2021-2022

GLOBAL LEARNING
FOR THE UN SECRETARIAT

LEARNING NEEDS ASSESSMENT

United Nations

CONTENT

a **comprehensive review** of learning needs at an organizational level

CONTEXT

SG's initiatives on Data Strategy, Innovation, New Technologies, Multilingualism

2030 Agenda and Future of Work

Global & local input from many duty stations

2020 LEARNING NEEDS ASSESMENT

Uncovering cross-cutting needs which are relevant to the Organization for delivering on its mandates and supporting UN staff in their professional development.

SECRETARY-GENERAL OUTPUT

AUDITS, CLIENT SURVEYS & FOCUS GROUPS

STRATEGIC & OPERATIONAL REPORTS

LEARNING PLANS,
Local Learning Needs Assessments, Upgrading substantive & technical skills

GUIDING PRINCIPLES

Learning must

- support mandate implementation
- support staff development across the Organization
- be grounded in gender and human rights
- be user-centred, leveraging new learning technologies
- be accessible to all staff across the Secretariat, regardless of location
- be multi-lingual, at least in the working languages

RESULTS

HIGH PRIORITY

Coordination & Partnerships
Monitoring & Evaluation
Advanced IT & Programming
Knowledge Management
Gender Mainstreaming
Capacity-building
Data Analytics

MEDIUM PRIORITY

Communication
Risk Management
Leadership
Strategic Planning
Performance Management
Project Management
Talent Management
Management
Client Orientation
Strategic Communication
Innovation
Digital Adaptability
Results-based Management

INFORMED DECISIONS BASED ON DATA

The LNA provides data to strategically align the Organization's talent management capacity with its mission and empower UN staff to address key challenges in pursuit of the 2030 Agenda. The results are informing DMSPC's Organizational Development Section's strategic and coordinated use of resources and will inform the 2021 and 2022 learning catalogues.

INTERACT WITH THE DATA

You can check out the data and dive deeper into the analysis using **Power BI**
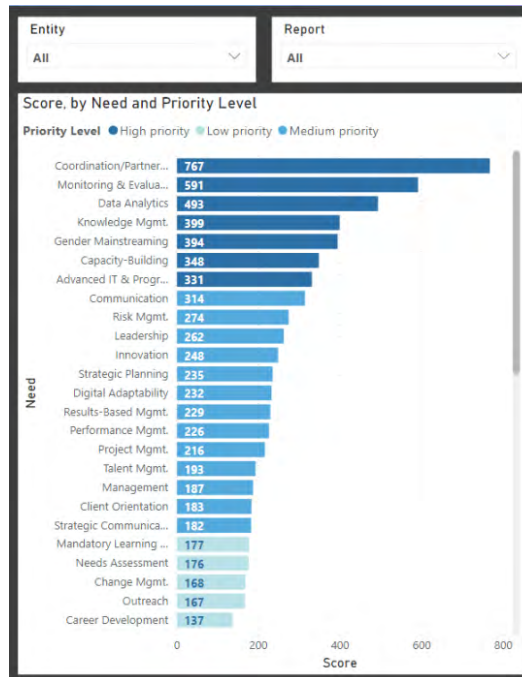
MAIN DASHBOARD
to filter data by entity, report type, or learning need.

SIDE-BY-SIDE COMPARISON
by entity and type of report.

CROSS-REFERENCE LEARNING PRIORITIES WITH THE SDGS
by selecting a goal to reveal related learning needs.

RELATIONSHIPS BETWEEN LEARNING NEEDS
topics are mapped with each need.

FUTURE OF WORK

SWFP has identified 26 skills and 10 functions as key to the future of work:

FUNCTIONS

SKILLS	Data collection & analysis	Resource mobilization	Operations & management	Partnership	Innovation	Strengthening systems	Knowledge management	Strategic communications	Emergency response	Risk management
Coordinating with others		■	■		■	■	■		■	
Data Literacy	■		■		■					■
Design-Mindset	■		■			■				
Basic-digital-skills	■		■							
Communication		■		■	■			■		
Creativity	■				■					
Cognitive flexibility	■							■		
People management			■					■		
UX-Design			■		■		■			■
Monitoring			■			■				■
Judgment and decision making			■		■					■

NEXT STEPS

- **DEVELOPMENT OF SKILL FRAMEWORK**
- **STANDARDIZED SKILL DEFINITIONS**
- **LEARNING PATHS FOR HIGH AND MEDIUM PRIORITIES** that are not covered by Centrally Coordinated Programmes
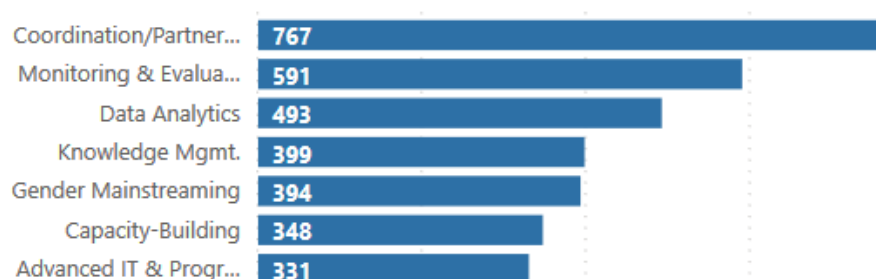
EXECUTIVE SUMMARY (PHASE I)

Learning is an essential tool to support improved efficiency and quality in the work of the Organization by allowing staff to develop new knowledge, skills, behaviours and attitudes. Moreover, the United Nations Secretariat must take into consideration a shifting learning landscape and the present Covid-19 pandemic that demand more agile organizations and staff members that engage in continuous learning. This Secretariat-wide learning needs assessment (LNA) is the second comprehensive review of the United Nations Secretariat learning needs at an organizational level. Building on the multi-dimensional approach used in 2017 to bring together self-reported staff learning needs with the priorities and gaps at the organizational level, this assessment reviewed 400+ data sources, twice as many at the 2017 Global Learning Needs Assessment.

In this iteration of the project, the document-based review of staff learning needs is the first of a three-level assessment that will feed into the learning strategy of the organization. Phase two will bring together the results of the review in the present document with the perspectives of learning managers across the Secretariat through a series of focus group interviews. The combined data from both assessment levels will be used to develop a learning skills survey that will be shared with staff in Secretariat entities. Furthermore, this document makes recommendations for integrating the use of innovative technologies to automate theassessment process in future iterations.

The results of the assessment indicate that the highest learning priorities for the Organization during 2020-2021 are in the areas of coordination and partnerships, monitoring and evaluation, data analytics, knowledge management, gender mainstreaming, capacity-building, and advanced IT and programming. Of note is the area related to work-life balance and stress management skills, which was not fully captured due to the latest documents reviewed being dated to February of 2020, as such, we acknowledge that this particular area may be one of focus for the Organization's learning strategy despite the results of the assessment.

Area	Value
Coordination/Partner...	767
Monitoring & Evalua...	591
Data Analytics	493
Knowledge Mgmt.	399
Gender Mainstreaming	394
Capacity-Building	348
Advanced IT & Progr...	331

Coordination and partnerships skills obtained the first ranking by a substantial difference, which partially support the upcoming JIU report on learning across the United Nations system "*Policies, programmes and platforms in support of learning: towards more coherence, coordination and convergence*". The results also highlight the need for skills related to data manipulation, data analysis, data management, and data production with all the top needs after coordination and partnerships having a strong relationship to using data, be it for accountability, learning, or analytical purposes. This makes sense in the context of the current data revolution where technologies such as machine learning and artificial intelligence are at the forefront of innovation, need for these technologies is highlighted by the high priority rank of advanced IT and programming skills. Accountability for results to our stakeholders is a continuing theme that correlates to the importance of learning needs as capacity-building, risk management and results-based management all scored highly in this assessment. Another theme related to technology and innovation, with innovation itself barely missing the top ten, and having the company of advanced IT and programming, and digital adaptability in the top fifteen. Other important themes to be considered for the learning strategy also include communication, and people management.

To further support the implementation of a learning strategy and learning solutions to address the needs identified in the assessment, several tools were developed to assist learning managers and other key learning actors. Power BI reports were created to disaggregate results by entity and report type, as well as to compare different entities side by side. The 2030 agenda is taken into account by providing a proxy link using entity self-report alignment with the SDGs to correlate learning priorities with each SDG. The relationship between the different skills was mapped using the qualitative information collected in order to better illustrate the connection between learning solutions for different learning needs. Further information is provided for leadership and management skills, as well for those skills which will be key for the workforce of the future. Additionally, extended descriptions of the top learning needs are provided to drive the creation of content and pathways that will address such needs.

High priority learning needs (2017 vs. 2020)

REMAIN HIGH PRIORITY	NEW HIGH PRIORITY	DROP OUT OF HIGH PRIORITY
Coordination & Partnerships	Data analytics	Project management
Monitoring & Evaluation	Capacity-building	Umoja*
Knowledge Management	Advanced IT & Programming	
Gender Mainstreaming		

Medium priority learning needs (2017 vs. 2020)

REMAIN MEDIUM PRIORITY	NEW MEDIUM PRIORITY	DROP OUT OF MEDIUM PRIORITY
Communication	Innovation	Communication with communities
Risk Management	Digital adaptability	UN roles & responsibilities
Leadership	Results-based management	Work-life balance & Stress management
Strategic Planning		Needs assessment
Performance Management		Change management
Project management		Finance & Accounting*
Talent Management		
Management		
Client Orientation		
Strategic Communication		

Learning needs dropped out due to not being in the scope of the present LNA

1

SECRETARIAT-WIDE
LEARNING NEEDS ASSESSMENT

Learning is a key instrument to provide UN staff with the skills and knowledge necessary to deliver their mandates and to address their professional development needs. Through learning, staff can obtain the tools to improve the quality and efficiency of their work and acquire new competencies. In the present competitive and dynamic environment, adaptability is a requirement for organizations and learning an essential tool. In line with this and under the leadership of the Department of Management, Strategy, Policy and Compliance, the Organizational Development Section in the Office of Human Resources (OHR) conducted a Secretariat-wide learning needs assessment (LNA) during February – April 2020 to identify key learning priorities for 2021-2022. This LNA provides DMSPC with the data to strategically align the Organization's talent management capacity with its mission and empower UN staff to address key challenges in pursuit of the 2030 Agenda.

Background and Objectives

This Secretariat-wide LNA is the second comprehensive review of learning needs at an organizational level. In the past, individual departments, offices and commissions have completed independent LNAs which assessed the learning requirements of their staff, until 2017 when the former Department of Management conducted an assessment of over 200 sources to provide intelligence on cross-cutting needs that support the execution of the overall mandate and align human resources management efforts to make more strategic and coordinated use of resources for delivering learning. Based on the aforementioned assessment process, for the present 2020 LNA data has been gathered from more than 400 sources from across the Organization, covering UN Secretariat entities, peacekeeping and political missions, and organs whose secretariat is part of the UN Secretariat (see the annex for a complete list of the documentation). This first level of the assessment used, again, a multi-dimensional approach. The approach involved bringing together staff perceptions on learning needs (e.g. through past LNAs and entity request for the upgrading of substantive and technical skills) with the priorities and gaps at an organizational level (e.g. through the Secretary-General's reforms, audits and client surveys). This unconventional approach carries the value that it exposes learning needs at both the individual and organizational level. In this iteration of the assessment, through improved data collection, we have exposed needs at the department level, information now available to learning managers via Power BI dashboards.

The objectives of the global LNA are to:
To analyze the learning needs of the Organization to enable it to fulfill the operational requirements of the Organization in an effective and efficient manner, which are being evolved at a fast pace given the changes stemming from advancement of technologies, 4th industrial revolution, greening of economies, and changes in demographics.

1.1
SCOPE AND AUDIENCE

The scope of the LNA is to uncover cross-cutting learning needs that could be addressed through Centrally Coordinated Programmes (CCPs), which develop core values, core competencies and a shared organizational culture. OHR prioritizes these needs in order to deliver learning that has a broad relevance across the Secretariat. To identify these requirements, OHR will collaborate with Learning Managers and Learning Focal Points from across the main offices, departments, commissions and duty stations. Although the LNA does not focus on local, or entity specific needs, it is recognized that these will continue to matter for staff to function effectively and efficiently and will be addressed by the respective local Learning Managers and entity specific Learning Focal Points.

To ensure that the needs uncovered remained accurate, the analysis included data going back as far as 2017. As the assessment of learning needs should be an iterative process to keep up with changes over time that affect the Organization's strategy, the LNA is to be conducted every other year in line with establishing priorities for each biennium. The output of the global LNA affects all Secretariat staff. The results of the analysis will inform OHR's learning activities and learning catalogue for the biennium 2021-2022 and facilitate a culture of empowerment and accountability as called for in the management, and peace and security reforms[1,2].

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[1] A/72/492 Shifting the management paradigm in the United Nations: ensuring a better future for all
[2] A/72/525 Restructuring of the United Nations peace and security pillar

1.2
GUIDING PRINCIPLES

The strategy of OHR leans on the following principles:

- Learning must support **mandate implementation**
- Learning must support **staff development across the Organization**
- Learning must be grounded in **gender** and **human rights**
- Learning must be **accessible and disability-inclusive to all staff** across the Secretariat
- Learning must be user-centered, leveraging **new learning technologies**
- Learning must be **multi-lingual**, at least in the working languages

2

SHIFTING LEARNING LANDSCAPE

This LNA is also being conducted in the context of a shift in the learning landscape. As addressed in the report of the 2017 LNA, in the past, formal, classroom-based training, was seen as the most effective methodology for knowledge and skills transfer. While face-to-face learning is still a valid approach, over-dependence is not useful given the Organization's shift in making better use of resources and strengthening its resilience. The rapidly evolving roles of staff and a globally dispersed workforce also mean that it is in the Organization's best interest to branch out into new learning approaches. No better example than the current Covid-19 pandemic, which has completely shaken perceptions of telecommuting and distance learning.

These latest approaches advocate user-centered and on-the-job development opportunities. They are often enabled through newer learning technologies and are accompanied by numerous benefits. For UN staff, online platforms mean that learning is available anywhere, anytime to address their professional development needs. The value of this can be contextualized in the frequently cited obstacles to learning. A lack of access and time against work priorities is a common challenge for staff to acquire the necessary skills and knowledge. Moreover, e-learning and similar learning solutions can be perceived as progress towards a more agile United Nations Secretariat that is no longer static, siloed, and designed for stability. The dynamics and the constant improvement of technology-supported learning allows the Secretariat to operate in rapid learning and decision-making cycles, able to reconfigure, quickly and efficiently, strategies, processes, people and technology

Weak infrastructure around travel is an obstacle more specific to staff in Offices Away from Headquarters (OAHs) and those serving in the field. Mobile and online technologies can be utilized to address these issues and expand the geographical reach of learning, as seen in the high user rates of staff in Africa accessing for instance LinkedIn learning, and the Staff College Blue Line. The new technologies combine not only the necessary hardware and software, but also the intended learning processes and the interfaces among them. Technology-enabled trends and capabilities such as the increase of remote interactions, mobility, portability, and personal cloud require adjustment of different policies, curricula and institutional arrangements. Even when the UN Secretariat values remain unchanged, the adaptation to technology-based solutions suggests changes in the behaviour of staff and leadership, based on constant learning.

At an organizational level, newer learning technologies offer the benefit of reaching a broader audience. In comparison to more conventional face-to-face training, technology-based interventions can more easily be replicated and scaled up. This means that the return on investment in learning delivery is higher and the Organization can make more strategic use of its resources. Offering development opportunities online also means that learning is delivered in a standardized way across the UN. This ensures that staff have equal access to critical learning and helps build a common culture across the Secretariat. A recent JIU report on learning across the UN system indicated that in a landmark "Organization Learning Framework" presented by the United Nations system managers to the Human Resources Network of the CEB High-Level Committee on Management, it was proposed that 5% of the staff time and 2% of staff costs should be devoted to learning, as an indicator that reflects the strategic importance of learning. In reality, learning has evolved in circumstances of continually reduced budgets and other constraints. Most of the organizations expenditures on training are below 1 per cent with the average percentage on learning and development across the United Nations system estimated currently at 0.71% of all staff costs. Only 1 organization reaches the 2% benchmark. Resources allocated to learning are always on the list of suspects for cuts, in times of financial crisis. Arguably, the financial dimensions of the efficiency

opportunities are indeed critical in assessing learning services. While not desirable, albeit understandable, the financial pressure on the regular budgets will remain a reality for organizations in the United Nations system for the years to come. A more perilous stand would be to allow the financial constraints to distort the understanding and the importance of learning

A review of past LNAs indicate that UN staff use numerous learning methods, including formal approaches (e.g. onsite classes, online training and academic courses) and more informal channels (e.g. mentoring and coaching, on-the-job development, communities of practice and brown bags). While face-to-face training remains the popular learning approach at the UN, there is also an appetite for more informal, mobile and user-centered learning. While face-to-face learning remains the main format and account for more than half of staff training, the method of self-paced online learning follows right after.

LinkedIn Learning is, like its predecessor Lynda, an online learning platform that allows staff to acquire skills and knowledge on the job, when they need it. In the 6-month period from late October 2019 until the end of April 2020, since the organization has had access to usage statistics for the platform, around 6000 staff members have logged in to watch content and learn for an average period of 4.5 hours. Staff has since them, completed 14,600 courses and watched, in their entirety, 456,000 instructional videos. The most popular videos and learning paths relate to project management skills and Microsoft Office applications such as Teams and Power BI.

3   A MULTI-DIMENSIONAL APPROACH TO ASSESSING LEARNING NEEDS

In parallel to the context of the changing learning landscape, this LNA was initiated in 2020. Initial data was taken from recent learning assessments completed by offices, departments and commissions, as well as from their reports on the upgrading of substantive and technical skills. In addition to LNA data, and to expose priorities and gaps at an organizational level, other data sources were then collected. These included SG communications and reports, audits and client surveys, and operational reports. These data sources provided the direction set by the Secretary-General and the United Nations decision-making bodies in terms of what is expected from staff in the Organization and how they are expected to deliver on their mandates (and what learning does to strengthen this).

Document selection and content criteria

The documents selected had two types possible source origins:
- The entities within the scope of the UN Secretariat as per the UN System chart
- Board of Auditors / Joint Inspection Unit, which are not organs under the UN Secretariat but provide audits and investigations of UN system and UN Secretariat entities.

The documents selected need to report on at least one of the following:
- Current/recent activities of the Organization
- Organizational performance evaluation reviews
- Future planning
- Budgetary allocation
- Staff perceptions on their learning needs
- Leadership views on the needed direction for the Organization

We identified 15 document types grouped into four general categories:

Document group	Document type	Document content
SG/GA	SG Report	• Leadership views on the needed direction for the organization
	GA Report	• Current/recent activities of the organization
	SG Communication	• Organizational performance evaluation reviews
	GA Communication	• Future planning
		• Budgetary allocation
Audits	BOA	• Organizational performance evaluation reviews
	JIU	• Current/recent activities of the organization
	OIOS	• Staff perceptions on their learning needs

	Client surveys	
Operational & Strategic reports	AARs*	• Current/recent activities of the organization • Organizational performance evaluation reviews • Future planning
	EOARs**	
	Evaluation reports	
	Lessons learned	
	Strategic Plans	
Learning documents	LNAs	• Staff perceptions on their learning needs
	USTS	

*After-action reviews
**End of assignment reports

3.1
NEEDS ASSESSMENT

The review of more than 400 data sources revealed a wide range of learning requirements. To identify the most pressing ones among them, scores were allocated based on their occurrence. Additionally, depending on the source in which the need occurred, a different score was applied. Secretary-General and audit documents were given the highest weight as these sources of data expose organizational-wide priorities and ensure that the learning highlighted in this LNA reflects the Organization's most strategic needs. On the other hand, sources of narrower scope and lower consistency were assigned a lower weight.

Following this classification, and in order to be able to compare the results with those of the 2017 LNA, document groups were assigned the following weights:

Document group	Points	Rationale
SG/GA reports	5	These indicate the direction the Organization needs to take, many of them are also reviews on the implementation of different programmes and operations. They also reference leadership views.
Audits	4	Needs referenced in audits and client surveys reflect in-depth, unbiased evaluations that can be considered very reliable.
Operational & Strategic Reports	3	Include evaluations that are generally less in-depth than audits and can also be considered to have higher potential for bias. However, since the narrowest width of their scope is at the project level, they remain important documents.
Learning documents	2	These mostly represent individual staff views which is the narrowest scope of all the documents in the assessment. Given that we aim to identify common, cross-cutting learning needs, they receive the lowest weight.

3.2
PRIORITY DEFINITION

After scores were tallied for each of the learning needs, the next step was to determine cut-offs that would allocate needs as being high, medium or low priority. Several approaches were tested but given their limitations[3], a weighed rank approach was used. This approach was not affected by outliers and did not minimize the impact caused by the number of needs. The weighed rank approach involved the calculation of the sum of all learning need scores, which was divided into three – creating the high,

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[3] One approach involved standardizing the learning need scores, which would provide a view of the learning need importance, based on their distance from the mean of the distribution. This standardization approach was not suitable due to the extreme size of the dominant learning needs, which acted as outliers and caused needs with scores closer to the mean to be underestimated. A second approach used a basic rank method. The needs were sorted from the highest score and the set was divided into three even segments. The top segment would be the high priority needs, with the following segment being the medium priorities and the last segment representing the lowest priorities. Although this approach was not affected by outlier scores, it did not provide enough insight to properly discriminate priority level between needs. This is because this approach is dependent on the number of needs; had more needs been identified, medium priority needs would have been promoted to high priority needs without an increase in their score.

medium and low priority segments. Each of these segments accounted for one third of the total score. Subsequently the cut-offs for each category were as follows: needs with more than 325 points represented high priority needs, needs with points between 180-325 accounted for medium priority needs and needs with less than 180 points were classified as low priority needs. The fact that only a small number of needs are captured within the high priority category demonstrates that they are pressing learning requirements; these few needs together account for one third of the total score.

It is important to note that certain needs in the high priority category may not resonate with a particular department, office, commission or field mission – and likewise, needs in the low priority category may be essential to them. There will be local priorities which continue to matter for individual entities to function effectively and efficiently. In the context of exposing needs with a broad relevance however, the lens this LNA applied is one which focuses on common, cross-cutting needs that are informed by evidence retrieved from across the Organization.

3.3
CROSS-CHECK WITH LEARNING CATALOGUE

The prioritized needs will be cross-checked with existing cross-Secretariat learning opportunities to identify how the learning requirements are to be addressed. This exercise highlighted areas in which existing courses need to be tweaked and/or scaled to better meet development needs and where existing offerings could be leveraged across the Secretariat. The need to fill a gap and develop new learning interventions was derived from identifying areas for which no suitable courses were available. In some cases, the cross-check with the Learning Catalogue called for communication efforts to better advertise existing learning opportunities to staff. These insights will be used to inform the learning activities of OHR for the biennium 2021-2022 and re-fresh the Learning Catalogue.

4 USING INNOVATIVE TECHNOLOGIES TO AUTOMATE THE ASSESSMENT

The Organization will attempt to integrate the use of innovative technologies to automate the document analysis phase of the LNA in future iterations. Two levels of phase one can be at least partially automated: data collection and data analysis.

Data collection here refers to the evaluation of documents in search for references to learning needs. This process involves intensive reading by several evaluators, and the volume of work increases with the informational output of the organization, which offers an opportunity for improvement. In order to exponentially reduce the number of hours allocated to pouring over documents, it would be possible to write a computer program that reads the collected documents and using regex capabilities that saves any passage containing an instance matching a list of predefined keywords related to learning needs. This approach would bring the added benefit of increased accuracy as the program would exhaustively collect all keyword instances into an easy-to-read table.

There are some challenges to incorporate the proposed approach to the data collection process. One of them is that many of the PDF documents reviewed in the LNA have protections in place to prevent reading by computer programs, although this can be done manually or in cooperation with document owners. The bigger challenge is that presently, the technology available to read PDF documents with a computer program is not fully efficient due to the nature of PDF documents, they are intended for reading and printing and are difficult to parse into plain text, which produces multiple reading errors and misses keyword instances. Other documents, which are scanned or in Excel format, cannot be processed with this type of solution.

Once all the raw data has been collected, it needs to be evaluated to determine whether the keyword instances make a reference to a learning need. This is the portion of data analysis that can be potentially automated with the application of machine learning principles to the analysis of text data. Using existing data to create training and test sets, a machine learning could be developed to identify learning needs from text. A computer program containing the model would read the aforementioned table of keyword passages and assign a learning need to each if one is expressed. If this was achieved in conjunction with the automation of data collection, the time spent on this portion of the LNA would be cut down by around several hundred hours of staff time.

However, this automation is not yet feasible given the hefty volume requirements to train a machine learning model. Assuming consistent use of the learning needs across future iterations of the learning needs assessment project, at around 7000-8000 examples per project it would take at the very least four more project iterations to gather enough data to train a useful machine learning model. Even if this were achieved, kinks would have to be worked out for passages that contain multiple learning needs, as well as for the identification of lower ranked learning needs, since the collection of examples for these would be slower. Additionally, were new needs outside of the present scope identified, those would also require a multitude of examples to train the machine learning model.

5 EVALUATION OF THE 2020 RESULTS

The results of the assessment were evaluated using the methodology explained in section 3 and returned a total of seven high priority learning needs, 13 medium priority needs, and 34 low priority needs. An overview of these results has been made available through Power BI dashboards for learning managers and other staff to interact with the data. The main dashboard can be accessed here and provides opportunities to filter data by entity, report type, and learning need. In addition, extended descriptions of the high priority needs have been included in the annex, using the data from the assessment as the building blocks for the description. It must be noted that the latest documentation reviewed in this assessment dates to February 2020 and as such the clearly increased importance of work-life balance and stress management skills in the context of the current Covid-19 global pandemic is not reflected in the results.
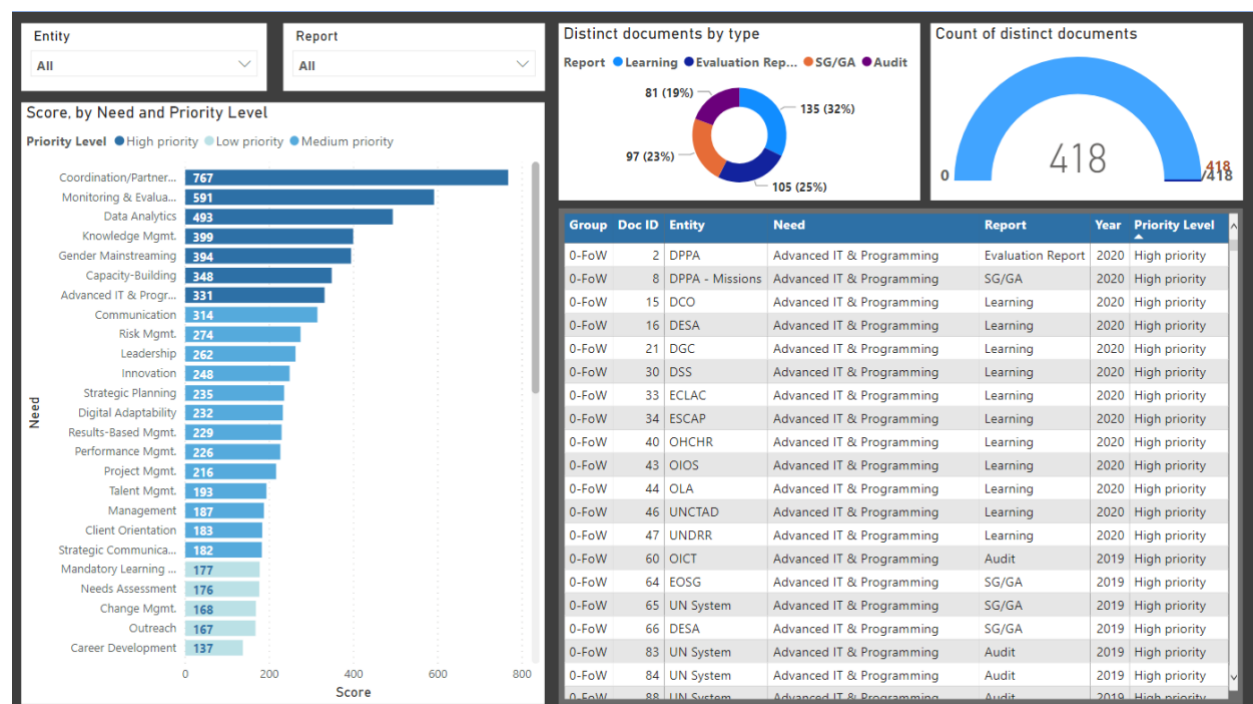
Screenshot of main Power BI dashboard linked above

A disaggregated analysis by report type shows good consistency in the identification of high priority learning needs. Some noteworthy changes take place when filtering the results by learning reports, where only data analytics, advanced IT and programming, and gender mainstreaming remained a top priority; joining them are project management skills (taking the top overall spot), as well as team-building, communication, and technical writing skills. The caveat with this slicing is that this iteration of the LNA had fewer local learning needs assessments as sources and so the balance is inclined overwhelmingly towards USTS reports. Career development is also the first of the medium priorities when only learning documents are taken into account.

Filtering by other report types also shows the variation in data, but as much differentiation to the aggregate. Evaluation report data is marked by a higher indicated need for learning solutions for communication, innovation, results-based management, and strategic communication. Both client orientation and advanced IT and programming skills significantly drop off when filtering by evaluation

report data. Audit report data shows a higher need for strategic planning and risk management and, to a lesser degree, also a higher need for change management and needs assessment skills. They also give little weight to learning needs regarding capacity-building and gender mainstreaming. Reports from the Secretary General and the General Assembly were found to have more of a focus on digital adaptability, risk management, and client orientation while other needs in project management, strategic communication, and management were ranked lower relative to other report types. The findings provided additional insight when observed in comparison to the results of the 2017 LNA.
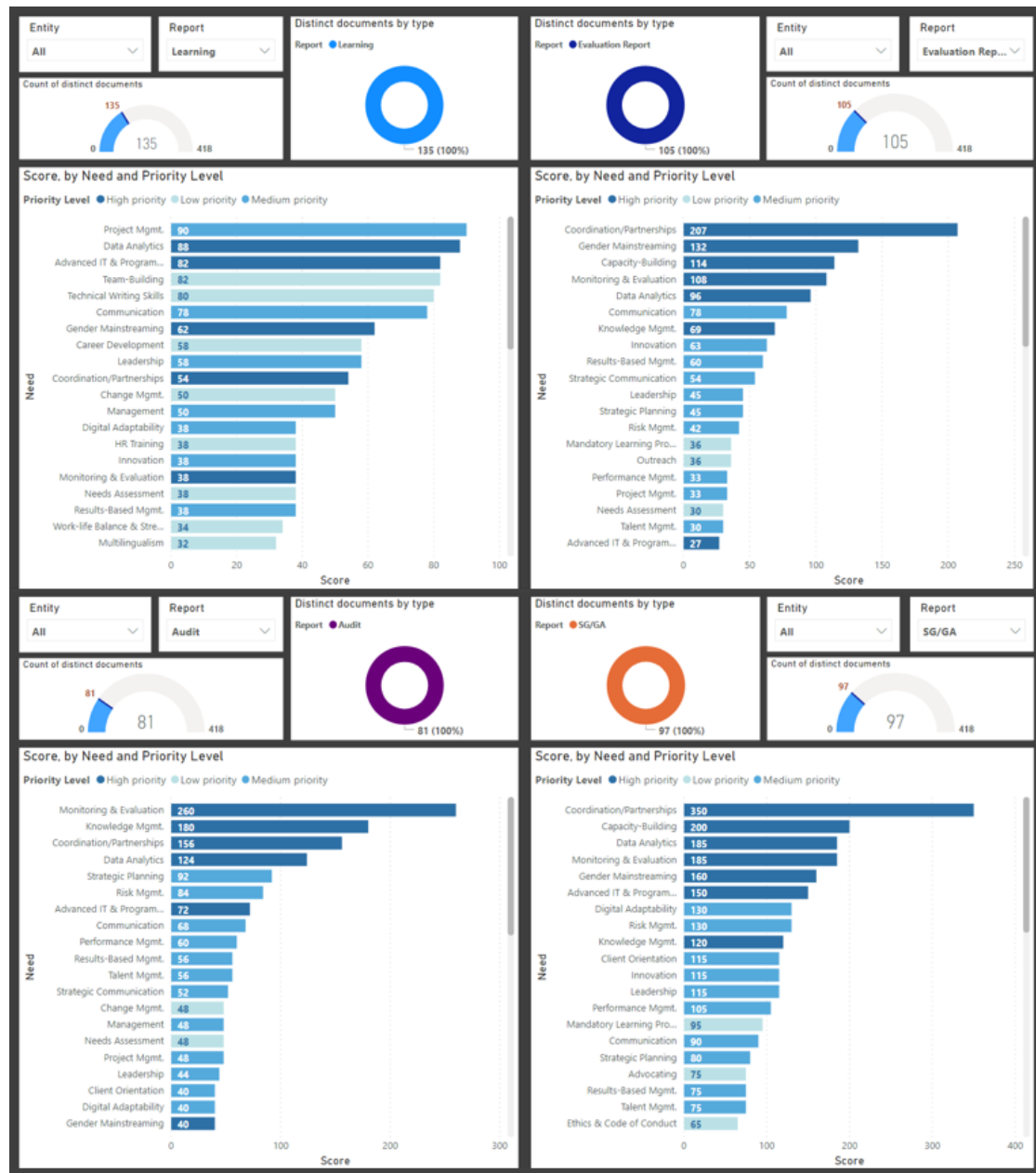
This image shows the top 20 learning needs when the data is filtered by each of the four report types. The team has developed a side-by-side comparison Power BI dashboard for learning managers and staff to make see data disaggregated by entity and type of report. The dashboard can be accessed here.

5.1
COMPARISON WITH THE 2017 RESULTS

Despite changes in the scope of the learning needs assessment and the significantly larger volume of documents evaluated in this phase, it is possible to make a fair comparison of the results of the present LNA with those of 2017. In total 13 new needs were added to this iteration of the LNA and 41 remained from the 2017 exercise. The number of learning needs has been reduced, from 68 to 54, the process

involved the elimination of 27 learning needs that were either not in the scope of the project, which in some cases was due to a different department being responsible for the development of learning solutions for such need, or were merged into a new learning need. Notable among these are learning needs related to procurement, finance, accounting, fundraising, and Umoja training. In parallel, several new needs were identified through a mix or organizational directives and research on important skills for the future of the workforce.

As explained in section 3, the level of priority need is determined on the basis of a relative score comparison with the learning needs divided into three segments, each allocating one third of the total points assigned in the assessment. This means that the number of high, medium, and low priority needs is slightly flexible, and this was observed for the 2020 results, where the number of high priority needs increased from six to seven and the number of medium priority needs decreased from 16 to 13. The cutoffs were set at 325 points for high priorities and 180 points for medium priorities. Overall, the top two thirds of the score accounted for 20 learning needs, two fewer than in 2017.

There are three new learning needs that showed up as a high priority in this phase of the LNA: capacity-building, data analytics, and advanced IT and programming skills. Data analytics, which encompasses the erstwhile separate analytical, statistical, and survey design skills, would have been a medium priority in 2017 and makes a big leap to become the third highest skills gap in the Secretariat. Capacity-building has made a similarly impressive leap and is at this point the sixth overall learning need, skipping through the medium priority category. Advanced IT and programming skills was the last of the high priorities as the seventh overall learning need, it entered the scope of the assessment as part of the results concerning future work skills research. This learning need encompasses the knowledge and skills necessary to use advanced enterprise systems and software and/or programming languages to perform tasks related to various areas. Finally, one of the high priority skill gaps according to the 2017 assessment, project management, has reduced in size and become a medium priority. This fact reflects favorably on the efforts by the organization to strengthen the project management skills of their staff.

There are four new learning needs at the medium priority level: results-based management (RBM), innovation, digital adaptability, and the aforementioned project management skills. RBM, which had narrowly missed the cut for the 2017 medium priorities, jumped 11 spots to become the 14th overall learning need for Secretariat staff. Innovation skills, which include the ability to create and foster a favorable environment for innovation for oneself and others, ranked 11th overall. Digital adaptability, which refers to the ability to quickly pick up new digital technologies from Microsoft Office applications to Google Drive and social media and keep up with technological advancement, came in at 13th overall. Worthy of note are the increases to the importance of communication and risk management skills, which remain a medium priority. Risk management raised its 2017 score by 317%, second overall proportional increase only to capacity-building. Communication skills were represented in the fifth highest total of different documents, mostly learning document types, slightly ahead of advanced IT and programming skills and capacity-building.

A few learning needs saw dramatic drops in their scores, particularly the learning needs related to UN roles and responsibilities, and communication with communities. The drop in communication with communities can be associated with the comparable increase in capacity-building, and based on the similar background origin for both needs it's possible to infer the drop is due to a mix of the Organization's improvement in its ability to communicate with communities and the overlap with capacity-building, which on some level necessitates proper communication with the communities that UN staff work with in the field. The drop in the need for knowledge regarding UN roles and responsibilities could be at least partially attributed to the recent shift in the management paradigm, which as part of the change management process had to enunciate new roles and responsibilities.

There was also a drop in the need for team-building skills, which would have been a medium priority in 2017, but this can be confidently attributed to the lower number of local LNAs available in this assessment. Team-building learning needs are present in said documents with a significantly greater frequency. Finally, it's worth noting that while change management and needs assessment skills 'dropped' to being low priorities, in the adjusted 2017 results, they would have also been the first to meet the cutoff for being a medium priority. These and other changes in score and rank can be observed in figure 1 below.

2017

Score	Need	Rank
211	Monitoring & Evaluation	1
206	Coordination/Partnerships*	2
187	Knowledge mgmt.	3
147	Gender Mainstreaming	4
102	Project Mgmt.	5
98	Umoja	6
85	Communication with communities	7
78	Leadership	8
77	Communication	9
73	Strategic planning	10
72	Performance Management	11
70	UN Roles & Responsibilities	12
69	Team-building	13
67	Mandatory Learning Programmes	14
65	Talent Management*	15
63	Client orientation*	16
58	Management	17
57	Strategic communication	18
52	Risk Mgmt.	19
49	Work-life balance & Stress Mgmt.	20
49	Finance & Accounting	20
46	Needs assessment	22
46	Change Mgmt.	22
46	Data Analytics**	22
43	Results-Based Mgmt.	25
42	Creating a harmonious workplace	26
41	SDG Implementation	27
40	Capacity-building	28
39	Conflict Prevention & Management	29
35	Ethics & Code of Conduct	30
34	Conflict & Political Analysis	31
34	Procurement	31
32	Crisis Mgmt	33
32	Outreach	33
32	Career Development	33
31	HR Training*	36
31	SEA	36
30	Human Rights	38
27	Advocating	39
27	Technical writing skills	39
25	Staff engagement	41
24	Mediation	42
23	Policy Making	43
20	Coaching	44
20	Statistical skills	45
19	Mission planning	46
18	Safety & Security	47
18	Fundraising	47
17	Diversity & Multi-cultural Environments	49
15	Protection of Civilians	50
14	Social Media	51
14	Negotiation	51
13	Survey Design	53
12	First Aid / CPR	54
10	Electoral assistance	55
10	Travel	55
10	Modelling & Forecasting	55
9	Law training	58
8	Programme Mgmt.	59
8	Peacemaking & Diplomacy	59
8	Speech Writing	59
6	Time Mgmt.	62
6	CBI	62
6	Using Big Data	62
6	HIV / AIDS	62
5	Meeting organization	66
5	Governance & Institution building	66
4	Create Learning	68

2020

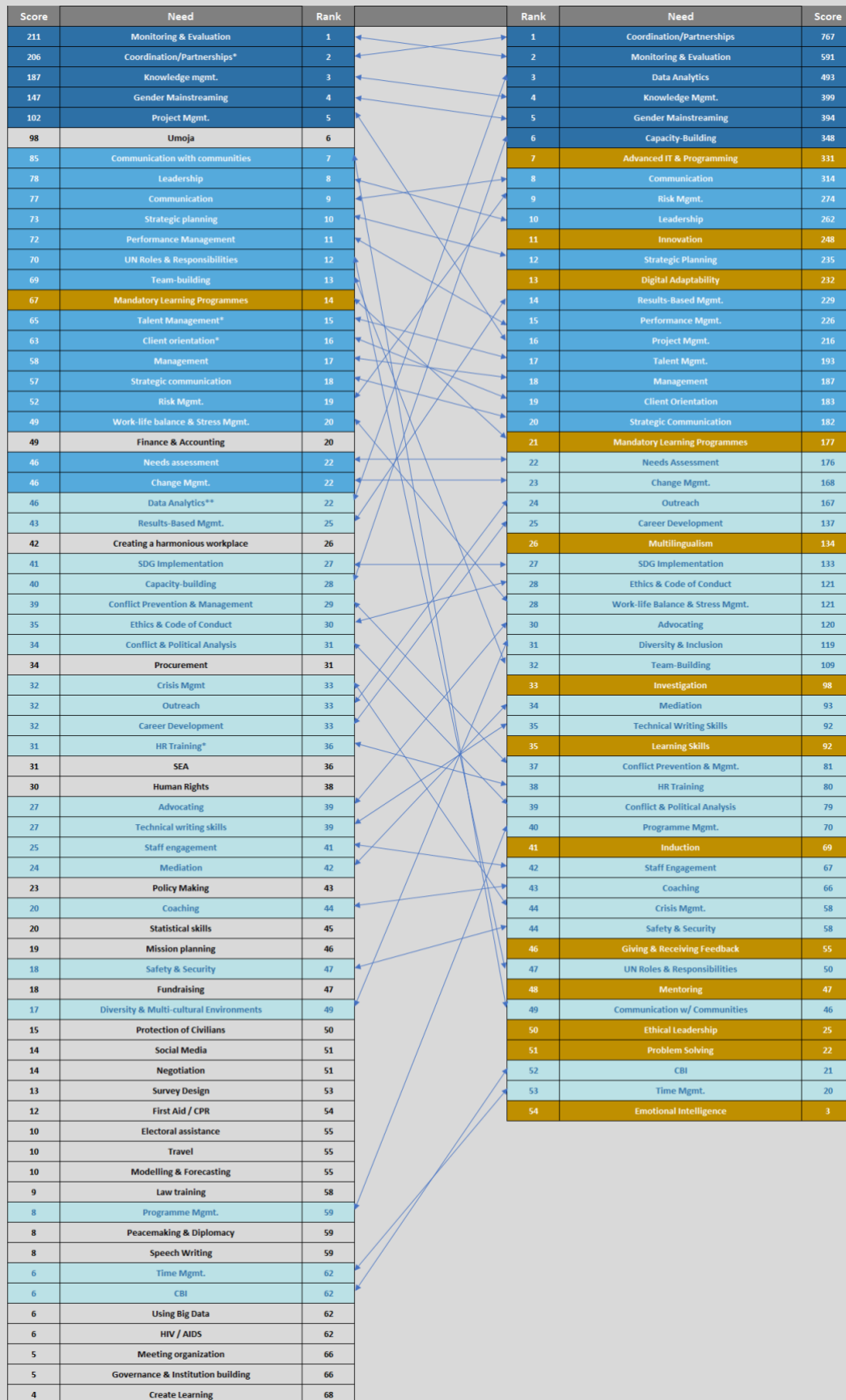| Rank	Need	Score
1	Coordination/Partnerships	767
2	Monitoring & Evaluation	591
3	Data Analytics	493
4	Knowledge Mgmt.	399
5	Gender Mainstreaming	394
6	Capacity-Building	348
7	Advanced IT & Programming	331
8	Communication	314
9	Risk Mgmt.	274
10	Leadership	262
11	Innovation	248
12	Strategic Planning	235
13	Digital Adaptability	232
14	Results-Based Mgmt.	229
15	Performance Mgmt.	226
16	Project Mgmt.	216
17	Talent Mgmt.	193
18	Management	187
19	Client Orientation	183
20	Strategic Communication	182
21	Mandatory Learning Programmes	177
22	Needs Assessment	176
23	Change Mgmt.	168
24	Outreach	167
25	Career Development	137
26	Multilingualism	134
27	SDG Implementation	133
28	Ethics & Code of Conduct	121
28	Work-life Balance & Stress Mgmt.	121
30	Advocating	120
31	Diversity & Inclusion	119
32	Team-Building	109
33	Investigation	98
34	Mediation	93
35	Technical Writing Skills	92
35	Learning Skills	92
37	Conflict Prevention & Mgmt.	81
38	HR Training	80
39	Conflict & Political Analysis	79
40	Programme Mgmt.	70
41	Induction	69
42	Staff Engagement	67
43	Coaching	66
44	Crisis Mgmt.	58
44	Safety & Security	58
46	Giving & Receiving Feedback	55
47	UN Roles & Responsibilities	50
48	Mentoring	47
49	Communication w/ Communities	46
50	Ethical Leadership	25
51	Problem Solving	22
52	CBI	21
53	Time Mgmt.	20
54	Emotional Intelligence	3

Figure 1 - Comparison of shared learning needs 2017 vs. 2020. In black, needs not in the scope of the 2020 LNA.
* This item had its name changed in 2020.
** Data analytics is an aggregate of 2017's analytical skills, statistical skills, and survey design skills.

6

2030 AGENDA IMPLEMENTATION
LEARNING NEEDS AND THE SUSTAINABLE DEVELOPMENT GOALS

As stated earlier, the objective of this LNA is to analyze the learning needs of the Organization to enable it to fulfill the operational requirements of the Organization in an effective and efficient manner, and consequently, support the achievement of the Sustainable Development Goals of the 2030 Agenda. Using the most recent budget documents submitted by UN Secretariat entities to ACABQ, we were able to construct a small database with each entity's self-report alignment with each of the goals. In order to map the learning needs of the Organization to the SDGs we developed a proxy measure to understand their relationship. This measure involved the selection of those entities for which at least half of all their subprogrammes and components where in alignment with each of the SDGs. The aggregate of the learning need scores for the identified entities represents the learning priorities the Organization has to cover to successfully support the achievement of the goals. While this method has its limitations, mainly its approach through indirect measurement and the lack of consistency in self-reporting their alignment to the SDG goals across subprogrammes and components, it provides learning managers across the Organization with another tool to develop their implementation strategies.

In total, 29 submitted budget documents were collected, spanning 38 different entities/programmes that are in turn composed of 181 subprogrammes and components. Across all of those, the three SDGs with which most Secretariat subprogrammes are aligned are SDG17, SDG16, and SDG8, for which over 73% of the Secretariat's 181 programmes showed alignment. In comparison, the rest of the SDGs showed alignment rates between 52%-67%. For each of the top aligned SDGs, communication skills leapt among the group of high priority learning needs, with innovation also making a big jump for SDG8. It is also no surprise that coordination and partnership skills both showed as the biggest learning need and the goals the Secretariat subprogrammes show most alignment with. Due to the amount of data, a Power BI dashboard report has been created to facilitate the use of the information by learning managers.

7

MAPPING LEARNING NEED RELATIONSHIPS

The LNA project team acknowledges that learning needs do not exist in a vacuum, for professional skills are interrelated. If, for example, a learning need for gender mainstreaming indicates that one of the issues is, at least partially, the need to further improve the inclusion of a gender lens in project design and management, then it's possible to see how an effective learning programme for project management will have to include a gender mainstreaming learning component. It's also the case that for gender mainstreaming the gender lens in project management does not only come in the design phase, but also later, if there is a data analysis phase, which now brings the total to three different skills that bear relation to one another. Thus, development of solutions to tackle the learning needs identified in this assessment cannot be done in isolation and must take into account how the achievement of the desired level for a skill is dependent on a minimum level of skill in related areas. For this purpose, the LNA team has been working to create fully detailed descriptions of the learning needs with the highest scores. These full descriptions will be made available through this report to learning managers prior to their participation in the second phase of the assessment. In addition, the team has mapped the relationship between the

14

identified learning needs, an effort which will facilitate both future content development, like the full descriptions, as well as helping staff all over the Secretariat understand how they can tailor their own learning paths in order to improve on all the skills related to their job. If we returned to the previous example of the relationship between project management, gender mainstreaming, and data analytics, we can also observe that the direction of their relationship goes one-way, while gender mainstreaming and data analytics skills are relevant to successful project management in the UN context, the reverse is not the case, developing project management skills will not have an impact on gender mainstreaming and data analytics skill level. On the other hand, if we were to take the pair of performance management and giving and receiving feedback skills, we can observe that their relationship goes in both directions, knowledge of performance management will improve giving and receiving feedback skills and vice versa. This dual nature in the direction of the skill relationships shows how important it is to organize content development and the creation of learning paths. Using the qualitative information collected during the first phase of the LNA we can both provide guidance on which learning needs to prioritize, but also provide actionable intelligence to successfully bridge the identified gaps.

Click here to access the skills mapping dashboard.

8 LEADERSHIP AND MANAGEMENT SKILLS

Both leadership skills (10th overall) and management skills (18th overall) were graded as medium priority needs by the results of the LNA. Still, within those learning needs at the medium priority level both leadership and management had below average increases, which points at the gap in those skills having been at least partially covered since 2017. Our aim is for the size of the gap to keep shrinking through data-based targeting of the multiple factors encompassed by leadership and management skills. As evidenced from section 8 of the present report, learning needs do not exist in a vacuum and are often entangled between them, this is particularly true for leadership and management which are closer to being the composite of skills adequate, on a context-basis, to lead and manage people. While this composite is similar across organizations, differences do exist in both the scope and intensity of these skills. Based on the results of this LNA we have identified the following 28 skills to be in relation of leading and managing people at the UN Secretariat entities (see Figure 4). In a well-coordinated partnership with UNSSC, DMSPC's ODS has recently launched The Blue Line, a global learning hub by the UN, for the UN. The Blue Line, which besides leadership and management materials also houses courses for other UN staff, has modules and toolkits that support 22 out of 29, close to 80%, of the below listed leadership and management needs.

High priority	Medium priority	Low priority
Coordination/Partnerships	Communication	Change Management
Monitoring & Evaluation	Risk Management	Career Development
Data Analytics	Innovation	SDG Implementation
Knowledge Management	Strategic Planning	Ethics & Code of Conduct / Ethical Leadership
Gender Mainstreaming	Results-based Management	Diversity & Inclusion
	Performance Management	Team-Building
	Project Management	Conflict Prevention & Management
	Strategic Communication	Programme Management
	Talent Management	Staff Engagement
		Coaching
		Giving & Receiving Feedback
		Mentoring
		CBI
		Emotional intelligence

Figure 2 - Learning needs important for leadership and management staff, by organizational priority level

This is already an outstanding support product for the Organization and the qualitative information

gathered during this first phase of the assessment will be useful in guiding content development that best bridges the gaps in the skills of staff. Nonetheless, it's important to consider that some of the identified learning needs, although not directly related to leadership and management, might have a significant impact and ought to be addressed. For example, digital adaptability, or basic digital skills, could become a bottleneck for productivity and efficiency in several areas if leaders and managers lack them thus impacting meeting efficiency, knowledge management, strategic communication, and several coordination mechanisms brought about by the continuous technological improvement in the management of the Organization. Thus, we suggest that the development plans for leaders and managers do not constrain themselves to exclusively those skills directly relating to their supervisory role. In addition, feedback received from the team working on a UN competency framework identified the top 5 leadership and management skills in consideration of both the UN System Leadership Framework and current draft version of the Leadership and Management competency framework. The areas making the top 5 are:

- **Ethical Leadership**

- **Strategic Planning and Communication**
  Includes visioning, RBM, advocating, risk management, monitoring and evaluation, data analysis

- **People Management**
  Includes duty of care, coaching, performance management, emotional intelligence, motivation, diversity and inclusion, conflict management, team-building, and giving and receiving feedback

- **Coordination/Partnerships**
  Includes client orientation, diversity and inclusion, conflict management, monitoring and evaluation, and systems thinking/problem solving

- **Change Management**
  Includes adaptive leadership, systems thinking/problem solving, and data analysis

9   LOOKING TO THE FUTURE OF WORK

While this LNA assesses the most pressing learning needs for the current and immediate future, 2021-2022, so that Organization stays relevant, we must also keep an eye on the future and anticipate future needs. For that reason, in conjunction with the Strategic Workforce Planning Section (SWPS), we also researched external publications from top thought leaders to determine which skills not yet in scope are expected to be critical by 2030.

SWPS – Future of Workforce Skills
In an effort to assess future skills needed throughout the UN, SWPS identified 26 UN relevant trending future skills based on studies by industry leaders and think-tanks such as World Economic Forum.

SWPS – Skills to enable trending functions at UN
In addition, 10 enabling functions were identified based on publicly available strategic plans and related documents of selected UN entities. The list of functions, though not exhaustive, represent those pursued by multiple organizations and can enable delivery of core functions in new, efficient and effective ways.

SWPS – Future of work skills							
1	Complex problem solving	10	Data literacy	19	Blockchain
2	Creativity	11	Business analysis	20	Communication
3	People management	12	Leadership & social influence	21	Cross-cultural competence
4	Coordinating with others	13	Persuasion	22	Design mindset
5	Emotional intelligence	14	Systems analysis & evaluation	23	Monitoring
6	Judgment & decision-making	15	Analytical thinking	24	Project management
7	Service orientation	16	Adaptability	25	UX-design
8	Negotiation	17	Artificial intelligence	26	Video production
9	Cognitive flexibility	18	Basic digital skills		

Figure 3 - Future of work skills identified by SWPS. The order is not significant.

SWPS – Enabling trending functions at UN	
1	Data collection & analysis
2	Resource mobilization
3	Operations & Management
4	Partnership
5	Innovation
6	Strengthening systems
7	Knowledge management
8	Strategic communications
9	Emergency response
10	Risk management

Figure 2 - Critical future work function, present order does not indicate ranking.

Finally, SWPS prioritized those trending skills that are relevant across organizations operating in different contexts and mapped them with the relevant functions, coming to a selection of 11 most relevant skills (see fig.3).

Functions

Skills	Data collection & analysis	Resource mobilization	Operations & management	Partnership	Innovation	Strengthening systems	Knowledge management	Strategic communications	Emergency response	Risk management
Coordinating with others		■	■	■		■	■	■	■	
Data Literacy	■		■		■	■	■	■		■
Design-Mindset	■		■		■		■			
Basic-digital-skills	■		■		■		■			
Communication		■		■				■	■	
Creativity	■	■			■		■			
Cognitive flexibility					■			■		
People management			■					■	■	
UX-Design					■		■			
Monitoring			■			■				■
Judgment and decision making			■			■				■

Learning Needs Analysis Topics

In addition to the SWPS work, we performed a supplementary short research analyzing documents from external institutions[4]. In this process we found 6 skills considered by those documents as important for the FoW (Problem solving, Digital adaptability, Advanced IT, Learning skills, Emotional intelligence and Critical thinking). As their names and description did not correspond to those identified by SWPS, but are somehow related to some of them, we offer here a brief description:

- **Digital adaptability** replaced Digital Skills to signify that it is not only important to handle basic commonplace technologies, but also to be able to adapt to software-based changes to the way the organization works.

- **Advanced IT** encapsulates not only blockchain and artificial intelligence but also other specialized IT areas, which are specified in the extended description section of this report.

- **Learning skills**, which touch on cognitive flexibility and adaptability, refer to the tasks involved in learning such as note-taking, study strategies, journaling, and learning plans among others. These skills are important given the current climate where skills need to be continuously updated and reinforced.

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[4] Like McKinsey, Deloitte, Boston Consulting Group, ILO, LinkedIn, PWC and OECD.

ANNEX

Introduction – Results of the focus groups interview on the LNA report

Review of LNA Focus Groups responses

For phase 2, in order to validate the assessment process and to get feedback on how this tool can be improved and make most useful to staff, we consulted with organization's learning experts. Focus groups with learning managers were conducted to get their perceptions on the phase 1 report. The 22 participating learning managers were asked to review the report and were later interviewed across four focus groups regarding their expectations of a Global Learning Needs Analysis and their impressions on the work that had been done. Participants represented 10 different UNHQ departments as well as UNOV, UNON, ECLAC, ESCWA, UNODC, UNDRR, and UNCTAD.

Expectations regarding a global learning needs analysis – When learning managers were asked about their expectations regarding a report on global learning needs analysis their responses converged on a few themes.

Expectations included:
- an overview of the learning needs to meet organizational goals (see below)
- access to real-time information regarding learning needs and learning engagement levels
- data coming from multiple sources
- actionable knowledge to provide clarity on the implementation of learning solutions and links to other organizational activities.

The overview of learning needs was expected to include a prioritized ranking of learning needs at the organizational and entity levels to help learning managers understand the learning gaps locally as well as globally. It was also expected to include the priority needs from a staff perspective, as well as a separate section on substantive learning needs that were not in the scope of the project.

Expected use of the information and tools in the report – Learning managers said they would use the comparison dashboards provided to track progress and tendencies by comparing current to previous results, validate local assessment approaches, obtain a general awareness of the areas of work and learning needs of other entities. They also expected to be able to use the contents of the report for learning programme development. The report is expected to facilitate recruitment by showing which skills are more difficult to find internally.

What they found most useful to plan learning programmes – Learning managers found that the information and tools in the report were helpful in bringing the planning process back to the beginning and providing an anchor point towards which to advance by having content to build on to make requests for funds and to develop solutions. Responses also noted that knowing common needs would reduce the number of duplicated efforts in the development of learning solutions.

What they wanted more of / thought was missing – Responses on this topic centred on a desire for more staff-level data, particularly staff perceptions on learning needs to validate the assessment; which is already planned for a forthcoming Staff survey on Learning*. Besides disaggregated results by staffing groups and by gender, learning managers were interested to have data on staff perceptions regarding learning needs, completion data by training area, and information that would help answer the question of who needs what training. There was also a call for a dashboard linking learning needs to available offerings in the Learning Catalogue.

Conclusions – The written report produced in phase 1 meets most of the expectations by the organization's learning experts. Comparison dashboards and ranked priorities provide context and guidance to make learning decisions. The project already has a plan to address the demand for staff-level data in the next phase by conducting a staff survey, meaning the final results of the LNA project will satisfy all learning manager expectations. Finally, although out of the scope of the project, the team notes the importance going forward of being able to provide live learning data to further empower learning managers.

Part I A – Extended definitions of high priority needs

DISCLAIMER: the following are not standardized definitions, but an aggregation of the information collected during the assessment. Work is underway by learning need lead teams to provided standardized versions of the content below.

Partnership and Coordination

Partnership and Coordination took the top spot in the priority rankings by a wide margin. At its most basic, coordination and partnerships skills relate to the ability to work together with partners and/or stakeholders to achieve one's mandate. Partnerships should be based on collaborative principles such as win-win outcomes, sharing power, respectful dialogue and co-created goals.

Coordination is a critical skill to avoid duplication and generate knowledge-exchange to leverage the diverse expertise of UN staff. Through proper coordination, UN entities can take advantage of economies of scale and make a more efficient use of their budget allocations. Improved coordination would allow staff from UN Secretariat offices and departments to effectively harness the strengthen and capacities of the larger UN system.

In the UN, coordination is a responsibility for all staff, not just leaders and managers, coordination skills are needed at every level. Teams, sections, divisions, offices, departments, and agencies may want to redouble their coordination efforts in order to implement a more fully integrated system-wide approach – one which cultivates complementarities, promotes synergies and harvests respective strengths – is critical if the Organization is to act cohesively in delivering the support Member States need to honour their 2030 Agenda commitments. Other forms of coordination ought to be pursued, UN staff would also benefit from coordinating actions with a network of their peers to ensure consistency and coherent in changes to the way the Organization works, coordinating with implementation partners beyond the UN system, which includes, among others, national agencies, NGOs, and when relevant, project stakeholders.

The review shows that brokering partnerships is a key component of coordination skills needed by UN staff. Partnerships should be based on mutual respect, trust, and confidence. To broker partnerships, UN staff could learn how to identify partners with whom they can develop common approaches and break down the silos causing duplication of efforts in the organization. Beyond internal partnership initiatives staff could also be able to maintain partnerships with external agents such as donors, the private sector, academic institutions, and SDG implementation partners. In certain situations, UN staff might be able to fulfil their mandate by facilitating partnerships between two other parties. Other key components of coordination skills include the design of coordination mechanisms and reaching agreements on roles and responsibilities.

Many areas of the Organization's work would benefit from better coordination. Joint communications to avoid duplication on what is being said and wasting time and resources. Knowledge sharing to increase the volume of information used to make assessments and evaluations. Coordinated planning, budgeting, and delivery of projects, shared indicators to enable more comparisons across the Organization, joint data collection, risk-assessments, implementation of new technologies and other change management exercises, would all allow UN staff to achieve synergies and cultivate complementarities. Coordinated procurement of goods and services would also reduce costs while enhancing coherence within the system. Leaders and managers would benefit from coordinating the development and implementation of frameworks that affect the way the Organizations works and, when necessary, use creative partnerships to tackle new challenges.

In addition, there are nuanced distinctions between coordination, cooperation and collaboration - words that are sometimes used interchangeably regarding coordination are cooperation. They are defined below:

Cooperation is a voluntary effort of individuals to help one other toward a shared purpose. This is often short-term with a low degree of relational connection and commitment. Some degree of adaptation is needed yet power remains with the parent organization/entity/team. Ad-hoc communication is the norm.

Coordination is about organizing and arranging group efforts to support ease and harmony among

individual efforts toward common goals. Power remains with the parent organization/team. This is often a medium-term commitment with varying degrees of interdependency. Communication frequency is ongoing but intermittent.

Authentic Collaboration is respecting self and others while pursuing a co-created shared goal. This involves generating something new, negotiating mutual benefit, sharing power and pooling resources. High risk, high reward, high interdependency and high trust are needed. Communication is ongoing as joint initiatives require more interaction and accountability.

Ten key attributes for effective partnering [5]

1. A clear understanding between the partners of the word 'partnership'
2. Agreement to a shared vision and common purpose
3. Account and allowance being made for individual partners' interests
4. The co-creation of design, decisions and solutions
5. Commitment to sharing risks as well as benefits
6. Every partner contributes resources (whether tangible or intangible)
7. Partners share decision-making and leadership responsibilities
8. Partners commit to mutual / horizontal accountability
9. Partners work together to develop a principled approach to their partnering endeavours
10. Attention is paid to the partnering process as well as the partnership's projects

Monitoring & Evaluation

Monitoring and evaluation skills fell one spot from the top but remains a top learning priority for the Organization. Monitoring and evaluation are used to assess the performance of projects, activities, and programmes set up by the Organization, as well as harness knowledge by collecting feedback and lessons learned. The goal is to improve current and future management of outputs, outcomes, and impact, linking resources to results.

In the UN, monitoring and evaluation are not limited to the tracking and measurement of programme outcomes and impact, they also play an essential role in reporting the progress of UN activities to Member States. Moreover, proper monitoring and evaluation facilitates transparency, accountability, and quality assurance of the Organization's work. The importance of monitoring and evaluation is exemplified in the several dedicated evaluation functions across the UN System, whose body of work fed a significant portion of the data analysed in this review. In fact, useful resources have already been made available by the United Nations Evaluation Group for normative guidance.

Upgrading the monitoring and evaluation skills of UN staff will also inform decision-making by using monitoring data and lessons learned to adjust business models, plan new activities, update targets and strategies, and allocate funding. When well done, monitoring and evaluation improve report quality, relevant, and timeliness, effectively communicating achievements and lessons learned. This improved performance measurement system would increase the confidence of Member States and donors in the work of the Organization. In addition, improved monitoring and evaluation skills will support the implementation of results-based management initiatives by providing accountability for results. It should also strengthen risk management programmes through improved tracking of risk factors.

Monitoring and evaluation can be broken down into several components, among which key performance indicator/target development is one of the most salient given that monitoring and evaluation is mainly about the measurement of outcomes, progress, and impact. When it comes to developing key performance indicators a judicious approach is required. KPIs should be actionable, relatively few in number, easy to understand, and context driven, so that user can see how their performance relates to their targets. These indicators should be, ideally, identified or developed prior to the implementation of the programme or project being monitored, and remain consistent across the duration of the implementation. When in the context of different teams carrying out overlapping activities, work processes would be enhanced by ensuring that performance indicators included in the strategic and

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[5] Brokering Better Partnerships Handbook 2nd Edition (Sep 2019)

project documents are consistent across programme activities, aligned with the strategic plan and formulated to measure progress of programme achievements.

Three important related components to indicator development are data collection, analysis, and visualization. Data collection is a key obstacle in current monitoring and evaluation activities, particularly in the field where staff would benefit from additional fact-finding skills. Data collection ought to be systematic and structured to generate reliable data that can be used to showcase results and facilitate the creation of BI reports or other visualization techniques. When relevant, as in the case of common projects, systematic data gathering across teams/divisions is encourages for coherence. Not related to KPIs but also in the realm of data collection is obtaining feedback to measure satisfaction and potential lessons learned. On the other hand, the data analysis and visualization skills required for successful monitoring and evaluation are at the basic level, except in cases where dashboard solutions are most suitable. In addition, periodic impact assessments to report on progress and issues, following validated evaluation designs and methodologies, and using common evaluation tools and techniques are also components of successful monitoring and evaluation processes. In the case of staff with supervisory responsibilities, it might be expected of them to develop monitoring and evaluation frameworks for their specific context of work, such as capacity-building activities in the field.

Monitoring and evaluation are needed across the Organization, some objects of monitoring and evaluation processes include:

- Compliance with mandatory processes
- Earmarked resources
- Expenditures
- Grants issued
- Human rights violations
- Gender dimension of projects / capacity-building activities
- Implementation of recommendations
- Key business processes
- Managed infrastructure (e.g. IT assets)

- Partnership engagements with private sector
- Procurement processes (e.g. assessments of vendor performance)
- Risks
- Target achievement
- Training programmes
- Trends monitoring (e.g. comparison of practices within the system)
- Workforce composition

Data analytics

One of the biggest increases happened to the importance of data analytics as it jumped from a low priority to the third most pressing learning need at the UN Secretariat. However, this should come as no surprise, as stated in the recent document "Data Strategy of the Secretary-General for Action by Everyone, Everywhere":

> *In the past, generating value from data was often an isolated concern for IT, operations, geospatial or statistics experts. Today, data is pervasive, and analytics tasks permeate the organization. They are integral to our success.*

Data analysis, as understood in the context of the present assessment, is the process of collecting, cleansing, transforming and modelling data to derive insights and actionable intelligence, informing conclusions and supporting decision-making. The results of the review reflect that needs exist at each of the above listed steps. Regarding data collection, staff would benefit from learning efficient ways to systematically collect data in a structured manner that minimizes the cleaning and transformation necessary prior to conducting analyses. Identification of qualitative indicators, survey design, and learning about tools and systems for data collection also showed up as areas of need. Of particular use to UN staff would be knowledge of any existing common indicators, specific labelling, or definitions to commonly collected data types in order to enable a unified and coordinated approach to data collection that would further allow to connect the growing amount of existing data.

Data collection fits within data management, one of two capability areas identified in the Secretary-General's data strategy:

> *Strengthening our data management "value chain" will be a critical priority in the coming years.*

Managing data better and more responsibly, will no longer be a task for IT experts, but a competency of everyone.

Continuing along this perspective, other aspects of data management that showed up in the LNA include data literacy and database management skills with SQL and MongoDB, as it is expected that everyone in the organization can access, integrate, and share the data they need. Also related to database management skills are the need for staff to understand the use of key reference identifiers in datasets to link with other data and to enable interoperability through proper organization in a user-friendly manner. In a small number of cases, staff need advanced database management skills to be able to create and maintain a database for the data they manage.

The other capability area identified in the Secretary-General's data strategy is analytics. Analytics ranges from simple tasks such as reporting descriptive analytics to more complex diagnostic, predictive, and prescriptive analytics. A set of statistical skills is necessary to be successful in analytics, this includes basic and advanced sampling techniques, basic descriptive statistics, regression analyses, modeling, and forecasting. Programming languages such as R and Python are necessary for more complex analytics involving big data, data mining, and machine learning. Critical for data analytics is the ability to communicate analytical results in an intelligible, presentable and actionable format. Data visualization skills are key for successful communication of data insights. The use of dashboards for BI analytics and other analytical processes have become very popular. Being able to work with tools like Qlik Sense, Microsoft Power BI, or Tableau is becoming increasingly important to share data insights with pertinent stakeholders. Finally, understanding analytics by management and other relevant users is another key skill that needs to be built within the organization. This will help data producers focus on building analytics products which tells stories and will also help data and analytics consumers to better understand the story and make informed decisions.

For those who want to know more, the Secretary-General's data strategy document is a very well done and in-depth look at data analytics needs.

Beyond the data strategy, any solutions to the learning need for data analytics will need a customized component adapted to the context of the staff improving their skills. This is true, for example, with respect to the collection and dissemination of SDG related statistic. The LNA collected the following examples:

- Population, poverty, and inequality data

- Environmental data disaggregated by sex and age

- Coordinated data collection in complex, challenging environments

- Data collection to drive the design of capacity-building activities

- Risk and disaster related data

- Biometric data

- Finding new technologies and sources to collect humanitarian data

Knowledge Management

Knowledge management is a multidisciplinary approach to achieve organizational objectives by making the best use of knowledge through the sharing of experiences, best practices, lessons learned, and other knowledge resources in order to strengthen coordination and achieve further synergy between the different components of the Organization. At the United Nations, knowledge management is critical to preserve institutional memory and prevent reliance on staff knowledge, which poses a particularly high risk in high-turnover environments such as peacekeeping operations. The results of the assessment, particularly in the context of the increased importance of data analytics skills, point to the Secretariat's recognition of the value of and great demand for information and data, which flow through work processes, impact decisions at all levels, and holds potential for insight and innovation. Knowledge management is critical to act on the increasing amount of data generated both in the Organization and worldwide by enabling the provision of relevant and effective governance of knowledge.

An effective use of knowledge management enables change and the harnessing of knowledge for both learning and accountability. If the Organization meets the need for knowledge management skills staff will have learned to connect the growing amount of existing data, optimally manage data for multiple use cases, address lessons learned, and actively participate in fostering a set of data standards for interoperability across the UN family. Some good practices to create adequate support documentation in knowledge transfer already exist in part of the Secretariat, for example the practice of conducting after-

action-reviews (AARs) in peacekeeping missions and end of assignment reports (EOARs) at both political and peacekeeping missions. These are especially important given the increased likelihood of personnel turnover in the field, knowledge transfer in transitions and at project completion ensures the building of long-term institutional capacity of field missions; both AARs and EOARs were useful sources for the assessment.

At the UN Secretariat staff at all levels have knowledge management responsibilities. Leaders and managers can contribute by setting the tone, fostering a knowledge management environment, and developing knowledge management strategies, protocols, and mechanisms to govern information sharing, identification of best practices, and collection of lessons learned. The work of leadership in terms of coordination and results-based management should also benefit from better organizational knowledge management:

> *"The knowledge-management approach has had a positive effect in advancing results-based management and has resulted in a degree of homogeneity in the practices of the organizations reviewed"*
>
> *Results-Based Management in the United Nations development system: Analysis of progress and policy effectiveness - JIU/REP/2017/6*

Project leaders need to incorporate lesson learning mechanisms and analysis into their project management approach and will need to identify the lessons and best-practices that informed their project proposals. Staff participating in projects will need their knowledge management skills while tracking and monitoring results. Human resources officers ought to integrate knowledge management processes in learning activities and programmes. Knowledge creators will contribute with improved synthesis and dissemination as they organize their research and analytical products in a user-friendly manner that enables staff to discover and consume the information they need from easily searchable data catalogues, inventories, and other databases. The improved knowledge organization and dissemination will assist in breaking down silos and achieving organizational interoperability. Some examples from the review of knowledge platforms desired by UN staff include specialized hubs for networks of peers based on organizational themes, roles, or professional expertise, and mutually supportive reporting systems to monitor target achievement.

The part of knowledge management that facilitates system-wide reporting and visibility of results requires skills that overlap with those required for data analytics, namely, data literacy and data management, albeit to a lesser degree. There is a need for staff to be able implement basic record and document management procedures, ensure data integrity through systematic quality assurance to identify and eliminate redundancies or messy data formatting. Staff working with dataset would benefit from being familiar with the use of key or primary variables to connect different datasets and being able to plan data collection to ensure consistency and the creation of structured data assets. Datasets are to be described adequately listing their value, sensitivity, format, placement, and using standards if any exist. Creating and managing databases through the application of sound data management principles is also an important aspect of the need for knowledge management in the organization. There are opportunities to harness partially unused data by creating new data connections and creating repositories with the knowledge generated in projects, consolidated data regarding trainees and training courses, and central repositories for clients to facilitate their interaction with the UN. The Organization needs to massively improve how it organizes, integrates & shares data and proper database management across the full spectrum of data types and subject areas will allow easy storing, retrieval, and sharing of information to meet the data needs of the Organization. Data users across the UN will be able to discover and integrate the data they need for insight and impact in the fulfillment of their mandate.

Gender mainstreaming

Gender mainstreaming skills have the most easily identifiable link to the Sustainable Development Goals, being tied to Goal 5: Achieve gender equality and empower all women and girls. The UN should lead the world by example in the implementation of the 2030 agenda and gender equality has the personal support of the Secretary General. Resources to develop and strengthen gender mainstreaming skills already exist in the UN to some degree thanks to the Secretary General's system-wide strategy on gender parity, but the review indicates that this is a critically important goal for the Organization and more efforts are required to support the strategy's implementation. At its core, gender mainstreaming is about ensuring

that gender perspectives are considered for the design and implementation of activities, policies, research, communications, as well as for resource allocation and project and programme monitoring.

> *"Gender parity at the United Nations is an urgent need – and a personal priority. It is a moral duty and an operational necessity.*
>
> *The meaningful inclusion of women in decision-making increases effectiveness and productivity, brings new perspectives and solutions to the table, unlocks greater resources and strengthens efforts across all the three pillars of our work."*

> - Secretary-General of the United Nations, António Guterres

In order to better implement gender mainstreaming into the work of the Organization staff would benefit from familiarity with the set of metrics and key performance indicators used to measure the implementation of the Secretary General's system-wide strategy on gender parity as well as those used in project evaluations and programme audits. A centralized repository of supporting resources tailored to the staff member's role (e.g. staff supervisor, project manager, investigator) would also aid staff in mainstreaming a gender perspective. Some of these resources already exist such as the gender inclusive language guidelines and a gender checklist for content creators, but staff have no channel to interact with the resources and leave their feedback regarding how useful the tools were to them in implementing a gender perspective into their work. Overall staff knowledge on how to apply a gender lens is necessary in the design of trainings, projects, and capacity building exercises, as well as during data collection (e.g. collecting gender disaggregated data), and analysis, and the write-up of evaluations and reports. Moreover, at the individual level staff should be able to, context permitting, identify and take advantage of opportunities to integrate a gender perspective into their substantive work.

At the supervisory level, leaders and managers should be provided with strategies to enable them to ensure that gender perspectives and attention to the goal of gender equality are central to all of their teams activities. This would go hand in hand with their responsibility to support gender parity by encouraging the participation of women in the work of the team and empowering women to participate as equals in decision-making. Leaders and managers should also be able to identify high potential female staff member ad develop them for their promotion to management and leadership positions. Training on unconscious biases would be complementary with this goal in order to dispel misconceptions based on gender stereotypes and internalized social constructs regarding the qualities necessary to succeed in a leadership and management role. The unconscious bias training should also be used to address the results of the 2019 staff engagement survey where it was found that satisfaction with the empowerment of women by managers had decreased and that the biggest difference in the responses disaggregated by gender was feeling respected at all levels, meaning it is essential for leaders and managers to have the tools to introduce a culture free of gender bias and create a gender-sensitive work environment.

When it comes to supporting the Sustainable Development Goals, gender mainstreaming needs to be a central component of the research and analysis products provided to stakeholders and shared with Member States. Additionally, the assessment found a repetitive need that the design of capacity-building, humanitarian, political, and peacekeeping interventions could also consider how to promote the roles and participation of women in local conflict resolution mechanisms, political dialogue, and other peacekeeping processes.

Capacity-building

> *"Capacity building activities represent an intermediate development stage. They are necessary, but not sufficient, to generate tangible results in the field. To deliver results, they need to be systematically followed up with projects that apply the new tools and methodologies and with sustained efforts of member States to translate the knowledge acquired into policies or strategies"*

> - Sub programme Evaluation: Sustainable Development Policies Division (ESCWA)

Capacity building was along data analytics one of the learning needs with the biggest increase in

importance since the 2017 LNA. In the UN context, capacity-building refers to the process of developing and/or strengthening of the skills, abilities, processes, and know-how that organizations and communities need to survive, adapt, and thrive in an ever-changing world. The aim of UN capacity-building activities is to support stakeholders and Member States in developing integrated, data-based, inclusive, and suitably funded national plans and strategies to achieve sustainable development, ensuring no one is left behind. A lot of the capacity-building work in the Secretariat is carried out by teams in DESA, the regional commissions, offices away from headquarters, DPPA missions, and DPO missions; a frequent challenge expressed in the 2020 budget documents for these entities was the lack of client states' capacity and the agencies struggle to support them in implementation. There are also other entities in the Secretariat that also perform work in this area. Some of these capacity-building activities are done in coordination with UN system partners.

The key concern with capacity-building activities is ensuring sustainable and demonstrable impact, a successful capacity-building activity will break the cycle of humanitarian dependence and generate more sustainable outcomes and successful transitions. One of the first steps to take is provide staff with the tools and knowledge to consistently and adequately assess the impact of activities. For example, when capacity-building involved training sessions, there have been gaps on the follow-up of training completion to ensure that beneficiaries effectively assimilated the technical knowledge and skills. A regular assessment of the impact of capacity building activities is necessary in determining the impact made and identifying shortcomings and lessons to be learned to inform future planning and design. This is very important with regard to the work of UN entities regarding the 2030 agenda and the Sustainable Development goals, as some of the sources in this assessment indicated skepticism about the real value and results achieved through training and workshops as local capacity of, for example, human rights monitoring was not considered sustainable if the missions were to, hypothetically, close immediately. Ideally, the capacity-building activities would prioritize coordination arrangements that augment, rather than replace or replicate, regional or national capacities, in this manner countries should be able to translate technical assistance into forward-looking policies and bankable investments projects.

There are two other diverging yet complementary areas of need regarding capacity building. The first one is the need for staff to obtain knowledge on common methodologies and standards for the design and implementation of capacity-building activities as several of the assessed documents showed that in some cases there was no training strategy or guidelines to support the planning, design, monitoring and assessment of capacity building related events. It's imperative that staff take advantage of the work done by their peers and use successfully created structures by other programmes and agencies to overcome common challenges such as field level engagement, data collection, and monitoring and evaluation. The second area is the need for a tailored design of capacity-building activities to ensure sustained impact and change. Some documentation indicated that a typical technical assistance assumes a 'one size fits all' approach to capacity building and overlooks the complexity governing the population and development nexus, as well as the intricacy of policy-making processes in the various target states. Staff design capacity-building activities and projects should take into consideration the profile of participants in capacity-building activities so as to customize the design of the training with a view to maximizing impact, in this endeavor, it might be helpful to develop country-specific project documents that capture the full in-country strategy in order to survive potential transitions at the country level, as well as ensure buy-in and sustainability.

It's worth noting that DESA has done an outstanding job in sharing data related to their capacity-building activities as they have made available and interactive maps with the locations of their activities as well as a repository of their capacity-building tools, which include case studies, guidelines, handbooks, databases, training, policies, reports, and software among other. While the interactive map shared by DESA can be filtered by 'thematic area', we have organized some of the capacity-building topics in our findings under the conceptually closest SDG. List below:

SDG 1 – No poverty, SDG 8 – Decent work and economic work & SDG 10 – Reduced inequalities

- ▪ Technical assistance provided to governments in implementing the Incheon Strategy
- ▪ Prevention of people trafficking

SDG 3 – Good health and well-being

- ▪ evidence-based drug prevention, treatment and care services

SDG 5 – Gender equality

- Prevention of violence against women
- Disseminating guidelines and providing training and technical assistance on innovative and effective ways to communicate statistics from a gender perspective
- Address specific concerns of member States, technical assistance provided to governments in implementing the Beijing Platform for Action
- Prevention of people trafficking

SDG 7 – Affordable and clean energy

- Enhance capacities to design and implement evidence-based policies and action plans oriented to promote sustainable energy in the region

SDG 9 – Industry, innovation, infrastructure

- IT needs, such as limited availability and affordability in subregional broadband networks that can support national-level broadband expansion, and build IT skills among government officials.
- Promoting inclusive growth and sustainable development through investment and enterprise development for the enhancement of productive and technological capacity-building

SDG 11 – Sustainable cities and communities - Risk, Disasters, Resilience

- Risk-sensitive urban development
- People-centered preventive disaster risk management
- Sendai framework implementation
- Resilience to disaster and climate risk

SDG 13 – Climate action

- Assess and monitor environmental trends and provide credible and up-to-date scientific information and facts on trends in ecosystems services, climate change and other related environmental matters
- Resilience to climate risk
- Reduce the generation of harmful chemicals, waste and air pollutants (also SDG 12)

SDG 14 – Life below water

- Oceans and the law of the sea

SDG 16 – Peace, Justice, Strong Institutions - Security sector

- Prevent and combat terrorism
- Capacity-building of the security sector for the successful implementation of both the transition plan and the national security architecture
- Local conflict resolution mechanisms - support sustainable local peacebuilding and provide discussion platforms for key issues such as peace and elections (particularly for rural women and young people, women from remote districts to participate in local peace and mediation efforts)
- Law enforcement action
- Voter registration
- Electoral legislation
- Strengthen public institutions with policy formulation and implementation

SDG 17 – Partnerships for the goals

- Cooperating with governments, NGOs, other implementation partners - connecting governments to ideas, partners and solutions
- Promote synergy between the 2030 Agenda and Agenda 2063 through coherent integration of both agendas into national development frameworks, as well as building requisite

research, analytical, monitoring and evaluation capacities, at both national and regional levels.

All SDGs

- Human rights monitoring and reporting techniques, human rights mechanisms
- Limited institutional capacity of the Pacific small island States for implementing sustainable development frameworks, including statistical capacity for monitoring and reporting
- Conceptual and implementation issues that countries face in the various domains of official statistics and geospatial information

Advanced IT & Programming skills

Advanced IT and programming skills are the last entry in the list of high priorities, as well as a relatively new learning need. Back in 2017, the scope of the learning needs assessment included big data as well as Umoja training; big data is included in advanced IT and programming skills and, while Umoja is not, it would have been in the case of it being within the scope of this assessment. The learning need of advanced IT and programming skills covers a broader set of subordinate skills than other learning needs in this assessment. The need entered the scope of this LNA after being identified as an important skillset for the future of the workforce and covers various technological skills that have exponentially grown in importance for the world's economy.

Advanced IT and programming skills includes artificial intelligence, robotics, automation, IoT (internet of things), software development, and network programmability among others. In many cases the identified data related to needs around web development and maintenance skills and cybersecurity. It is worth noting that for the latter, programming skills are only needed for a subset of staff roles, and there were also related learning needs regarding digital forensic capabilities and cyber risk awareness. Other common topics were the gap in cloud computing and cloud technology knowledge and skills, which are key given the steadily steep increase in the volume of data generation and management inside and outside the Organization. Also related to data was the need for skills in innovative technologies around data management, analysis, and visualization. These included database development and management, as we as using SQL and MongoDB to interact with databases. They also included data visualization and dashboard creation with business intelligence tools such Qlik Sense and Power BI, as well as with programming languages in R and Python. Both Python and R skills were also in demand for data mining, big data, data modeling, and machine learning. There is also some demand among staff for support in the use of statistical software packages such as STATA, VBA programming skills for advanced Excel uses and macro customization, and ERP functionality and development, particularly concerning SAP technical training. Further away from data related topics, a salient area of need was that of IT certifications such as ITIL certifications (IT service/project management) and CISCO certifications (various).

Finally, also included in advanced IT and programming skills were capabilities in digital publishing and graphic design. While the nature of these is admittedly dissimilar to the aforementioned areas of need, they are at their core information technology skills for which extensive formation is required. Within this areas Adobe technologies were most noticeable with mentions of Adobe Illustrator, InDesign, Photoshop, and Captivate, while AutoCAD is also in demand, albeit seemingly lower. For Adobe Captivate, an E-learning authoring tool, the more popular alternative seems to be Articulate Storyline.

Part I B – Extended definitions of medium priority needs

Communication

Communication skills barely missed the high priority tier and have gained in importance since the 2017 LNA. When we talk about communication skills for staff, we refer to their ability to exchange information and ideas more effectively and clearly by tailoring language, tone, style and format based on the situation and the audience.

Communication can be verbal, written or in digital format. Communication is crucial in effective advocacy, negotiation, information publication, outreach and coordination activities within the UN system or with external stakeholders. Written communication may include activities ranging from briefing notes, memos, and responses to requests for advisory support, to speech, report, research and policy-oriented writing. Verbal communication may include presentations, interpersonal communication, public speaking or interviewing; the latter too requiring guidance on sensitive information and threats to the organization's reputation. Communication through digital platforms is an emerging area which can be associated with social media, podcast, video production. There's also demand for opportunities to build up writing skills for digital media and the web, particularly in the context of advancing human rights. The substantive amount of communication and outreach tasks carried by interns who have the necessary skills and familiarity with new technologies and social media tools presents a risk to the Organization in view of the changing legislation for locations such as UNHQ. Through new technology, the communication highway is broadening, and social media is now an important area of focus to strengthen the UN's digital presence, which can be done by providing guidance to staff on storytelling and podcasting.

Improved communication and engagement with citizens, policymakers, media, non-governmental organizations, the private sector and other stakeholders can support informed decision-making and stakeholder action at the national, regional and global levels. Through communication at all levels, qualitative change in national development plans, policy frameworks, development practice and investment choices for sustainable urban development can be inspired.

More open and proactive communications will help to ensure transparency, better knowledge management and strategic messaging. Increasing dialogue with governments, research institutions, and development partners to ensure long term impact of the projects. Improving the ability of research-oriented staff to report and disseminate their research outputs and analytical products. The documentation reviewed also emphasized the importance of communication in global context and the need to enhance the ability of staff to understand their audience in order to reach people around the world on platforms they use and in languages they understand.

Several work processes are mediated by the communication skills of staff. Examples include change management, where constant back and forth communication and feedback channels are associated with a higher success probability, and performance management, where difficult conversations are a common pain point for managers. Consistent and open communication is needed across many players to build trust, assure mutual objectives, and create a culture based on civility, dignity, respect, and inclusion.

Risk Management

Risk management is one of our medium priority needs. In the UN, risk management refers to reducing the risk profile of organizational processes and projects by ensuring appropriate controls are in place to manage risk through an effective risk management process.

Improved risk management for the organization would me a more holistic management of the strategic, operational, fiduciary, reputational, and environmental risks that affect the operations of the United Nations Secretariat. Risk management affects a wide variety of organizational processes and areas. Included among these are contracting and procurement, security, information technology, fraud detection, partnerships, and projects. In order to facilitate a timely response to incidents, staff could be equipped with the ability to effectively identify, analyse, monitor, and report on the risks related to their work process. These skills feed the two main parts of risk management that need to be addressed, that is, risk

assessment, which relates to risk identification and analysis of negative impact, and risk control, which relates to neutralize risks or the implementation of mitigating measures.

The risks need to be carefully assessed and balanced against the potential benefits in the design and planning of projects and work programmes. When it comes to projects, risks related to overbudgeting, underbudgeting, scope dilation, timeline delays, and other obstacles need to be identified and documented. Partnerships, which are the object of the top learning need for the organization, would also benefit from risk management provisions such as joint risk analyses and clearly delineating in partnership agreements the sharing of the risks and responsibilities associated with the partnerships.

Operations in the field would also benefit from improved staff skills in risk management given that planning of programmes and activities needs to navigate a sea of local conflicts that are material, persistent, and problematic. Even communication strategies should be assessed in order to mitigate risks such as an inability to promote acceptance by local communities and other relevant local actors. Some of the documentation in the review suggested that staff should be involved in the planning process during pre-closure of missions in order to better understand the mission processes and associated risks. Staff in the field are also more likely to have to deal with disaster related risk management, which should be paired with crisis management strategies.

Integral to addressing risk management in the organization is for managers to act as sponsors and facilitate the creation of a culture that is oriented to managing risks. The documentation reviewed included a recommendation from the Board of Auditors calling for the Secretariat to develop risk management policies and procedures for staff to follow at departmental levels of the Organization to supplement the guidance in place for managing the critical enterprise risks, increase the level of communication and training provided to staff on enterprise risk management policies and procedures, and consider the acquisition of appropriate tools, including software, to support the implementation of enterprise risk management. The implementation of this recommendation would both guide the development of learning content and materials, and also provide with the required standardization to enable data-based comparisons across the Secretariat.

Leadership

Leadership in the context of the LNA refers to the skill of an individual to guide individuals, teams, and organizations through their vision, their strategy, and their people management among other traits. Since the definition of leadership skills is broad, this description will focus on the aspects most relevant to Secretariat leaders.

Leaders have to carry out multiple roles and responsibilities, they plan the strategic direction of their team, monitor and organize activities and programmes, manage changes, support and develop talent, nurture teamwork, and foster creativity by tearing down barriers thwarting innovation. Brokering partnerships is a very important part of the skillset leaders need to fulfill the expectation that they will break down silos and take advantage of synergies. Leaders are also responsible for nurturing future leaders by identifying staff with high potential and providing mentorship and coaching; in this responsibility leaders should consider the diversity and inclusion goals of the organization and create the necessary pipelines, spaces and tools to support gender parity at the leadership level. Also, to achieve gender parity, female leaders should be provided with training and/or toolkits to navigate the additional difficulties they might encounter. Leaders are encouraged understand and implement the leadership principles shared by the Secretary-General in 2017.

> *"The eight principles defining United Nations leadership are that it is: (a) principled, defending the Organization's values, norms and standards; (b) norm-based, grounded in United Nations values and standards; (c) inclusive; (d) accountable, demonstrating 360-degree accountability within the United Nations, across the United Nations system, to Member States and to those served by the Organization; (e) multidimensional, integrating across organizational boundaries and functions; (f) transformational, achieving positive change; (g) collaborative; and (h) self-applied, exhibiting the principles in all interactions. To these, I have added a ninth characteristic: that it is pragmatic and action-oriented, taking principled and practical action to deliver on mandates, balancing administrative and operational risks and erring on the side of action to prevent and address human suffering."*

> - Shifting the management paradigm in the United Nations: ensuring a better future for all - Report of the Secretary-General

Leaders have performance management responsibilities as well, a skillset that the review identified as a development area. Leaders should be able to effectively communicate their feedback in timely and constructive manner and, when possible, anticipate and prevent potentially conflictive situations; a supporting trait for all of these is emotional intelligence. In the case of conflict, either during the performance management process or between team members, leaders are expected to be able to manage and resolve that conflict through the appropriate channels. On a similar note, leaders are expected to model ethical behaviours and swiftly address cases of wrongdoing or misconduct. Well-respected leaders across the Organization will have to be change ambassadors to visibly demonstrate support for, and champion, the solutions underpinning the Secretary-General's reform agenda. Part of this change concerns staff, leaders should foster a culture of continuous learning, risk-tolerance, and support for innovation that is oriented for results, engaging staff to constantly keep a learning-oriented and open mindset. Leaders should also gain an understanding of how to facilitate a good work-life balance for their team members and for themselves.

Leaders will be expected to use data to support their decision making and to establish measurable key performance indicators, support continuous dialogue, assess impact and make informed decisions in order to enhance transparency. Given that leaders need to make decisions based on data whenever possible, to facilitate this they would benefit from working knowledge of knowledge management to be able to make strategic decisions based on a more extensive pool of information. It's also important to teach leaders in their induction to a new team about information-sharing protocols; despite the key importance of knowledge sharing to support partnerships, information security is key in the knowledge economy. Information security is a learning area that is already being addressed by a mandatory learning programme, though leaders would also benefit from keeping a current understanding of technological trends in order to be able to support the adoption of new technological solutions to meet their mandates. This need could be partially met if addressed at the point of induction to a new leadership position in a new team. As leaders in field-missions report they would benefit from clear guidance on mandatory readings for senior leaders in missions, including mission-specific handbooks; it is important to start addressing leadership learning needs as early as possible in their appointment.

Providing leadership learning is necessary to successfully shift to the culture envisioned by the Secretary-General, one that is focused on results, better manages administrative and mandate delivery risks, values innovation and demonstrates a higher tolerance for honest mistakes and a greater readiness to take prompt corrective action. Resources already exist to comprehensively update a senior leadership orientation and training strategy. Guidance is on many of the above-mentioned topics is already provided by programmes and platforms such as the recently launched UN Blue Line. Additionally, a leadership competency framework will be developed to further provide guidance for the career development of the organization's leaders.

> *"It has been stated that managing the transition from the knowledge economy, dominated mainly by the use of analytical skills, to a human-centred economy, dominated mainly by the use of creativity, character and passion, requires visionary leadership, a wide range of partnerships and the development of new, more comprehensive, flexible, innovative models of management and ways of learning and engagement"*
>
> - JIU report: Results-Based Management in the United Nations development system

Innovation

Innovation plays a critical role in moving the United Nations forward and in delivering solutions that bring the organization closer to successfully fulfilling its mandates. It is therefore important for the United Nations to prioritize innovation in approach, partnerships, and the integration of new technologies to enhance work. Innovative technologies to accelerate delivery of solutions include frontier tools such as artificial intelligence(AI), augmented reality(AR), and machine learning to keep pace with and leverage the ever growing amount of information and data available, while valuing their role in innovative endeavours, the Organization should commit to better understanding and better managing the risks posed by these technological advancements so that there is alignment between technology initiatives and

organizational goals.

Innovation is a tricky skill, while the consensus is that it can be taught it should be noted that certain conditions need to be met; namely, that the organization, promotes and fosters a culture of innovation where risks are managed but tolerated. Leaders and managers will play a central role in creating a space for innovation that rewards creativity and empowers staff to take risks, using both successes and failures as a source of learning. This will be achieved through the creation of shared values, attitudes, goals and practices for which leadership will play a critical role in setting the tone and creating the space for innovation to foster this culture of creativity and risk-tolerance. Leaders and managers can support the embracing of new technologies by their teams by facilitating training for their staff and supporting the application of new technologies in staff projects as well as by implementing innovation components in their strategies.

> *"We innovate to be more effective – embracing learning and creativity to improve service delivery."* To continue to meet the needs of clients and partners effectively, we will focus on the application of better solutions that meet existing needs, unarticulated requirements or new demands. We will need to learn to innovate, including valuing honest mistakes from which valuable lessons can be drawn and creativity can be realized"
>
> DOS Strategic Plan – Foundations for the Future

A critical mediator for the successful improvement of innovation skills across the organization is the quality of the knowledge management tools and processes available to staff. Innovation depends on available general knowledge that can be transformed into specific knowledge and ideas that creatively solve organizational issues and the accumulation of knowledge depends on the quality of the knowledge management at the organization. Proper knowledge management not only builds a wider pool from which to draw concepts and come up with new ideas, it also serves to avoid duplication of efforts and by making it easier for staff to be aware of ongoing activities to which they might contribute through partnerships as opposed to duplicate. Knowledge of programming languages and advanced IT tools also facilitates innovation by introducing staff to the possibilities brought about by these new tools.

To seize the opportunities brought about by the fourth industrial revolution, multidisciplinary approaches and partnerships are sometimes required. Therefore, Secretariat staff would benefit from being able to form partnerships for innovation to work with others across the organization sharing knowledge and ideas, as well as brainstorming solutions to organizational challenges. Such partnerships might enable staff to tackle issues related to divergent areas like cybersecurity and human rights with innovative solutions brought about by diverse thinking.

Strategic Planning

Strategic planning is the process that defines the direction and strategy of an organization, sets its goals and priorities, and drives the allocation of human and financial resources in the provision of deliverables and the pursuit of achieving the goals of the organization. This is a key skill for leaders and managers across the organization, particularly in the current climate where organizations should be flexible enough to adapt their strategies to emergent developments in order to provide guidance to its staff and keep their activities aligned with the business needs and priorities of the organization.

Concerns with strategic planning center around a lack of coherence, overarching vision, and long-term planning, which are obstacles to implementation and operationalization of goals into projects and programmes. Inadequate strategic planning has also resulted in an insufficient focus on using data-driven approaches to identify the most effective allocation of limited resources; the review encountered a suggestion that in this situation of limited resources designing integrated and focused programmes is more effective than undertaking many scattered small projects. There is also a need for leaders and managers to further increase their use of information and analytical reports to identify priorities, plan for eventualities, and constantly review the strategy for gaps that refocusing to align with new realities, both internal and external to the organization, reconfiguring key functions and policies to improve alignment.

An improved approach to strategic planning for the organization's leaders and managers would see them implement several approaches to their strategic planning process. Information for strategic planning would be gathered both top-down and bottom-up. Top-down information gathering may include the consolidation and tracking of all significant mandates and global policy directives; whereas bottom-up information can come from involving team members in collaborative planning. Assessing programming

criticality and accurately estimating timeline horizons for strategy implementation are also important aspects of effective strategic planning. Furthermore, those responsible for strategic planning are encouraged to use of logical frameworks to develop multi-year strategic plans, document plans for strategy implementation, and enhance cooperation with key stakeholders and partners within and beyond the United Nations system to develop shared strategies that promote integrated approaches to work and take advantage of synergies.

> *"One notable initiative of value for multidisciplinary action is the combined strategic planning framework of the New York-based funds and programmes that share the same Executive Board, which have engaged in a collaborative process in the preparation of their respective strategic plans, highlighting areas of synergies, complementarities and partnerships among them"*
> JIU report: Results-Based Management in the United Nations development system

The above quote not only highlights a good practice for strategic planning, but also its link to other skills included in the LNA. Strategic planning quality is mediated by other skills beyond results-based management and coordination, it should take into account risk management practices, monitoring and evaluation for the implementation, consideration of diversity and inclusion, and properly strategize communications among others. Additionally, two skills not in the LNA are also closely linked to strategic planning: systems thinking and design thinking; how to understand the systems and what can be done to change it. The review also encountered more than one call for the Secretariat to place a stronger emphasis on the importance of strategic thinking and management within human resources policies and practices.

Digital Adaptability

Digital adaptability refers to the ability to pick up basic digital skills as they become prevalent in the work environment and it's no surprise to see it rank highly amid the shifting learning landscape highly moulded by continuous technological advancement. If the Secretariat wants to continue to keep abreast of technological developments and transform the way in which it uses technology, from a utility to a strategic enabler; staff members should understand how new technologies are impacting their area of work, and they should be provided with the space to explore and test how technology can be leveraged to better deliver on respective mandates. Examples of common software or tools included under basic digital skills comprise Microsoft Office 365 applications, including Teams and SharePoint as critical content management and collaboration tools, WebEx, Skype for Business, and Zoom as alternatives for teleconferencing, iNeed, United Identity, Inspira, Umoja, as well as other tools not as commonly adopted across the organization such as Google Drive applications, Dropbox, YouTube, and other social media platforms.

A large segment of staff already has a certain degree of mastery over the most common work technologies, but where this knowledge is lacking it creates bottlenecks for collaboration and productivity. Insufficient knowledge of technology amongst some of the mission personnel affects the proper use of knowledge sharing and best practices tools; one of the documents reviewed recommended that several missions enhance their capacity to use technology (e.g. mobile phones) for better monitoring and reporting on human rights. These missions further pointed to a lack of electronic sharing of public reports as well as the need for capacity building in the use of technology (e.g. mobile phones, social media, etc.) for human rights monitoring. Also relevant is the case of interns, who bring new skills that are not always available among experienced staff. Many interns are involved in outreach and communications activities, which are not always related to their academic background, due to their familiarity with new technologies and social media tools; the latter being useful to enhance the engagement and contributions of stakeholders. When the focus has been out on digital technologies the United Nations has seen a direct positive impact on its mandate-related activities, such as in 2018 when it collaborated with the Centre for Humanitarian Dialogue on a toolkit for digital technologies and mediation in armed conflict to help United Nations staff to explore the risks and benefits of digital technologies in conflict analysis, engagement with the parties, inclusivity and strategic communications.

Numerous applications and enterprise systems exist to empower Secretariat staff, who still need to adapt to the continuous stream of new available digital tools for their job. Office productivity tools like Unite Mail, OneDrive for Business and Skype for Business, were rolled out to 61,000 users worldwide in 2018; around the same time that the organization started to adopt Microsoft Teams (which includes several

integrated tools, including chat, voice, video and virtual meeting functionalities, as well as file sharing, instant messaging, threaded conversation, discussion channels, event streaming and whiteboarding), SharePoint Online and Power BI. The dashboards created with software such as Power BI or Qlik Sense can improve transparency on resources and results, continue to build trust, and promote the use of Information and Communication Technologies. These are tools used by almost all staff to increase effective communication, collaboration, networking, and, particularly during the Covid-19 crisis, virtual outreach. Also related to the current health crisis is the importance of digital technologies in enabling telecommuting and flexible work arrangements, which have shown a positive impact on work-life balance. In addition, learning programmes in an e-Learning format are becoming the norm due to their ease of access and so special attention should be paid to the role of new technologies in learning, from a dual perspective: the use of technologies for learning, on the one hand, and learning about the use of new technologies on the other. It would create multiple organizational advantages for the Secretariat to strengthen its capacity to engage with new technologies by training staff, increasing our knowledge and staying current with key technological developments so that Secretariat staff can better engage with key stakeholders on both the benefits and the risks associated with these developments.

> *"The Organization must strengthen its own capacity to engage with new technologies and new technology actors. For that reason, the Secretary-General has initiated broad consultations internally and with external experts to define a United Nations strategy on new technology, designed as an internal call to action for increasing awareness and knowledge of new technologies and their impact, and related skills. In particular, the United Nations needs to upgrade its own understanding of how new technologies affect respective mandates, learn whether and how the Organization can use new technologies to improve mandate delivery and/or internal management efforts and determine what can be learned from our experiences to inform support to the Member States and other actors."*
>
> - Harnessing new technologies to achieve the Sustainable Development Goals - Report of the Secretary-General

> *"Achieving the reform vision and objectives requires a flexible, nimble and mobile global workforce with real-time access to the data, information and tools they need to work in this new way"*
>
> - Proposed programme budget for 2020 – Part VIII, Section 29, Subsection 29C

Results-Based Management

For the latest guidance on RBM, please refer to the RBM Action Plan included in pages 41-43 of annex III in A/74/658. The controller's office has final say in RBM matters. The content below is a distillation of information from the documents included in the scope of the LNA assessment.

When it comes to results-based management (RBM) the goal for the Secretariat is clear: we must move to a culture that is more focused on results than on processes; facilitating that the Secretariat becomes a results-oriented, data-driven, resilient and sustainable organization that is efficient, accountable, transparent, compliant and driven by lessons learned and continuous improvements. Given its nature, many resources are available as UN agencies such as FAO and UNESCO have developed content on their, as such RBM is a candidate for being one of the first learning solutions co-created by the Secretariat along with partners from the UN system; at least for specialized part of RBM training such as strategy tools for scenario planning. A 2017 JIU report analysed the policy and progress of RBM in the UN system; the report would be an essential resource for anyone trying to improve their RBM skills.

> *"Drawing on the work of the United Nations Development Group and JIU, results-based management is defined in the present review as management strategies in individual United Nations system organizations based on managing for the achievement of intended organizational results by integrating a results philosophy and principles into all aspects of management and, most significantly, by integrating lessons learned from past performance into management decision-making."*
>
> - JIU report: Results-Based Management in the United Nations development system

The LNA documentation refers most commonly to instances of RBM related to budgeting (known as RBB), monitoring and evaluation of projects and programmes, knowledge management and reporting, performance management, and strategic planning. The connection between RBM and monitoring and evaluation is that they are both necessary to show the link between resources and results, as well as to facilitate exercises of transparency and accountability; a robust monitoring system is better able to support the results-based project implementation by providing the data needed for strategic and evidence-based adaptive management. In a similar fashion, applying RBM to budgeting allows staff to closely link budget consumption with what is/was delivered in terms of outputs and outcomes, and proving that the right results are/were delivered cost-effectively. Additionally, the added value of RBM is enhanced when the results information and lessons learned are used to address accountability and learning.

> *"An important part of these efforts [to enhance accountability and transparency] will also include strengthening the implementation of results-based management, redirecting the efforts of staff at all levels towards the achievement of the Organization's objectives and goals, and shifting the focus of the Secretariat's efforts from inputs and activities to results and outcomes."*
> - Shifting the management paradigm in the United Nations: ensuring a better future for all

Overall, learning solutions that address RBM would see to facilitate the further institutionalization of the practice, and support the creation/reform of policies, a unified handbook that replaces the diverse existing ones, and, when relevant, toolkits to foster a results-oriented culture. More engaging RBM learning will also help address the need for the perception of RBB to shift from an administrative chore to a strategic tool.

Performance Management

Learning solutions regarding performance management in the Secretariat need to be part of a toolkit that helps leaders and managers foster a culture of continuous dialogue between managers and staff, promote collaboration and strengthen accountability for results. The better application of performance management standards across the organization will drive positive changes in behaviour that are visible by staff, management, and our stakeholders. However, these solutions will be only partial as the review identified some complex problems, point in case, the performance management culture is weak in addressing underperformance. Managers are overcautious in addressing underperformance, fearing that it may result in complaints for harassment or investigation, rebuttal panels and litigation. Yet, staff need a greater measure of confidence in the accuracy and reliability of performance evaluations, and the latest staff engagement survey revealed that about 1 in 5 staff members doubt that managers will address underperformance. While providing tools, knowledge, and the space to practice the skills necessary to address underperformance will be very helpful, the issue also needs to be tackled from both policy and resource standpoints. The same apply to other concerns regarding performance management, namely, the lack of a linkage to other components of the talent management pipeline, and managerial perceptions that the system is mechanical and thus do not take the process seriously. Ongoing efforts to lay the groundwork for the implementation of an innovative and agile approach to performance management should take these concerns into account.

Staff and managers would benefit from further support regarding goal setting and work-plan development. While techniques such as SMART goals can be helpful in ensuring that a goal is well stated, they would be even better when accompanied by other goal setting methods such as the GROW model. In addition, a clear communication of expectations and the team's objectives are needed information to facilitate work-plan writing for staff, yet, both staff and their supervisors should ensure that they agree, whenever possible, on objective standards linked to the organizational competencies and aligned with the team's objectives.

Given the cycle of performance management at the Secretariat, which is comprised by a work-planning phase that is followed by a period of work-plan monitoring and adjustment interspersed by a midpoint review that culminates in an end of cycle appraisal, after work-planning the onus of performance management falls on the supervisor to monitor and adjust performance by frequently checking in and provide ongoing feedback. The provision of ongoing feedback is one of the areas of performance management growth for staff and managers. Staff should understand their performance level and feel recognized for good work or be given the necessary constructive feedback necessary to further develop their skills and get back on track. Providing this type of feedback can be challenging without preparation or any emotional intelligence. Overall, one of the objectives is for supervisors to encourage a culture of learning that highlights achievements in the evaluation of staff, while still addressing underperformance.

Staff in supervisory roles would also benefit from being able to practice 360 evaluations in a coherent and systematic manners with other supervisors so that the performance data can be later useful to analytics that support decision-making and reporting. In addition, supervisors would also benefit from support to evaluate the performance of short-term staff such as interns, contractors, or consultants; particularly for interns with regard to their career development.

Finally, it's particularly important in the light of the current pandemic that the link between performance management and work-life balance be highlighted. Staff and managers should work together and communicate transparently to ensure that assigned workloads are also continuously monitored and adjusted as needed. Organizational performance will benefit from a healthier workforce that has the support to avoid burning out.

> *"A clear case is the ineffectiveness and reluctance by managers to act on examples of poor performance and the inability to reward excellent performance, which was consistently highlighted during interviews across all organizations reviewed. Managers all applaud the results-based management for providing a more objective basis for assessing performance and for developing a structured approach for staff improvement. This is also welcomed by staff, who see it as producing less arbitrary decision-making, although for many it plays a limited role in the incentive system. Organizations recognize that the performance management of staff is a weak area in the entire United Nations system, in particular as it relates to results-based management"*
>
> - JIU report: Results-Based Management in the United Nations development system

Project Management

Project management was a high priority need when the 2017 LNA was conducted, and while still an important area to address as a medium priority need, this decrease in priority should be taken as progress in the skill level of staff when it comes to project management. However, as mentioned, there is still room to grow.

There is a desire for common UN standards, methodologies, and tools when it comes to project management. This is possible for some elements of the project cycle such as proposal writing, budgeting, risk management measures, creation and sharing of lessons learned for knowledge management purposes, and the use of certain common performance metrics for monitoring and evaluation. However, one size does not fit all for other elements of project design such as scope level, timing allocation, specific metrics, or the particular needs and obstacles that characterize project management on the field (bigger focus on troubleshooting and ensuring both implementation and sustainability). Staff would benefit from seeing example of successful projects completed in their organizational function, it would be easier, for example, for staff completing an IT project to look at lessons learned and best practices from other IT projects that might have encountered obstacles likely to occur again.

Learning solutions will have to cover several areas of project design, including the development of key performance indicators, risk management provisions, structure, and deliverables. Efficiency and quality in design, monitoring and delivery are key to project management. There is a clear need to continue efforts in the improvement of project designs, considering the knock-on effect that the design of an intervention often has on its later implementation. Key performance indicators will need to include those based on gender and other parity and inclusion initiatives in the organization. Knowledge to develop measurement systems that will track the key performance indicators would also benefit project management learning solutions. Risk management provisions to consider would deal with mitigating risks of budget overruns, delays, scope creep, poor quality, and unrealized benefits; budget discipline and realistic expense forecasting is recommended to address budget issues, and some documents mentioned donor relations as important for this aspect of project management. At the end of the design phase staff should be able to produce project plans that define individual tasks, their interdependencies, critical paths and a detailed task-wise time schedule; realism of schedule for implementing the project is needed. At the end of the design phase, project managers should also be able to generate project document with a detailed risk assessment matrix, a description of monitoring methods and tools as well as lists of risk mitigation measures. Additionally, tools like participatory self-evaluation guidelines for project managers enable

them to become more results-oriented in how they think and work. For some projects, the design phase will also need to consider whether change management practices are relevant given the nature of the project.

During project implementation, the areas of learning relate to monitoring and evaluation to assess whether any changes are needed to correct course, as well as time management techniques to ensure timely completion of tasks. Staff need the ability to track project information to assess any needed changes in approach; which should have been prepared during the design phase. Project communications is also a relevant area for learning, particularly in projects done in coordination with other UN actors both from within and outside the Secretariat. It is also during implementation where project managers need to be able to bring out their knowledge management skills in order to manage the data and knowledge created during the project. This information would be transformed into lessons learned and best practices used to foster learning and exchange in order to amplify the outcomes of the shared work of the organization. In addition to knowledge management, RBM can be relevant for all projects when it comes to monitoring and reporting and deciding the goals of the project and their alignment with the unit's strategy.

Overall areas of improvement for project management were project coordination, monitoring and reporting, capturing reliable project data, supporting knowledge management, operationalization of mandates into projects, inconsistent practice of RBM, and lack of strategic alignment. However, as stated above, the situation has improved relative to 2017, initiatives such as certification in Prince2 seem to have been working to ensure that the project management skills and knowledge of staff are reinforced through access to relevant training and to appropriate work experience.

Talent Management

In the recent era of the knowledge-based economy, organizations have found that human capital has the greatest importance in gaining sustainable competitive advantage and efficiency. Given the complex and intangible nature of managing people, it may be tempting for managers to focus on more tangible assets to manage, such as physical and financial resources. However, having talent management skills is an indispensable trait for supervisors and human resources professionals across the Secretariat, including missions on the field. Success in managing our talent would mean that we attract, recruit, develop and retain a diverse and mobile professional workforce that is motivated, committed, and adaptable, with the skill sets and dynamism required to meet new and emerging challenges.

Talent management is the strategic use of an organization's human capital to increase output value and achieve organizational objectives. It should not be confused with people management, talent management is about the skills and knowledge of a staff member, people management is about the individuals. Supervisors, managers, leaders and focal points should have the necessary knowledge to assess the organization's approach to managing talent and alignment with our strategy. Staff in these positions need the knowledge to make informed judgments regarding job design and classification, skills inventories, competency frameworks, workforce planning, and leadership succession planning among others; the tools to get the people with the right skills to the right place at the right time. This includes the ability to help new staff hit the ground running by providing the necessary induction to the team's projects, goals, resources, and processes. In addition, talent management has a close relationship with staff engagement, as the benefit off developing talent can only be reaped if staff can be retained.

Successfully meeting the need for talent management skills will mean that the talent pipeline of recruitment, learning, career development, and performance management will be brought together as staff are able to collaborate on the same level; enabling staff to better implement people strategies and the organization to become more agile and adaptable, and reducing issues regarding knowledge retention.

Management

Management is often used interchangeably with the term leadership, however there are differences between the two, which means there are slight differences in the learning needs for each of them. Similarities include responsibilities for strategic planning, monitoring and organization, talent development, and teambuilding. However, rather than being responsible for the vision of the organization or finding ways to align the work of their team, managers focus on how to get people to work efficiently

and meet their goals.

Since the focus for managers is empowering, developing and engaging staff in achieving the deliverables in their work plan in alignment with the overall objectives of their unit, skills in project and performance management increase in importance. Managers need to be able to step in and help their supervised staff get back on track with proper feedback and when conflict arises facilitate its resolution either directly or by guiding their staff to use the resources provided by the organization. Managers can expect to have multiple difficult conversations, often related to performance management, but they should be able to respond appropriately to respectful dissent and conflict, as well as in handling reports of misconduct, wrongdoing and retaliation. Managers also need an understanding of knowledge management processes they can apply to the work of their teams to build a repository of lessons learned and best practices to enable learning as a team. The review also found mentions to the need to improve managers' understanding of administrative procedures, rules, and guidelines to enhance effective management.

Other areas of focus for management training related to being results oriented and playing RBM principles to the management of their teams. Enhance their ability proactively gather data and other relevant information to enhance accountability and determine whether performance goals are being met, are on target to be met, or there is a need to take corrective action on the basis of that information. Managers should also apply risk management concepts to their work and planning, while finding a balance for risk-tolerance that supports innovation and leveraging of new technologies. On that note, managers like leaders are important actors to shape the culture of the organization, they are change ambassadors and need to understand the importance that the modelling of new behaviours has in improving the success of change initiatives. In addition, managers should also have skills in work-life balance, communication, and feedback to keep their staff engaged and motivated.

Because some have just transitioned from a technical role, it's important to provide new managers with additional learning support and mentoring when they transit to their new roles. As with leadership, there exist plenty of resources to support management learning like the UN Blue Line. It needs to be noted that there is ongoing work to develop leadership and management competencies to guide the development journey of leaders and managers. The operationalization of set of management competencies in line with the United Nations system leadership framework and with a focus on observable behaviours is key. The set of competencies can drive and improve the selection, development and evaluation of the Organization's managers by aligning the leadership culture with organizational needs.

Client Orientation

Client Orientation is ranked as a medium priority learning need. At its most basic, client orientation skills relate to an attitude of seeing organizational colleagues as internal clients and consequently provide the assistance and advice necessary, using effective communications and problem solving. Having a client orientation is key in facilitating the top learning need identified in the LNA: coordination and partnerships. If we treat our partners as clients, anticipate and meet their needs, manage their expectations, and provide effective, efficient, and responsible solutions in a timely manner, more than half of the work will be done.

> *"We need to work together – partner - with clients if we are to understand which solution(s) will most effectively work in achieving their goals. If clients achieve their goals we have also met ours"*
> - Strategic Plan Department of Operational Support Foundations for the Future

Client engagement at both the strategic and operational levels will ensure that solutions enable the United Nations to more effectively and accountably deliver on its programmes and mandates and manage its staff. Through data analysis of client feedback, capabilities of the client service teams in the organization can be strengthened to understand, manage and meet the multiple and evolving needs of clients more efficiently and effectively. Through analysing survey and feedback, areas for improvement to increase client satisfaction can be identified. In addition to current tools such as iNeed surveys, alternative means of soliciting feedback to better assess client satisfaction are needed. Conducting regular client satisfaction surveys will also allow service providers to manage client expectations; managing client relations is a key area for client orientation. In addition, a proactive analysis of client needs and feedback can and should feed into strategic planning processes.

In addition, the Secretariat has many service dedicated staff to provide organizational services internally such as local process experts and service desk personnel. While all the above applies to this subset of

staff, they should also be trained in coordination the harmonization of delivery with other services and work to deliver consistent user experiences across the situation. They are the most directly affected by concerns with slow and unresponsive service delivery, which they can address by learning to promptly respond to service requests in a timely fashion and manage client relations. The documents reviewed include suggestions to create a community of practice for service providers to share experiences, improve consistent service delivery, and learn about common risks in meeting the needs of clients.

Strategic Communication

Strategic communication is an important skill for leaders and managers across the Secretariat, as well as staff specialized in communication functions. Developing strategic communication skills will enhance the ability of the Secretariat to communicate and disseminate key messages, reaching a wider community of stakeholders. Knowledge dissemination is particularly important for the entities with a significant volume of knowledge-based, research, and analytical products. Staff with strategic communication skills should be able to develop comprehensive communication strategies that ensure communication activities are effectively managed, aligned, and tailored to their audience.

Social media platforms and the use of websites are key for communicating with the public as well as with other UN actors; it is the emerging strategic communication channel that United Nations employee should pay attention to. Some of the current advocacy campaigns and public outreach did not consistently lead to discernible outcomes as use of social media was less strategic. Communications strategies lacked social media performance measurements beyond basic static counting of followers, which limited capacity to adapt respective approaches in an evidence-based manner. There was no coordinated architecture for developing the websites or the social media platform. Besides, suggestions were made that all existing social media sites need to be revised and a new social media strategy should be devised to allow large volume production of original content to grow our audience, promote strategic content, influence partners and deepen discussion.

Strategic communication should also be used as a tool to manage the expectations of our clients and partners to prevent misunderstandings, increase coherence, and avoid duplications. Communication strategies for project management would help to avoid effort duplications and facilitate a consistent approach. Also, much like talent management is about having the right person, with the right skillset, in the right space, strategic communication is about delivering the right message, to the right audience, at the right time. Communication strategies intend to ensure all staff are on the same page and have the required information to keep up with organizational developments. For this reason, strategic communication is a vital skill in any change management exercise to ensure information is timely delivered where it needs to be. In addition, strategic communication is key to address issues of Secretariat staff not knowing all the resources available to them to help with their work.

ANNEX

Part II – Learning need brief definitions

Learning Need	Definition
Advanced IT skills & Programming	The ability to make use of advanced IT enterprise systems/software and knowledge of programming languages and/or software to accomplish activities such as graphic design, data analytics, machine learning, and cybersecurity. Capacity to maintain the hardware needs of IT enterprise systems.
Advocating	Using outreach tools to influence political, economic, and social decision-making.
Capacity Building	In the context of humanitarian efforts, the process of developing the skills, abilities, processes, and know-how that communities need to survive, adapt, and thrive.
Career Development	Planning and managing a UN career; training in PHP writing and interviewing; supporting the professional growth of UN staff.
CBI*	Competency Based Interviewing skills
Change Management	The process, tools and techniques to manage the people side of change to achieve the required business outcome. Change management incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change.
Client Orientation	The assistance and advice provided by UN client service staff to all clients, using effective communications and problem solving.
Coaching	Managers learn to develop their staff's interpersonal skills, such as communication, negotiation and mediation, as well as critical thinking that will enable them to take on supervisory, managerial and leader- ship positions.
Communication	Sharing and exchanging information and ideas
Communication with Communities	Facilitating dialogue between local communities and the UN
Conflict & Political Analysis	In the context of field peacekeeping missions, identifying the conflict stage and appropriate intervention; assessing potential risks of new policies and political interventions.
Conflict Prevention & Management	Upgrade staff skills on the latest techniques available to prevent and manage conflict in the field.
Coordination / Partnerships	Working together with partners and/or stakeholders to achieve one's mandate.
Crisis Management	Training on setting up processes to deal with unexpected disasters and crises; training on communication skills to respond to crises in a credible manner to avoid alarmism and reputational damage.
Critical Thinking	The process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and evaluating information to reach an answer or conclusion.
Data Analytics	Equips staff with skills to conduct advanced analyses of data gathered in assessments, evaluations, and monitoring processes. Also relates to staff's skill to be able to collect and arrange data in formats suitable for analysis, as well as data visualization with innovative tools.

Digital Adaptability	The ability to adapt to new technologies to one's work needs to keep up with new software and digital tools.
Diversity & Inclusion**	Cross-cultural diversity, communication and team building.
Emotional Intelligence	The ability to identify and manage one's own emotions, as well as the emotions of others.
Ethical Leadership	Leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma, and fairness.
Ethics & Code of Conduct*	Anti-fraud, anti-corruption and ethical standards and practices of staff.
Gender Mainstreaming	Ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels; it is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is gender equality. It does not replace the need for targeted, women-specific policies and programmes.
Giving/Receiving Feedback	A two-way process of giving efficiently or receiving feedback constructively, focused on development and performance, in a professional, not personal, capacity.
HR Training	Training to programme managers on hiring procedures; training on substantive HR areas such as HR Operations, Staff Counselling and Welfare, Administration of Justice, HR Reporting and Monitoring.
Induction	The process of introducing a new employee to his/her job and organization and giving him all the necessary information required by him/her to start his work.
Innovation	Skills that allow individuals to become innovative in what they do. The ability to come up with/identify new solutions to more efficiently solve problems.
Investigation (OIOS)	The ability to gather, organize, and evaluate information to audit the performance of an individual or organization.
Knowledge Mgmt.	The process of creating, sharing, using and managing the knowledge and information of an organization.
Leadership	Leading and organizing a group of people or an organization.
Learning Skills	A set of skills used in the process of acquiring new knowledge.
Management	Recruiting, onboarding, supervising, coordinating, empowering, developing and engaging staff in achieving the deliverables in their work plan in alignment with the overall objectives of the Department/Office/ Mission.
Mandatory Learning Programmes	In accordance with Article 101 of the Charter of the United Nations, the "paramount consideration in the employment of the staff and in the determination of the conditions of service shall be the necessity of securing the highest standards of efficiency, competence, and integrity". The aim of mandatory programmes is to build a common foundation of knowledge and promote a shared organizational culture among staff of the Organization. Programmes include, among others, SEA, Human Rights, HIV/AIDS, and Information Security.
Mediation	Strengthening United Nations tools to prevent and mediate crises to create faster and more cost-effective responses to conflict. At the individual level, providing a share space for two parties in conflict to communicate.

Mentoring	Mentoring is a long-term relationship that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organization.
Monitoring & Evaluation	A process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact.
Multilingualism	Ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.
Needs Assessment	Needs assessment cover both learning needs as well as project needs assessment. It refers to collecting and analysing data in relation to the needs of a group in order to drive the direction of learning or a project/ programme.
Outreach	Enhancing the ability of departments to disseminate information relevant to their work product and increase their profile and visibility to external stakeholders.
Performance Management	The ongoing process aimed at focusing UN staff work on the goals of the United Nations, including clarifying performance expectations at the beginning of each performance period, keeping staff on track through ongoing dialogue and a mid-point review, and evaluating performance at the end of the period. End-of-cycle evaluation, in turn, informs the planning for the following year and for development in general.
Problem Solving	The strategies and process of working through details of a problem to reach a solution.
Programme Mgmt.	The application of knowledge, skills, tools and techniques to meet programme requirements, including cycles and processes.
Project Mgmt.	Initiate, plan, execute, anticipate and achieve the specific goals of a project and meet the success criteria.
Results-based Mgmt.	Results-based management is a broad management approach that uses information about expected results for strategic planning, human resources and budgetary decision-making, performance measurement and learning[6]
Risk Management	Forecasting and evaluating strategic, operational, fiduciary, reputational, environmental and other key risks in UN operations, together with the identification of procedures to avoid or minimize their impact.
Safety & Security*	Provides basic training on various aspects of personal safety, health and welfare. It is designed to raise staff members' awareness of possible threats. It also provides practical guidance to staff members on what can be done to prevent, avoid or reduce risks, and how to react in the event of actual danger, threat or injury.
SDG Implementation	Implementing the Sustainable Development Goals in specific UN mandates, as well as supporting Member States on mainstreaming, implementing and monitoring the 2030 Agenda for sustainable development.
Staff Engagement	Teaches managers strategies to provide staff with an engaging environment where they are involved, committed, and productive.
Strategic Communication	Communicating a concept, a process, or data that satisfies a long-term strategic goal of an organization.
Strategic Planning	Defining a strategy, or direction, and making decisions and allocating resources to achieve this strategy.
Talent Management	Overall, the combined functions of talent acquisition, staff development, and performance management. A process for identifying and developing new leaders who can replace old leaders when they leave or retire. A continual process used to align the needs and priorities of the organization with those of its workforce to ensure it can meet its legislative, regulatory, service and production requirements and organizational objectives.

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[6] Source: A/62/701 and Add.1 and Corr.1, Page 16, Para 67). General Assembly endorsed this definition in its resolution 63/276.

Team Building	The ability to identify and motivate individual employees to form a team that stays together, works together, and achieves together. / How to communicate effectively and work respectfully with your colleagues.
Technical Writing Skills	Training on proper structuring, referencing, and conciseness for drafting and report writing.
Time Management	The ability to use one's time effectively or productively, especially at work.
UN Roles & Responsibilities	Who is responsible for what within the UN system - by authority and area of expertise.
Work-life Balance & Stress Mgmt.	Work–life balance is a concept including the proper prioritization between work (career and ambition) and lifestyle (health, pleasure, leisure, family). Workplace stress: reducing exposure or mitigating its effects by strengthening resilience.

* Mandatory learning
** Candidate for mandatory learning

ANNEX

Part III – Document library

Link to Library in Global LNA Teams site