



UNIT 3

# equality and human rights at work

AN EDUCATIONAL RESOURCE PACK  
FOR USE IN SCHOOLS IN WALES



helping to equip young people  
for the world of work

# UNIT 3: equality and human rights at work

## a better way to work wales

---

## acknowledgements

The materials were originally written by Julia Fiehn and Andrew Miller, Centre for Education and Industry, University of Warwick and have since been edited by Professor Andrew Miller, Director of Active Learning Research Associates Ltd.

The TUC would like to acknowledge contribution from the trade unions, schools, colleges, teachers and students who helped with the production of the first edition of this pack.

Wales TUC would particularly like to thank the Department for Children, Education, Lifelong Learning and Skills (DCELLS, Welsh Assembly Government) and Robert Goddard (Youth Organiser, Wales TUC) for their assistance with this revised edition for use in Wales.

© Trades Union Congress 1997, 2001, 2003, 2006, 2009.

Copyright is lifted on student materials only. These may be photocopied for use in schools, colleges, youth clubs and other educational institutions for the purpose of education and training.

# UNIT 3: equality and human rights at work

a better way to work wales

---

## GROUP LEADERS' NOTES

The aims of this unit are to:

- » introduce young people to the legal position in relation to equality and human rights legislation
- » promote discussion about equality and human rights both at work and on work experience
- » provide opportunities for young people to work with trade unionists in the classroom.

The unit consists of six sections:

- » *situation vacant* – an introductory activity on employment rights.
- » *taking advice* – a short activity on equal opportunities which helps in the preparation of students for work experience.
- » *equal pay for work of equal value and racial harassment* – two case studies of ways in which workers have dealt with equal opportunities issues.
- » *employment tribunal cases* – students take on roles in an employment tribunal judging a variety of cases based on actual landmark cases.
- » *working parents* – an assignment which students can use to produce evidence of key skills.
- » *select few* – a simulation about the equal opportunities issues which may arise during the selection process for job interviews.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### GROUP LEADERS' NOTES

## background information

**Ensuring equality and human rights at work is an important aspect of the role of the trade unions. Young people need to consider issues of equality and human rights before going on work experience and also as preparation for working life. They should know about legal and human rights and understand about diversity within Wales and the rest of the UK and the need for mutual respect.**

There are a number of different issues to be considered. You have the right not to be discriminated against at work on the grounds of your gender, race, disability, sexual orientation and religion or belief. You also have the right not to be discriminated against or treated less favourably on the grounds of age with some exceptions such as the different pay levels of the National Minimum Wage. Anti-discrimination legislation applies to recruitment and promotion, harassment at work, working parents and child care provision and maternity provisions, equal pay and conditions at work.

Most trade unions have Equality Officers who will advise members about their rights in relation to equal opportunities. The material in this unit illustrates the role of trade unions in helping members achieve their rights. It is advisable to work with a trade unionist in the classroom. Briefing notes for trade unionists are provided at the end of the unit.

#### **Information on equality and human rights legislation is available from:**

The Equality and Human Rights Commission Wales, 3rd floor, 3 Callaghan Square, Cardiff, CF10 5BT  
Telephone: 029 2044 7710  
Textphone: 029 2044 7713  
Fax: 029 2044 7712  
E-mail: [wales@equalityhumanrights.com](mailto:wales@equalityhumanrights.com)

Information is available online at:

**[www.tuc.org.uk](http://www.tuc.org.uk)**  
**[www.equalityhumanrights.com/wales](http://www.equalityhumanrights.com/wales)**

The TUC has produced a number of leaflets on equality and human rights issues, including:

*Working in the UK: rights for migrant workers*

*Flexible working for parents*

*Young people at work*

These are available free from the TUC 'Know Your Rights' Line on 0870 600 4882.

The Worksmart website also has a lot of material on equality and other rights issues:

**[www.worksmart.org.uk](http://www.worksmart.org.uk)**

## INTRODUCTORY ACTIVITY

### situation vacant

#### DESCRIPTION

In this activity, students work in pairs or small groups to discuss the wording of job advertisements. They use a handout on equality and human rights to decide whether the job ads are legal. Where they have doubts, they explain why and attempt to rewrite the advertisements to make them less discriminatory. The activity can be run in 45 minutes and would benefit from the involvement of a trade unionist, an employment law specialist or a careers officer.

#### LEARNING OUTCOMES

- » Students learn about equal opportunities legislation, particularly in relation to the recruitment of staff.
- » They consider the wording of advertisements and recognise non-sexist and non-racist wording. They also consider whether the advertisements are fair to disabled people.
- » They find out what action can be taken if an employer breaks the law relating to equal opportunities when recruiting staff.

#### METHOD

Ask students to work in pairs or small groups. Give each group a copy of *Situation Vacant - Job Advertisements* sheet and a copy of the handout: *What is the law on equality and human rights?*

Ask students to discuss each of the job advertisements and decide whether it would effectively discriminate against any groups of people. They should decide whether the discrimination is unlawful or not by consulting the handout.

If they do find any of the advertisements unlawful, ask them to rewrite the ads in non-discriminatory language.

Ask each group to report back on one advertisement that they rewrote.

If a visitor is present in the classroom, ask him or her to comment on the discussions overheard and discuss what can be done about illegally-worded advertisements. Students could investigate what action can be taken by the Equality and Human Rights Commission about illegal advertisements. Contact details are given in the Group Leaders' notes for this unit.

Four of the advertisements break the law:

**Advert C** can legally advertise for a black care worker, since the work involves the welfare of people from a particular racial group. It cannot legally advertise for a black administrator.

**Advert B** suggests that a female is preferred.

**Advert D** does not make clear that women could apply for two of the jobs which have titles commonly associated with men, i.e. doorman and waiter.

**Advert F** gives the impression by the illustration that a man is required.

# UNIT 3: equality and human rights at work

## a better way to work wales

### INTRODUCTORY ACTIVITY

## situation vacant job advertisements

Look carefully at each job advertisement. Decide if the wording of the advertisement meets the requirements of the equal opportunities legislation described on the handout.

Give reasons for any concerns you may have. Reword any that you are doubtful about.

**A**

### **BUS DRIVERS**

You are never too old to learn new tricks  
We'll train you from 18 to 62  
We need men and women to join our friendly  
team of professional drivers in Cardiff

*We offer:*

Free advanced driving course  
Generous training allowance  
Free bus travel  
Free uniform  
Free life assurance  
Good rates of pay

For more information call Bruce 0181 111 0001

**B**

### **PERSONAL ASSISTANT REQUIRED**

For a Managing Director

She will be based in Conwy area. Travel  
in the UK/Overseas is possible. Ideally she should  
be aged between 28–35. May suit a person without  
family ties.

Salary according to age and experience.

Please send CV to Box Number H4455,  
The Evening Echo, Bournemouth.

**C**

### **MONITORING SCHEME**

We offer support for victims of racist attacks. We need two  
black (Asian/African-Caribbean) workers to expand our  
existing team of four:

#### **Fund-Raiser/Administrator**

Responsible for identifying new sources of financial  
support and for setting up a new administrative system.  
Fund-raising and book-keeping experience essential.

#### **Caseworker**

To visit victims of attacks and liaise with police, local  
authorities and community groups. Essential requirements:  
sensitivity to the needs of the victims and ability to organise  
own caseload.

Both posts subject to the *Race Relations Act 1976 S5(2)*  
(d). Apply by letter to Box No. 4433

**D**

### **The Horizon Hotel**

We require:  
NIGHT CONCIERGE  
DOORMAN  
NIGHT FRONT OFFICE CLERK  
BREAKFAST CHEF  
BAKER  
WAITER  
CHEF DE PARTIE

If you would like to join our team, please send  
your CV to The Personnel Department,  
Horizon Hotel, Aberystwyth.

**E**

### **MANAGER & RECEPTIONISTS**

- Required for challenging roles in a unique hotel  
and conference centre.
- The suitable candidates should be conscientious  
and experienced people with good interpersonal  
and computer skills. Excellent opportunities for  
career development.
- Candidates with familiarity and knowledge of  
Middle Eastern customs and values preferred.
- Applications with full CV to The Directors,  
Seaview Conference Centre, Llandudno.

**F**

### **SALES EXECUTIVES REQUIRED**

We are one of the largest  
canned food distributors in  
the country, and we are looking  
for staff for our Regional  
Offices in Wales.

Previous experience in selling  
and presentations essential.

Write, giving full particulars, to M.H.Owens,  
Food Distribution Ltd, Witton Road, Swansea.



### WHAT IS THE LAW ON EQUALITY AND HUMAN RIGHTS?

**The 1975 Sex Discrimination Act** makes it illegal for people to be discriminated against on the grounds of their sex.

**The 1976 Race Relations Act** outlaws discrimination on the grounds of colour, race, nationality and ethnic origin.

**The 2003 Employment Equality (Sexual Orientation) Regulations and the Employment Equality (Religion or Belief) Regulations** outlaws discrimination on the grounds of sexual orientation, religion or beliefs.

**The Employment Equality (Age) Regulations** were approved by Parliament in April 2006 and became law in October 2006 they prohibit discrimination on the grounds of age (not just against older workers).

The law distinguishes between direct and indirect discrimination, and both forms are illegal.

**Direct discrimination** occurs when people are treated less favourably than others simply because of age, sex, sexual orientation, colour, race, nationality, ethnic origin, religion or beliefs. For example, a company refuses to employ a woman because she has children, but employs a man with children.

**Indirect discrimination** is when a rule which is supposed to be applied equally, in reality unfairly disadvantages one group of people. For example, a company advertises a job and says that only people with English as their first language should apply. This indirectly discriminates against people who have enough English to do the job, but for whom English is their second language.

Three other acts contain important provisions for equality and human rights:

**The 1970 Equal Pay Act** requires that pay rates are the same for identical or similar jobs. It also now covers 'work of equal value'.

**The 1995 Disability Discrimination Act** makes it illegal for an employer to treat a disabled person less favourably for a reason which relates to the disabled person's disability. The Act is, however, very limited in the rights it gives disabled workers.

**The Race Relations Amendment Act 2000** requires public organizations to promote racial equality as a positive duty.

Trade unions try to ensure that employers do not break the law on equal rights and support policies to improve the rights of people facing discrimination at work.

They represent members who are discriminated against and campaign and negotiate for equal rights for groups of workers who are not covered by the law.

# UNIT 3: equality and human rights at work

## a better way to work wales

### INTRODUCTORY ACTIVITY

## APPLYING THE LAW TO JOB ADVERTISEMENTS

Both advertisers and the publishers of adverts are responsible for making sure that adverts do not seem to discriminate against people on the grounds of sex, race, nationality or ethnic origin.

The advert has to be looked at as a whole. This means that job titles, wording and illustrations must all avoid direct or indirect discrimination.

#### JOB TITLES

If a job title seems to apply to one sex only (e.g. waiter, barmaid) it must be stated that either sex can apply or alternative words should be used (eg waiter/waitress, barman/barmaid).

#### WORDING

The wording of the advert must not suggest that the employer is only looking for applicants of one sex or a particular race. It is illegal to include such things as clothing or physical characteristics which would exclude some groups of applicants. The advert must not suggest that recruitment might depend on whether or not an applicant has a disability, or that the employer was unwilling to make an adjustment.

#### ILLUSTRATIONS

If pictures are shown in adverts, they must represent a range of people. It is illegal to suggest that only one type of person is required for the job.

#### 'GENUINE OCCUPATIONAL QUALIFICATION'

In a few cases, a person's sex or racial group is regarded as a 'genuine occupational qualification.' This means that the job needs people of a particular sex or race. Here are some examples of jobs where the Sex Discrimination Act and Race Relations Act would NOT apply.

#### Sex Discrimination Act would NOT apply:

- » for parts in plays, films and other dramatic performances
- » the employee would have to carry out the job in a country whose laws do not permit a person of one sex to do it, e.g. driving a car in Saudi Arabia where it is illegal for women to drive
- » the job requires the employee to live in and there are no facilities for someone of a different sex from those living there already
- » the job requires supervision of people of the same sex, e.g. in a prison
- » the job is to be done by a married couple
- » the job requires decency or privacy.

#### Race Relations Act would NOT apply:

- » for parts in plays, films and other dramatic performances
- » the job involves working in a restaurant or bar that serves food and drink from a particular country and the employer wishes to create the right atmosphere. A Chinese restaurant can advertise for Chinese waiters, but not cooks, since this work is 'behind the scenes'
- » the job involves providing personal services related to the welfare of people from a particular racial group.

### taking advice

#### DESCRIPTION

In this activity, students are given dilemma cards outlining a difficulty they could face on work experience, particularly in relation to equal opportunities. Other students offer advice about what the student could do if this situation arose. Twenty dilemma cards are provided, ten written for male students and ten for female students. The activity could be run twice so that all students have the opportunity to give advice.

#### LEARNING OUTCOMES

- » Students consider equal opportunities issues that could arise on work experience and plan how they would deal with them.
- » Students learn skills involved in giving sensible advice to others.
- » Students learn the value of putting themselves in another person's position.

#### METHOD

The activity would work best in a large hall or room. Arrange chairs in large circles, with the inner and outer circles of chairs facing each other. If this activity is to be used with a full class of students, it may be necessary to have two sets of circles.

Give half the class a Dilemma Card each, appropriate to their sex. They are the advice seekers and are seated on the chairs in the inner circle facing out.

Ask the remaining students to sit on chairs in the outer circle facing the advice seekers.

Tell the students that the advice seeker will explain the situation on their Dilemma Card to the student opposite and the student opposite will have three minutes to give sensible advice on the dilemma, bearing in mind what is likely to be possible on work experience.

After three minutes, stop the discussions and ask the advice givers in the outer circle to move one seat to the right. Advice seekers will outline the same situation to a different student and receive more advice.

When advice seekers have spoken to every advice giver, the activity is finished.

Put students into groups of four, consisting of two advice seekers and two advice givers. Ask them to discuss the advice given to both dilemmas and decide on the best strategy to deal with each.

Ask for brief feedback from each group and discuss different strategies to deal with the dilemmas.

The activity could be run again with students reversing roles and employing unused dilemma cards.

# UNIT 3: equality and human rights at work

## a better way to work wales

### WORK EXPERIENCE PREPARATION

## taking advice

### DILEMMA CARDS – YOUNG WOMEN

<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 1</b></p> <p>You arrive at your placement wearing smart trousers and a jacket. The office manager says, <i>"We like the girls to wear skirts and dresses at this office. Could you make sure that you wear appropriate clothes tomorrow?"</i></p>	<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 6</b></p> <p>You arrive at your work placement wearing a fashionable but very short skirt. Your supervisor says, "Wearing short skirts is not a good idea as it might give the wrong impression of the firm."</p>
<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 2</b></p> <p>A man at your work placement refers to you as "love", "honey", "sweetie", "dear", whenever he asks you to do something.</p>	<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 7</b></p> <p>You have a strong interest in mechanics and have asked for a work placement at a garage. The other workers are all men and they spend the whole placement telling you that women should keep out of men's jobs.</p>
<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 3</b></p> <p>A young man at the workplace has told you that he finds you attractive, but you have made it clear that you already have a boyfriend and are not interested in him. You find a series of notes in your in-tray asking you to meet him outside work.</p>	<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 8</b></p> <p>You have a work placement in a small company and work mainly with older men. They don't ask you to do any real tasks, but they expect you to make the tea and go to the shops for them to fetch their lunch.</p>
<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 4</b></p> <p>You are on a work placement which involves working in different areas of a factory. In one particular shop floor area there are lots of 'pin-up' pictures which you find offensive.</p>	<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 9</b></p> <p>You have a name that is difficult to spell and to pronounce. Several times when you try to introduce yourself, people ask you to repeat it, and one or two ask you where you come from. You are getting fed up with this.</p>
<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 5</b></p> <p>You are told that the people at your work placement like a 'good laugh'. Everyone seems friendly, but jokes are frequently made about people's colour and background. You feel uncomfortable when these jokes are told.</p>	<p><b>YOUNG WOMEN</b>                      <b>DILEMMA CARD 10</b></p> <p>You are a vegetarian. This is part of your religious belief and you cannot eat meat. You were told that you would be able to have free lunches on your work experience, because there is no time to go out of the workplace. There are no vegetarian meals on offer.</p>

## WORK EXPERIENCE PREPARATION

### taking advice

#### DILEMMA CARDS – YOUNG MEN

**YOUNG MEN****DILEMMA CARD 1**

At your work placement, a group of the young male workers always spend the lunch hour playing football in the yard outside the workplace. You have never enjoyed football and do not want to join in, but they call you names and tease you all the time.

**YOUNG MEN****DILEMMA CARD 6**

At your workplace you become friendly with a young man who is Asian. He works with you in the post section and you enjoy working together. One day, a courier arrives with a package and is particularly abusive to your friend, making racist remarks.

**YOUNG MEN****DILEMMA CARD 2**

You have always been interested in working with children. You have managed to get a placement in a nursery and are enjoying the work very much. However, the nursery nurses are all female and they make it clear that they do not trust you with the children. You are never allowed to play with a group of children on your own.

**YOUNG MEN****DILEMMA CARD 7**

You work in a large store on your work placement. The other workers are very nice to you. During one lunchtime, they start telling jokes and most of them are very sexist. They ask you if you know any good jokes.

**YOUNG MEN****DILEMMA CARD 3**

A young woman at the workplace has told you that she finds you attractive, but you have made it clear that you already have a girlfriend and are not interested in her. You find a series of notes in your in-tray asking you to meet her outside work.

**YOUNG MEN****DILEMMA CARD 8**

You enjoy dancing and would like to be a professional dancer one day. You would have liked to get a placement at a dance studio, but couldn't. Instead you are placed at a fitness centre. When you mention to one of the instructors that you would like to be a dancer, he laughs at you and says you are probably gay.

**YOUNG MEN****DILEMMA CARD 4**

You have a work placement which employs mostly women. Sometimes you are asked to take a message to the shop floor where the women work. As soon as you go in, the women shout comments at you. Some of the comments are amusing, but some are embarrassing.

**YOUNG MEN****DILEMMA CARD 9**

You have a name that is difficult to spell and to pronounce. Several times when you try to introduce yourself, people ask you to repeat it, and one or two ask you where you come from. You are getting fed up with this.

**YOUNG MEN****DILEMMA CARD 5**

You are told that the people at your work placement like a 'good laugh'. Everyone seems friendly, but jokes are frequently made about people's colour and background. You feel uncomfortable when these jokes are told.

**YOUNG MEN****DILEMMA CARD 10**

You are a vegetarian. This is part of your religious belief and you cannot eat meat. You were told that you would be able to have free lunches on your work experience, because there is no time to go out of the workplace. There are no vegetarian meals on offer.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### CASE STUDY ONE

## equal pay for work of equal value

### DESCRIPTION

This article examines continued inequality of pay between men and women.

Students can use this case study to discuss the ways in which workers, both men and women, are paid less than workers in similar fields. The suggested activities can be used within a single lesson or as a discussion activity in a youth group setting. A visitor from a trade union would enrich the discussion.

### LEARNING OUTCOMES

- » Young people discuss inequality of pay between men and women.
- » They form opinions on the reasons for this inequality.

### METHOD

Ask students to work in groups of two or three and give out copies of the case study. They should read through the case study and discuss some or all of the questions below. Additional discussion questions can be added depending on the exact focus of the session.

- » Give some reasons why some jobs are more likely to be done by one sex rather than the other.
- » Brainstorm some jobs that are done mainly by women, and some jobs that are done mainly by men. Find out the hourly rate for some of these jobs if you can. Which are the highest paid jobs?
- » Why does inequality in pay continue long after the 1970 Equal Pay Act was passed?

Ask each group to appoint a scribe to record the views of the group. Discuss each question in turn by asking a group to report back on its views and then opening up the discussion on that question to other groups.

Invite any visitor who is present to comment on the views expressed.

### equal pay for work of equal value

The *Equal Pay Act 1970* (as amended by the *Equal Pay (Amendment) Regulations 1983*) provides for equal pay between women and men, if they are doing identical or similar jobs.

#### **INEQUALITY STREET**

A new survey carried out by the former Equal Opportunities Commission finds that women are still being paid less for doing the same job as men. Why is Britain the most sexist country in Europe?

If you care about how your wage packet compares with the man who does the same job as you, you're better off in France, Germany or even Portugal. The wage gap in these countries is less than in Britain – where a woman working full time earns just 82% of her male colleague's salary. For a part-time female worker this sinks to 60%.

If you care about paid maternity leave, you'd better up sticks and move to Italy (where a mother gets five months maternity leave) or Finland (nine months as well as 42 days for paternity leave); in Britain you get a paltry 18 weeks. Add to this poor childcare provision and, in predominantly female professions such as nursing, an average of 6% less than overall average male earnings in the UK, and you can see why the European Council of Ministers told the UK to get down to work on closing the pay gap.

They have their work cut out for them. Thirty years since the Equal Pay Act was passed, staff at the former EOC can name endless cases of women who have had to take their employers to court to receive fair treatment.

Take Lorna Chessum, a female lecturer at Leicester's De Montfort University, who discovered that she had been appointed on a lower salary – £6,000 less – than a similarly qualified male colleague. She received £10,000 in compensation in an out-of-court settlement in September 2000.

Then there's Doreen McManus, who worked as a payroll administrator for Rentokil. She claimed that over three years she did the same work as a male colleague whom she trained, and who was paid £3,000 more than her. She took the matter up with her employer, who agreed to review her pay. Her salary was increased – but she was still earning less than her colleague. She lodged an equal pay claim and Rentokil settled the case, paying her £10,500 compensation.

Two small victories in a war we thought we'd won. Mary Davis, who heads the Centre for Trade Union Studies at the University of North London, argues 'industry by industry, the gender pay gap has actually widened since 1997. I see no evidence, apart from the introduction of the national minimum wage, to support the view that we are witnessing a narrowing of the gap'.

The market has become a fig leaf behind which employers can hide discrimination. You can get away with paying Jane less than Joe by signing them up to individualised contracts. There are a million weasel words that allow you to claim that what she is doing is not exactly the same as what he is doing.

Those of us who feel that if Jane and Joe carry out the same work they should bring home the same pay packet will simply have to provide fodder for the former EOC's case studies. Or move to Lisbon.

Adapted from an article of the same title by Christina Odone, which appeared in the *Guardian*, 27 February 2001

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### CASE STUDY ONE

#### THE GENDER PAY GAP 2006

**The 2006 EOC Campaign: *It's time to get even* has a number of statistics on the gender pay gap.**

- » The difference between average hourly earnings of men and women working full-time in Britain is 18%.
- » The gap between women working part-time and men working full-time is 40%.
- » The gap between men's and women's full-time annual salaries (which includes bonuses and overtime payments) is 25%.
- » Men working full-time earn £599 (gross) and £374.53 (net) more per month than women working full-time.
- » Men working full-time earn £12.88 per hour against a full-time women's equivalent of £10.58.

**The three main causes of the gender pay gap are:**

- » Discrimination in pay systems, i.e. women being paid less for doing the same job as a man or a job requiring the same level of skill, effort and responsibility as a job done by a man.
- » Occupational segregation, i.e. large groups of women are concentrated in a narrow range of low paid jobs such as cleaning, catering and caring.
- » Caring responsibilities, i.e. the responsibility for looking after children and other relatives falls on women more than men which affects promotion at work.

### racial harassment

#### DESCRIPTION

This case study is based on a newspaper report looking at aspects of racism in the fire service. It covers a debate about how the fire service can recruit more people from ethnic minorities. Additional information from the Commission for Racial Equality (CRE) is also provided. The White Paper *Our Fire and Rescue service* published in 2003 stated that the service was not attractive to women or people from a minority ethnic background. This led to more systematic attempt to recruit a more diverse workforce.

Teachers wanting to find out more about tackling racism at work can buy the TUC Workbook *Tackling Racism* which contains activities, website guide and references ([www.tuc.org.uk](http://www.tuc.org.uk)). TUC has published a report about the part played by trade unions in counteracting racism, *Working Against Racism*, that can be downloaded from the TUC website.

Students can use the reports to discuss all forms of prejudice and harassment at the workplace and what people can do about such treatment. The suggested activities can be used within a single lesson or as a discussion activity in a youth group setting. A visitor from a trade union would enrich the discussion.

#### LEARNING OUTCOMES

- » Young people discuss the accusations of racism in the fire service.
- » They form opinions on the reasons for the low number of black and Asian firefighters.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### CASE STUDY TWO

## racial harassment /2

### METHOD

Ask students to work in groups of two or three and give out copies of the newspaper report. The topic should be treated with great sensitivity since some young people may have experienced discrimination at work.

Ask students to read through the report and discuss some or all of the following questions. Additional discussion questions can be added depending on the exact focus of the session.

- » What reasons do you give for the low number of black and Asian firefighters in the fire service?
- » How could any institution encourage more applications from black and Asian people?
- » What responsibility do you think employers should have to protect employees from harassment?
- » What steps could an employee take against harassment at work?

Give out copies of the information from the CRE (page 18) if necessary.

Ask each group to appoint a scribe to record the views of the group. Discuss each question in turn by asking a group to report back on its views and then opening up the discussion on that question to other groups.

Invite any visitor who is present to comment on the views expressed.

### **FIRE FIGHTING WITHIN**

Accused of being 'white, male-dominated and institutionally racist', the Home Office gave the fire service 18 months to put its house in order.

Can an organisation be really transformed in such a short time?

*Public Sector* investigates...

Less than two years ago the fire brigade was branded one of the most racist institutions in Britain. In one of the most damning indictments of any public sector body, a Home Office report revealed that the fire brigade was 'institutionally racist, sexist and homophobic'.

Brigades around the country were 'white, male dominated organisations' the report told us. In a service with over 48,000 uniformed staff, only 513 people were from black or Asian backgrounds. Ethnic minorities were excluded because they 'did not fit in'. Senior officers were still referring to black and Asian people as 'coloured', 'ethnics' and 'negroes'. One black fireman revealed that he had been called a 'nigger' to his face by a senior officer.

'It's time the fire service began to understand that society is changing and it's time it began changing too. The modern fire service should be a service which reflects the community it serves. People from ethnic minorities and women should feel welcome in the service, instead they feel excluded', said Home Office Minister Mike O'Brien.

So in less than two years, in what ways has the fire service been able to change? Dawn Marks, who has worked in fire service recruitment for over 13 years says, 'We've been conscious of targeting ethnic minorities for recruitment for ten years. We go wherever we know that black people will be.

We also have a team of outreach workers that go to community groups and promote awareness of the fire service. The message that we try to get across is you can be black and be in the fire service too'.

Sanjay Persaud, a Watch Commander based in Millwall, says, 'We need to do a lot of work with young Asians. For them joining the fire service is not an obvious career path. It's not a traditional route for Asian communities. We have to make it clear that they will be welcomed and also that there are great career prospects'.

But even if the brigade do manage to massively increase recruitment from ethnic minorities, what guarantees are there that racism and lack of support will not continue?

In many areas of the country the Fire Brigade Union works closely with the fire service to recruit and retain ethnic minority fire fighters. They also play a key role in alerting the authorities to the racism permeating the service through the Black and Minority Members Group.

Fire fighter Carlyle Calder, a dedicated recruiter for the West Midlands region fire service and a committed member of the Black and Minority Members Group says, 'We are the voice of the voiceless inside the service. Our motto is 'Fairness, Equality and Dignity in the Workplace' and we aim to play a key role in re-educating the fire service'.

Extracts from a report by Andrea Enisuh in the *Public Sector* 13 April 2001

N.B. In 2002, Fire Service recruitment targets for women (15% of operational staff, currently 1.4%) and ethnic minorities (7% of all staff, currently 1.2%) were set for 2009.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### CASE STUDY TWO

#### WHAT DOES THE LAW SAY?

*The Race Relations Act 1976*, which applies to the whole of Great Britain but not to Northern Ireland, makes racial discrimination unlawful in employment, training, housing, education, and the provision of goods, facilities and services.

Racial discrimination can occur in many different ways. A person may be directly discriminated against if they are treated less favourably than others on racial grounds, that is, on grounds of race, colour, nationality, citizenship, and ethnic or national origin. For example, they may be refused a job, or a place at school, or a loan, or admission to a club simply because they are black or Bangladeshi or Chinese or Irish.

Racial discrimination can also occur indirectly when a rule or policy puts people from a particular racial group at a much greater disadvantage than others. For example, if a company makes a degree from a British university compulsory for all of its posts, this would exclude all applicants with overseas degrees. Unless the company could justify the rule on grounds other than race, it would be unlawful.

The Act does not cover discrimination on grounds of religion. However, Sikhs and Jews have been defined as racial groups for the purposes of the Act. Other religious groups may also be able to bring complaints under the Act if the discrimination they experience amounts to indirect discrimination against a particular racial group.

#### RACIAL HARASSMENT

Racially motivated acts or threats of violence are covered by the criminal law and should be reported to the police. Racial harassment may, in certain circumstances, also amount to racial discrimination under the *Race Relations Act*.

### employment tribunal cases

#### DESCRIPTION

In this activity students take on the role of employment tribunals looking at various cases involving possible breaches of equal opportunities legislation. The issues covered include: recruitment, equal pay, working hours, disability and sexual harassment.

#### LEARNING OUTCOMES

- » Young people will consider fairness at work in relation to a range of equal opportunities situations.
- » Young people will apply equal opportunities legislation to particular cases.

#### METHOD

Ask students to work in groups of three. Tell them that each group represents an employment tribunal looking at a number of cases. One of the students is an employer, one a trade union representative and the other a neutral chairperson. The role of the chairperson is to have the deciding vote. The employer should look at the case from the employer's point of view, but should decide what is lawful and fair. The trade unionist should take the employees' side, but again decide based on what is lawful and fair.

Each group should try to make a decision on the case saying why they have made their decision. Where the employer is in the wrong, they should say what they think the employer should do to put things right. They can use these questions to guide them in looking at each case:

- » Is this fair?
- » What does the law say about this case?
- » What is your ruling on what the company should do?

The *Teacher's Guide* to the cases provides help for teachers in applying the law to these situations.

Debrief by comparing the decisions reached by each group.

- » Does everybody agree about the cases – whether they were unfair and whether the law had something to say about them?
- » What rulings did the group tribunals make? How similar/different were they?
- » Discuss the issue of fairness at work.
- » Do students agree with the laws?
- » Do students think employees have too many rights?

Invite any visitor present to comment on the cases and on the decisions made by students' employment tribunals.

# UNIT 3: equality and human rights at work

## a better way to work wales

### EMPLOYMENT TRIBUNAL ACTIVITY

## employment tribunal cases

### TEACHERS' GUIDE

#### **Case 1: SMITH BUS COMPANY**

This is a straightforward case of sex discrimination involving poor equal opportunities practice. All candidates should be asked the same set of questions in a job interview to prevent the kind of discrimination shown here.

#### **Case 2: BARRY'S CHOCS LTD**

This is based on the case of *Mrs Calder v Rowntree Mackintosh Limited (1993)*. The company conceded that there were two elements in differential pay (i) a shift premium (ii) unsocial hours. The court held that because the shift premium was payable to men and women who worked rotating shifts, there was no sex discrimination.

#### **Case 3: GREEN'S WINERY**

This is based on the case of *Oddbins Ltd v Mrs Robinson (1996)*. The employer's view was that the manager had to work as many hours as necessary to carry out the required duties, therefore, it was not possible to have the fixed hours required by a job share. The tribunal concluded that there was no reason why the manager's job could not be shared. The employers had never 'considered the option properly or with an open mind'; and they had not shown the reasonable needs of their business outweighed the effect of the condition on the applicant. The company was guilty of indirect sex discrimination against Mrs Robinson.

#### **Case 4: CLEEN TOOTHBRUSHES PLC**

The case of *Tarling v Wisdom Toothbrushes Limited* was one of few successful cases where the employer was found liable for not making reasonable adjustments to accommodate a person with disabilities. By failing to take the advice they were given about buying the chair, they failed to make the necessary adjustment to help Mrs Tarling.

#### **Case 5: GRANTCHESTER POLICE SERVICE**

Although both situations were social gatherings, they involved police officers from work, were straight after work and one was an organised leaving party. The ruling was that the employer was liable because the social events were both 'extensions of work'.

### employment tribunal cases

The following cases all involve employees taking their employers to an employment tribunal.

#### **Case 1: SMITH BUS COMPANY**

Amanda Wilson has made a complaint against the Smith Bus Company. She attended an interview for bus drivers where she was asked about her family circumstances – she is married with two children at primary school. This was because the bus driver's job involves shift work with some late shifts. When talking to a male candidate she learned that the interviewers did not ask him about family responsibilities.

#### **Case 2: BARRY'S CHOCS LTD**

Paula Jones is a machine operator in Chocobox, a confectionery manufacturer. She worked from 5.30 to 10.30pm for five days a week. A male operator working in a different department on a different sweet works on two different shifts which change every week. He is paid more because of a 'shift premium' payment. They are both paid the same basic pay rate. Mrs Jones is claiming equal pay for work of equal value and that she should get the same as the male worker. She says that she also works in the evening and should get a premium for 'unsocial hours'.

#### **Case 3: GREEN'S WINERY**

Nita Kumar works a manager of a wine shop working 39 hours a week. As a manager her contract says that she must work 'such hours as are necessary to carry out her duties'. She argued that flexible hours discriminated unfairly against women. After maternity leave she asked the company if she could work fixed hours. This was because she could not arrange childcare if she did not know in advance what hours she would need to work. The company claim that they would need to appoint a second manager on a jobshare. They also said that jobshare would not work as the manager needs to lead staff, manage stock control and run the business.

#### **Case 4: CLEEN TOOTHBRUSHES PLC**

Wilma Hanson suffered from a club foot which caused pain and discomfort at work. Her job at the toothbrush manufacturer involved standing for long periods. The company sought advice and were told that a special chair would ease her problem, but that it cost £1,000. They dismissed Ms Hanson on the grounds that she failed to meet production targets.

#### **Case 5: GRANTCHESTER POLICE SERVICE**

Jean Roberts was harassed on two occasions by a male colleague at a pub after work. Several other officers were at the pub at the same time which was immediately after work and one occasion was at a leaving party for a member of staff.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### ASSIGNMENT

## working parents

Taking care of children is an important responsibility for parents. However, in many families both parents work and lone parents often work and care for children at the same time. Some companies recognise the difficulties these situations can create for families. They understand that fathers as well as mothers want to take an active part in the care of their children and they appreciate that some parents are managing on their own. So they are beginning to negotiate with trade unions to develop a 'family-friendly' culture, which includes:

- » maternity leave and pay
- » paternity leave
- » access to good quality and reasonably-priced child care
- » an understanding attitude towards time-off for child illness.

This assignment sets a number of tasks investigating how working parents cope with child care and the problems they face. These tasks suggest research activities which you could carry out.

The research for the assignment can be carried out during your work experience or during a workplace visit. You could collect information at your part-time job, if you get permission from your supervisor. Find out more about family-friendly working practices by visiting the TUC Changing Times website ([www.tuc.org.uk/work\\_life](http://www.tuc.org.uk/work_life))

The evidence from this assignment can be used to illustrate your use of the key skills listed below. It can form part of your portfolio of evidence for a qualification.

### KEY SKILLS – LEVEL 2

**Application of Number:** Interpret information from different sources

**Application of Number:** Interpret results and present findings

**Communication:** Contribute to discussions

**Communication:** Write different types of documents

## working parents

### TASK ONE

Interview three working parents about their child-care arrangements. Try to find one parent who uses a nursery, one who has a child-minder and one who leaves the child with a relative.

Make up a list of questions on the following topics:

- » how long the child stays with the carer
- » how much it costs, who pays
- » what the child likes about the arrangements, what the child dislikes
- » what happens when the child is ill
- » what worries the parent(s) has (have)
- » what changes the parent would like to see to the child-care arrangements
- » other topics you think are important.

Tape record the interviews and write each up as a case study.

### TASK TWO

Investigate measures that employers can take to make their workplaces more 'family-friendly'. Write a report on your findings saying what kinds of policies a good employer would have in place to help employees who have families. How would your measures help people get the right balance between work and life?

### TASK THREE

Assume you are in the position of an employee in a company with a standard 40 hour, 9am to 5pm working week. You have responsibility for the care of a child under 5 and wish to work more flexible hours. Investigate the new flexible working regulations and draft a letter to your employer requesting flexible working that follows the rules.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### BRIEFING NOTES

## briefing notes for trade unionists and other visitors

This unit of work is part of a set of materials developed by the TUC for use with young people in schools and youth centres. The materials aim to help young people acquire knowledge and understanding about the changing nature of work and careers, employment rights and the role of trade unions, and to develop skills to manage their own careers and negotiate decisions throughout their working lives.

**The specific aims of the unit on *equality and human rights* are to:**

- » introduce young people to the legal position in relation to equal opportunities legislation
- » promote discussion about equal opportunities both at work and on work experience
- » provide opportunities for young people to work with trade unionists in the classroom.

The unit consists of six sections. The brief notes on page 25 give suggestions about the role of trade unionists and other visitors in supporting each of these sections.

# UNIT 3: equality and human rights at work

## a better way to work wales

### BRIEFING NOTES

#### situation vacant

In this short introductory activity, young people learn about legislation controlling job advertisements. In pairs or small groups they discuss whether or not a number of job advertisements are within the law. The role of the visitor is to listen in on the discussions, only joining in if asked specific questions by the young people. The teacher or youth worker will ask for comments from the visitor during the feedback and the visitor should also talk about action that can be taken against companies and employment agencies that use illegally-worded advertisements.

#### taking advice

This work experience preparation activity involves students giving advice to their peers on particular situations which could arise during work experience. The activity is intended to be fun and will probably be quite noisy. However, it has a serious intent. Young people are asked to give sensible advice that would really work if each of the situations arose. A useful role for a visitor might be to join in, taking on the role of either advice seeker or advice giver. Comments on the quality of advice given will be requested by the group leader at the end of the activity.

#### case studies

The case studies provide young people with real examples of the ways in which trade unions have supported members where they have suffered some discrimination. Discussion questions are provided. It would be helpful to the group leader if the visitor had given some thought to these questions and could provide other real examples from his/her own experience. The group leader will again ask for the visitor to sit in on some of the discussions and to add his/her own comments at the end.

#### employment tribunal cases

Students take on roles in an employment tribunal judging a variety of cases based on actual landmark cases. Situations covered include sex discrimination in recruitment, sexual harassment, equal pay for women, disability discrimination and working hours. Trade union visitors should have knowledge of the relevant equal opportunities legislation and the functioning of employment tribunals.

#### assignment on working parents

The assignments in this set of materials provide young people with investigative work that they can carry out either during work experience or during part-time jobs. The assignments aim to help them build up evidence of their key skills for their portfolios. It would also be very helpful to the young people if the visitor could introduce them to a company which has 'family-friendly' policies.

#### select few

In this simulation students in groups act as selection panels shortlisting for the posts of shop assistant and store manager in a department store. Some groups have photographs as well as letters of application and the other groups do not have photographs. The activity seeks to raise issues about assumptions that can be made about people which infringe equal opportunities principles. The role of the visitor is to draw on their knowledge of selection and equal opportunities to comment on what happened in the simulation.

# UNIT 3: equality and human rights at work

## a better way to work wales

---

### SIMULATION

## select few

written by Julia Fiehn; acknowledgements to Judith Wilkins, National Retail Training Centre

### DESCRIPTION

In *select few*, the students take on the roles of members of a selection board shortlisting three candidates for interview for two posts in a retail company. They have twelve candidates to choose from and they have to give clear reasons for rejecting six. Half the class are given photographs to accompany the written applications and half are not. The activity therefore requires the use of two rooms, so that students are not aware that others have different information.

The activity can be run in an hour. It would be enriched by the involvement of a trade unionist, personnel manager and/or a careers adviser.

### LEARNING OUTCOMES

- » Students learn to match abilities to job specifications.
- » They learn how to judge the quality of letters of application.
- » Students become aware of their preconceptions about the suitability of people to do certain jobs.
- » They learn about the importance of applying equal opportunities principles in the recruitment of people.

# UNIT 3: equality and human rights at work

## a better way to work wales

### SIMULATION – SHEET 1

#### METHOD

Brief the class about the activity by saying that they will be working in groups as selection boards in a large retail company. Two posts have become available: a sales assistant and a store manager. Their task is to consider the applications and to produce a shortlist of three candidates for each post.

Put the class into groups of five or six students. Ask half the groups to work in one room and half to work in another. Do not give any indication that there is any significance in the use of two rooms.

Give each group of students a pack of materials containing:

- » two job specifications
- » letters of application (six for each post)
- » Shortlisting Selection Form to record the results of their deliberations.

ATTACH PHOTOGRAPHS to each of the letters of application given to the students in ONE of the rooms. (The name under each photograph will help you match it to the correct letter of application).

BUT DO NOT ATTACH PHOTOGRAPHS to letters given to the groups in the OTHER room.

Allow students 20-30 minutes to discuss the shortlisting. They should use the job specifications to help them do the shortlisting. Ask a scribe in each group to keep a record of reasons for selecting or rejecting each applicant. These reasons should be recorded on the Shortlisting Selection Form provided.

If a visitor is present, ask him/her to visit the groups and listen in on the discussions taking place, without interrupting.

Bring all the groups back into one room and ask a spokesperson from each group to report back on the discussions. Keep a record on a large sheet of paper of the shortlisted candidates and see how much agreement there is between groups.

During the report back, it will become obvious that some students had photographs and knew the sex, ethnic group and approximate age of each candidate while others did not. Make sure that the following questions are covered in the debriefing:

For the groups with photographs:

- » Did any of the candidates' physical characteristics influence the groups' shortlists?
- » What preconceptions did the groups have about the candidates?
- » On what basis were decisions made?

For the groups without photographs:

- » Did groups make assumptions about age, sex, ethnicity from the information given?
- » If so, did the assumptions influence the groups' choices?
- » On what basis were decisions made?

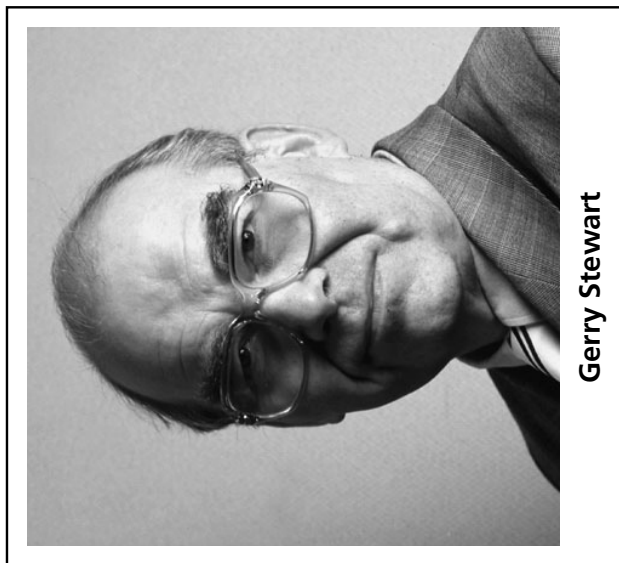
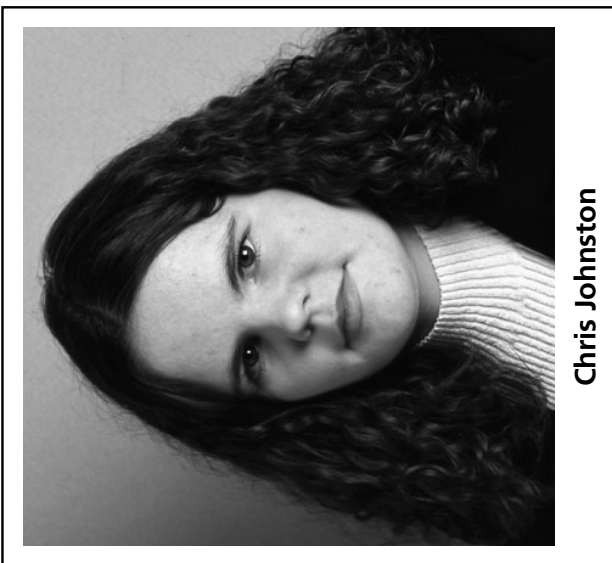
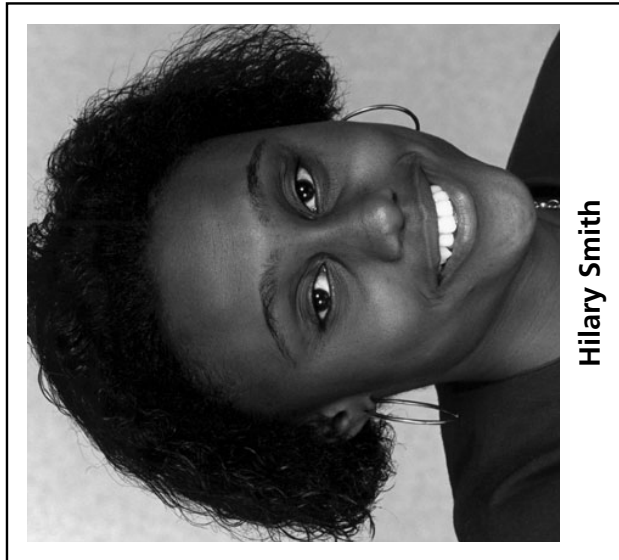
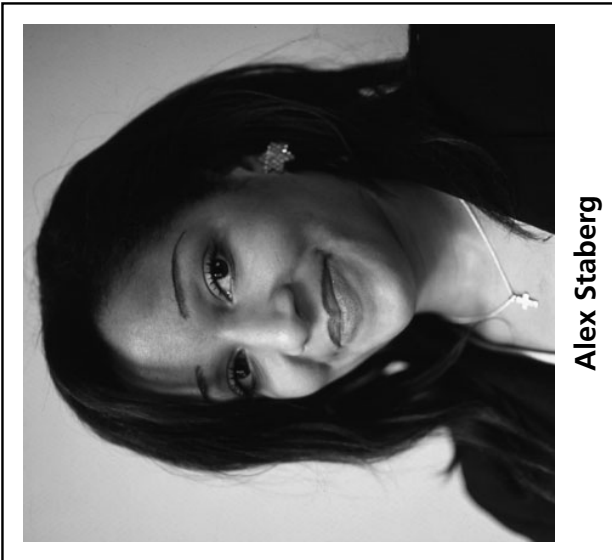
Ask visitors to feed back any observations they may have on the discussions they witnessed and to comment on current practice in selection procedures.

# UNIT 3: equality and human rights at work

a better way to work wales

---

## SIMULATION



# UNIT 3: equality and human rights at work

a better way to work wales

## SIMULATION



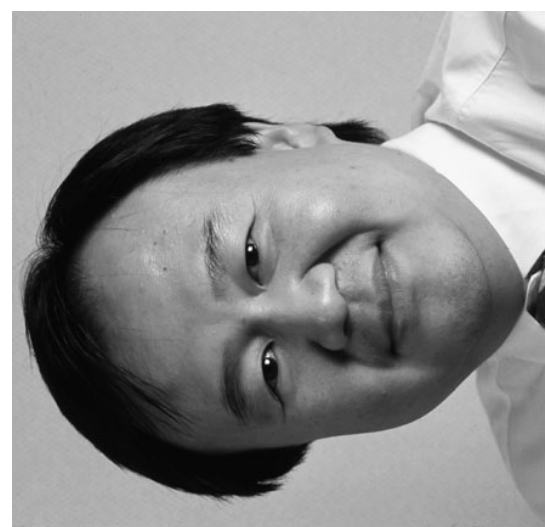
**P. Subham**



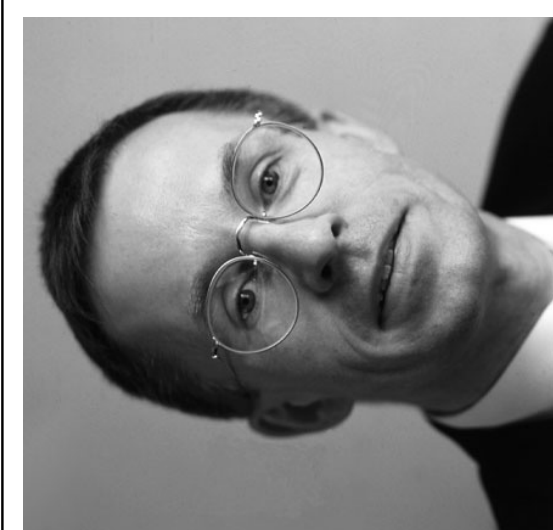
**Pat Petersen**



**Suzie Brookes**



**Billie Winters**



**Leslie Stokes**



**Rikki Andrews**

# UNIT 3: equality and human rights at work

a better way to work wales

---

## SIMULATION

### SHORTLISTING SELECTION FORM

Three candidates have to be shortlisted for each post.

SALES ASSISTANT: NAME OF CANDIDATES	SHORTLISTED(✓) or NOT (✗)	REASONS
A		
B		
C		
D		
E		
F		

STORE MANAGER: NAME OF CANDIDATES	SHORTLISTED(✓) or NOT (✗)	REASONS
1		
2		
3		
4		
5		
6		

## **Sales Assistant Required Benson's Department Store**



Energetic and enthusiastic sales assistant required as soon as possible to work in this successful and well-respected department store.

The store offers a wide range of goods to the more discerning customer. You will be asked to work in a variety of departments. Some experience in sales essential.

If you are aged 16 or over and are looking for a career in retailing, write to:  
The Personnel Manager, Benson's Store, High Street, Bangor.

### **JOB SPECIFICATION – SALES ASSISTANT**

#### **Role and functions**

A sales assistant:

- » greets customers, listens to their wishes, advises them on suitable products
- » handles cash and other methods of payment
- » checks goods on arrival
- » may be responsible for the safety of the goods and the point of sale (the till and counter) in the supervisor's absence
- » should be able to advise the management about customers' tastes and preferences
- » may be involved in thinking up and carrying out promotional activities, e.g. special offers.

#### **Level of responsibility**

The sales assistant is responsible to the head of department. However, he/she deals with the customer face-to-face and is responsible for the customer's level of satisfaction.

#### **Relationship with other staff**

The sales assistant is one of the most important members of staff because he/she is in direct contact with the customer. He/she also comes into regular contact with other staff - shop assistants, heads of department, store managers - and must be able to work as a good team member.

#### **Criteria for selection**

- » Some experience in sales
- » Over 16 years of age
- » Good verbal communication skills
- » Smartly dressed
- » Five GCSE passes at grades A\* - C, including English and mathematics

# UNIT 3: equality and human rights at work

## a better way to work wales

### SIMULATION

#### **Are you looking for a challenge in retailing?**

#### **Benson's Store needs a dynamic Manager with vision and ideas**



If you have considerable experience in retailing and are seeking an exciting post where you could have a real influence on the development and sales strategy of a prestigious store, this could be what you have been looking for. Our flagship store in Bangor is looking for a Store Manager.

The post offers a very competitive package of pay and conditions, including car, generous pension and six weeks' holiday annually.

Write, with full details, to: The Personnel Manager, Benson's Stores, High Street, Bangor.

#### JOB SPECIFICATION – STORE MANAGER

##### **Role and functions**

The Store Manager is responsible for the general running of the store. He/she manages people, goods, and information. In particular, the Store Manager:

- » deals with all staff employed in the store, organises their work and resolves disagreements
- » analyses the needs of customers so that the store can respond quickly to their requirements
- » analyses the activity of other local stores and adopts promotional strategies to compete with them
- » is in overall charge of stock and the quality of goods sold
- » proposes changes in staffing and sales strategy to the senior management board.

##### **Level of responsibility**

The Store Manager is responsible for running the store properly in terms of safety and sales targets. In the eyes of the customer, he/she is responsible for the quality and quantity of goods on sale. He/she reports to the Area Manager for Benson's Department Stores.

##### **Relationship with other staff**

The Store Manager is in close contact with all members of staff, although he/she only holds regular management meetings with heads of department. One of his/her main responsibilities is to make sure that the staff work well together at all times and remain well motivated.

##### **Criteria for selection**

- » Experience of store management at deputy manager level
- » Strong interpersonal skills
- » Good written and verbal skills
- » Ability to lead a team
- » Good health and an ability to work under stress
- » Mature, self-motivated, self-confident
- » Energetic individual who can take decisions
- » Graduate level (degree) or equivalent

# UNIT 3: equality and human rights at work

a better way to work wales

## SIMULATION

### LETTER OF APPLICATION: A

### POST APPLIED FOR: SALES ASSISTANT

Dear Sir/Madam,

I am very interested in becoming a Sales Assistant at Benson's Stores. I recently left school and have three GCSEs in English, technology and geography, and an Applied GCSE in Business. I have worked for two years on Saturdays at Marks & Spencer and I did my work experience at a large department store.

I am 18 years of age and I went to Laurel Grove High School from the age of 11 to 18.

Yours faithfully,

Chris Johnston

### LETTER OF APPLICATION: B

### POST APPLIED FOR: SALES ASSISTANT

To Whom It May Concern,

I am an experienced Sales Assistant and have worked at Sainsbury's for the past three years doing various jobs including till work, shelf-stacking and handling customer inquiries.

I am married with two young children, both now at school, and would like to work full-time at Benson's. I have five GCSEs, two at grade B and three at grade C. I went to South Birch Comprehensive School. My interests are athletics and swimming and I am a member of the local sports club.

Yours sincerely,

Alex Staberg

### LETTER OF APPLICATION: C

### POST APPLIED FOR: SALES ASSISTANT

Dear Personnel Manager,

I saw your advertisement for the post of Sales Assistant in the local paper and would like to be considered for the job. I have had a number of different jobs over the last ten years, including word processing, call centre operator, recruitment agency and some shop work. I spent six months in a clothing department of a large department store. I was made redundant six months ago from my last job which was interviewer in a recruitment agency. I believe that I have the necessary experience of working with the general public.

My qualifications are GCSEs in maths, English, science, French and technology, and an 'A' level in Media Studies. I am single.

Yours faithfully,

Sam MacDonald

# UNIT 3: equality and human rights at work

## a better way to work wales

### SIMULATION

#### LETTER OF APPLICATION: D

#### POST APPLIED FOR: SALES ASSISTANT

Dear Sir,

I am 59 years of age and I have worked part-time in retail since I moved to this country from South Africa, fifteen years ago. I had been employed with a large retail company there as an Area Supervisor, but came to live in Britain when my mother was widowed in order to look after her. She recently died and so I am looking for a full-time position.

I have worked in a number of stores, but most recently Jolijinks toyshop in the parade, where I was employed for thirty hours a week, from 10.00 a.m. – 4.00 p.m. daily. The owner of the shop, Mr. Singh, is willing to give me a reference should you require one. I look forward to hearing from you.

Yours faithfully,

Gerry Stewart

#### LETTER OF APPLICATION: E

#### POST APPLIED FOR: SALES ASSISTANT

Ms D Jones, Personnel Manager  
Benson's Store  
High Street, Bangor

Dear Ms Jones,

I am interested in the post of Sales Assistant advertised in the Evening Post last Thursday.

Although my experience in retailing is not extensive, I have worked for the last two years with the general public as a counter assistant in Brigg's Building Society. I did, however, spend one summer working at Tesco's when I finished my 'A' level course.

I have four GCSEs and one 'A' level, in Art which I obtained at the sixth form college in Bangor. I am 21 years old and I feel I should tell you that I have some impairment of my hearing. I am skilled in lip-reading and am fluent in signing.

Yours sincerely,

Hilary Smith

#### LETTER OF APPLICATION: F

#### POST APPLIED FOR: SALES ASSISTANT

The Personnel Manager, Benson's Department Store,  
High Street, Bangor

Dear Sir/Madam,

I saw your advertisement for a Sales Assistant in the Evening Post. I wish to return to retail work after a number of years working and living abroad. I have worked for five years as personal assistant to the director of a public relations company based in Hong Kong. Before that I was a buyer for a high street chain store.

Through personal circumstance, I returned to this country last year and I am keen to develop my career in retailing.

My qualifications, which I gained in Scotland, are: Standard grades in mathematics, English, science, geography and French. I also have Pitman qualifications in word-processing and shorthand.

I look forward to hearing from you.

Yours faithfully,

Jay Panesir

# UNIT 3: equality and human rights at work

a better way to work wales

## SIMULATION

### LETTER OF APPLICATION: 1

### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Ms Jones,

This letter is in support of my application for the post of Store Manager at Benson's Department Store.

I have been Deputy Store Manager at Benson's for three years, prior to which I was Head of Department in the Men's Wear, Soft Furnishing and Toy departments.

My career in retailing spans twenty years, fifteen of which I have spent with the Benson Group. I have experienced all aspects of the sector, having started on the shop floor as a sales assistant.

I am a committed employee of the Benson Group and believe that I have the necessary skills and experience to take the store forward into the future. My curriculum vitae shows that I have taken part in a number of training courses provided by the company and have led on several company initiatives in the recent past, most notably the European Week, which promoted Benson's to such good effect in the local area.

I believe that the store should be a caring member of the community and to this end, I have represented the store at the local Chamber of Commerce. I look forward to hearing from you.

Yours sincerely,

Leslie Stokes

### LETTER OF APPLICATION: 2

### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Ms Jones,

I wish to be considered for the post of Manager at Benson's Department Store.

I graduated from Newcastle University with a second class honours degree in Business Administration in 1993 and since then I have been working in a wide range of businesses, including in the retail sector.

On leaving university, my first post involved market research for a well-known agency and I eventually became a trainer of interviewers. I worked for a short time as a copy-writer in an advertising agency and I entered the retail sector as an assistant buyer for a leading clothing chain store.

I got married and moved to this part of the country a year ago, and have worked locally as a Head of the Children's Wear Department in Johnstone's Department Store for nine months.

I believe that my range of experience will enable me to manage Benson's with imagination, and I hope that I will hear further from you.

Yours sincerely,

Suzie Brooks

# UNIT 3: equality and human rights at work

## a better way to work wales

### SIMULATION

#### LETTER OF APPLICATION: 3

#### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Sir/Madam,

In response to the advertisement for the post of Store Manager, I would like you to consider my application.

I have recently moved back to this country from India where I was manager of the largest department store in Delhi. My experience in retailing is laid down in my curriculum vitae and as you can see, I have worked in all areas of retailing since I graduated in 1988, including a period of time as a deputy manager in a smaller store in the city.

I obtained a degree in Economics from the London School of Economics and Political Science and followed this with a master's degree in Business Administration (MBA) from the University of Warwick.

I consider that Benson's Store has enormous potential and that I could bring the necessary vision and imagination to the role of manager to increase turnover and broaden the range of customers. I would be happy to discuss my ideas with you should you call me for interview.

Yours faithfully,

P. Subham

#### LETTER OF APPLICATION: 4

#### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Sir/Madam,

In response to the advertisement for the post of Manager at Benson's Stores, I am sending you my curriculum vitae which shows my wide experience across the world of business and commerce.

Although wheelchair-bound, I have held a number of important positions in business, including within the retail sector.

My current post is deputy manager of a branch of Pots and Pans, the kitchenware specialists which has outlets across the country. I have worked with the company for five years and have taken on all aspects of the work.

I obtained a Professional Diploma in Management in last year from the Open University and I am working towards an MBA, following units in Creative Management and Human Resource Strategies.

I believe that I could bring new vision to the store and would like the opportunity to discuss my ideas with you in more detail.

Yours faithfully,

Rikki Andrews

# UNIT 3: equality and human rights at work

a better way to work wales

## SIMULATION

### LETTER OF APPLICATION: 5

### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Madam,

I currently work at Benson's Store as Head of the Sports Department. I am interested in applying for the post of Store Manager which was advertised both in the local evening paper and in the Benson's staff bulletin, More in Store.

I have been employed at Benson's for ten years, of which three years was on a job-share basis, and have been head of three different departments - Food, Kitchenware and Sports. I therefore believe that I have considerable understanding of the way the store operates. I have good relations with the staff at the store and at other stores within the region.

I am the organiser of the staff association and the branch secretary of the shopworkers' trade union. I regard it as an important part of the efficient organisation of the store that the staff are motivated and well-treated. As Store Manager, I would place staff morale and good management as my priority in the belief that a happy staff is more productive and likely to relate better to customers.

I look forward to hearing from you.

Yours sincerely,

Billie Winters

### LETTER OF APPLICATION: 6

### POST APPLIED FOR: STORE MANAGER

The Personnel Manager,  
Benson's Department Store,  
High Street, Bangor

Dear Sir/Madam,

I wish to be considered for the post of Store Manager at Benson's which I saw advertised in the journal *Retail Today*.

I have been employed as an acting deputy manager of a medium-sized furniture store in Bolton for three years. Unfortunately, I have been on sick leave from this post for six months, hospitalised following a serious car accident. However, I have now recovered and wish to move to your area where I have relatives living.

My qualifications and experience are well-suited to the post, since I have worked in retailing all my working life. I am studying part-time for an NVQ in Retailing at level 4. I hope to continue with this when my health improves.

I hope to hear from you in the near future.

Yours faithfully,

Pat Petersen