-Section (6)

Body: *Area Councils*

Number of delegates: *One per Area Council*

Sub-Section (7)

Groups: *Indigenous people, racialized people (Racially Visible), Lesbian, Gay, Bisexual, Trans, Queer, Two-spirited people (Pride), people with disabilities (Access), and women*

Number of delegates: *2 per equity-seeking group – total: 10*

Facilitator Note:

If participants want to get into a discussion about this Sub-Section, consider asking them to wait a moment until we get to the next section, which goes into detail about why we have provisions like this one and Sub-Section 2b (fostering inclusion of smaller DCLs).

2. Discussion: Democracy, Inclusion and Exclusion in the Labour Movement - 15 mins.

Ask: Why did PSAC members create these detailed rules around who gets to be a delegate at convention?

If not mentioned by participants:

- These rules are tools we use to:
 - try to make sure the decisions are made in the fairest and most democratic way possible,
 - try to involve a diversity of members in decision-making.

Let's revisit the purpose of Convention that we considered during first part of the training.

Point to definition on flipchart:

The purpose of convention is to bring union members together to make decisions about:

- *the priorities, direction and key activities of the union*
- *how money and other resources are allocated*
- *who will lead PSAC.*

Let's also note that Section 3 of the Constitution states the purpose of PSAC:

(Point to flipchart)

Sub-Section (1) "To unite **all workers** in a single democratic organization."

Sub-Section (2) "To obtain for **all workers** the best standards of compensation and other conditions of employment and to protect the rights and interests of **all workers.**"

(emphasis added)

Say: For PSAC to live up to its stated purpose, members from different perspectives and experiences need to be included in decision-making and leadership.

This is members' right - it makes the union representative of its membership.

This also makes the union stronger in the face of the employer and other forces we fight as trade unionists.

If delegates at convention don't represent the diversity of our membership, then we are excluding member perspectives from the decision-making process.

Because we live in an unequal society, the structures we build and use as activists often perpetuate those same inequalities whether we are aware of it or not. So we must constantly work to adapt our union structures and process to make them more democratic, fairer, more equitable.

Inequity in our structures and processes may not always be our **fault**, but it is our **responsibility** to examine it and take action to change it.

Explaining Exclusion (5-10 mins.)

If you sense that participants would benefit from a discussion about what exclusion is and what it feels like, you can add this brief activity.

Say: It may help to reflect on what it feels like to be excluded from decision-making.

Think of a time you were excluded. For example:

- Your employer made a decision that affected your work but you were not consulted You were not invited to a meeting related to issues that affect your work
- You were not listened to during a discussion of issues that affect your work

Think about how it made you feel. If decisions were made, what was the impact of being left out of the decision-making process?

- You may have felt angry, alone, not important, disrespected, inferior, powerless, less motivated

That's how some members feel in our union in general, and about union events such as Convention. It's particularly true for members who come from identity groups that are excluded from decision-making beyond the workplace – in politics, in the community, in the family, etc. For example, most members of Parliament are men, and so women's perspectives are often excluded from this important arena of decision-making.

This is why we say that these groups:

- experience what we call systemic discrimination – the systems we use to make decisions and allocate money and resources are not accessible to them.
- are equity-seeking groups – they are seeking fair and equitable treatment.

Ask: Can you think of groups of members at PSAC who may experience being excluded, not listened to or not represented at union conventions?

Sample Responses:

- Members of the recognized equity-seeking groups: women, racialized people, Indigenous people, people with disabilities, LGBTQ2+ people
- Members who identify as Young Workers (age 35 or under)
- Members of DCLs
- Members from small separate employer locals
- Members from remote locations
- Members whose first language is French
- Members whose first language is neither English nor French
- Members from immigrant communities
- New union members
- Members with significant caregiving obligations, such as parents of young children or people caring for elders

Ask: Because exclusion is a reality, PSAC members have worked to make our systems more inclusive. Does anyone know any measures has PSAC taken to improve inclusion at Conventions?

Add, if not mentioned by participants:

PSAC National Triennial Convention (discussed in previous activity)

- Constitution, Section 19
 - Sub-Section (2)(b): provisions for better inclusion of small DCLs
 - Sub-Section (7): The five equity-seeking groups may elect two delegates each

Regional Triennial Conventions

- Constitution, Section 16
Sub-Section (6):
 - d) each active Regional Women's Committee shall be entitled to elect one (1) delegate;
 - e) each active Regional Human Rights and Equity Committee shall be entitled to elect one (1) delegate;
 - f) two (2) elected regional NIPC representatives shall be delegates;
 - g) each Regional Young Workers Committee shall be entitled to elect one (1) delegate.
- Fully-funded PSAC Regional Conventions beginning in 2020.

Other initiatives

- Fully funding national equity conferences where resolutions are debated and referred on to the PSAC National Triennial Convention, where applicable.
- Providing Inuktitut interpretation at the Northern and PSAC Triennial Convention and conferences.
- Providing translation of some Northern and PSAC convention materials into Inuktitut.
- Providing space & logistical support for equity caucuses
- Supporting regional Human Rights Committees
- Offering & developing union education courses on equity and human rights issues
- Providing onsite childcare at National conferences and conventions

Ask: Some measures are in place. So now we must ask: Are they working? Do we need to do more?

You can ask participants their initial thoughts on this, or simply go ahead with the next activity (**Handout 8**).

3. Small Group Discussion: Looking at Convention Delegate Statistics - 15 min.

Say: In order to answer these questions, PSAC collects statistics about Convention participation of some groups which are currently and have historically been excluded from the labour movement. We will look at those stats now to see how we're doing.

The statistics aren't perfect because they are based on self-identification, but they are useful because they can give us an indication of whether the measures already in place to be more inclusive are working.

Also, the presence of folks at convention doesn't tell us if those folks spoke at the mic, had their perspectives heard, etc.

Distribute:

Handout 8 – Convention Delegate Statistics 2003 –2018.

Briefly take participants through an overview of the document to make sure the tables and graphs are clear/understandable. Point out the glossary if they need clarification on any of the equity-seeking groups.

Don't discuss any analysis yet – **Give participants 15 minutes to discuss in groups of 4-5:**

Questions page 2 of Handout:

1. Looking at these numbers, what do you notice?
2. How might these participation rates influence decision-making and resource allocation at PSAC?
3. Are we living up to equity principles and PSAC's stated purpose?
4. Why is this happening? What barriers exist?
5. How can we do better?

After 15 minutes, discuss as a group. See notes below to help with discussion.

Note: Framing the Discussion

It's important to frame this discussion properly.

The objective is not to present members of groups that have historically experienced exclusion and experience ongoing exclusion as “problems” in our union that need to be “solved.” Nor is it to dictate what these members should or should not do – that is up to them. If they come up, encourage participants to avoid prescriptive statements such as “women members should....” “Indigenous members should....” etc.

The objective is to:

- frame our structures and processes as imperfect and potentially problematic, and
- question how they can be adapted to better serve all members, regardless of gender, origin, disability, and more.

A Note on Naming Dominant Groups

Some participants may become uncomfortable or angry when we name white folks, or men, or other identity groups as dominant groups which need to share more space with members of equity-seeking groups in order to make our union more inclusive and democratic.

This can be because power is often invisible in our organizations. Those who benefit from systems of power don't always notice the systems in place, and become defensive when those who don't benefit question them and try to make the system visible.

Some options if this happens:

- Try to acknowledge it/name it calmly and openly: "It sounds like there is some discomfort with the idea that some people have more power than others without realizing it. Discomfort often means you're challenging yourself and learning something new."
- Offer an example of a personal experience of recognizing your own "invisible" power due to any parts of your identity – your gender, race, sexual orientation, age, physical/mental health, nationality, immigration status.
- Remind participants that we are not making value judgments of individuals. This discussion is not about good or bad people or identities, it's about inclusion vs exclusion in our union. It's about looking at our union and seeing whether it's reproducing inequalities that our members experience at work and out in the world. Our union's essential fight is for workers' dignity. All members should be able to experience this.
- Remind participants that inclusion makes us stronger: the employer and those who benefit most from our unjust economic system that keeps wealth just for a few are happy to see us workers divided along lines of race, gender, origin, language, sexual orientation, age, and more.

Discussion Debrief – 25 mins.

1. Looking at these numbers, what do you notice?

Some analyses you can mention, if not raised by participants:

General

- Slowly increasing participation by members of equity-seeking groups since 2003. But non-equity seeking members, in particular men, make up the vast majority of delegates at Convention.
- Why do some equity-seeking groups have more presence than others? People with disabilities, young workers – initiatives have been made to support all groups – are we more comfortable prioritizing some struggles than others?

Gender

- PSAC is a union with a majority female membership (approx. 57% women), but the majority of delegates at National Triennial Convention are men

Members with disabilities

- Increasingly strong presence of members of this group due to organizing by members who experience disabilities
- Between 2012 and 2018 - more women than men delegates in this identity group - may reflect the fact that at least 53% of all people with disabilities in Canada are women ([DisAbleD Women's Network Canada](#))

Racially-Visible

- Consistently underrepresented as delegates at convention
- According to Treasury Board, 15.7% of federal public service workers are “members of visible minorities” (2017-2018). This estimate of course does not include DCL members, members in the North, etc.

Indigenous

- Gradual increase is the result of organizing by Indigenous members to gain better representation in our union
- Numbers may be higher but not reflected in the stats because our union spaces are not fully welcoming spaces for folks to bring their Indigenous identities. This has changed over time but we are not there yet.
- According to Treasury Board, 5.1% of federal public service workers are Aboriginal peoples (Treasury Board Secretariat, Employment Equity in the Public Service of Canada for Fiscal Year 2017 to 2018)
- PSAC Indigenous membership is likely higher – two Northern Components represent employees of territorial governments, several DCLs represent workers in First Nations communities
- 2012, 2015: more women than men delegates (would be in line with majority female membership of PSAC); 2018 – number is almost equal
- Creation of Indigenous Women Leaders course (mandated by resolution at 2015 convention) – initiative to support Indigenous women members in seeking leadership roles

LGBTQ2+

- Consistently more men delegates in this group, gap has increased every Convention since 2012.
- Extremely low representation of trans members – this is likely similar to the case of Indigenous members, above – society in general, and our union specifically, are not safe spaces for people to disclose personal information about gender identity that does not fit into the cisgender male-female binary.

Young Workers

- Participation rates tripled between 2012 and 2018 – could be the result of organizing done to support young worker initiatives.

And/or combined with changes to definition of young worker – from 30 to 35 years of age (2015 Convention)

- Still underrepresented - 22% of federal public service workers are under 35 but only 12% of delegates in 2018 were young workers. The proportion of members under 35 may be higher within PSAC as DCL members are not in federal public service estimates.
- Consistently more women delegates than men delegates in this category.

2. How might these participation rates influence decision-making and resource allocation at PSAC?

If there are more members of a certain group (white folks, men, able-bodied folks, older folks) then it's likely that decisions and resource allocation will be a reflection of their priorities and interests.

Entire issues, approaches can be ignored or never considered.

3. Are we living up to equity principles and PSAC's stated purpose?

These stats suggest that we are not yet achieving this. Other indications may tell this story too – for example, look around the room when you are at a union event, course, etc. Who is there? Who isn't? Who is speaking/participating? Who isn't?

We need to continue to work very hard to be more inclusive. Part of this is sharpening our ability to notice exclusion.

Note: In order to answer the next two questions, there must be a consensus that the answer to question 3 above is No.

If it's necessary to extend the discussion to get to this point, it's important to do so.

4. Why is this happening? What barriers exist?

We can consider **why** this is happening - what barriers exist?

Sample Responses:

- Elected leadership does not reflect the diversity of membership - if members do not see themselves reflected, chances are they will be less likely to get involved. They may also assume that they will not be listened to if they do decide to get involved.
- Systemic discrimination within employer systems leads to fewer representatives in the workplace
- Lack of childcare/family care provisions
- Aspects of our union culture that we may not even notice:
 - Closed culture of union acronyms, etc.
 - Patriarchal culture that highly values speaking eloquently and confidently at the mic (as opposed to other forms of communication, influencing)
 - Heteronormative culture – We often assume that people are straight unless we are told they are not (by them, by something they're wearing, etc.)
 - Gender binary culture – we expect folks to fit into either the category of “Sister” or “Brother,” and may also hold preconceived beliefs about what a “sister” or “brother is/does/how they should behave based on their gender
 - Colonial aspects of our culture

5. How can we do better? - 25 mins

Say: If we agree that Convention and our union have work to do to improve inclusion, the question becomes: How can we make Convention more inclusive?

The goal is not to find all the solutions to this historic and ongoing challenge in the 30 mins we have allotted for this today, but we can start the process of thinking about it.

We can think about answering this question

- As individuals
- As leaders within workplace (stewards), as members of executives and committees, regional bodies, etc.

Point to flipcharts:

I can contribute to making Convention more inclusive by...

My union can contribute to making Convention more inclusive by...

Divide participants into groups of 4-5.

Ask half of the groups to consider what they can do as individuals

Ask the other half to consider from a union/committee/etc. perspective.

After five-ten mins, ask groups to switch.

After five-ten more mins, groups share answers – write on flipchart.

Take photo of flipcharts. Send to National Education Development Officer (Currently - hurtigc@psac-apfc.com) so that ideas generated by participants can be added to the notes.

Sample answers:

I can contribute to making Convention more inclusive by...

- Sharpening my senses around inclusion (practicing noticing who's present and who isn't; who is being listened to, who isn't – in the workplace, in union committees, at courses, in news articles, TV, movies, on the bus...anywhere and everywhere)

- Self-reflecting, doing research/reading about invisible power I may have
- Reaching out to members who are different from me to find out about their experiences of Convention, the union, etc.
- ...

My union can contribute to making Convention more inclusive by...

- Collecting and regularly assessing data on our general membership, so that we can set targets to improve inclusion (example: [Unifor Equity Audit, 2017](#)) (Obviously this would be done with members' consent, privacy concerns respected)
- Providing mentorship designed for members of equity-seeking groups
- Providing childcare / family care for attendees of various events
- Making sure convention is geographically accessible for maximum number of people
- ...

Wrap-up - 2 mins.

As we can see, there are many options for actions we can take both as individual members and as a larger union to bridge the huge divisions in our movement and which weaken the gains we can make as workers.

It's our duty as trade unionists to take responsibility and fight oppression within the union and beyond. United we stand, divided we fall.

The purpose of union education courses is to take action based on what we learn, so we encourage you to consider choosing any of these actions and trying to work on achieving it.

Learning Activity 3

Resolutions

Estimated Duration: 2h25 min.

Objectives

By the end of this learning activity, participants will:

- have considered multiple ways to make change at PSAC
- be familiar with the process for submitting resolutions to convention
- understand the criteria of an effective resolution
- have practiced drafting resolutions for convention and identified information needed to support a resolution
- have shared strategies for obtaining support for resolutions in the lead-up to convention

Tools

- Laptop & Projector with Internet connection
- Link to PSAC Resolutions of Record - http://psacunion.ca/sites/psac/files/resolutions_of_record_march_2017_edition.pdf

Handouts

- **Optional Handout 9** – Summary of Resolutions of Record 2015
Use if no screen available or participants don't have digital devices
- **Handout 10** - An Effective Resolution: Criteria
- **Handout 11** - Example Resolutions
- **Handout 12** – Resolution Writing Practice
- **Handout 13** – FAQ Convention Resolutions

Before the Session:

- Check if you want to update **Handout 11** – Example Resolutions and the accompanying Answer Key within these notes.
- Prepare flipcharts
 - Resolution definition (p. 44)
 - Instructions for resolution writing activity (page 62)
- Optional: create a blank Google Doc titled “Practice Resolutions – (Region name) – (date)” & share it (ensure “can edit” is selected) with all participants’ by adding their email addresses

1. Making Change at PSAC - Full-group Discussion -10-15 minutes

Goal: ensure participants realize that submitting a resolution is **only one** of many ways to make change at PSAC

Think Pair Share

Ask participants to think about the following question for 30-60 seconds (no talking):

Think of an issue that is important to you. For example – Phoenix, childcare, workplace harassment, pay equity, workplace safety.

How can you make change on this issue at PSAC?

After 30-60 seconds, ask participants to share their thoughts with person next to them.

After 1-2 mins, ask pairs to share with larger group.

Write ideas on flipchart.

Add, if not mentioned by participants:

- Talk to other members to find if there is interest
- Find out if any action around this issue is already being taken at PSAC:
 - Ask other members, your executive, regional office
 - Check national and regional websites
 - Google “PSAC resolutions of record” to see all previous resolutions passed at National Triennial Convention – [PSAC Resolutions of Record March 2017 Edition](#)
- Bring a proposal for action to your local or to a relevant committee
- Contact a community organization that works on the issue to see what they would suggest in terms of action
- Bring the issue to the attention of your REVP
- Submit a resolution to regional, component, or national convention and mobilize members to support it.

Make sure to show participants the [PSAC Resolutions of Record](#) document online and help them access it on their devices.

If no internet access/a participant does not have a device, distribute **Optional Handout 9** – Summary of Resolutions of Record 2015

Say:

- 100s of resolutions are submitted to every convention
- Traditionally, the PSAC Triennial Convention has four convention committees:
 - Finance (resolutions labeled FIN)
 - Constitution (CS)
 - Collective Bargaining (NEGO)
 - General (GEN)

- These committees prioritize the resolutions. Only a small number get prioritized and actually debated on the convention floor.
- When strategizing about your resolution, it's useful to consider the committee as your audience as well as the membership.

To explain how Convention Committees are formed:

1. The National President appoints an AEC officer to chair each Committee;
2. The National President assigns the remaining AEC officers to be members of each Resolutions Committee;
3. Each Component nominates a representative to each Committee;
4. Area Council, DCL and reps of equity-seeking groups are assigned to each Committee by the National President, with input from the REVPs. They nominate delegates representing these groups from each region and then a selection is made, trying to ensure fair representation (geographic, linguistic, gender, etc.).
5. The Co-Chair of each Committee is selected by the Committee members themselves at the Pre-Convention Committee meetings.

Key understanding:

- Submitting a resolution is **one of many ways** to make change
- Before submitting a resolution, it's important to consider if a resolution is the best way to make change!
- Even if you do submit a resolution, you must still do many additional things to support the issue.
- In the next activity we'll look at criteria of an effective resolution.

2. An Effective Resolution – Discussion & Small Group Work - 60 mins

a) Warm-up – Resolution definition & submitting bodies

Say:

Discuss with the person next to you:

How would you explain what a resolution is to a new union member?

Take a couple responses.

Show sample definition on flipchart:

- A resolution is **a statement** that **explains an issue** relevant to PSAC members and **proposes a course of action** to address the issue.

Ask:

Who can submit resolutions to a convention?

Write names of submitting bodies on flipchart.

Add if not mentioned:

- Bylaws of Region, Component or PSAC Constitution establish who has the authority to submit resolutions to its convention.
- For PSAC National Convention submitting bodies include:
 - Area Councils
 - Component Conventions
 - PSAC National Conferences (Equity & H&S)
 - NBoD
 - DCLs
 - Regional Conventions

b) Criteria for an Effective Resolution

Distribute Handout 10 – An Effective Resolution: Criteria (next page)

Say: In order to understand the essential components of an effective resolution, we will use this set of criteria to answer two essential questions:

- A) Is the resolution necessary?
- B) Is the resolution well-written?

Ask a participant to read the criteria for

- A) Is the resolution **necessary**?

Ask another participant to read the criteria for

- B) Is the resolution **well-written**?

There are notes on the following pages to help answer any questions about the criteria.

An Effective Resolution: Criteria

Check ✓ which criteria below your assigned resolution meets.

Write "?" if you don't have enough info regarding a specific criterion.

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
	There are costs attached
	Issue has not already been dealt with
	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
	Uses clear simple wording
	150 words or less
	Clearly identifies one issue
	States why the issue is relevant to PSAC members
	Clearly proposes action to address the issue
	Names who will be responsible
	Proposes a time frame
	Names any resources needed
	Allows for flexibility in implementation
	Complies with PSAC union principles and values

C) Overall assessment: Is it effective or not effective? If not, how would you modify it?

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

Notes to mention about the criteria:

✓ Proposes changes to Constitution/Bylaws

- Only conventions have the authority to change constitution/bylaws of those bodies.
- Resolutions dealing with constitutional or bylaw changes **cannot** be dealt with **after** convention.

✓ Proposes a dues increase

✓ There costs attached

- No resolutions that have a cost attached (which would result in a dues increase) can be adopted after convention.
- At the PSAC National Triennial Convention, the budget is passed prior to resolution debate. As such, all resolutions that would require funding are costed for a dues increase. Therefore, it is not acceptable to direct that resolutions be funded “out of the existing budget.”
 - Example: a resolution debated at a regional convention that is dealing with a national issue (i.e. calling on PSAC to take on a campaign), is not costed at the regional convention, it is costed once it gets to the applicable National Triennial pre-convention committee.
- In 2012, 2015 and 2018, the adopted budgets at the PSAC Triennial Convention included a Resolution Fund to fund any adopted resolutions with a one-time cost. The Resolution Fund in the 2018-2021 Budget was \$750,00.

✓ Issue has not already been addressed by PSAC

Do some research:

- Check PSAC Resolutions of Record to see if a resolution has already been passed on this issue

- Resolutions that are already a resolution of record will often not be debated by a convention committee. The committee has the authority to refer them back to the submitting body with rationale:

Resolution of Record 82/700: **BIR** that in future, resolutions containing an intent which is already embodied in a policy paper or Resolution of Record be referred back to the submitting person or body with suitable explanation.

- This reference is also noted in the PSAC Convention Committee Guidelines — which are adopted every 3 years by the AEC.

✓ **Issue is within the jurisdiction of the convention**

- For example, a National convention can't implement a resolution that gives direction to a specific PSAC Regional Committee or an Area Council.
- If the resolution calls for an action in a specific Local or Committee, it is better dealt with at the Local or Committee level and wouldn't usually be considered appropriate business for a convention.

✓ **Time frame**

- Resolutions adopted with a cost at PSAC Triennial are implemented in the next budget cycle, which begins 6-7 months after the Triennial Convention.
- i.e. if you want convention to pay for members to attend a protest in June and the convention takes place during or after the protest, it would not be relevant

Make sure to highlight the final criterion to maximize the possibility of generating relevant & effective resolutions during the resolution-writing activity which comes after.

✓ **Complies with PSAC union principles and values**

Say:

Discuss with the person next to you: What are PSAC's union principles and values? How do you know what these are/where can you find them?

After a couple minutes, ask participants to share their answers with the group.

Add, if not mentioned by participants:

- **Key values:**
 - Solidarity
 - Equity
 - Social justice
 - Economic justice
 - Class consciousness
 - Reconciliation
 - Organizing – to include more workers in the struggle for dignity

Some documents where these values are stated:

- **Purpose of PSAC** from PSAC Constitution (recall from Learning Activity 2)

SECTION 3 - OBJECTS

Sub-Section (2)

To obtain for all workers the best standards of compensation and other conditions of employment and to protect the rights and interests of all workers.

- **PSAC website: About us** - excerpt

<http://psacunion.ca/about-us>

PSAC strives to enhance its members' quality of life and has been at the front of a variety of significant and successful campaigns for workplace and human rights, including the struggle for equal pay, enhanced workplace health and safety and the rights of same sex spouses.

PSAC is working to achieve a compassionate and inclusive society free of sexism, racism, homophobia and all other forms of discrimination.

PSAC is committed defending access to quality public services, and to social justice through emergency relief funding, anti poverty and development work both in Canada and around the world.

Distribute **Handout 11 - Example Resolutions.**

Point out:

- PSAC accepts 2 resolution formats:
 1. formal or traditionalOR
 2. clear language

Ask: which example resolutions in Handout 11 are formal/traditional and which are clear language?

Res 1,4, 5 – formal/traditional

Res 2, 3 – clear language

- Basically the difference is the “whereas” sentence structure.
- Some of these resolutions may have been submitted to previous conventions but may have been amended in order to meet the objectives of this exercise.

Say: in a moment you'll work in small groups to use the criteria on **Handout 10** – An Effective Resolution: Criteria to assess a sample resolution.

b) Lineup and Small Group Work Activity

Divide participants into groups of 4–5 by asking them to line up according to their experience with writing or debating resolutions.

Participants with lots of experience at one end, participants with no experience will be at the opposite end.

Form groups with a mix of experience in them: starting at the experienced end of the line, ask participants to number off (*1 to 4 or 5 — depending on the number of participants*). After numbering off, ask the #1s to form a group, the #2s to form another group, and so on.

Assign a resolution to each group.

Give each group **10 - 15 minutes** to use **Handout 10** – An Effective Resolution: Criteria to assess their assigned resolution.

Using **Answer Key – Handout 10** (following pages) as a guide, have each group report back.

Make each group reads their assigned resolution aloud before giving their assessment.

Resolution #1 – May Day

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
?	There are costs attached
✓	Issue has not already been addressed by PSAC
✓	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
	Uses clear simple wording
	150 words or less
✓	Clearly identifies one issue
✓	States why the issue is relevant to PSAC members
✓	Clearly proposes action to address the issue
✓	Names who will be responsible
✓	Proposes a time frame
	Names any resources needed
✓	Allows for flexibility in implementation
✓	Complies with PSAC union principles and values

Overall assessment:

C) Overall assessment: Is it effective or not effective?
If not effective, how would you modify it?

Effective but too long and repetitive, needs editing.

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

- Information, flyers, photos, posters, etc. about:
 - the history of May Day
 - Info about current and past May Day actions organized by community organizations
 - international May Day actions

Resolution #2 – Non-standard working hours

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
?	There are costs attached
	Issue has not already been addressed by PSAC
✓	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
✓	Uses clear simple wording
✓	150 words or less
✓	Clearly identifies one issue
	States why the issue is relevant to PSAC members
	Clearly proposes action to address the issue
	Names who will be responsible
	Proposes a time frame
	Names any resources needed
✓	Allows for flexibility in implementation
✓	Complies with PSAC union principles and values

C) Overall assessment: Is it effective or not effective?
If not effective, how would you modify it?

Not effective.

Needs more specific info about the issue or the proposed campaign.

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

- Definition of “non-standard hours/ non-standard work”
- Statistics about this type of work and its impact on workers in general and PSAC members specifically
- Achievements of workers/other unions on this subject
- Information from organizations fighting precarious work

Resolution #3 – PSAC name change

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
✓	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
?	There are costs attached
✓	Issue has not already been addressed by PSAC
✓	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
✓	Uses clear simple wording
✓	150 words or less
✓	Clearly identifies one issue
✓	States why the issue is relevant to PSAC members
✓	Clearly proposes action to address the issue
	Names who will be responsible
	Proposes a time frame
	Names any resources needed
✓	Allows for flexibility in implementation
?	Complies with PSAC union principles and values

C) Overall assessment: Is it effective or not effective?
If not effective, how would you modify it?

Clearly written but needs more specific information regarding the action. Not really effective.

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

- Evidence that the name does not reflect the our members
- Evidence that people make fun of the acronym and why this matters
- Criteria for what a better name would be.
- Responses to the argument that changing the name would involve a huge rebranding campaign

Resolution #4 – Regional Conventions

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
✓	There are costs attached
✓	Issue has not already been addressed by PSAC
✓	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
✓	Uses clear simple wording
✓	150 words or less
✓	Clearly identifies one issue
✓	States why the issue is relevant to PSAC members
✓	Clearly proposes action to address the issue
✓	Names who will be responsible
	Proposes a time frame
	Names any resources needed
✓	Allows for flexibility in implementation
✓	Complies with PSAC union principles and values

C) Overall assessment: Is it effective or not effective?
If not effective, how would you modify it?

Effective resolution. It is appropriate for effecting the desired change, it is clear and well-written.

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

- Information on:
 - the costs of recent regional conventions
 - the limited funds of smaller locals
 - Convention attendance numbers of members of smaller locals vs larger locals
 - Potential attendance numbers if the new funding is put in place

Resolution #5 – Organizing

A) Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
✓	There are costs attached
	Issue has not already been addressed by PSAC
✓	Issue is within the jurisdiction of the Convention

B) Is the resolution **well-written**?

✓	Criteria
	Uses clear simple wording
✓	150 words or less
✓	Clearly identifies one issue
	States why the issue is relevant to PSAC members
	Clearly proposes action to address the issue
	Names who will be responsible
	Proposes a time frame
	Names any resources needed
✓	Allows for flexibility in implementation
✓	Complies with PSAC union principles and values

C) Overall assessment: Is it effective or not effective?
If not effective, how would you modify it?

Resolution is vague, it doesn't clearly explain the issue or the proposed action.

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

- Provide positive rationales for organizing new members beyond the negative “avoiding a dues increase”
 - More members = more dues
 - Expanding beyond Treasury Board brings more diversity of ideas and experience
 - Fighting against contracting out
 - Union members in provincial jurisdictions allows us to fight at this level as well as federal
- Give information re membership statistics if possible (are they declining?)
- Information, stats on other unions that are actively organizing new members

2. Writing Your Own Resolution - Small Group Activity - 60 mins

a) Explain activity

Distribute **Handout 12** – Resolution Writing Practice

Explain that the small groups will now have 15-20 minutes to draft a resolution (point form is fine).

Show flipchart with instructions and explain the task:

- a. Identify criteria that demonstrate resolution is necessary
- b. Draft text
- c. Identify criteria that demonstrate resolution is well-written
- d. Identify information needed to support resolution
- e. Share with the group

Emphasize part d – if they do not have information, data, etc. to support their resolution, it will not gain the support of other members before convention or on the floor.

b) Participants name & assess issues

Invite participants to quickly **name issues** that they would like to address at PSAC. Take 5 – 10 examples. Avoid getting into long explanations of issues at this point.

Use the criteria in part A) of **Handout 12** – Is the resolution necessary?
- to review the examples together as a group. Make sure to do this part to give participants as much possible practice assessing whether their ideas for resolutions are in fact viable so that they are using their resolution writing practice time wisely.)

Of those that do meet the criteria, try to get a consensus on 3 – 4 that they would like to draft resolutions on. (Final number of issues will depend on number of groups – one issue per group.)

Resolution Writing Practice

Issue: _____

Identify the criteria that correspond to your resolution

A) Check: Is the resolution **necessary**?

Does it fulfil any of the below criteria? (does not need to fulfill ALL criteria)

✓	Criteria
	Proposes changes to Constitution/Bylaws
	Proposes a dues increase
	There are costs attached
	Issue has not already been dealt with
	Issue is within the jurisdiction of the Convention

B) Text of proposed resolution (point form ok)

C) Check: Is the resolution **well-written**?

✓	Criteria
	Uses clear simple wording
	150 words or less
	Clearly identifies one issue
	States why the issue is relevant to PSAC members
	Clearly proposes action to address the issue
	Names who will be responsible
	Proposes a time frame
	Names any resources needed
	Allows for flexibility in implementation
	Complies with PSAC union principles and values

D) What information, statistics, etc. would be needed to support the claims made in this resolution?

c) Small group work

Break participants into small groups according to which resolution they want to work on.

To prepare groups to share their resolutions with the group during debrief, either:

I) Low-tech approach

Provide each group with flipchart and a marker so they can write their resolution the flipchart

OR

II) High-tech approach

- i.** Create a Google Doc titled "Practice Resolutions – (Region name) – (date)" (to allow participants to access later, potentially edit in real time as well, and come back to the resolutions later)
- ii.** Share the link with participants (add their email addresses)
- iii.** Ask participants to compose their resolution in the doc using one of their digital devices (phone, tablet, etc.)

OR

- i.** Create an empty Google Doc or an empty Word Doc
- ii.** Ask participants to email their resolutions to you and you paste them into the docs OR invite participants to come type their resolutions into the doc onscreen as they finish

Or any other way you want to do this!

d) After 10 mins, check in and remind groups to make sure they budget time to **part d** - Info to support resolution

e) After 15-20 mins, have each group report back by reading the resolution aloud, identify the criteria it meets and naming info/resources needed to support it.

3. Supporting Your Resolution – Full-Group Discussion – 10-15 mins.

Say:

Writing the resolution is just one step. Suppose that a resolution you drafted will be debated at the PSAC National Triennial Convention several months away.

What kinds of things can you do now, to try and build support for your resolution?

Sample Responses:

- Connect with your representative (Component or DCL), on the applicable convention committee to ensure that they support the resolution for a recommendation of concurrence
- Raise the issue at Local membership meetings
- Lobby delegates going to convention
- Develop flyers about the issue and circulate them widely
- Talk it up with the appropriate elected officer
- Raise the issue at union events (i.e.: courses, Regional Council meetings, committee meetings, etc.)
- Submit an article to your Local / Regional / National newsletter

Summarize by **distributing** Handout 13 — FAQ – Convention Resolutions. Encourage participants to keep the handout as a reference document.

Learning Activity 4

Wrap-up

Estimated Duration: 15 minutes

Objective:

By the end of this learning activity, participants will:

- Have considered ways to stay involved in the convention process

Tools:

- **Optional** Reference Materials:
 - **Handout 14** - Conventions at a Glance
 - **Handout 15** - PSAC Convention Comparison Chart
- Flipchart with participants' expectations from LA 1
- **Handout 3** - Evaluation Form
- Dates of any upcoming Convention courses & deadlines

Thank participants for their work and engagement.

Review participants' expectations/needs listed in first activity and ensure you have responded to them.

Distribute or email Handouts 14 and 15 – these are reference docs with more information about Convention.

Provide dates of upcoming convention courses & deadlines.

Ask: How can we be sure that we are up to date on convention developments?

Sample Responses:

- Check union website or Facebook page
- Sign up to be on union e-mail lists
- Ask local executive and/or Regional Office
- Find out who the local, regional and/or component delegates are and talk to them

- Get copies of convention resolutions

For those who will be going as delegates or observers, offer info on how they can find dates for upcoming Convention Procedures course.

Make sure to give participants time to **complete course evaluation.**