

WORKSHEET
(The Operational Efficiency Policy)

Task 1 – Drafting (60 minutes)

Drafting the Operational Efficiency Policy:

- Join your working group;
- On the basis of the previous pages, draft a brief, comprehensive operational efficiency policy sheet that ensures the benefits listed under section 2 of this module and is structured according to the seven sequential processes of the operational efficiency explained in section 3 of this module.

Note: Take into consideration that this is an exercise with the objective to give you the opportunity to decide in a first draft, what in real life would be refined in a subsequent meeting. However it should reflect a serious attempt to establish the major parameters of a union's Operational Efficiency Policy.

You should work in an organised, executive and efficient way to complete this work in the time allowed.

- Label the flipcharts you will use for reporting appropriately;
- Plan the time for this so you can achieve it in the time allowed and are not late for the reporting session.

Task 2 – Reporting (20 minutes)

- Return to the plenary and to your place;
- Place your Operational Efficiency Policy draft behind your group's seating area in the plenary room.
- You will have five minutes maximum to report to and answer questions from the plenary.

**PEER ASSESSMENT FORM
 (The Operational Efficiency Policy)**

Note: To be distributed after group presentations

Participant's Name: _____

Please mark below your own perception of the level of quality of each group's Operational Efficiency Policy draft presented by ticking the box between 1 and 10 that corresponds to your perception, one meaning the lowest level of quality and 10 the maximum.

IMPORTANT: *Do not answer for your own group. Return the completed form to your trainer as soon as possible.*

Does the Operational Efficiency Policy draft provide enough guidance for:

1 Identifying needs, opportunities and threats?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

2 Designing responses to identified areas of action?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

3 Planning the actions to implement responses?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

4 Executing the responses designed and planned?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

5 Monitoring projects, activities, services, products or immediate actions?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

6 Evaluating results of activities, services, products and actions?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

7 Reviewing all processes at top, regional and local levels of the union's structure?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

WORKSHEET
(Field analysis)

Task 1 – Drafting (70 minutes)

Major pressure forces on our union:

- Join your working group;
- This is a six-step brain-storming analysis exercise and you have 40 minutes to complete it. That means you have only about 6 minutes to produce each of the 6 flipcharts containing the list of major field forces that have an impact on your union:
 1. Members' and workers' needs, demands and expectations;
 2. Employers' negotiating capabilities;
 3. Government mediation capabilities;
 4. Other field actors' (unions, NGOs, other organisations) capabilities to compete or replace the union's functions;
 5. Internal rivalries
 6. Organising capabilities
- Label the flipcharts you will use for reporting appropriately;

Note: You must use strict brain-storming rules: That is, members of the group state pressure forces and one person records them on a flip-chart with no discussion or comments by anyone. (No objections allowed)

Once ideas have been exhausted, reorder them in a list according to the group's consensus about their level of importance, placing the most important on the top and the least important at the bottom.

Task 2 – Reporting (20 minutes)

- Return to the plenary and to your place;
- Place your flipcharts behind your group's seating area in the plenary room.
- You will have five minutes maximum to report to and answer questions from the plenary.

**PEER ASSESSMENT FORM
 (Field analysis)**

Note: To be distributed after group presentations

Participant's Name: _____

Please mark below your own perception of the level of quality of each group's Union's field analysis presented by ticking the box between 1 and 10 that corresponds to your perception, one meaning the lowest level of quality and 10 the maximum.

IMPORTANT: *Do not answer for your own group. Return the completed form to your trainer as soon as possible.*

Major field-forces that have an impact on our union:

1 Members' and workers' needs, demands and expectations

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

2 Employers' negotiating capabilities

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

3 Government mediation capabilities

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

4 Other field actors' capabilities to compete with or replace the union's products

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

5 Organising capabilities

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

6 Internal rivalry

Map:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Compass:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Sail:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>
Keel:	1:	<input type="checkbox"/>	2:	<input type="checkbox"/>	3:	<input type="checkbox"/>	4:	<input type="checkbox"/>	5:	<input type="checkbox"/>	6:	<input type="checkbox"/>	7:	<input type="checkbox"/>	8:	<input type="checkbox"/>	9:	<input type="checkbox"/>	10:	<input type="checkbox"/>

7 Add any comment if you wish to: (use back of the page if necessary)

WORKSHEET
(Mission statement draft)

Task 1 – Drafting (60 minutes)

Drafting the union's Mission statement:

- Join your working group;
- Using brain-storming and organised discussion techniques, draft your union's Mission statement as you would submit it for approval to the N.E.C., on a maximum of three flip-charts.
- Use the following list as a reminder of the key topics to cover, but feel free to draft it and organise the text as you feel best suits what you want to express:
 1. Union's history and today's situation
 2. Core values
 3. Core purpose
 4. Visionary goals
 5. Feasible institutional strategies
 6. Bonding and motivational conclusion
- Label the flipcharts you will use for reporting appropriately;

Task 2 – Reporting (20 minutes)

- Return to the plenary and to your place;
- Place your flipcharts behind your group's seating area in the plenary room.
- You will have seven minutes maximum to report to and answer questions from the plenary.

**PEER ASSESSMENT FORM
 (Mission statement draft)**

Note: To be distributed after group presentations

Participant's Name: _____

Please mark below your own perception of the level of quality of each group's Mission statement presented by ticking the box between 1 and 10 that corresponds to your perception, one meaning the lowest level of quality and 10 the maximum.

IMPORTANT: *Do not answer for your own group. Return the completed form to your trainer as soon as possible.*

Major concepts included in the Mission statement:

8 Expression of the union's history and its links with the present situation:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

9 The union's core values:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

10 The union's core purpose:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

11 The Leadership's visionary goals:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

12 Expression and feasibility of strategies:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

13 Bonding and motivational conclusion:

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

14 Add any comment if you wish to: (use back of the page if necessary)

MODULE'S SUMMARY

- I. **Introduction:** The terms “union field” or “union field of operations” are equivalent and represent the combination of organisational, geographical, structural and institutional areas where the union operates. In some publications, the term “union market” is also used with the same meaning. The three Organisational Development techniques demonstrated through group exercises have been adapted for use by union leaders to strengthen their unions and make them more competitive in their fields of operation.

A few conditions for success of the leadership are highlighted, pointing out that cohesion of actions and common understanding of the issues affecting the union are critical for effective leadership and that dissent is healthy because it triggers in-depth analysis on the part of leaders who reach better conclusions, but only if once a decision is taken the team acts in full harmony with each other and the decisions taken.

- II. **Operational efficiency policy:** is a formal statement of the operational principles established by the Leadership to provide guidance to union officers and members regarding the execution of activities.

Inspired by the principles of effective union leadership (See Module I, IV-3.1.1), the operational efficiency policy will be the engine for dynamic activities and desired outcomes. A list of such outcomes is provided under section 3 of this module.

The operational efficiency policy must be structured in a pragmatic and logical manner and focus on the sequential phases of the operational efficiency cycle shown in section 4 of this module. The cycle includes the following seven phases:

1. Identification of needs and opportunities and threats;
2. Design of appropriate responses to needs, opportunities and threats;
3. Planning of the actions required to implement responses;
4. Execution of plans;
5. Monitoring activities, results and spontaneous events;
6. Evaluation of action results or product achievements and impact;
7. Review of all relevant processes.

The acronym ‘IDPEMER’ can help participants to remember each phase and their sequence.

While the cycle represents the ongoing life of a successful organisation, the achievement of organisational success can only be attained if the overall cycle is also applied internally to each of its own processes.

- III. **Union’s field analysis:** Union field analysis is equated with market analysis in the trading environment but adapted to the particular characteristics of the social and political setting where unions operate.

- 1 The union’s field: is characterised by the demands of people, in this case, the workforce within a defined geographical area and sector where the union has jurisdiction. The major players or “stakeholders” are employers, employer associations, government, public administrations, organised political groups, SSOs and the civil society. Most of these are at times “suppliers” to the union, but when they receive benefits from the union they become its “customers”, and it is then when the union has its greatest responsibility towards them because it must perform at the level its stakeholders expect it to.

- 2 Analysis of the union's field: The field analysis must cover the following six interfaces that generate positive and negative forces which the union must take advantage of or reduce in order to ensure optimal performance:
 - 2.1 Members, sector workers and workers' needs, demands and expectations;
 - 2.2 Employers' capability to negotiate
 - 2.3 Government' capability to mediate;
 - 2.4 Competition;
 - 2.5 Organising capability, and
 - 2.6 Internal rivalry.

IV. Mission statement: a brief but complete declaration drafted by the Leadership and adopted by the N.E.C. of the purpose of the union, describing what the union does, who it serves, and what makes it unique in relation to its history, member needs and the current labour market.

The union's mission statement focuses on core values and core purpose, visionary goals; outlines feasible institutional strategies and incites members and potential members to bond in communal action

- 1 Reacting to the union's field analysis, the mission statement responds to today's situation within the context of the union's constitution and provide direction to:
 - 1.1 Respond to members' and workers' needs, demands and expectations;
 - 1.2 Achieve successful negotiations with employers;
 - 1.3 Effectively coordinate actions with the government;
 - 1.4 Beat the competition, and
 - 1.5 Transform rivalry into synergy.

TASK FOR THE EVENING

- Read Module II
- Note down the concepts you would like clarified tomorrow during the Q&A session
- Finalise any pending Peer Assessment Form
- Use your notes to pose questions during the morning Q&A session

