



WORKSHEET

(Monitoring the union's processes)

Task 1 – The union's key processes (10 minutes)

- 1 Join your working group;
- 2 Regardless of projects, brain-storm all operational processes that you consider key to monitor for the success of your union;
- 3 List them on a flipchart in order of importance placing the most important one on top and the least important one at the bottom.

Task 2 – Monitoring procedure of the most important process (50 minutes)

- 4 Use your group's computer and the Procedure template provided on the course CDR;
- 5 On the procedure form insert details as follows:
 - 5.1 **Title:** (start the title with the word "Monitoring" followed by the title of the process on top of your brain-storming flipchart);
 - 5.2 **Details:** (fill the form following the suggestions given on the Procedure sample form shown on Module V, page 12);

Task 3 – Reporting (5 minutes per group)

- 6 Place the flipchart on the wall behind your place in the plenary, during the lunch break. Reporting will take place at the beginning of the first afternoon session.
- 7 Justify your flipchart choices and order to the plenary and briefly explain the procedure produced.
- 8 Hand a digital copy of the procedure to the course secretariat. (Copies will be made and distributed to all participants before the end of the evening).

Note: Control the time you have for completing this exercise. Complete the chart quickly and ensure that you have completed the form by the end of the time allowed, even if some boxes are not fully completed, but do insert at least the most important ideas in each box.

**PEER ASSESSMENT FORM
 (Monitoring the union's process)**

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 Monitoring Exercise output content and presentation 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.

List of most important processes: (flipchart)

1 How well does the list reflect the most important processes in a union?

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:

Monitoring procedure:

2 How well is the objective of monitoring stated?

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 How well is the responsibility stated?

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 How well are inputs stated?

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 How well is the process described?

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 How well are internal results described?

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 How well are internal results described?

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
(Evaluation – End-of-Project Report)

It is expected that at the end of a project, the executing organisation (your union) carry out its own self-evaluation of the project prior to completing the end-of-project report. You should now assume that the project has been completed. The course facilitator has studied your group's Project Formulation Form and has placed on your working room a Statement indicating a list of findings which you should take as if they actually happened in the implementation of the project.

Task 1 – The union's key processes (60 minutes)

- 1 Join your working group;
- 2 Read the facilitator's statement;
- 3 Use your group's computer and the End-of-Project Report template provided on the course CDR;
- 4 Use your project documentation and consider that everything went as planned except for the findings in the Facilitator's statement.
- 5 Fill in the End-of-Project Report, taking into account the conditions stated under 4 above.
- 6 Your End-of-Project Report is one of the input documents for an Independent Evaluation planned to take place within two months.

Task 3 – Reporting (5 minutes per group)

- 7 Place the flipchart on the wall behind your place in the plenary, during the lunch break.
- 8 Briefly report on the work carried out.
- 9 Hand a digital copy of the End-of-Project Report to the course secretariat. (Copies will be made and distributed to all participants before the end of the evening).

**PEER ASSESSMENT FORM
 (Evaluation – End-of-Project Report)**

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 work on the End-of-Project Report 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.

Completion of the End-of-Project Report:

1 Overall quality of the form completed:

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"/>

Presentation:

2 Clarity of the presentation:

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"/>



WORKSHEET

(Social Accountability Assessment)

Task 1 – Social Accountability 8000 standard (60 minutes)

- 1 Join your working group;
- 2 Using a group-reading technique read and discuss the Handout on Social Accountability 8000.

Task 2 – The union's key processes (60 minutes)

- 3 Join your union brother/sister for this exercise you will work in pairs by union in the plenary room;
- 4 Assume that you are preparing a proposal for your union's Leadership Review Retreat and assume that you already have research and evaluation papers to support your answers (for the purpose of the course, you should work only on the basis of your own personal perceptions);
- 5 In joint agreement, reply to the questions in the Social Accountability Assessment Form.
- 6 Select the most important problem identified and prepare to report on it.

Task 3 –Reporting (2 minutes per pair)

- 7 Briefly explain the most important problem and actions needed to be taken, and answer questions from the group.
- 8 Hand in the Assessment Form to the Facilitator.

PAIR's ASSESSMENT FORM
 (Social Accountability Assessment)

Note: To be distributed after group presentations

UNION's name: _____

In view of the labour market situation in your union's sector, please reply together and in common agreement to the questions below in common,.

1 Degree of importance of the problem of Child Labour:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

1.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

2 Degree of importance of the problem of Forced and/or Compulsory Labour:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

2.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

3 Degree of importance of the problem of Health and Safety:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

3.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

4 Degree of importance of the problem of Freedom of Association & Right to Collective Bargaining:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

4.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:



5 Degree of importance of the problem of Discrimination (ethnic origin, national or social origin, religion, disability, gender, sexual orientation, family responsibilities, union membership, political opinions, or any other condition):

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

5.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

6 Degree of importance of the problem of physical or psychological Work Environment:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

6.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

7 Degree of importance of the problem of Working Hours:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

7.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

8 Degree of importance of the problem of Remuneration:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

8.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:

9 Degree of importance of the problem of Company Management Practices:

LOW 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: HIGH

9.1 Are the union's actions commensurate with the problem?

NO 1: 2: 3: 4: 5: 6: 7: 8: 9: 10: YES

Most important union action needed:



WORKSHEET
(Improvement priorities)

Task 1 – Priorities for UNI affiliates in Nepal (60 minutes)

- 1 Join your working group;
- 2 Assume you are preparing a proposal to the N.L.C.
- 3 Using the techniques learnt during the course and the ideas you have developed, brain-storm the 10 most important priorities for UNI affiliates unions in Nepal on a flipchart;
- 4 Give each of them a 1 to 10 comparative rate of importance by consensus or majority vote.
- 5 Re-order them according to rating
- 6 Mark the top priorities the N.L.C. should work on

Task 2 – Reporting (5 minutes per group)

- 7 Place the flipchart on the wall behind your place in the plenary, during the break.

**PEER ASSESSMENT FORM
 (Improvement priorities)**

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 Improvement Priorities' content and presentation 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.*

1 How well were the improvement priorities presented?

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 How well were the top priorities selected?

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 How well will tackling top priorities contribute to tackle lower priorities?

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"/>

MODULE'S SUMMARY

- 1 **Introduction:** the core of this module focuses on completing operational cycles in a logical manner, so that all outputs generate renewal and improvement.
- 2 **Monitoring and Evaluation:** Although commonly referred to by the acronym M&E, Monitoring and evaluation are two very distinctive processes although extremely interrelated.

Monitoring ensures that implementers stay on track by recording data on execution, and displaying information on progress towards objectives and goals. In addition, monitoring facilitates rapid corrective action when needed, and provides evidence of progress and achievements. Monitoring, requires a system to keep organised records; display structured data; channel information and selected indicators efficiently to activity leaders and the higher levels of leadership. Monitoring is a part of every process, providing the information support that sequential process need for structured and efficient execution. Records, efficient flow of data and validity of data, are essential requirements of monitoring. Monitoring data is also essential for reporting progress and achievements.

Evaluation is the systematic examination of the extent of achievements that relies primarily on monitoring records, but also on observation and interaction with those responsible for execution. Evaluation is indeed a project in its own right. In addition to determining the degrees of achievements of a project, evaluation identifies organisational strengths and weaknesses, and external opportunities and threats. Evaluation analyses monitoring data and specifically collected data and reaches conclusions on the quality of execution and makes recommendations for improvement and sustainability of achievements. There are mainly three types of evaluations: Self-evaluations, Second-party evaluations, and External or Independent Evaluations.

- 3 **Review and Improvement:** these two processes are also intimately linked and their success depends on the quality of the previous two.

Review is at the core of the leadership function and provides the Leadership with an opportunity to analyse processes with perspective and to determine whether they still are suitable, adequate and effective. Review carries out comparative analyses of planning documentation vis-à-vis monitoring and evaluation outputs. The outputs of review are decisions in three major directions: Improvement of the effectiveness of operational systems and processes; improvement of results within the context of the union's social and political impact, and definition of needed resources for continued and sustainable action.

Improvement is the outcome of effective leadership, and should be continuous. While the leadership process is fundamental to trigger relevant actions, leadership is also essential to lead the union to continuous improvement. The most efficient method to ensure continuous improvement therefore, is a systemic leadership approach that enables the Leadership: (1) **to have ample contact with the union's field** to perceive needs, opportunities and threats and lead the union with a clear vision; (2) **to develop a self-sustaining system**, based on people and efficient management of union resources, smooth flow of requirements as inputs for action, efficient execution of services, products and delivery, and effective M&E systems ensuring internal performance and external field satisfaction with the union's performance; (3) **to perform essential review of key processes** to generate improvement in all directions



Diploma course on:

Effective Leadership

**Trainer's
section**

Version 20080717

Module VI – Monitoring & Evaluation,
Review & Improvement

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