

## MODULE V EXECUTION

Content	Page
I. Introduction	2
II. Determinants of effective execution	4
III Enabling documents, tools and techniques	10
IV Execution and delivery	15
V Module's summary	21

**Note:** Some pages which are intended for exercises and work during the course are omitted in the Participant's version. They will be handed out during the course.

## I. INTRODUCTION

### 1 Definitions:

**Execution:** is the act of doing something successfully; the act of accomplishing an aim or carrying out a plan; the act of implementing a project to its full completion; the act of carrying out a task; the performance of a routine.

**Delivery:** is the voluntary transfer of something (knowledge, information, a product, a service) from one party (the union) to another (members, social partners and other stakeholders) or providing physical, moral or political support to them.

It should be noticed that some processes of execution (activities) include the process of delivery such as executing a training course where the delivery of knowledge is an integral part of the process. Others, like the production of several hundred copies of the union's constitution does not include any particular transfer. In this case, the process of execution is only the production of those copies and has no external impact; the distribution of the copies of the constitution (a different activity) will produce the expected impact.

**Product<sup>1</sup>:** is the result of a process, usually a tangible or measurable result. (e.g. a book, a union pin). Even services, considered intangible, are products because their effects can be measured. (e.g. a lecture on the labour situation; a visit by the SG and the President to a local; information on labour rights given to members).

**Service:** is a product that includes work done by one person or group that benefits one or several beneficiaries; an act of help or assistance; the non-material equivalent of a good; the result of at least one activity necessarily performed at the interface between the union (as the supplier) and a beneficiary (member, worker, or other stakeholder; a service is generally intangible but its effects are measurable. (e.g. a training programme, legal assistance, medical assistance, social assistance, transport).

**Validation:** The process of determining whether or not the process of execution at any given phase fulfils established requirements (e.g. Proof or reliable indicator that the copies of the constitution match the original; proof or reliable indicator that the distribution of the document reached all intended receivers).

### 2 This module

The concept of Execution<sup>2</sup> is understood here as the implementation of planned actions. It is a systematic process that focuses on what needs to be done and how it should be done; it sets up the mechanisms needed to synchronise people and their various disciplines to meet the challenges of planned projects; it questions previously set assumptions and changes assumptions intelligently as the union's field changes; it ensures accountability; it ponders the union's capabilities in practice and brings them together linking strategy to operations and the people who are going to implement strategies, projects and activities, and also links rewards to outcomes.

Unless leaders translate carefully designed plans into concrete action, such plans are pointless. Without execution, the breakthrough thinking breaks down, people don't meet their goals, and objectives are not met. The result instead is change for the worse, because failure drains the energy from a union, and repeated failure destroys it.

This course suggests a practical and prominently collective approach to union leaders based on wide membership participation while at the same time giving them the tools to

<sup>1</sup> The first paragraph of the introduction to Module II includes a foot-note indicating that products and services can all be categorised as "products", as they are the results of processes the difference lies only on the fact that a service is an immaterial product.

<sup>2</sup> The concepts of sections I and II of this modules have been adapted to union activities from the concepts on execution principles discussed in the book *Execution, the discipline of getting things done*, Larry Bossidy, Ram Charan and Charles Burck, 2002.

take their unions to a higher level of development, by bringing the rhetoric down to earth and introducing the discipline of execution.

No union can deliver on its commitments or adapt well to change unless all leaders practise the discipline of execution at all levels. Execution has to be part of a union's strategy and operational goals. It is the (many times "missing") link between planning and results. It is the union leader's major job. If the Leadership does not know how to execute, its whole effort and role are useless.

Execution is an approach to change with a positive impact. It is reality-based and gives people the opportunity to envision and discuss specific things they need to do. Meaningful achievements come only with execution.

To understand execution, six key points must be kept in mind:

- Execution is a discipline;
- Execution is integral to strategy;
- Execution is the job of the Leadership;
- Execution must be a core element in the union's culture;
- Execution must assign the right people to the right functions and tasks;
- Execution must use the right tools for each task;

Section II discusses the core processes that determine the quality of execution and describes the creation of the appropriate environment for execution, based on the state-of-the-art and the application of international standards for project management.

Section III discusses enabling documents and provides tools and techniques that facilitate execution of plans.

Section IV explains the importance of execution and delivery.

## II. DETERMINANTS OF EFFECTIVE EXECUTION

The execution of plans and projects needs a leadership base capable of ensuring the attainment of set objectives. The methods a union uses to execute its projects depend on many factors: its internal culture; tradition and the way the union has implemented operations in the past, and on whether those in charge of putting plans into action are the best people to produce the expected results.

For the purpose of this course, the union's strategic plan is the sum of all the projects developed during the planning phase. They derive from the strategies defined after the Field Analysis and their results depend on the coordinated execution of each of them.

### 1 Core processes

Execution is fundamental to strategy and to putting plans into action and giving them a dynamic form. No worthwhile strategy can be planned without taking into account the union's ability to execute it.

The key of execution lies in three core processes:

- Empowering people;
- Strategic planning, and
- Operations.

Every organisation uses these processes in one form or another. But more often than not they function independently of one another like islands.

Leaders need to promote robust dialogue to surface the realities of operations. Leaders need accountability for results, they need to discuss openly and agree on procedures to be followed by those responsible for getting things done. Leaders need follow-through to ensure plans are on track.

The Leadership must be in charge of getting things done by running the three core processes: designating other leaders, setting the strategic direction, and conducting operations. These actions are the substance of execution, and leaders cannot delegate them regardless of the size of the organization.

Every one who has a responsibility for showing direction to others is a leader whether at the national, regional or local levels or within a specific area of expertise or experience, and it is at these levels or areas where he/she has the duty to demonstrate leadership abilities: by ensuring faultless execution through the three core processes

### 2 The building blocks of execution

#### 2.1 The leader's essential behaviour:

The leader in charge of execution has a key role and must avoid the temptation of micro-managing operations and getting caught in the details of running operations. There are nine essential behaviour patterns that describe the leader who practices effective execution. This leader:

- knows his/her people;
- insists on realism;
- knows the plan and its background thoroughly;
- sets clear goals and priorities;
- follows through;
- rewards good performance (doers);
- expands people's capabilities;
- empowers people with shared responsibilities, and
- knows him/herself.

Leaders also reward the best performers. In a union, reward can take many forms; the leader does not need to give personal presents (which could be wrongly interpreted), but an honest public “thank you”, an improved attitude in relating with the good performers, allocating new responsibilities to demonstrate confidence, preferential seating in selected meetings, a distinctive badge, an invitation to report achievements at a higher level meeting, a certificate of recognition given at a social gathering to celebrate achievements, etc., are some ideas amongst many that could be used for reward.

## 2.2 Creating a framework for internal-culture change:

When a union is not going well, its leaders often think about how to change the internal culture. They are right in recognising that the “soft” part, people’s beliefs and behaviours, are at least as important as the hard ones, such as organisational structure, if not more so. Making changes in strategy or structure by itself takes a union only so far. The hardware of a computer is useless without the right software. Similarly, in an organisation the hardware (strategy, planning and structure) is inert without the software (beliefs and behaviours).

Most efforts at internal-culture change fail because they are not linked to improving the union’s outcomes and impact. The ideas and tools of internal-culture change are fuzzy and disconnected from strategic and operational realities. To change a union’s internal culture, the Leadership needs a set of processes (social operating mechanisms) that will change the beliefs and behaviour of people in ways that are directly linked to results and impact. Actually, internal-culture change happens when the aim is execution.

First, people must be informed of what results are wanted. Then the leaders need to discuss with people how to obtain such results (the communication strategy turned into action). Finally leaders need to reward people for producing the results (leadership’s behaviour). If the people executing the tasks come up short, provide additional training and coaching, withdraw rewards, lead them to other functions or let them go. When leaders do these things, they create a culture of getting things done.

## 2.3 Having the right people in the right places:

The union’s members, officers and staff (people) are its most reliable resource for generating excellent results year after year. Their judgments, experiences, and capabilities make the difference between success and failure. Yet, it is not rare to see that the same leaders who claim that “people are their most important asset”, do not think very hard about choosing the right people for the right tasks and functions.

When this happens, they and their unions don’t have precise ideas about what tasks and functions require (not only today, but tomorrow) and what kind of people they need to fill those responsibilities. As a result, their unions have no internal dynamics promoting and developing the best candidates for their leadership needs.

Sometimes, these leaders don’t pay enough attention to people because they are too busy with their own careers and their own positioning within the national political scheme, many times to the detriment of their own unions. These leaders sometimes overlook the quality of their people which is the best competitive difference of any union. The results probably will not show up as quickly as appearing in an ephemeral picture or television news-clip with other national or international leaders. But over time, choosing the right people for the right tasks and functions creates that elusive sustainable competitive advantage in a union.

If one looks at any union that is consistently successful, one will find that its leaders focus intensely and relentlessly on people selection and improvement. Whether the leader is the head of a central union, a national sector union or a local union, he/she cannot delegate the process for selecting and developing leaders. This is always achieved by putting the right people in the right task and the right function at every level. It is a job the leader, and the leadership team have to be passionate about.

### 3 The three core processes

#### 3.1 Empowering people

Empowering people through training, coaching and delegation of responsibilities creates a solid link between Strategic Planning and Operations. Empowering people is more important than either the strategy or operations process. After all, it is union's members, officers and staff who make judgments about how the union's field is changing, create strategies based on those judgements, and translate the strategies into operational realities such as projects and specific activities. To put it simply and starkly: if the Leadership does not empower people through training, coaching and delegation, it will never fulfil the potential of the union.

A robust people-empowerment process ensures three interrelated provisions:

- provides the leadership with an opportunity to evaluate individuals accurately and in depth;
- provides a framework for identifying and developing the leadership talent, at all levels and of all kinds, as the union needs to execute its strategies, projects and activities throughout its structure and field, and
- opens a natural path to ensure the leadership succession for the future.

#### 3.2 The Strategy Planning Process

The strategic planning process links the need for “empowered” people who will lead the deployment of adopted strategies and the operations that will generate the expected results from the adopted strategic direction.

A contemporary strategic plan must be an action plan (a set of interconnected projects) that union leaders can rely on to reach their objectives. In creating it, the leaders have to ask whether and how the union can do the things that are needed to achieve its goals.

Once the Leadership has put together the strategic plan, by compiling development and project objectives, they need to ask: How good are the assumptions upon which the plan hinges? What are the pluses and minuses of the alternatives? Does the union have the organizational capability to execute the plan? What does the Leadership need to do in the near and medium terms to make the plan work in the long-run? Can the Leadership adapt the plan to rapid changes in the field environment?

To have a realistic understanding of the possibilities for successful execution, the Leadership has to link it to the empowering-people process: Does the Leadership have the right people in place to execute the plans? If not, how is the Leadership going to get them? The leader must link the specifics of the strategic plan to the union's operations, so that the moving of multiple parts of the union are aligned towards the achievement of the strategic plan's objectives.

#### 3.3 The Operations' Process

The operations' process links strategic planning with the people-empowerment process. On one hand it provides the training and coaching required and opens opportunities for people to take on new responsibilities. The strategy process defines where a union wants to go and the empowering-people process shapes and defines those who are going to get it there.

The operations' process includes all the projects the union is going to complete within one year to reach the desired levels of their objectives as project plans provide the operational paths for those people. The assumptions upon which the operating plan is based are linked to reality and must be debated among the Leadership and the line leaders who have to execute them. For example, what effects will the economic decline of the country have on the relationship between social partners? What will happen if an important employer goes bust?

The operations' process must include specifications about how the various moving parts of the union will be synchronized to achieve the targets, how to deal with trade-offs that need to be made, and how to look at contingencies for the things that can go wrong or offer unexpected opportunities.

#### 4 The leader's role in determining the outcome of execution

At any point in the life of a union there will be leaders; some with more or less experience and ability than others. Regardless of how capable the leader or the Leadership team are, the outcome of execution is always the responsibility of the person or team leading the operations. The leader cannot blame others, even if others carried out the actions that led execution to be a success or a failure: the leader is responsible for having guided implementers in the right or in the wrong direction, for having given them full or limited direction, for having been supportive or non-supportive, etc.

Bennis and Thomas<sup>3</sup> suggest that leadership skills are gained through profound experiences they call "life-defining moments" and people need to be aware of these life-defining moments and learn from them. Performing leadership teaches the leader, and the leader becomes a more purposeful leader when he/she applies the principles of participatory management and practice. Interaction with those taking on the responsibilities and implementing activities, provides the leader with an opportunity to develop the ability to adapt to different circumstances and environments, to create shared meaning and to motivate, to treat all people with dignity and respect, and to maintain a strong moral compass. The leader's career target involves taking the lead as a purposeful leader; using a participatory approach and meeting the responsibilities of the leader (see Module I, Section IV, Paragraph 2).

In the cited publication, Bennis and Thomas suggest four competencies that are common to all generations of leaders which are fundamental to lead execution:

- **Adaptation:** the ability to adapt to circumstances with certain resilience regardless of the nature of those circumstances. Most organisations fail because they lack the ability to adapt to new environments.
- **Engagement:** the ability to create shared meaning. The ability to motivate people to take risks and move forward. The ability to create cognitive dissonance.
- **Voice:** understanding emotional behaviour, intelligence and applying institutional perspective. Treating people with dignity and respect. Knowing their possibilities and the limitations.
- **Integrity:** maintaining a strong moral compass. Balancing ambition, competence, and ethical behaviour.

#### 4.1 Creating the environment for execution<sup>4</sup>

Except for emergency operations, where execution must comply with pre-defined standard procedures, the period between the completion of the planning phase and the beginning of the execution provides a golden opportunity for the Leadership to create the appropriate environment for effective execution of plans.

By this time in the operational cycle, the union's strategic plan has become a set of different interdependent projects and processes. Implementing the sequence of projects and processes in an orderly and progressive manner may (in some cases should) require grouping them consistently into phases. To the union, "phasing" gives a means of monitoring operations and progress towards the realization of objectives, as well as of assessing related risks and promoting increased commitment.

<sup>3</sup> Warren G. Bennis and Robert J. Thomas, Geeks and Geezers: How era, Values, and Defining Moments Shape Leaders, Harvard Business School Press, Boston, USA, 2002.

<sup>4</sup> Adapted and updated from ISO 10006, Guidelines to quality in project management, 1997.

#### 4.1.1 Types of project execution processes

Overlapping of processes in execution of the strategic plan may occur, representing a new challenge for the Leadership. Paragraph 4.1.2 below lists and summarizes the most common project execution processes applicable to the majority of projects. They help the Leadership differentiate and link projects efficiently. Not all these processes will necessarily exist in all projects, whereas in some cases, additional processes may be necessary.

Project execution processes are grouped according to the affinity of one process to another, for example all time-related processes are included in one group. Ten groups of project execution processes are presented. The first one is the strategic process which legitimizes and sets the direction for the overall plan. The second group covers the management of the interdependencies among projects and processes. The other eight groups are related to scope, time, cost, resources, people, communications, risk and procurement.

#### 4.1.2 Description of project management processes

<u>PROCESS</u>	<u>DESCRIPTION</u>
<b><u>Strategic process</u></b>	
Setting coherent direction	Reviewing the project formulation documentation and establishing the operational links needed for effective interaction between planned activities and projects.
<b><u>Amalgamation processes</u></b>	
Development of interactive plans	Assessing common-requirements of beneficiaries and other stakeholders, preparing interactive project implementation plans and initiating interactive processes.
Facilitating interaction	Managing interactions during each project execution.
Change leadership	Anticipating change and leading it across all projects and processes.
Closure	Closing processes, obtaining and providing feedback.
<b><u>Scope-related processes</u></b>	
Motivation development	Explaining, communicating and advocating the broad outlines of what project outcomes will be and what impact they will produce through progressive execution and achievement.
Scope development and control	Ensuring that project outcomes are documented in measurable terms and analysing them for demonstration of achievements, identification of weaknesses and process improvement.
Activity implementation	Ensuring that planned activities are executed according to plans.
Activity control	Ensuring that the outcomes of executed activities are measured, recorded, and evaluated vis-à-vis original plans.
<b><u>Time-related processes</u></b>	
Activity dependency planning	Identifying interrelationships, logical interactions and dependencies among project activities.
Taking activity duration into account	Coordinating activities according to their duration and in connection with the specific conditions and resources required.
Schedule development	Inter-relating project time objectives, activity dependencies and their timetables as the framework for developing general and detailed schedules.
Schedule management	Interacting with project managers to ensure the realisation of the project activities, confirming proposed schedules or taking adequate actions to overcome delays.

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PROCESS

DESCRIPTION

**Cost-related processes**

Cost management	Ensuring cash-flow according to the pace of project execution and ensuring that expenditures run according to cost estimates.
Cost control	Controlling costs and deviations from the project budget.
Budget management	Analysing the impact of execution results on the budget, anticipating significant variations from cost estimation and producing and negotiating budget reviews.

**Resource-related processes**

Resource mobilisation	Mobilising, scheduling and allocating all relevant resources.
Resource control	Comparing actual usage against resource plans and taking action, if needed.

**People-related processes**

Organizational structure definition	Ensuring that each project has a defined organizational structure tailored to suit the project needs including definition of roles, authority and responsibility in the project.
Staff (and volunteer) allocation	Selecting and assigning sufficient personnel (hired staff and/or volunteer members) with appropriate competence to suit project needs.
Team development	Developing individual and team skills and abilities required for projects to succeed.

**Communication-related processes**

Communication planning	Ensuring that project managers put in place the information and communication systems for each project, in close collaboration with the Leadership.
Information management	Making necessary information available to project teams and other stakeholders and ensuring that the flow runs both ways.
Communication management	Ensuring that communication operates according to the Leadership's communication strategy and communication system.

**Risk-related processes**

Precaution	Strengthening the union to withstand risks foreseen during the planning process.
Risk management	Ensuring that the probability of occurrence of risk-events and the impact of risk-events on projects and the union is constantly reduced, and that plans to respond to risks are in place.
Risk response development	Executing timely and efficient risk-response plans.
Risk control	Updating risk-response and risk-management plans as field-conditions change..

**Procurement-related processes**

Procurement management	Setting up efficient procurement systems ensuring that resources required by projects are obtained and made available in time where needed.
Documentation of requirements	Ensuring that price conditions and technical requirements of all resources required by projects are compiled and that the quality of resources obtained is ensured.
Evaluation of suppliers	Evaluating and determining the best suppliers to be invited to supply products, services and other inputs.
Subcontracting	Issuing invitations to tender, carrying out tender evaluation, negotiations, preparation and placing of subcontracts wherever required.
Contract control	Ensuring that subcontractors' performance meets contractual requirements.

**III. ENABLING DOCUMENTS, TOOLS AND TECHNIQUES**

Project documents, such as the completed Project Formulation Form, Budget, Timetable and Activity plans and their updates are the primary guides for execution as they describe what needs to be done and provide the project manager and project team with the main reference for operations.

The availability of practical tools and the ability to use them facilitate implementation. In addition, some pre-execution activities may be required which are wise to carry out, such as providing specific training to people who are expected to take on specified roles when the project is executed or providing them with special coaching prior or during project operations.

Execution in some areas of operations may also be facilitated by developing specific operation-manuals or procedures to avoid critical mistakes. In order to ensure that roles are appropriately understood and effectively integrated, a description of a specified job, role or function should be given in writing on a standard form, which could also be made available to others so they are also aware of what the involved person's job, role or function entails and how they are expected to interact with him/her.

**1 Special training**

Once the strategic plan and project formulation have been completed, the union's Training Programme should incorporate all the training that projects require as part of the union's revised training programme in the current cycle of training activities. To achieve this, prior to publicising the new training programme, the national training department or the national training officer should review all projects and identify all necessary training, coordinate with project managers to plan and if appropriate combine training efforts. A revised training programme including training for new projects can also on one hand help motivate members to participate in envisaged projects and on the other, help the Leadership identify potential collaborators in required disciplines.

Providing required training in advance to execution of the project is an efficient way to manage a project. The Leadership should already have training arrangements in mind when the response is being developed during the design process. With such a forward-thinking approach, initial funding could already be sought through the PCP or planned in advance through a separate training budget.

**2 Coaching and dialogue**

Execution is also a team effort with concrete results. But a team needs constant coaching to keep up the level of results. For example: how good would a sports team be if the coach spent all his time in his/her office making deals for new players, while delegating actual coaching to an assistant? A coach is effective because he is constantly observing players individually and collectively on the field and in the locker room. That is how the coach gets to know his/her players and their capabilities, and how they get personal benefits of the coach's experience, wisdom, and expert feedback.

Similarly for a union, only a leader can ask the tough questions that everyone needs to answer, and then manage the process of debating the information and making the right trade-offs. And only the leader who is intimately engaged in the union's operations can know enough to have the comprehensive view and ask those tough incisive questions.

Only the leader can set the tone of the dialogue in the organization. Dialogue is the core of culture and the basic method of work. How people talk to each other within the union determines how well the union will function. Is the dialogue stilted, opinionated, fragmented, or protective? Or is it candid and based on facts, raising the right questions, debating them, and finding realistic solutions? If it is the former, reality may never come to the surface, but first of all they must be told where they are going wrong. If it is the latter, the leader has to be on the playing field with the leadership team, practising it consistently and forcefully.

3 Job/role/function descriptions

Empowering someone with a responsibility can be extremely effective if it is in writing. It can also be extremely rewarding for both the union and the person being given the responsibility. She/He knows exactly what is expected from her/him, what her/his areas of responsibility and authority are and whom she/he can count on. A written description confirms recognition from the leadership for the confidence being given to her/him for the responsibility stated in a job, role or function. The union too can feel confident because through a document it is making someone accountable for a function, delegating a responsibility on the basis of an objective reference.

Below is an updated sample of a role description published by UNI in 2002<sup>5</sup>. A template is included in the course CDR for use and adaptation.

**TOOL No. 3.3.2.**

Role description form

**Role title:** \_\_\_\_\_

**Name of the person responsible for this role:** \_\_\_\_\_

**1 Interactions**  
 The person in this role:

1.1 reports to: \_\_\_\_\_

1.2 is the deputy to: \_\_\_\_\_

1.3 links with: \_\_\_\_\_

1.4 supervises: \_\_\_\_\_

**2 Description of the role (purpose)**  
 \_\_\_\_\_

**3 Operational responsibility and authority (accountability)**  
 \_\_\_\_\_

**4 Major tasks (operational environment)**  
 \_\_\_\_\_

**5 Performance indicators (measurable elements that can be used to assess the level of performance)**  
 \_\_\_\_\_

**6 Review and acceptance (contract review)**  
 This role has been jointly reviewed and accepted by the undersigning parties:

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.....  
Incumbent's name and signature
.....  
Superior's name, role and signature

Place and date: \_\_\_\_\_

<sup>5</sup> A Leader's Manual, Practice – Exercise 3.3.2, The role description, Union Network International, 2002.

4 Definition of procedures

In most cases a person responsible for a union’s function must perform many repetitive tasks usually each requiring various different but precise steps and the same approach every time. Sometimes these tasks although repetitive may be confused with other tasks and there is a risk of error because of the variety of activities or work pressure.

Also, a new person in the function, or someone replacing the usual person in the function, needs guidance to perform the task with the same efficiency. In such cases, a written task procedure or a check-list of steps is useful to maintain the level of efficiency. Procedures are simple documents, save time and in the long-run, become the union’s operational memory that can be periodically reviewed and improved making procedures increasingly effective.

A procedure sheet should include the items appearing in the form below. A template of the form is included in the course CDR.

<b><u>PROCEDURE N° 999</u></b>	
<b><u>Title:</u></b> <i>Write the title of the task to be performed.</i>	
<b><u>Objective</u></b> <i>Describe the objective of this task.</i>	<b><u>Responsibility</u></b> <i>Write the names of the person or team responsible for performing this task.</i>
<b><u>Inputs</u></b> <i>Lists the inputs required to carry out the task.</i>	<b><u>Process</u></b> <i>Describe the procedures that are required to execute the task.</i>
<b><u>Internal results</u></b> <i>Describe the expected outcomes of the task that have internal impact.</i>	<b><u>External results</u></b> <i>Describe the expected outcomes of the task that have external impact.</i>

Some procedures which unions use are already written in the Constitution (e.g. election procedures, motion procedures, speaking procedures, debating procedures, etc.). Very few unions have written procedures for everyday operational activities such as handling grievances in a systematic manner, handling information related to the field in a systematic manner, registering new members, running effective meetings, carrying out specific tasks related to a project, etc.

Although writing procedures does not imply creating a bureaucracy, important tasks with an impact on the union’s future or the union’s public image should be supported by standard procedures so that everyone can be sure that these tasks have been appropriately planned and are executed according to such plans. Also, procedures for handling equipment of capital value are useful to preserve such value.

Ideally, a procedure should not fill more than one page. Some people, however, not totally acquainted with all details may require specific instructions. In order not to overcharge procedures, if necessary, specific instructions, maps and diagrams, may be attached to the cover page.

**5 Manuals of procedures**

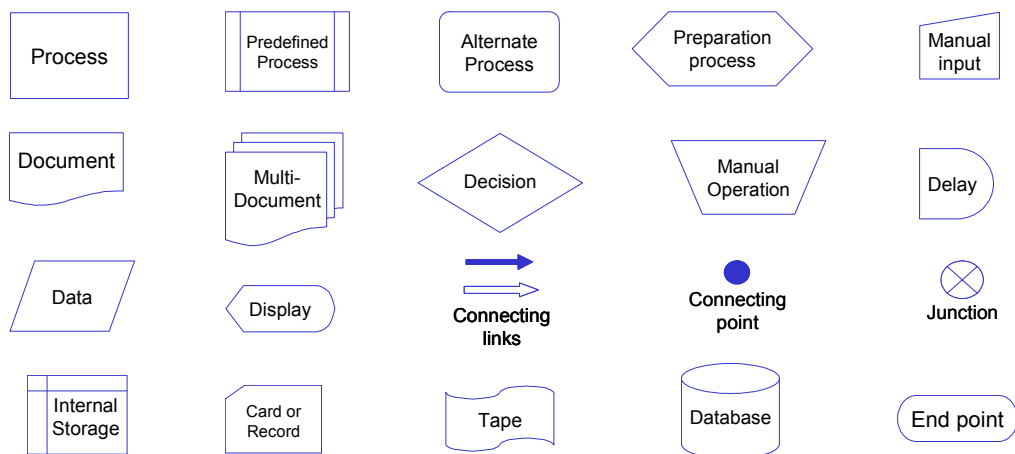
Procedures related to sets of interrelated activities or to activities ensured by specific team should be compiled into manuals for easy access of every member of the team.

A set of procedures is a living memory and therefore, all procedures should be reviewed periodically to ensure they are up-to-date. Such reviews should be carried out at least once a year and every time a procedures is updated. This is a responsibility of each leading group in each team or in each operational environment.

**6 Flowcharts**

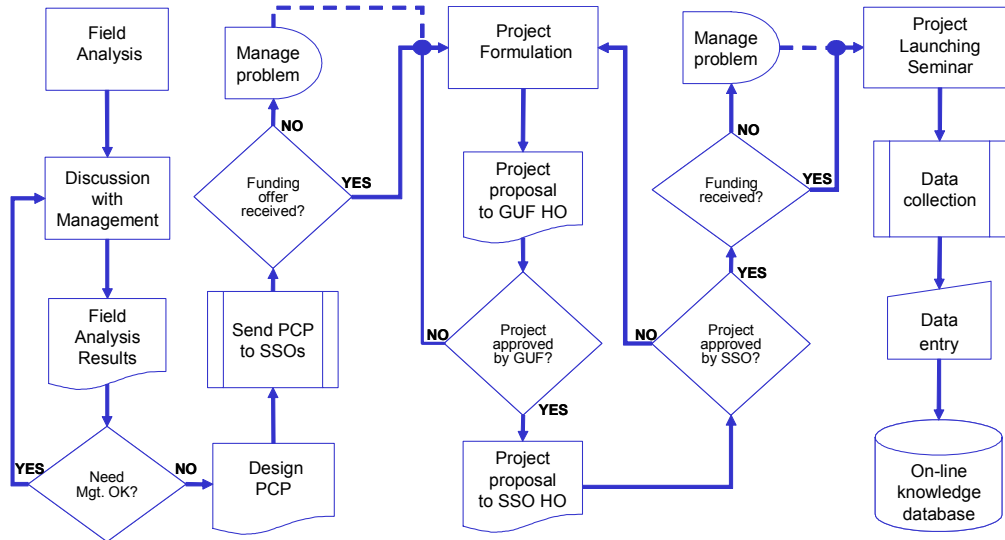
The description of a process, and especially of interdependent processes, may be more easily explained in graphical form. A flowchart is one of the most commonly used graphical displays to attain this purpose. Through various interlinked shapes they describe sequences of activities, decisions, production of documents or other elements, inputs, outputs, pre-established procedures, stored data, instructions, and so on.

The flow of the steps to elaborate a logical planning matrix for project planning is one type of flowchart already shown in Module V, Figure 2.2, page 21. Projects or parts of projects can also be described through flowcharts using symbols that during the last 30 years have become more or less standard to represent specific elements of interconnected planning phases. The most common symbols are found in the MS Office software package (Word, PowerPoint, Excel), on the “Drawing” toolbar. Their shapes and meanings are shown in Figure 6.1. A sample flowchart is shown in Figure 6.2.



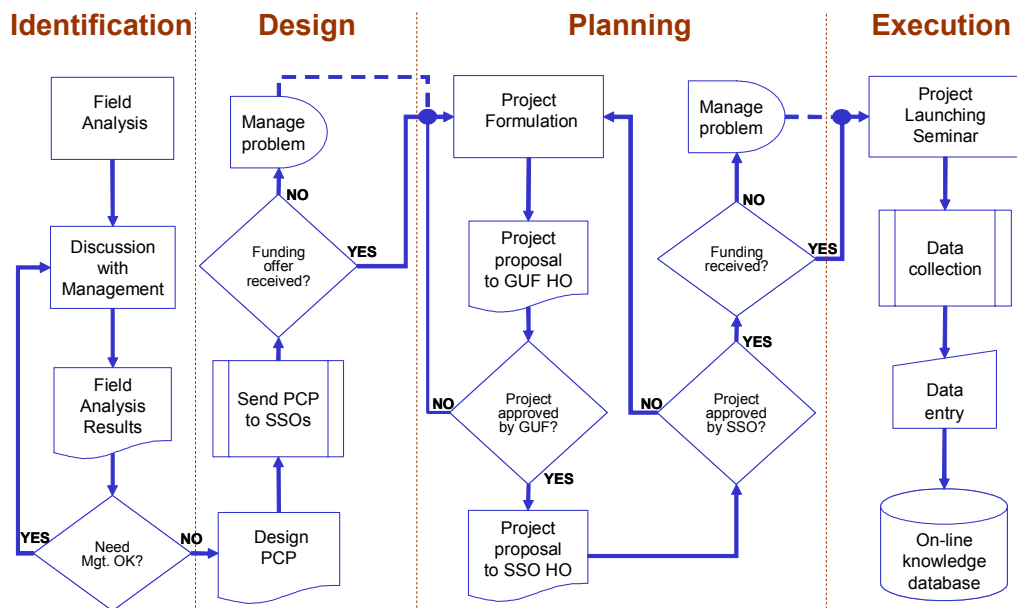
**Figure 6.1 – Common symbols used in flowcharts**

**Project N° 000: Union’s Knowledge Data Base**



**Figure 6.2 – Sample flowchart of a project’s overall process**

To make a flow chart even clearer in relation to the phases of a project, intermediate sequences can be arranged in columns or areas corresponding to each phase, as shown below in Figure 6.3.



**Figure 6.3 – Sample flowchart showing project phases**

#### IV. EXECUTION AND DELIVERY

So far, the course has gone through identification of needs and opportunities, design of responses to needs and opportunities, planning of projects to put in place those needed responses and in this module the processes and tools for execution have been discussed.

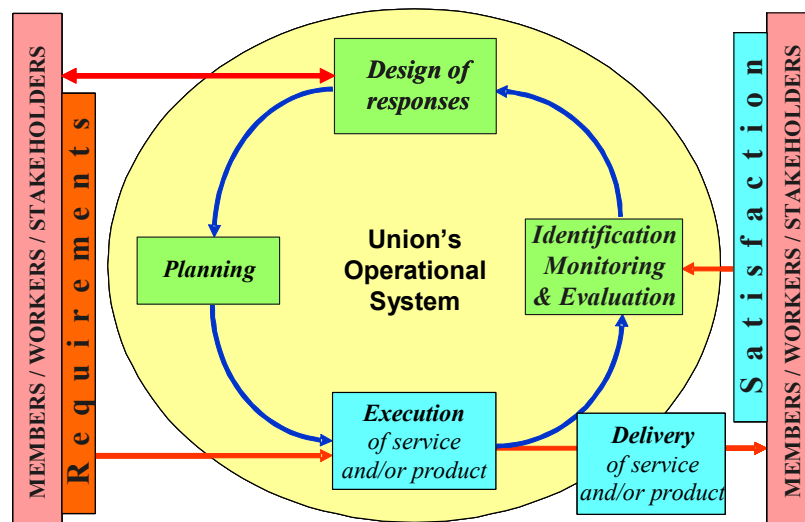
It is important at this point to look at the context of the union’s operational system and place the process of execution, including that of delivery of results, in the context of union operations, to become aware of how important these two processes are.

The identification process measures the satisfaction of sector workers, members and stakeholders with their work environment, their field of activity and the union’s outcomes. The union’s effort to conceptualise a response to identified needs and opportunities provides assurance that an eventual project can be carried out with internal or external funding. The planning process describes how the union is going to act to implement the project.

Everything that has been done so far is internal. Even the process of identification of external needs and opportunities has an internal impact because it moves the union’s machinery within (even if this requires interaction with the external groups). So far, all outputs of interlinked processes are inputs to other internal processes.

Execution (which includes “delivery” of products or services) is still an internal process but it has external impact. And therefore it is important, since the outputs of execution will affect the union’s image and name outside its operational system. Consequently, execution and delivery must be faultless and right on time.

The impact of execution and delivery will only be known through identification of the level of satisfaction of those benefiting or affected by the results of execution and delivery. In other words, in order to determine whether the union is performing its mission appropriately, the unions must measure the level of satisfaction of sector workers, members and stakeholders, through monitoring and evaluation (see Module VI). Figure 4 below, shows this concept in graphical form. As shown in the picture, member, workers and stakeholders are the union’s social partners, those who give the union the reason for its existence, the public recognition of its work and the legal ground to operate. If they are unhappy with the union’s performance the union’s mere existence may be in danger. Of course, the dissatisfaction of some can be counterbalanced with the satisfaction of others and therefore the Leadership must be very aware of the impact of execution and delivery in the balance of forces that makes the union viable.



**Figure 4 – Execution and Delivery in the context of the union**

## 1. Succeeding high quality execution and delivery

In order to achieve high level execution a number of conditions should be observed wherever applicable:

### 2.2 Ensuring production and service provision

- availability of information that describes the characteristics of anything that needs to be produced;
- availability of execution instructions, as necessary;
- use of suitable equipment;
- availability and use of monitoring and measuring devices;
- implementation of monitoring and measurement, and
- release of the product or service, delivery and post-delivery activities.

### 2.3 Validation of production and service provision processes

The union should validate all for production and service provision processes where the resulting outcomes cannot be verified by subsequent monitoring or measurement. This includes any process where deficiencies may become apparent only after the product is in use or the service has been delivered. For example, to avoid errors being found in a document after distribution.

Validation should demonstrate the ability of these processes to achieve planned results.

The union should establish arrangements for these processes including, as applicable:

- defined criteria for review and approval of the processes;
- approval of equipment and qualifications of those in charge;
- use of specific methods and procedures;
- requirements for records, and
- revalidation.

### 2.4 Identification and traceability

Where appropriate, the union should be able to identify items being produced or used by suitable means throughout execution process, and their execution status with respect to monitoring and measurement requirements. Where traceability of specific items is required, the union should record the status of each item as it changes from step to step in the execution process, on the basis of each item's unique identification. (e.g. a research on the situation of sector workers in various parts of the country; the records of union members' training levels; the status of vehicles or equipment)

### 2.5 Members' and stakeholder personal security, security of their rights and property at risk

Depending on the required exposure and personal risk required by members and stakeholders participating in union-organised activities, prior to the event, the union should inform prospective participants of the risks involved.

In case of death, injury, degradation of health or physical condition due to participation of members or stakeholders in union-organised activities, the union should provide or seek appropriate reparation or compensation.

The union should also exercise care with member and stakeholder rights and properties while at risk during union activities or under the union's control or use. The union should identify, verify, protect and safeguard members' and stakeholder rights and property at risk while in use or when incorporated into union products or services. If any member's or stakeholder right or property is lost, damaged or otherwise found to be unsuitable for use, this shall be reported to the owner and compensation provided or sought. Records of any such incidents should be kept for prevention and improvement. Rights includes human rights and all acquired labour rights. Property includes material and intellectual property.

## 2.6 Monitoring project and process execution

Although the monitoring function has its major impact on evaluation and improvement, which are discussed in the following modules, monitoring processes take place during execution of projects and plans. The union's monitoring system links every project and plan, product and service by recording outcomes and results of each activity and process. It is therefore, the responsibility of every project leader and of any one responsible for the execution of a given activity to monitor the outcomes of the process for which he or she is responsible.

Monitoring records are expressed in measurable terms using the pre-established indicators of the activity outcomes, expected results, and objectives, stated in the project formulation form and the initial project planning matrix.

## 2.7 Sustainability of results

All provisions planned to sustain the expected results and their impact should be put in place as projects are implemented as well as demonstration that the levels of sustainability aimed to have been attained.