

International Transport Workers' Federation Women's Development Programme

Increasing activism of Women Transport Workers

Stage 2

Component	Title	Timing
One	International instruments	60 minutes
Two	National legislation	60 minutes
Three	Organising precarious workers	60 minutes
Four	Leadership	60 minutes
Five	Planning activist development	45 minutes
Six	The bargaining agenda	30 minutes

Facilitator notes

Audience

Women and men who are already involved in union activity and are looking to develop their knowledge about gender issues in transport and involve more women in union activity.

Facilitator role

The facilitator's role is to challenge stereotypical thinking and encourage participants to develop practical ideas for involving more women transport workers in union activities. This programme covers organising and bargaining. The focus is upon knowledge rather than skills. For skill development and follow-up, participants should contact their [regional office](#) or [ITF women's department](#).

Participants should have access to the ITF materials:

- ITF women transport workers making a difference
- Winning a better deal for women – Maritime women's best practice guide
- ITF 42nd Congress proceedings Mexico City
- ITF strategic campaign manual
- ITF women's handbook
- Organising precarious transport workers booklet
- ITF organising manual

Outcomes

- Greater understanding of gender discrimination
- Greater knowledge of organising and campaigning tactics
- Knowledge of national & international legislation
- Greater understanding of precarious work
- Knowledge of leadership skills
- Advanced activist development styles

Pre-course work – participants

Before the course, ask participants to undertake some research on their national legislation in respect of gender equality and prevention of sex discrimination. This is especially important if they are coming from different countries. Ask them to identify particular pieces of legislation they could bring to the course to use in **component 2**.

Pre-course work – facilitator

There is a significant amount of resource material in the handouts for a number of these components. It is important that the facilitator takes time to read and understand the documents in advance of the course. Being familiar with these documents will enable the facilitator to co-ordinate the most productive discussions with participants by highlighting key points, as well as understanding aspects that apply to participants' home countries.

To save time on the day, it may be an idea to ask participants to read handouts 1, 2 and 3 in advance of the training.

Component 1: international instruments

Distribute **handout 1** to course participants and lead a discussion about the key points. You may choose to give participants 10 minutes to read it. In pre-course preparation, the facilitator should investigate which of these conventions and directives apply in the course participants' home countries. Information can be found here: <http://www.ilo.org/global/regions>

Spend some time discussing the range of subjects covered in the handout, eg part-time work, maternity, etc and the background that pushed some leaders/countries to enshrine these issues within international legislation. Ask participants how many women transport workers in their areas are aware of these important regulations.

Next, split the participants into small groups and ask them to consider the following two questions:

1. Which international instruments would be most useful for you to use as a basis for your campaigning and organising work? It does not matter whether they are adopted or not in your home country.
2. How could you use those instruments as a basis to motivate and encourage more women transport workers to get active in your union?

Ask them to work together to answer the question and appoint someone to report back to the plenary. Talk through the case studies in **activity 1** to illustrate and complete the analysis.

Handout 1

The United Nations (UN) and the International Labour Organization (ILO) have adopted key international instruments against discrimination. The UN convention on the Elimination of All Forms of Discrimination against Women (1979) binds countries to outlaw discrimination against women in all forms.

Article 11 says: "State Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights." The convention then spells out the rights that should apply equally to men and women, such as:

- The right to work
- The right to the same employment opportunities
- The right to promotion, job security and all benefits and conditions of service
- The right to equal remuneration
- The right to social security
- The right to protection of health and safety in working conditions

The convention also outlaws discrimination against women on the grounds of marriage or maternity. It calls on governments to provide maternity leave with pay or with social benefits, to develop social services that allow women to combine family responsibilities with work and to provide special protection to pregnant women in types of work that could be harmful.

The Discrimination (Employment and Occupation) convention no. 111 (1958) was adopted with the aim of combating discrimination based on race, sex, religion, political opinion, national and social origin. The convention covers equal access to vocational training, employment and to particular occupations, and terms and conditions of employment.

The Equal Remuneration for Men and Women Workers for Work of Equal Value convention no. 100 (1951) deals specifically with eliminating discrimination between the sexes in terms of pay. It promotes the principle of equal pay for work of equal value, and calls for objective methods for evaluating work.

These conventions (100 & 111) are part of the eight core conventions identified by the ILO. This means that they apply to all countries that are members of the ILO, regardless of whether they have been ratified. The international trade union movement uses ILO core conventions as primary reference points to protect workers' rights.

ILO convention no. 156 (1981), dealing with equal opportunities for workers with family responsibilities, has been ratified by only 28 countries. It calls on governments to recognise the specific needs of workers with family responsibilities and to set up childcare and family services. Different world regions have also adopted instruments relevant to sex discrimination, such as: African Charter on Human and Peoples' Rights, 1968 North American Agreement on Labour Co-operation, 1993 (Supplementary Agreement to the North American Free Trade Agreement, NAFTA).

The European Council has Directives on:

- Equal pay (1975)
- Equal treatment in employment, vocational training, promotion and working conditions (1976)
- Equal treatment in matters of social security (1978)
- Equal treatment in occupational social security schemes (1986)
- Equal treatment during pregnancy and motherhood (1986)
- Burden of proof in cases of sex discrimination (1997)

Maternity

The ILO Maternity Protection convention no. 103 & 183 (1952 & 2000) established the basic principles concerning maternity rights in the workplace. It includes the following rights:

- Leave
- Medical benefits
- Income during leave
- Security of employment
- Categories of workers
- Duration of maternity leave
- Maternity leave pay
- Breast-feeding rights
- Employment protection

In most countries where maternity protection is provided, legislation does not guarantee protection for all women workers. Women who work on a part-time, contract, casual or temporary basis are mostly unprotected. Women transport workers can be vulnerable to being excluded from maternity leave. In some countries, specific economic activities such as the transport of goods are excluded from the national legislation. Furthermore, employers often ignore the law.

Sexual harassment

The UN and ILO have adopted declarations, resolutions and conventions that are relevant to sexual harassment. Most recognise fundamental principles with implications for sexual harassment. But sexual harassment is not spelt out explicitly. The UN's Universal Declaration of Human Rights has many articles that recognise the human rights of all workers.

- All human beings are born free and equal in dignity and rights (Article 1)
- Everyone has the right to life, liberty and security of person (Article 3)
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. (Article 5)

The UN convention on the Elimination of All Forms of Discrimination against Women (1979) says: "State Parties shall take all appropriate measures to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women."

Sexual harassment, although not mentioned, is covered under the Discrimination (Employment and Occupation) convention no. 111 (1958) of the ILO. It says that all governments must have a national policy to eliminate discrimination. Discrimination on grounds of gender should be banned. In 1989, the ILO adopted the Indigenous and Tribal Peoples convention no. 169, which specifically aims to protect women and men belonging to indigenous and tribal peoples from sexual harassment. Different regions have also adopted instruments relevant to sexual harassment, such as:

- African Charter on Human and Peoples' Rights, 1968
- CARICOM Model Legislation on Sexual Harassment, 1989
- Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women, 1994

Part-time working

The Part-Time Work convention, no. 175 was adopted by the ILO in 1994. The ILO's approach is to promote measures that give part-time workers the same protection as full-time workers in the following areas:

- Freedom of association and collective bargaining
- Occupational health and safety
- Discrimination in employment

The convention states that part-time workers should have equal conditions to full-time workers in terms of:

- Pay
- Job security
- Statutory social security
- Benefits such as paid annual leave and sick leave
- Maternity protection.

The ILO Night Work convention, no. 171, adopted in 1990, protects men and women workers who work at night. The convention states that night workers should have the following rights:

- Health protection (first-aid measures, health checks)
- Maternity protection
- Social services
- Extra compensation in the form of working time, pay or similar benefits

Some categories of workers are excluded from the convention. These include sectors covered by the ITF such as maritime transport and inland navigation.

Occupational health

The ILO has two conventions on occupational health that are of particular value to women workers. ILO convention on Occupational Safety and Health, no. 155 (1981) states that member states must adopt national policy on occupational health and safety issues. This should include provisions for the: "...adaptation of machinery, equipment, working time, organisation of work and work processes to the physical and mental capacities of workers". An adequate system of inspection must be set up to ensure that national policy and legislation is implemented, with penalties if laws are violated.

ILO convention on Occupational Health Services, no. 161 (1985) requires governments to provide occupational health services to help to prevent workplace hazards. This should include:

- Identifying health hazards in the workplace
- Evaluating facilities such as toilets and canteens that may affect workers' health
- Advice on the planning and organisation of work (including the design of workplaces, on the choice and condition of machinery and substances used in work)
- Promoting the adaptation of work to the worker
- Collaboration in providing information, training and education in the fields of occupational health and hygiene
- Participation in the analysis of occupational accidents and diseases

ILO convention on Maternity Protection, no. 183 (2000) includes provisions related to the health and safety of pregnant women. It states that measures need to be taken to ensure that pregnant or breast-feeding women are not obliged to perform work that could damage their health. A declaration on occupational health for all adopted by the World Health Organization (WHO) in 1994 states that:

“Employers are responsible for planning and designing a safe and healthy workplace, as well as for maintaining and constantly improving health and safety at work. Workers in many countries are trained in occupational health and safety. They have the right to know the potential hazards and risks in their work and workplace, and they should, through appropriate mechanisms, participate in planning and decision-making concerning occupational health and other aspects of their own work, safety and health. Workers should be empowered to improve working conditions by their own action, should be provided information and education, and should be given all the information, in order to produce an effective occupational health response through their participation.”

More information on the ILO and its conventions is provided in the ITF resource book, *Workers' rights are human rights*.

Component 2: National legislation

Distribute **handout 2** to course participants and lead a discussion focusing on the key points. You may choose to give participants 10 minutes to read it. Before the course, the facilitator will have asked participants to undertake some research on country-specific national legislation in respect of gender equality and the prevention of sex discrimination. Ask them to refer to this research in this activity.

Split the participants into small groups. If participants are from different countries, the facilitator may wish to group participants according to their countries. Ask them to work together to complete the following activities, as well as appoint someone to report back to the plenary.

1. Ask each group to examine the strengths and weaknesses of national equality legislation relevant to women transport workers currently in existence in their home countries.
2. Ask groups to identify areas of importance to women transport workers in their home countries – where legislation could be strengthened to assist unions to win greater improvements

Handout 2

Many countries have enacted legislation aimed at promoting equality between men and women workers. In some countries, there are laws that support employment equality and outlaw discrimination on the basis of race, sex, disability, age, etc.

Other countries have passed laws that deal solely with sex discrimination. For example, the Sex Discrimination Act in Britain makes it illegal for an employer to discriminate against a worker because of their sex or marital status. These laws tend to address discrimination in recruitment, promotion, training, fringe benefits, retirement and dismissal. They may exist alongside legislation dealing with specific issues, eg equal pay for work of equal value.

As part of the law, some countries have included a call for affirmative action or positive action programmes. In Australia, there is a separate Affirmative Action Act. Affirmative action programmes are aimed at both eradicating existing discrimination and dealing with the effects of past discrimination. For example, employers can offer positive action training to create career paths for women workers.

The ILO has found that anti-discrimination laws have been more effective where special mechanisms have been created to enforce legislation. Some governments have set up an equal opportunities commission (EOC) or commission on gender equality. These are expert bodies, promoting equality between men and women and dealing with complaints where the law has been broken.

However, in many countries out-dated stereotypes and attitudes regarding the types of work appropriate to men and women continue to exist. Women continue to earn considerably less than men. Even with the protection of the law, it is mainly women workers who continue to receive unfair treatment. Three-quarters of complaints received by the EOC in Britain are from women. Many are victimised for taking up issues.

It is important for trade unionists to know whether or not national laws against sex discrimination exist in your country. Trade union negotiators can use this legislation to put pressure on employers to adopt equal opportunities policies.

Maternity leave

In most countries where maternity protection is provided, it does not guarantee protection for all women workers. Women who work on a part-time, contract, casual or temporary basis are mostly unprotected.

For women workers who are protected by the law, their rights are often restricted. There are sometimes limits on the number of children a woman may have in order to get maternity leave. Other restrictions concern the spacing of children.

In other instances, women are excluded from maternity protection during the first months or year of employment. Qualifying periods of three to twelve months are often stipulated in national laws and collective agreements.

Internationally, maternity leave provisions differ considerably. In some countries, it is compulsory to take a certain number of weeks maternity leave. In others, this is optional. In some countries, women are paid during maternity leave. In others, maternity leave is unpaid.

There is also a wide range of differences between countries concerning the protection of women from dismissal during and after pregnancy. Similarly, there are differences relating to the right of a woman to return to her own job after pregnancy.

There are also wide variations between countries related to protecting pregnant women from dangerous or unhealthy work. Some countries have general prohibitions on such work for all women workers. Other countries have specific restrictions for certain occupations or for pregnant and nursing mothers. In many instances, pregnant women are entitled to transfer to other duties.

Sexual harassment

Only a few countries have passed laws that deal specifically with sexual harassment. In Canada, there is a Federal Labour Code that obliges employers to put in place a sexual harassment policy. The policy must inform workers of their rights, condemn harassment, warn that perpetrators will be disciplined and set out procedures for tackling the problem.

In some countries, there are laws which include references to sexual harassment or which have been interpreted by the courts as covering sexual harassment. These laws cover sex discrimination, human rights, and employment equity.

For example, in 1997 the Indian supreme court ruled that public and private sector employers must now “take appropriate steps to prevent sexual harassment and provide appropriate penalties” against offenders. The court recommended that employers introduce a committee, headed by a woman, to examine such cases.

Strong national laws against sexual harassment are important. As trade unionists, we can campaign for them. We also need to ensure that they are fully respected and implemented.

Currently, only Sweden and the Netherlands have developed specific statutory measures regarding violence at work.

In Sweden, the Work Environment Act addresses workplace violence and victimisation. The emphasis is on prevention strategies, requiring employers to plan and organise work in such a way that violence and victimisation is minimised.

They must also make it clear that violence will not be tolerated in the workplace. Similarly in the Netherlands, the Work Environment Act was extended to cover sexual intimidation, aggression and violence at work.

It is the responsibility of the employer to ensure that employees are protected from this behaviour, including when perpetrated by “clients”.

Violence

Most countries do not have specific legal measures to deal with violence at work. They have responded by making use of general laws related to the workplace. For example, in health and safety legislation, a duty is placed on employers to protect workers and to prevent hazards and dangers in the workplace.

In a growing number of countries, this is considered to mean that employers should provide a violence-free workplace. In New Zealand, health and safety legislation has been used to develop guidelines for employers and employees on dealing with violence at work.

The United States Workplace Violence Prevention Tax Credit Bill 1997 encourages companies to establish workplace safety programmes to combat violence against women. A tax credit of 40 percent is granted for programmes that do one or more of the following:

- Ensure the safety of women employees including the hiring of security staff and the purchase of lighting and security systems
- Provide counselling to employees, including the establishment of a hotline or direct counselling service
- Designed to educate employees about violent crimes against women
- Implement human resource policies to protect employees
- Provide legal, medical and financial services to employees subjected to violent crimes against women

Part-time workers

Sex discrimination legislation or equal opportunities legislation can be used to show that less favourable treatment of part-time workers disproportionately affects women and therefore amounts to sex discrimination. This is because women make up the bulk of the part-time workforce.

In some countries, anti-discrimination legislation has been used successfully to improve the rights of part-time workers. In other countries, specific legislation has been introduced on equality for part-time workers. Many of these countries are in the EU and are obliged to translate the Part-Time Workers' Directive into national law.

Health and safety

Under health and safety law in many countries, there are provisions that are directly relevant to women transport workers. For example, in Britain the Workplace (Health, Safety and Welfare) Regulations 1992 state:

- Sanitary conveniences and washing facilities should be provided at readily accessible places
- Washing facilities should have running hot and cold or warm water, soap and clean towels or other means of cleaning or drying
- Men and women should have separate facilities. Joint facilities for both sexes are permitted but they must be provided in a room that can be locked from the inside and is only used by one person at a time

In a number of countries, laws have been adopted which protect the health of pregnant women. For example, in several European countries, the employer must try to reduce the risk or find a less hazardous work environment for the woman. If this is not possible, the woman may take paid leave without incurring a reduction in her normal maternity leave.

Component 3: Organising precarious workers

Distribute **handout 3** to course participants and lead a discussion focusing on the key points. You may choose to give participants 10 minutes to read it. The point to bring out is that there are significant numbers of precarious workers among women transport workers.

Sometimes these workers go unnoticed, so the facilitator may need to assist participants to find their precarious colleagues. Successful and strong unions cannot ignore these workers. They must develop plans to recruit and organise these workers with the aim of improving women transport workers' conditions and security.

Split the participants into small groups. If participants are from different countries, the facilitator may wish to group the participants based upon home countries. Ask them to undertake the following activities:

1. Groups should consider where precarious women transport workers are working in your sector. Ask them to draw up a basic map to show the types of work they are being asked to undertake, their location and their problems, eg pay, security and hours
2. Ask the groups to think about how they would begin to organise these workers. Task them with preparing a five-minute presentation to their union's executive/leadership upon the need to organise precarious women workers. They should address the following points:
 - Why should unions dedicate resources to this?
 - What results would it bring for the union?
 - What results would it bring for workers?
 - What do we need to do differently in our unions?

Ask them to work together to answer these questions and make their presentation to the plenary.

Handout 3

What is precarious work?

Precarious workers are those who fill permanent job needs, but are denied permanent employee rights. Globally, these workers are subject to unstable employment, lower wages and more dangerous working conditions.

They rarely receive social benefits and are often denied the right to join a union. Even when they have the right to unionise, workers are scared to organise if they know they are easily replaceable.

Women, minorities and migrant workers are much more likely to fill these kinds of jobs. Permanent employment across a number of sectors has shifted to precarious jobs through outsourcing, use of employment agencies, and inappropriate classification of workers as “short-term” or “independent contractors.”

Precarious work shifts risks and responsibilities from the employer to the worker. Precarious work breeds uncertainty and insecurity.

Permanent jobs are replaced with time-limited contracts; fixed-term, short-term, temporary, seasonal, day labourer and casual labour.

The relationships between employers and workers become more and more complicated as enterprises are fragmented and dispersed through subcontractors, franchise holders and labour and temporary work agencies. Employers can disguise their employees as ‘self-employed’ workers.

Precarious workers are generally paid less than workers on permanent contracts. An agency worker typically does exactly the same job as his or her workmates but with much lower remuneration and no access to benefits.

Because of the lack of job security, competition against other agency workers for posts and threat of redundancy, precarious workers also work longer, more anti-social hours in order to secure a decent income.

The wages and working conditions of precarious workers are of such poor quality that simply being in work is no guarantee of stability or improved living standards.

While many people employed through agencies work in the same job for a long period of time without being transferred to a permanent contract, they nevertheless remain temporary workers with the ever-present threat of redundancy.

Other precarious workers are forced to move between positions regularly and accept work that is a long distance from home.

Migrants and young people suffer greatly from the increase in this type of work because it is the most readily available source of income for people with poor education, poor training and poor future prospects.

There is also a serious impact on health as precarious workers are less likely to receive adequate training and work in the most hazardous jobs. This is combined with an impact on mental health, driven by the pressure of holding down a job and accepting poor conditions in order to survive.

The lack of sick pay and access to health services exacerbates this problem and exposes precarious workers to the risk of long-term unemployment should they fall ill or have an accident.

Indicators suggest only a minority of the world's transport workers are in secure jobs. There has been a consistent trend of employers avoiding decent labour standards and rights, and separating their operations into business units or

outsourcing them to contractors in a way that isolates workers and makes collective representation extremely difficult. Women transport workers have already been disproportionately represented among precarious workers in transport. The global economic crisis has been used by many employers as a further means to shed jobs, casualise or outsource work, to cut pay and worsen working conditions. Many public transport services have been privatised and fragmented into small owner/operator businesses.

Organising women transport workers – improving our industrial strength

Organising women workers, an ITF global congress priority, is about much more than gender equality. Although still the minority, women in the transport sector are growing in number.

Increasingly research is showing that women are also working in large numbers in some of the most strategically significant roles within the transport industry.

Building our knowledge of where women work, particularly when they may not sit within the core transport areas where we have traditionally organised workers, is critical to our capacity to build our industrial strength to win for all workers.

When we undertake research to identify the issues these women feel most strongly about and commit resources to targeting women transport workers, we can unlock previously unrealised potential to grow our unions, address inequality in the sector, and increase our capacity to deliver for all workers on industrial issues like privatisation and health and safety.

How many precarious transport workers are there?

Evidence suggests that informal workers form the majority of all transport workers in the world. The ITUC (International Trade Union Confederation) suggests that 50 percent of the world's labour force of over 1.5 billion workers is in vulnerable employment.

CIETT (International Confederation of Private Employment Agencies), the employers' organisation representing temporary work agencies, estimated in 2009 that there were 72,000 private employment agencies worldwide, with 9 million workers, and a combined turnover of EUR203 billion. CIETT also calculated that 80 percent of corporations used agency labour, and that 60 percent of agency workers are under 30 years old. Japan accounts for 24 percent of the global market with more than 20,000 employment agencies.

In a survey of affiliates undertaken by the ITF in 2012, 81 percent of respondents reported substantial numbers of precarious workers in their workplaces, with 62 percent reporting an increase.

All unions in developing countries reported precarious workers in the workplace, in increasing numbers and 74 percent of all unions and 100 percent of unions in developing countries reported an increase in the numbers of informal transport workers.

Component 4: leadership

Attributes of a good leader

Distribute [handout 4](#) to course participants and lead a discussion focusing on leadership and leaders. You may choose to give participants 10 minutes to read it. Following the discussion split the participants into small groups and ask them to complete activity 2. When they are finished ask them to share and discuss their answers with the rest of the group.

Possible answers

1. Organising a group of people to achieve a common goal. The leader may or may not have any formal authority, but may have traits that mean people follow them (charisma, intelligence, vision, values)
2. Mahatma Gandhi, Martin Luther King Jr, Mother Teresa, Rosa Parks, Nelson Mandela, Eleanor Roosevelt, Marie Curie, Malala Yousafzai, but of course there are many more
3. Had a vision, shared it and encouraged people to get involved, charismatic, good orator, powerful and influential
4. Good communicator, good negotiator, persuasive, honest, fair, charismatic, intelligent, principled and analytical.
5. This will consist of participants' own reflections
6. This will consist of participants' own reflections
7. This will consist of participants' own reflections

This task should allow participants to share their knowledge and experiences about leadership and leaders they have encountered while also identifying if they have any leadership skills.

When discussing styles of leadership – (transactional vs transformational), the main point to bring out is that a great leader needs to have aspects of both styles. However people can slip into a transactional role because when they come into a role there is a lot to do; they have lots in their inbox and results are looked for quickly. This could make people become task focused and then it becomes a habit.

Make sure participants understand the difference between managing change and leading change, covered in the key definitions section of the handout.

Finally, examine some of the qualities defined in the handout and discuss whether these are usually qualities that are attributed to men. Examine why that is and emphasise that nothing prevents these qualities from being associated with women equally, other than social convention.

Handout 4

"I define leadership as having three parts: first is seeing what needs to be done to make things better or seeing a problem that needs fixing; second is having the vision, the skill, and the wherewithal to change the system; and third is the most important task of mobilizing the energy of others to organize and act in ways to achieve that vision."

Susan J. Herman (1942-2009), Keynote speech, "Leadership, the Holocaust, Genocide, and Education," Hildebrandt Award Presentation, Cohen Center for Holocaust Studies at Keene State College (NH), 20 April 2009.

Key definitions of leadership

1. Leadership is sometimes confused with authority and management. Leadership and management must go hand in hand. They are linked and complementary but they are not the same thing
The manager's job is to plan, organise and coordinate. The leader's job is to inspire and motivate
2. Leadership is a verb (it's an action – leading) not simply a position (leader)
3. Leadership can come from many positions within an organisation (not only from those with the title "leader.")
4. Not everyone who is called a "leader" practices leadership

The differences between managers and leaders

Managers	Leaders
Cope with complexity	Cope with change
Plan and budget	Set direction
Set targets and goals	Articulate a vision
Organise staff	Tell us 'who we are'
Control and problem solve	Align people to the vision
Financial management	Motivate members
Seek stability and predictability	Develop new leadership
	Shake things up

1. The manager administers; the leader innovates
2. The manager is a copy; the leader is an original
3. The manager maintains; the leader develops
4. The manager focuses on systems and structure; the leader focuses on people
5. The manager relies on control; the leader inspires trust
6. The manager has a short-range view; the leader has a long-range perspective
7. The manager asks how and when; the leader asks what and why
8. The manager has his or her eye always on the bottom line; the leader's eye is on the horizon
9. The manager imitates; the leader originates
10. The manager accepts the status quo; the leader challenges it
11. The manager is the classic good soldier; the leader is his or her own person
12. The manager does things right; the leader does the right thing

As Shakespeare said in *Twelfth Night*: "Some are born great, some achieve greatness, and others have greatness thrust upon them." Whether acquired by birth, circumstance or struggle, the traits of great leadership are to be admired. And often they are a prerequisite to manage a high-performing team.

Standing alone, a leader achieves nothing but mediocrity. Listed below are 10 traits shared by great leaders and great followers alike. Together, they work in concert.

1. Ambition

Great leaders boldly drive forward, passionately rising to new heights, clearing a path for those who follow

Great followers boldly move down the path, making the most of the opportunities afforded them by the leaders

2. Patience

Great leaders use the wheels of time to their advantage, knowing that fast and first are rarely the attributes of long-term success

Great followers are methodical and deliberate, trusting that a steady pace will deliver better product than a hasty approach

3. Humility

Great leaders are energised not by being right, but rather by the glory that comes from the entire team reaching the pinnacle of success

Great followers are focused on executing the best ideas regardless of who provided them or who gets credit.

4. Humour

Great leaders never take anything too seriously, especially themselves, knowing full well that people need a congenial environment to succeed

Great followers find the joy and humour in any situation so they can build camaraderie and elevate the human spirit of their colleagues

5. Vision

Great leaders are able to see a future and can articulate, in crystal-clear language, a strategic plan to get everyone there

Great followers are able to harness disparate resources to interpret a vision and build a path to success

6. Compliance

Great leaders know how to play by the rules since even a rebel has to build respect and order for sustainability

Great followers stick to the path while being creative within the lines so they can extract every value from each opportunity

7. Tolerance

Great leaders accept that people are individuals who thrive best when allowed to choose their own approach to risk and happiness

Great followers accept that leaders are human, and allow them imperfection and failure without chastisement.

8. Courage

Great leaders blaze a trail in the dark and shed their own light, despite knowing that terror lurks around corners

Great followers will follow into the unknown, and yet, will stand up and speak when they know a dead end is ahead or when values are compromised

9. Accountability

Great leaders take full accountability when their team fails regardless of where mistakes were made or whose performance was substandard

Great followers take full ownership of their purview and support their colleagues, knowing full well the team is only as successful as its poorest performer

10. Gratitude

Great leaders demonstrate appreciation loudly and often to those who give of themselves to support the group's success

Great followers show appreciation for those who take the risks, drive the team and charge to a benevolent success

Styles of leadership – transactional vs transformational:

Show PowerPoint presentation attached.

Transactional: Provides stability, focuses on agreed processes and outputs, reactive, narrow focus, management

Transformational: Offers change, focuses on vision and values, proactive, wide focus, leadership

Transactional	Positive	Negative
Provides stability	You know how things work and where you are	Works against change
Focuses on agreed processes and outputs	Makes sure what was agreed is done	Does not see other possibilities
Reactive	Responds to events	Does not shape events
Narrow focus	Everyone is clear on what they should do	Misses the wider picture
Management	Supports the current system	Not inspirational

Transformational	Positive	Negative
Offers change	Things can change and improve	Things are always changing
Focuses on vision and values	Ensures these are paramount	But are processes and outputs managed?
Proactive	Shapes events	Can be wrong; doesn't handle events
Wide focus	Sees the big picture	Misses the detail
Leadership	Offers motivation and inspiration	But do things get done?

Change management: Some key points

Transformational leaders encourage change. However not everyone responds well to change.

We go through a range of emotions in response to changes at work and with the way we do things. People are threatened by change for a variety of reasons. It is important to bear with them during this period not to alienate them.

- Communication is key
- The earlier started, the better
- Support individuals who need it
- Sell the positives but do not ignore the negatives
- Everything has some cost attached
- Be patient, understanding and tolerant
- Engage and consult where possible

Component 5: planning activist development

This component builds upon components 6 and 9 in **Stage 1**. Its objective is to move course participants towards adopting a strategic approach towards developing activists. All too often, the development of a new activist relies upon the enthusiasm of the activist, rather than a strategic planning process used by the union. This component aims to encourage participants to take more control over this process.

Read through and discuss **handout 5** with participants.

In the plenary group, ask participants to share ideas about how they can persuade their union leadership to implement a strategy to find, train and support new activists. Ask them to consider who would be responsible for the assessment of new activists and what criteria they would use. The facilitator should emphasise that this is only to assist with the development of new activists – not to assess or restrict their democratic or political involvement in the union.

Then, split participants into pairs. Ask them to consider that criteria in more depth by drawing up a template they might employ within their own unions to help leaders assess the progress and support the development of new activists. When they are finished ask them to share and discuss their answers with the rest of the group.

After the exercise, you may wish to share **handout 6** with participants.

Handout 5

Activists are crucial to the effectiveness of every union. We should always be looking to find new women transport activists and encouraging existing women transport activists to develop and do more.

While recruitment should be strategic, we should also have a deliberate strategy for finding new activists. Try to use every opportunity when engaging with members to spot potential activists and then follow them up!

Potential activists could be:

- Recommended by workmates
- Already speaking out about an issue
- Respected by other workers
- Asking questions about a workplace issue
- Contacting the union about a workplace issue
- Involved in the community/social activity

Potential activists could be encouraged to:

- Talk to/recruit a colleague
- Come to a meeting
- Sign a petition
- Gather information
- Join an action

Keep in contact

- Keep it regular and structured, for example a quick phone call once a week at a set time
- Regular phone chats, catch-ups, texts, emails, video conference or video chat such as Skype

Building networks and activity

- Make opportunities for activists to get together to access training and support
- Aim to build networks for support across the branch, employers and the community Many activists face similar issues and can learn from each other
- Make use of online networks

Stages of activist development

1. Talent spotting – does your union have a programme and target for identifying new women transport activists?
2. Confirm the potential – how will you follow-up your initial process?
3. Encourage members to take on small tasks – how will you encourage and support the member to take their first steps?
4. Create a development plan and build on small tasks – what sort of tasks will be appropriate for this member?
5. Training – when will structured training be appropriate?
6. Regular contact with named contact/mentoring – who will be the best mentor or supporter and how will they provide the best support?
7. Activist is proactive, putting into practice learning from training – how will you assess this?
8. Further training and support – What more development support is available?
9. Election – Once your activist has achieved the goal, see whether they can undertake the own talent-spotting exercise.

How should we ask people to get involved?

We should accept that women's motivations for initially getting involved in the union, may well differ. Indeed, some leaders who have been involved in their unions for a long time have been known to report that their initial reason for involvement was completely different to their current motivation. So it is important not to force your own motivation onto others, but to let them develop and adapt their own motivations as their activity stages deepen.

Some women may have an interest in social justice or health and safety or equality or organising. It is important to recognise that interest and let them develop it, rather than trying to broaden their involvement too soon. At the same time, it is also important not to restrict involvement and suffocate wider interest. Some male-dominated unions have been known to elect a new women activist into a women's officer position at the first sign of her interest in activity. Doing this without consent or even explanation of the role can achieve the opposite of what was hoped. The most successful unions help a new woman activist to express her interests and support her to find a role that fits her motivation.

Handout 6

Example of template for activist development

Name of activist	Am I confident about this?	Need some help? This could be shadowing another activist.	Training course attended or required? Date:	Action agreed at first meeting with your contact. Date:	Update and follow up actions at 2nd meeting. Date:	Doing it!
Recruiting new members						
Talking through a problem at work with a member						
Keeping in contact with union official						
Talking to a manager about a member's issue						
Carrying out a survey with members						
Organising a meeting of members						
Recognising what could be equality issues						
Encouraging others to become more active						

Component 6: the bargaining agenda

Building upon the ideas from previous components, this final one asks participants to use what they have learnt and think about developing a bargaining agenda for women transport workers in their own unions.

Split participants into small groups – you may choose to base this upon the union/country background – and ask them to work through [activity 3](#) – bargaining checklist for unions.

After this, ask them to come up with three things they would like to change within their unions to increase the focus upon women transport workers. Ask them to report these three points back to the plenary.

After the report back, hold a brief discussion about what is practical for participants to achieve within the unions.

End of components. Signpost to [Stage 3](#)