



United Nations
Economic Commission for Africa

CATALOGUE OF

LEARNING & DEVELOPMENT INITIATIVES

2017-18

ECA - HUMAN RESOURCES
DIVISION OF ADMINISTRATION

 **AFRICA
FIRST**



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Catalogue of Learning & Development Initiatives 2017-18

United Nations Economic Commission for Africa
Division of Administration - Human Resources Services
Organisation Development Unit (ODU)
P.O. Box 3001, Addis Ababa, Ethiopia

ECA-Human Resources has prepared this consolidated catalogue of learning and development initiatives piloted by ECA as well as by the larger UN system. The purpose of this catalogue is to provide stakeholders a listing of all programmes that are on offer in the course of the performance cycle 2017-18 along with brief details of these programmes.

Every effort has been made to ensure the accuracy of this catalogue with regard to the dates, venues and coordinators mentioned against each programme. However, it is likely that some of these details may undergo changes closer to the proposed date of the programmes depending on exigencies. In all such cases, staff members are advised to refer to the information circulars and other communications that would be released from time to time.

www.uneca.org

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“Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

In a learning organization, leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is, they are responsible for learning”

Peter Michael Senge

The Fifth Discipline: The Art and Practice of the Learning Organization

Foreword



Dear Colleagues,

We live in a fast-paced world characterised notably by dynamic as well as disruptive changes to technology, societal systems and human interactions. In hindsight, the science of evolution has thought us that continuous learning and adaptability are key to survive and thrive.

Indeed, learning and development provides organisations both the opportunity to assess the gap in terms of their aspirations and capabilities, and to set into motion plans and actions that could help bridge the gaps. Without doubt, learning and development plans and initiatives constitute a major tool for organisational revitalisation.

In this context, ECA's learning charter, encapsulated in the ECA Catalogue of Learning and Development Initiatives 2017-18, provides the backdrop for teams and individual staff members to participate in the organisation's learning process and to develop into force multipliers aiding the achievement of its mandate.

As a knowledge organisation, this is perhaps one of the most critical internal processes that enhances collective ability to accept, make sense of, and respond to internal and external change. To this end, ECA's Human Resources team is mandated to

work with substantive divisions and with other key stakeholders including staff members, OHRM etc. with the task of identifying development programmes which are aligned to the overall objectives of the organisation. This Catalogue is an outcome of these interactions.

I call upon all the ECA team members to fully utilise the training opportunities made available through this plan, which as you are aware is also aligned with the performance cycle for 2017-18.

I wish you all success as you chart this journey towards continuous learning and growth which is essential to continued growth in relevance and vitality of our organisation.

A stylized, handwritten signature in dark ink, consisting of a series of loops and a long horizontal stroke.

Abdalla Hamdok
Executive Secretary, a.i.

African Priorities

The African Union's vision is that of "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena." African priorities are articulated through regional and sub-regional processes, including African Union summits, the NEPAD programme and the regional economic communities. ECA contributes to political and technical processes that are led by African stakeholders by engaging closely with these stakeholders. ECA's policy work aims to shape Africa's transformation by supporting a growth path which addresses the vulnerabilities that impact on people's lives.

Mandate and Role of the Economic Commission for Africa

The mandate of the ECA is to promote the economic and social development of its member States, foster regional integration, and promote international cooperation for Africa's development. ECA has a unique and dual role as the regional arm of the United Nations and as an integral component of the African institutional landscape. ECA has a long-standing history in capacity development, through which it has continued to make distinct and recognized contributions to addressing Africa's development challenges and needs. Its capacity development work is guided by various inter-governmental agreements on the implementation of regional and international development priorities and goals, including the Sustainable Development Goals, the outcomes of the 2005 World Summit, the work of the United Nations Development Group, the regional coordination mechanism, and regional and international norms and standards.

The ever-evolving global and regional trends and realities of the recent past have not only presented opportunities for Africa's transformative development, but also led to new and emerging needs and demands by member States and regional and sub-regional organizations. Acutely aware of these dynamics and the need to become much more strategic in its capacity development support, ECA started a process of strategic reorientation and retooling of the Commission in October 2012.

ECA contributes to Africa's transformation through targeted policy research and delivery of relevant knowledge to member States and Pan-African processes. These are actualised through distinct levels of engagement –

- **Level 1: Policy Research** focussing on areas where ECA has acknowledged competence and complies with the highest professional standards;
- **Level 2: Knowledge Delivery** beyond dissemination of flagship reports and seminal studies, requiring engagement that is effective, integrated, pertinent and timely to promote and support systems change and harness synergies;
- **Level 3: Institutional Dynamics** that foster an integrated and coherent approach to making contributions to Africa's transformation by promoting continuous learning across Divisions within ECA and through extended partnerships around substantive agendas;
- **Level 4: Corporate incentives and support systems** including ECA results and quality management, staff competence, development and performance systems, as well as knowledge management.

ECA's success in delivering upon its mandate relies on the inter-play between structures, capability and systems and processes that are brought alive by its strategy and world-class execution.

Human Resources in the United Nations

The Human Resources (HR) strategy of the United Nations is aimed at creating a “truly integrated, field-oriented, global, dynamic and adaptable workforce.” An integrated approach to human resources management should enable three themes –

- **Managing talent:** acquisition, development and retention of a high-performing workforce;
- **Delivering human resources services:** increased client satisfaction with HR support and high-quality service delivery; and
- **Supporting and shaping a high-performance organisational culture:** a healthy and engaged workforce performing in an enabling work environment.

The integrated approach outlined above would eventually focus on delivering the following objectives – (a) improved individual and organisation performance; (b) a more engaged and motivated workforce; (c) improved quality of policy advice and strategic support; (d) more effective use of resources; (e) increased consistency of service delivery and (f) more rapid response times.

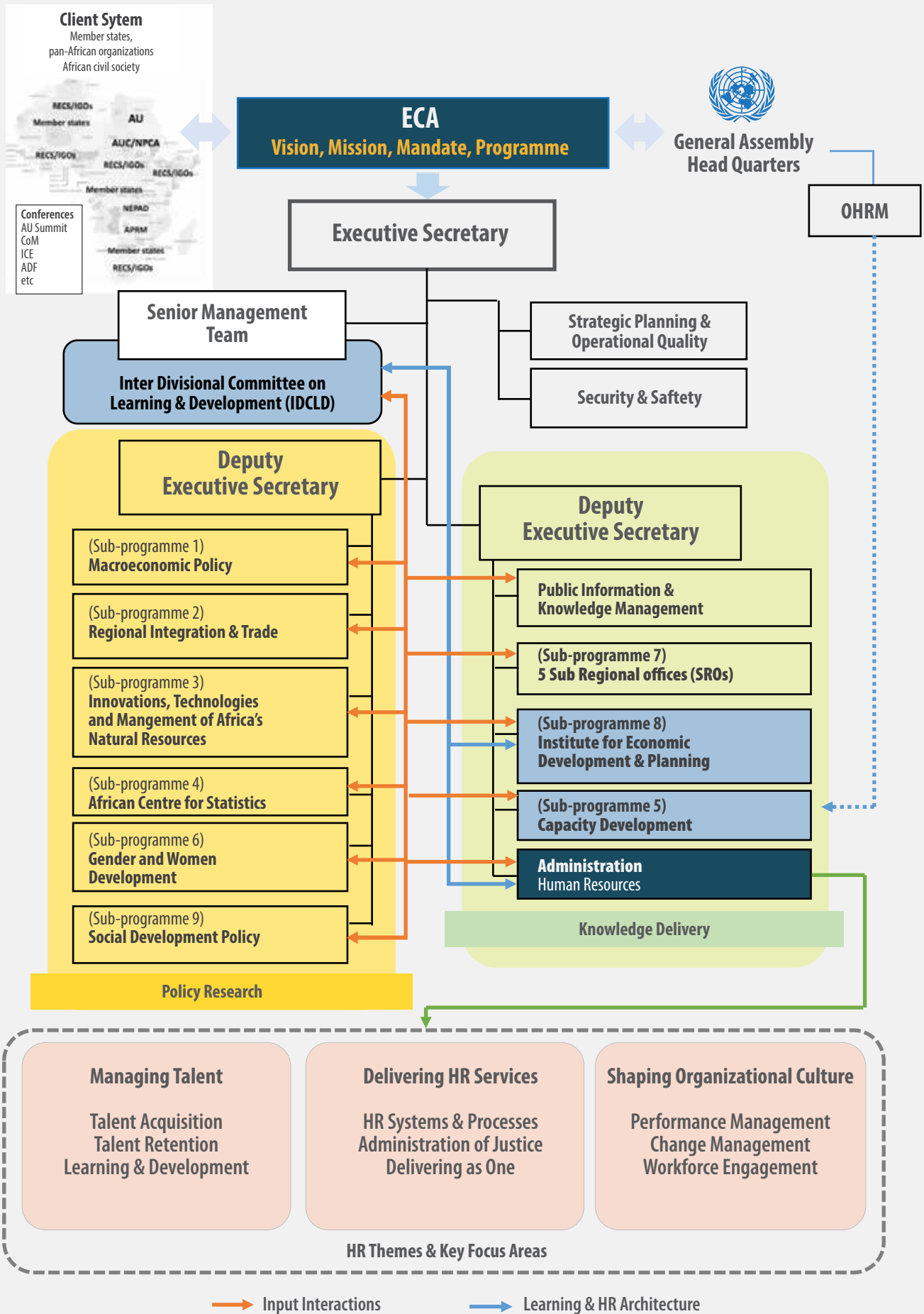
The UN Secretariat and its constituent entities are supported by the Office of Human Resources at the HQ and the Offices Away from Headquarters (OAH) are serviced by local human resources teams that play multiple roles – (a) as **Business Partners:** enabling the Business Strategy for the OAHs; (b) as **Administrative Experts:** providing high quality policy advisory whilst ensuring adherence to HR regulations and rules; (c) as **Change Agents:** proactively championing change in keeping with organisation priorities to become future-ready; and (d) as **Employee Champions:** protecting and promoting the rights and interests of the workforce.

ECA's Human Resources Strategy

ECA's Human Resources team within the Division of Administration plays a pivotal role in enabling the Commission deliver on its mandate through strategies across three 'Themes' – Managing Talent; Delivering HR Services; and Shaping Organisational Culture and nine Key Focus Areas namely – (1) Talent Acquisition; (2) Talent Retention; (3) Learning & Development; (4) Performance Management; (5) Administration of Justice; (6) Systems & Processes; (7) Workforce Engagement; (8) Change Management; and (9) Delivering as One.

ECA's Human Resources Strategy is designed to deliver on its Mission in support of the Commission's mandate. An effective delivery against the three themes and the ten Key Focus Areas would ensure that ECA's talent pipeline continues to be revitalised, contemporary and future-ready.

Learning and Organisation Development constitute one of the most important levers for actualising ECA's HR Strategy and this is an outcome of interactions between stakeholders, systems and processes. These interactions are illustrated in the HR Architecture that follows.



General principles of Learning & Development

The broad principles that govern the Learning & Development practice area as outlined in ST/AI/2009/9 are as provided below -

- Maintaining the professional and managerial competence of staff is an important priority, as it represents a critical investment in the future of the Organization. Learning and development is a **responsibility shared** by the Organization, its managers and each individual staff member.
- A **minimum target** of five days for professional development per year is established for all staff members. As five days is a minimum target and not a maximum, managers are encouraged to provide appropriate learning and development opportunities to their staff, whenever possible.
- Learning and development opportunities should normally be made available to staff **at all levels**.
- Managers are required to discuss and agree on learning and development plans, as well as the allocation of time for learning and development activities, with individual staff members in the context of ongoing **performance management**.

Staff members are required to demonstrate an active commitment to continuous learning by assisting their managers in determining their learning and development needs and applying and sharing the skills gained from learning and development activities.

The objectives of the learning and development policy as outlined in ST/AI/2009/9 are as follows:

- To provide appropriate training opportunities to address the **professional development needs** of staff members and support the Organization in fulfilling its mandates;
- To assist and encourage staff members to develop and enhance their **skills, knowledge and competencies** and contribute to their **professional growth**;
- To enable the Organization to **attract, retain, motivate** and **develop** its staff;
- To create a **positive work environment** and greater **staff satisfaction** and **commitment**.

Learning & Development in the ECA Context

Learning and Development constitutes a practice area comprising strategies, programmes, tools and activities that enhance the capability of the workforce to deliver on the organisation's mandate whilst also supporting staff member's ability to carry out his or her functions effectively and to plan and enhance career development. The current offerings include a range of centrally coordinated programmes and tools which support staff members in enhancing cross-cutting skills. There is also a range of career support programmes and tools designed to help staff navigate career options and decisions.

The Learning and Career Support Strategy that is being defined by the Secretariat has identified three priority learning areas: management and leadership; core learning, which addresses competencies needed by all staff; and learning associated with organizational change. In the context of the ECA, a key element of the Learning & Development initiatives are the substantive programmes that are organised in support of skill upgradation of staff members to enable them address new and upcoming challenges in the Commission's mandate.

Establishing learning needs

Learning and development priorities are established based on -

- Needs derived from programme priorities at the organizational and departmental level as outlined in the relevant work-plans;
- Current or future work assignments that are consistent with the goals and priorities of the Organization;
- Assessment of individual staff member's needs;
- Career and professional development goals in relation to current and future job requirements.

One of the key determinants in identifying learning needs is the assimilation of new and emerging technologies that fundamentally change the way we work. The implementation of the Enterprise Resource Planning (ERP) system UMOJA in 2015 is an example of big change that had to be supported with focussed learning programmes.

Annual training plans

Preparation: ECA determines its training needs and sets priorities for achieving its strategic goals and developing its human resources. Individual training requirements are to be identified during work-planning and performance management discussions in the context of the performance appraisal system or in individual discussions of training requirements with supervisors, which staff members are encouraged to initiate. On that basis, ECA prepares an annual training plan that aims to provide training opportunities for all categories of staff and to achieve a gender balance. When developing the plan, it is important to consider other appropriate opportunities for external study offered by the Organization (e.g. sabbatical leave). ECA Human Resources also consults the Learning, Leadership and Organizational Development Section of the Office of Human Resources Management on the formulation of the plan.

Submission, review and approval: Departments and offices are expected to submit their annual training plans at the end of each calendar year to the Learning, Leadership and Organizational Development Section of OHRM for review and approval. Plans are reviewed to determine whether

they are consistent with the objectives and contents of the programme and with the guidelines for preparing the plans. When the various plans reveal common needs, centrally coordinated training programmes may be proposed for the consideration of the Office of Human Resources Management to maximize use of resources. Centrally coordinated programmes are offered in the areas of leadership, resource management and administration, career support, information technology and language and communications skills. These include the e-learning opportunities offered through the eLearning Portal of the Secretariat. Proposals for external training are considered in cases where no equivalent training is available within the Secretariat or other agencies of the United Nations common system of salaries, allowances and benefits to which Secretariat staff have access, or where it would not be cost-effective to organize in-house training.

ECA Inter Divisional Committee on Learning & Development (IDCLD)

In accordance with ST/ECA/AI/2014/05, ECA established the IDCLD which is mandated to provide policy guidance, direction and support towards the planning, prioritization, implementation and evaluation of learning and development programmes based on an assessment of required skills. The IDCLD is also expected to identify resources to finance learning and development and make recommendations to Senior Management Team on ECA's learning and development strategies and activities. The committee has a defined tenure of two years and draws membership from a cross-section of management and staff members including Directors, Staff Union representatives etc.

The functions of IDCLD are as outlined below -

- Review annual learning and development needs assessment reports and approve plans in advance to ensure that the requirements indicated are derived from the organization priorities, and broadly support career growth and opportunities for staff;
- Evaluate and ensure that substantive learning and development programmes are aligned with the strategic goals of the Commission;
- Provide guidance for resource mobilization and prioritize resource allocations for substantive sector learning and development;
- Conduct quarterly reviews of the training plan and make necessary adjustments;
- Propose, review and endorse projects in particular initiated by HR, intended to improve learning and development services and processes;
- Set and review quality standards and benchmarks for learning and development programmes; and from time to time, request periodic assessment of the results and impact of the Commission's Learning and Development programmes over a specified period of time.

Delivery, monitoring and evaluation of learning interventions

Staff members and managers are encouraged to think of learning and development in the broadest sense, including -

- Participation in **self-study** programmes, such as professional reading, e-learning, Internet and Intranet research, videos and other computer-based training programmes;
- **Group activities**, such as face-to-face workshops, seminars, team projects, networking, videoconferencing, participation in communities of practice and occupational/functional networks;

- **One-to-one learning**, such as cross-training provided by other colleagues, career counselling, coaching, mentoring and knowledge-sharing;
- **Experiential learning**, such as on-the-job training, assignments, missions, team projects and task-based training.

Learning and development activities are developed using design principles that are proven to be effective and reflect best practice. The Organisation Development Unit (ODU) of the Human Resources function in ECA has the primary responsibility for developing learning and development interventions in line with the identified needs. In doing so, the OD Unit consults with key stakeholders such as the substantive divisions, managers, supervisors and staff members on the programme objectives, identifies the facilitator or faculty for the programme (internal to ECA or an external resource with expertise in the area), leads the co-creation of the programme design and plans the programme delivery ensuring efficiency and effectiveness.

The Organization addresses learning and development needs through a combination of -

- **Centrally coordinated programmes** that are managed by the Office of Human Resources Management to develop core values and managerial competencies, support organizational reform and promote a shared organizational culture;
- **Decentralized programmes** aimed at addressing specific substantive and technical needs in departments and offices.

As the key responsibility for determining learning and development needs and providing development opportunities lies with managers themselves, resources for the upgrading of substantive and technical skills are allocated by OHRM directly to individual departments and offices, on the basis of annual training plans. Responsibility for the management of these funds is delegated directly to the heads of department/office who are responsible for equitable distribution of the funds. In the allocation of funds, priority is given to staff members holding appointments other than temporary.

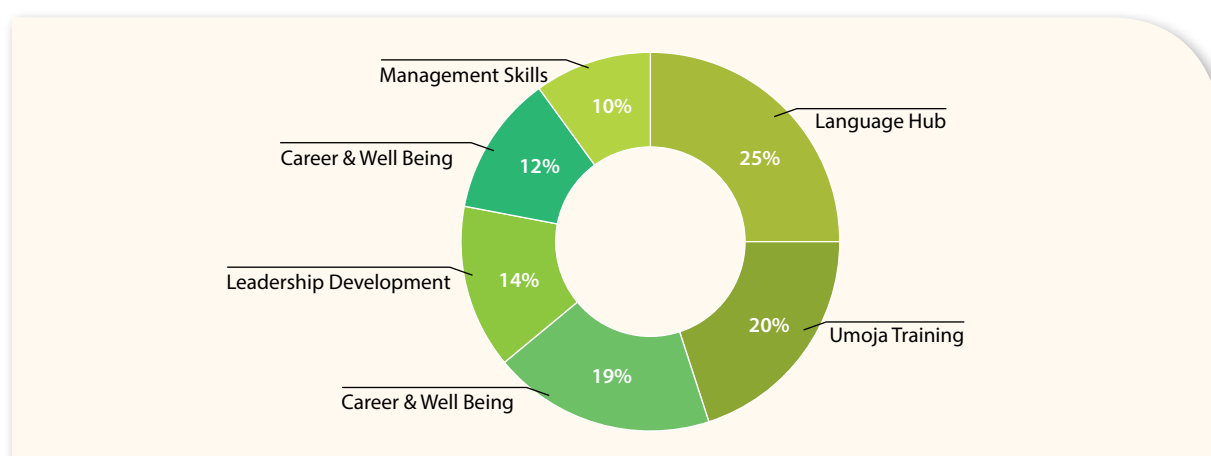
Learning and development activities are monitored and evaluated using relevant principles and tools. Impact assessment is built into programme planning and implementation to enhance effectiveness, relevance and the applicability of learning. As a practice, feedback is obtained from all participants about the programme and its administration including quality of inputs and resources used. Regular reports are provided to the leadership and the Senior Management team including the IDCLD as part of the review of learning interventions.

In the case of centrally funded substantive programmes, OHRM monitors the manner in which each annual training plan is executed. For that purpose, each department or office is expected to submit, at the end of each quarter, an expenditure report on the use of the allocated funds and an updated training plan describing the training undertaken by its staff during the year, together with an assessment of the impact of the training on the work of the department or office and of the individuals involved. The reports are to be reviewed and evaluated by the Learning, Leadership and Organizational Development Section of OHRM. Effectiveness in carrying out the approved annual training plan and making optimal use of the allocated funds is a major factor in determining the allocation of funds for this programme in subsequent years.

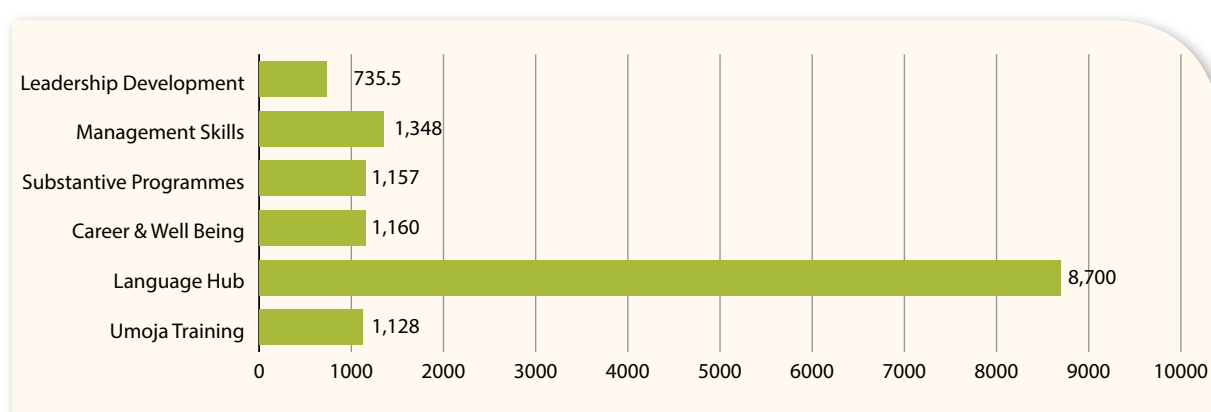
Highlights of the Learning Agenda for 2017-18

For the year 2017-18, based on the mandate and programme priorities including the need to support ongoing change management initiatives, ECA Human Resources has consolidated learning initiatives (internal and external) that will cover over 3,575 staff members across 14,246.5 person-days (116,556 person-hours) of training. This is assuming that the full built up capacity by way of batch strength will be optimally utilised and there would be no drop-outs. Some of the highlights of the learning initiatives for 2017-18 are as provided below.

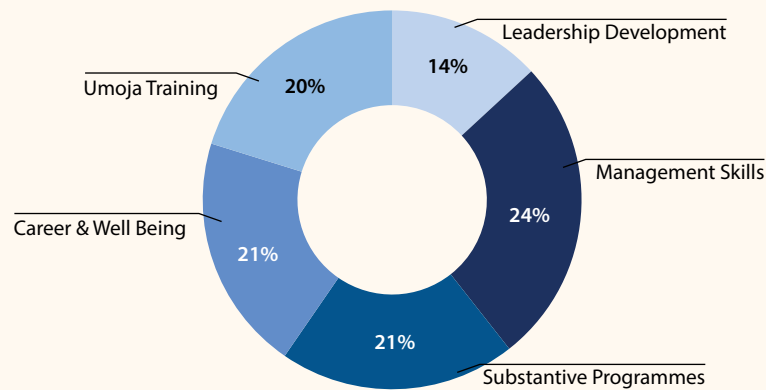
- 58% of the total number of programmes and workshops on offer are dedicated to Leadership Development, Management Skills Development and Substantive Skills development whereas a substantial 20% of the programmes and workshops on offer would be dedicated to Umoja-related training.



- In terms of the number of person-days dedicated to each category of training, the language hub would top the charts on account of the intensive and on-going nature of the course.



- If we consider training interventions, excluding the language hub, 24% of the total person-days of training would be dedicated to Management Skills, 21% to Substantive Programmes and 21% to Career and Well Being.



Supporting ECA's Learning & Development Interventions

The ECA Annual Learning & Development Catalogue is an outcome of a consultative and an iterative process with inputs from multiple stakeholders and HR systems. The catalogue has been divided into thematic areas with learning interventions listed under each thematic area. In doing so, the HR team has attempted to present a concise write up of each of the proposed learning interventions along with proposed dates, venues, faculty and coordinators. There is however a likelihood that some of these details may undergo change due to a variety of reasons. In all such cases of change, concerned stakeholders would be provided adequate notice.

As a process, the OD Unit of Human Resources would be reaching out to the Division Directors seeking nominations at least a month ahead of each planned programme or workshop. HR seeks the active support and cooperation of the Division Directors and Section Chiefs in making this learning programme happen. Division Directors are expected to nominate their team members who require relevant training inputs as identified in this calendar. Whilst the objective would be to accommodate as many nominations as possible, there would be occasions where the batch size would need to be limited to what has been prescribed in this document, in the interest of retaining the effectiveness of the training.

Considerable managerial time and financial resources are committed to designing and delivering these learning interventions. It is therefore critical that staff members nominated to specific training programmes attend the programmes and make the best use of the same. It is often noticed that staff members who have been nominated to training programmes fail to show up without any notice to the HR team. This leads to a wastage of precious resources, and also denies other deserving staff members the opportunity of benefiting from the programme. Learning, as has been emphasised earlier, is also the responsibility of each staff member. It is therefore to be understood that failure to attend training programmes that one is nominated for would lead to penalties by way of costs that would be debited to the function that the absent staff member represents.

Fee structure: The fees are based on the actual cost per seat/per participant for each of the respective programme.

Scenarios with no fees: No fee will be charged for the following scenarios below. However, all other cases will incur costs per cancellation/no show -

- Staff member cancels a course four working days before the course takes place, allowing time to secure a participant from the waitlist to attend;
- Staff member presents a medical certificate within three working days following a late cancellation and no show, during the course period;
- A suitable replacement from the function is identified and he/she attends the course in the place of the staff member who cancelled attendance late;
- For any other reasons, however, the respective function will be charged a cancellation fee, even if the cancellation is due to exigencies of service.

Introduction

Dear Colleagues,

I am happy to present the ECA Catalogue of Learning and Development Initiatives 2017-18 which is designed to serve as a comprehensive, single-window information repository for training programmes, platforms and policies relevant to the ECA. Significant resources have been invested in making ECA a learning organisation. The Learning and Development Plan presented in this catalogue reaffirms our commitment to the principles of continuous learning in pursuit of our quest for creating sustainable value for Africa through its societal and economic transformation.

The release of this catalogue also marks an important milestone in our aspiration to position ECA as a centre of excellence for learning for UN entities in Africa. This is a journey of a thousand miles, the first steps for which have been taken. This journey requires us to leverage the institutional strengths of the UNECA as well as the deep partnerships it has forged over the years with its stakeholders including the client system and is in tandem with the Capacity Development Strategy that was articulated a few years back.

For the ECA community, this plan provides the opportunity to proactively approach change and continue to deliver on its agenda and mandate. Training programmes have been designed for substantive divisions to enhance their capabilities and knowledge base, whilst also providing individual staff members the opportunity to develop their skills sets as managers, leaders and as change agents. This is a segmented and targeted approach that addresses the learning needs of different constituencies and is aimed at delivering on multiple priorities of the ECA.

Another key differentiator of this plan would be the thrust placed on leveraging the Inspira Learning Management System (LMS) for enhanced information dissemination, programme administration and reporting. I am confident that these actions together will help further develop the salience of our learning agenda and actions. In addition, the learning inputs identified here will support the achievement of performance goals for individuals and teams aiding the ECA's aspiration to build a high performance work culture predicated on world class execution of its mandate.

I would like to thank the Division of Administration – Human Resources team for the excellent work in putting this catalogue together and the Inter Divisional Committee for Learning & Development for their continuing support and guidance. I wish you well as you embark on this remarkable journey of learning and development.



A handwritten signature in dark ink, appearing to read 'Giovannie Biha'.

Giovannie Biha

Deputy Executive Secretary – Knowledge Delivery

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Leadership Development

Leadership Development

Serving as an official for the United Nations is both a great honour and an immense responsibility. UN leaders are expected to provide aspirational guidance and practical solutions to the complex challenges our world is facing, often in inclement conditions. The rapid pace of change in today's world means that the best leaders are the ones who keep growing.

Leadership is critical in shaping organizational culture, enabling strong performance and achieving organizational goals. The UN has continued to implement a leadership and management model that emphasizes open communication, just-in-time support for managers and leaders, and better alignment of performance measures with the organizational expectations and skills that are needed for career development.

1.1 UNSSC – Leadership Development Programme – LDP (LMS-1535)

Objectives: Designed for participants at the Director level, the UN Leaders Programme explores successful leadership approaches and practices as applied to key international and regional issues facing the United Nations. The UN Leaders Programme has welcomed hundreds of senior UN officials from around the globe and world-renowned experts from different sectors to create a more effective and unified leadership culture in the UN system.

Course Content:

- Exploring emerging global and regional challenges, trends and opportunities based on a systemic view of UN operations;
- Reflecting on strong and successful leadership approaches and their application in a Leading as One context - with special emphasis on change and innovation;
- Forging deeper connections with colleagues from across the UN system through peer exchange.

Target Audience: UN staff at the Director level (D1-D2)

Faculty: The training would be delivered by the UN Staff College, Turin in classroom style through identified expert faculty.

Batch Strength: To be announced by UNSSC. UNECA will nominate 2 to 3 participants based on needs assessment.

Date & Duration: 07 to 08 September 2017, 2 days

Venue: Cape Town, South Africa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

1.2 UNSSC – Women in Leadership Programme (LMS-2291)

Objectives: This programme is tailored to women at the P4/P5 level from across the system who want to unlock their leadership potential while networking and learning from each other's experiences. A credible UN system must make a renewed and sustainable effort to tap the leadership potential of its female staff. The aim is to create a broader network of women in the UN that stimulates dialogue across the system and places better prepared female leaders at the decision-making tables throughout all agencies, funds and programmes.

During this five-day programme, participants gain a better understanding of different approaches to leadership, the gender aspects of leadership and the challenges and opportunities for women in UN leadership roles.

Course Content:

- Exploring various dynamics of power, influence and negotiation to develop a set of skills and competencies in communication for transformative leadership, effective negotiation and initiating change;
- Increasing self-awareness to realize participants' full leadership potential through 360-degree leadership assessment and four hours of individual coaching sessions.

Target Audience: Female UN staff at the P4/P5 level, preparing for senior leadership roles

Faculty: The training would be delivered by the UN System Staff College (UNSSC), Turin in classroom style through identified expert faculty.

Batch Strength: To be announced by UNSSC. UNECA will nominate 2 participants based on needs assessment.

Date & Duration: 16 to 20 October 2017, 5 days

Venue: Geneva, Switzerland

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

1.3 UNSSC - Emerging Leaders Programme

Objectives: Designed to develop the leadership potential of middle managers, this programme focuses on negotiation, consensus building and communications skills. It employs an array of active learning methodologies and tools such as an individualized 360° leadership assessment. Participants engage in peer-to-peer exchange, case studies and interactive reflection to create a rich and proactive learning environment.

Course Content:

- Cultivating stronger connections by networking with peers from across the UN system and various duty stations;
- Developing skills for persuasive advocacy and communication across multi-stakeholder environments and audiences.

Target Audience: Middle-level (P3/P4 equivalent) international and national UN staff (exceptions may be made on an ad-hoc basis)

Faculty: The training would be delivered by the UN System Staff College (UNSSC), Turin in classroom style through identified expert faculty.

Batch Strength: To be announced by UNSSC. UNECA will nominate 2 participants based on needs assessment.

Date & Duration: 23 to 27 October 2017, 5 days

Venue: To be announced shortly

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

1.4 Management Development Programme - MDP I & II (LMS-1112, LMS-1523)

Objectives: The MDP is a mandatory programme for P4/P5 staff members that provides participants the skills to support “system coherence” and enhance communication, manage change, develop people and teams, and deliver organisational results.

This programme focuses on their ability to draw more fully on talents of their staff; effectively lead reform efforts; collaborate and network for organisational results; increase understanding of their own leadership style and areas for growth; increase authenticity and effectiveness as managers and leaders.

Course Content:

- Apply tools and models to lead teams;
- Develop staff and manage conflict;
- Apply principles of systemic thinking to address work challenges;
- Develop a personal vision to guide their leadership behaviour;
- Define their role in leading change.

Target Audience: Managers at P4 and P5 level of responsibility

This programme includes two intensive residential workshops (three and a half days and two and a half days respectively), 360-degree feedback to assess strengths and gaps based on the skills and competencies required of managers in the organization, an action learning or application project based on the outcome of the 360-degree feedback, and support for the sustained change and the application of learning via individual coaching.

Faculty: The training would be delivered by the UN Staff College, Turin in classroom style through identified expert faculty.

Batch Strength: 25

Date & Duration: Module I: 25 to 28 April 2017, 3.5 days; Module II: 11 to 13 July 2017, 2.5 days

Venue: Kuriftu Resort and Spa, Debre Zeit, Ethiopia

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

1.5 ECA Vision Workshop

Objectives: This workshop is an opportunity for the senior managers of ECA to - take stock and review the progress we have made over the last two years; learn from our successes as well as our setbacks and together deliberate and decide on how we will propel ECA into the next league; celebrate and applaud the achievements of individuals and teams; ideate on our “collective ambition” for ECA and draw up a blueprint for the ECA of tomorrow; fine-tune our road map, re-position milestones and determine what we need to do to enhance performance levels, for superior client advantage in order to accelerate Africa’s growth and transformation.

With the finalisation of the Biennium Plan for 2018-2019 the Workshop will provide senior managers the opportunity to review the progress made thus far and also share and communicate their plans for the next biennium within the Results based Management Framework.

Course Content:

- ECA vision, mission and mandate;

- Review of the journey in the past 2 years;
- Presentation of Biennium Plans by Divisions in the RBM framework;
- Talks by eminent personalities and stakeholders.

Target Audience: All staff members at D-2, D-1 and P-5 levels

Faculty: The Workshop will be co-anchored by SPOQD and Human Resources and facilitated by a team of internal and external resource persons.

Batch Strength: 65

Date & Duration: 03 to 05 October 2017, 3 days

Venue: To be announced shortly

Programme Coordinator: Beruk Getachew (getachew@un.org), Organisation Development Unit

1.6 Coaching Skills Workshop

Objectives: This Workshop is designed to enable participants (a) reflect on their own leadership styles with the intention of enhancing their effectiveness as leaders of teams (b) gain theoretical insights into the basics of “coaching” and its application to their own leadership style (c) enhance their capability to “engage” more meaningfully with their team members and direct reports for superior performance and business impact. This is to address the need for senior leadership teams to equip themselves with the capability to manage and nurture talent, especially the younger generation of staff members joining the Commission.

The Workshop would enable managers - understand how to review and build the context, strategy, culture and processes for coaching and mentoring at a senior and strategic level; analyze different coaching and mentoring models and their impact; critically review their own communication skills, emotional intelligence, interpersonal skills and values in order to assess their competence as a coach or mentor; implement coaching in complex working environments or at a senior and strategic level in your organization.

Course Content:

- Understanding the context and philosophy of coaching and mentoring
- Reviewing own ability as a management coach or mentor

Target Audience: All staff members at D-2, D-1 and P-5 level

Nominated participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The Workshop will be facilitated by a team of internal and external resource persons.

Batch Strength: 30

Date & Duration: 28 to 30 November 2017, 3 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

1.7 The 7 Habits of Highly Effective People Workshop

Objectives: The 7 Habits of Highly Effective People® courses are based on the teachings of Dr. Stephen R. Covey, an internationally acclaimed leadership guru whose book by the same title was named one of the 10 most influential management books ever by Forbes magazine. The Workshop is designed to enable senior managers define the contribution they want to make and what they wish to accomplish as leaders; enhance leadership abilities in order to reach their full potential; judge the goals their efforts should be focused on using daily and weekly planning; communicate effectively and raise the levels of trust and fulfilment within their teams.

Course Content:

The Workshop is designed around the 7 Habits namely –

- Habit 1: Be Proactive - Have a clear vision of what you want your contribution as a manager to be and shape your own future;
- Habit 2: Begin with the End in Mind - Focus on top priorities and be regarded for follow-through and organizational skills; eliminate the unimportant;
- Habit 3: Put First Things First - Cultivate enthusiasm with performance measurements that satisfy both employee and employer goals; share recognition and success;
- Habit 4: Think Win-Win - Give honest, accurate feedback that develops trust, and understand the physical components of communication and how they impact the message;
- Habit 5: Seek First to Understand, Then Be Understood - Understand how differences can contribute to innovative solutions; maximize opinions, perspectives, and backgrounds;
- Habit 6: Synergize - Combine the strengths of people through positive teamwork, so as to achieve goals that no one could have done alone.
- Habit 7: Sharpen the Saw - Balance and renew your resources, energy, and health to create a sustainable, long-term, effective lifestyle.

Target Audience: Staff members at D-2, D-1 and P-5 levels

Faculty: The Workshop will be facilitated by a team of internal and external resource persons in partnership with Franklin Covey.

Batch Strength: 30

Date & Duration: 21 to 23 August 2017, 3 days

Venue: To be announced shortly

Programme Coordinator: Beruk Getachew (getachew@un.org), Organisation Development Unit

1.8 Leadership Dialogue

Objectives: The UN Ethics Office conducts a Leadership Dialogue annually covering different critical topics to create awareness amongst UN Staff members. Managers in the Secretariat are required to host a two-hour dialogue session with their direct reports on a chosen topic. Thus far the following topics have been covered as part of the Leadership Dialogue -

- 2013: What it means to be an international civil servant
- 2014: Treating each other with respect and tolerance

- 2015: Fulfilling our mission, taking individual responsibility
- 2016: Fraud awareness and prevention: How do I fit in?"

Each head of department/office is expected to lead the first Leadership Dialogue session for his or her direct reports. Following the initial session, the direct reports will schedule and lead the next sessions. The dialogues should occur in this cascading fashion until all managers have engaged their staff in a Leadership Dialogue. Upon completion of the programme, respective Executive/Administrative Officers are required to submit to the Ethics Office, a report of the final staff participation statistics for their respective Departments/Offices by mid-February of each year.

Target Audience: All UNECA staff members

Facilitated by: Respective Directors/Chiefs/Officers of each Division/Section/Unit

Batch Strength: 774 UNECA Staff members

Date & Duration: To be initiated in November/December of every year, 2 hours

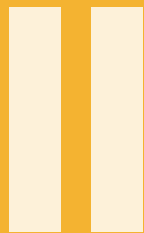
Venue: All Divisions to host their own sessions in their Conference Rooms

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisational Development

Summary of Leadership Development Programmes/ Workshops:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
1.1	UNSSC - Leadership Development Programme	3	15	120
1.2	UNSSC – Women in Leadership Programme	2	10	80
1.3	UNSSC – Emerging Leaders Programme	2	10	80
1.4	Management Development Programme I & II	50	150	1,200
1.5	ECA Vision Workshop	65	195	1,560
1.6	Coaching Skills Workshop for Leaders	30	90	720
1.7	The 7 Habits of Highly Effective People Workshop	30	90	720
1.8	Leadership Dialogue	774	193.5	1548
Total	8 Programmes/ Workshops	956	753.5	6,028





Management Skills

2.1 Competency-based Selection and Interviewing Skills for Panel Members (LMS-1056)

Objectives: This course is for staff members who sit on interview panels. The workshop is designed from an interviewers' perspective to train panel members to conduct a competency-based interview as mandated by the administrative instructions.

At the conclusion of the workshop, participants will be able to -

- Identify best practices and principles in interviewing and selection;
- Understand the competency-framework, against which candidates are assessed;
- Apply key interviewing skills, including the briefing of candidates, the structuring of the interview, the management of the interaction during the interview, and the use of various questioning techniques;
- Evaluate candidates and make fair, objective, and valid selection decisions.

Course Content:

- Different types of selection interviews;
- Strengths and limitations of the competency-based interview;
- Core interviewing skills;
- Competency-based probing techniques;
- Assessment and evaluation of candidates.

Target Audience: This programme is mandatory for all staff members participating in interview panels.

Nominated participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The training would be delivered by a team of internal and external resource persons.

Batch Strength: 15 participants per batch

Date & Duration: Batch I: 12 to 13 June 2017; Batch II: 03 to 04 July 2017; Batch III: 18 to 19 December, 2 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.2 Competency-based Selection and Interviewing Skills for Senior Managers (LMS-1057)

Objectives: This course is for staff at the P5 to D2 levels who sit on interview panels. The workshop is designed from an interviewers' perspective to train panel members to conduct a competency-based interview as mandated by the administrative instructions in place.

At the conclusion of this training, participants will be able to -

- Identify best practices and principles in interviewing and selection;
- Understand the competency-framework, against which candidates are assessed;
- Apply key interviewing skills;
- Evaluate candidates and make fair, objective, and valid selection decisions.

Course Content:

- Strengths and limitations of the competency-based interview;
- Core interviewing skills;
- Assessment and evaluation of candidates.

Target Audience: Staff at the P5 to D2 levels (this is a condensed version of the regular two-day workshop).

Nominated participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The training would be delivered by a team of internal and external resource persons.

Batch Strength: 15 participants per batch

Date & Duration: Batch I: 07 June 2017; Batch II: 20 December 2017, 1 day

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.3 Competency-based Selection and Interviewing Skills Refresher (LMS-1058)

Objectives: This course is designed as a refresher input for staff members who have completed the standard one or two-day Competency-based Selection and Interviewing Skills workshop and since then have conducted at least one competency-based interview.

At the conclusion of the training, the participants will have -

- Areinforced and refreshed understanding of best practices in competency-based interviewing;
- Practiced eliciting and evaluating behavioural evidence during an interview;
- Increased their confidence and skills in conducting competency-based interviews

Course Content:

- Review of experiences in applying competency-based selection and interviewing techniques;
- Discussion and resolution of challenges encountered;
- Application of key concepts in gathering and evaluating information.

Target Audience: Staff members who have completed the 1 or 2-day workshop and since then have conducted at least one competency-based interview.

Nominated participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The training would be delivered by a team of internal and external resource persons.

Batch Strength: 15 participants per batch

Date & Duration: Batch I: 08 June 2017; Batch II: 06 November 2017, 1 day

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.4 Effective Communication Workshop (LMS-1089)

Objectives: This workshop provides participants with the essential tools to communicate effectively with clients (internal and external). The program focus is on practising positive personal and business communication skills and habits that propel participants along the path to career success and professional achievement.

Effective Communication as a competency is an important part of job performance if the key objectives on the job involve any of the following -

- Participating in team discussions and debates;
- Preparing written documents, reports, or correspondence;
- Providing technical advice or support appropriate to your audience, either face to face, by telephone, by email, or in writing;
- Delivering presentation to different audiences;
- Promoting ideas, or presenting convincing case with the aim of influencing others.

Course Content:

- Introduction - What makes a good communicator?
- Use your voice more effectively - Develop a greater awareness of your voice; How to speak more confidently; How to develop a more expressive tone of voice? Understand how the voice conveys meaning; How to use your voice to influence your listener?
- Generate confidence through body language - How to appear more approachable and confident; How to use the power of eye contact? How to be more in control of your body language;
- Present yourself successfully - How to create an immediate impression? Use voice and body language to your advantage; Give a short individual presentation with feedback;
- Styles of communication - Identify your preferred style of communicating; Become sensitive to other people's styles; How to enhance your message? Email Etiquette;
- Learn the power of effective listening - Understand the barriers to good listening; How to Listen effectively to build rapport; Questioning techniques to aid understanding;
- Review and action plan - Identify key personal strengths; Set targets for personal development

Target Audience: Staff members from DOA specifically Communication Champions nominated from each Section of the Division. Based on requirement participation could be opened to other functions as well.

Faculty: The training would be delivered by a team of internal and external resource persons.

Batch Strength: 20 participants per batch

Date & Duration: Batch I: 12 to 13 June 2017; Batch II: 14 to 15 June 2017, 2 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.5 Project Management – PRINCE2 Foundation Course (LMS-1403)

Objectives: PRINCE2 is a standardised, proven project management method that provides a best practice approach for managing projects of all sizes and scope. Through practice exams, workshops, and overnight study, this PRINCE2 certification training course provides the knowledge required to prepare for and take the PRINCE2 Foundation in project management exam. This project management methodology is adopted and introduced through the UN Secretariat as a standard to manage projects.

The first level PRINCE2 training is a self-placed learning package organized in collaboration with UNOPS Office in Addis Ababa.

The programme is designed to help participants -

- Acquire the relevant knowledge and skills required to pass the PRINCE2 Foundation certification exam;
- Develop a working knowledge of the structured PRINCE2 project management methodology;
- Learn how to create a project plan and ensure seamless execution of the project, from start to finish;
- Define how to control and manage business and project risks effectively;
- Prepare for and take the PRINCE2 Foundation certificate in project management exam;
- Work with the guiding principles of PRINCE2 that provide a framework of good practice;
- Introduce key themes and processes that form the core of PRINCE2;
- Integrate the PRINCE2 elements to visualise the method structure.

Course Content:

- Establishing the business case - supporting continuous business justification; developing, verifying and maintaining the business case; confirming the benefits
- Developing the project management organisation - implementing defined roles and responsibilities; selecting the project management team; linking the three project interests to the four management levels
- Building quality into products - supporting the focus of products; the PRINCE2 approach to quality and quality review
- Planning to deliver the product - managing by stages; differentiating between the three levels of planning; reviewing the planning process including product-based planning
- Managing risk - Identifying, assessing and controlling uncertainty; assessing the impact of threats or opportunities; implementing responses to identified risks
- Defining change - Applying the issue and change control procedures; managing the configuration of products
- Monitoring and controlling progress - management by exception; setting and tracking tolerances; reporting progress

Target Audience: Staff members who are working on and managing projects

Participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The blended training would be delivered through online resources and facilitated by a team of internal and external resource persons.

Batch Strength: 20 participants

Date & Duration: 01 to 02 June 2017 & Online 2 hrs/day for 10 working days, 4.5 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.6 Project Management – PRINCE2 Practitioner Course (LMS-1404)

Objectives: The Practitioner is the second of the two PRINCE2 examinations required to be cleared to become a Registered PRINCE2 Practitioner.

This PRINCE2 examination aims to measure whether a candidate would be able to apply PRINCE2 to the running and managing of a project within an environment supporting PRINCE2. To this end they need to exhibit the competence required for the Foundation qualification, and show that they can apply and tune PRINCE2 to address the needs and problems of a specific project scenario. Specifically, candidates must be able to -

- Produce detailed explanations of all principles, themes and processes and worked examples of all PRINCE2 products as they might be applied to address the particular circumstances of a given project scenario;
- Show they understand the relationships between principles, themes and processes and PRINCE2 products and can apply this understanding;
- Demonstrate that they understand the reasons behind the principles, themes and processes of PRINCE2, and that they understand the principles underpinning these elements;
- Demonstrate their ability to tune PRINCE2 to different project circumstances.

Course Content:

- Establishing the business case - Supporting continuous business justification; developing, verifying and maintaining the business case; confirming the benefits;
- Developing the project management organisation - Implementing defined roles and responsibilities; selecting the project management team; linking the three project interests to the four management levels;
- Building quality into products - Supporting the focus of products; the PRINCE2 approach to quality and quality review;
- Planning to deliver the product - Managing by stages; differentiating between the three levels of planning; reviewing the planning process including product-based planning;
- Managing risk - Identifying, assessing and controlling uncertainty; assessing the impact of threats or opportunities; implementing responses to identified risks;
- Defining change - Applying the issue and change control procedures; managing the configuration of products;
- Monitoring and controlling progress - Management by exception; setting and tracking tolerances; reporting progress.

Target Audience: Staff members who are directly working on projects including Programme Officers and Programme Assistants.

Participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The blended training would be delivered through online resources and facilitated by a team of internal and external resource persons.

Batch Strength: 20 participants per batch

Date & Duration: Batch I: 22 to 24 May 2017; Batch II: 05 to 07 March 2018, 3 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

2.7 Performance Management Essentials for Managers and Supervisors (LMS-1090)

Objectives: This programme focuses on developing a sound understanding of the principles and policies that govern Performance Management and Development, namely, work planning, ongoing feedback, a midpoint review and an end-of-year appraisal against agreed upon expectations, in addition to the main challenges in its practical implementation. The objectives of the programme are -

- To reinforce the principles of performance management, (work planning, selection of competencies, on-going feedback, mid-point review and end-of-cycle appraisal);
- To learn how to conduct collaborative meetings at all stages of the performance cycle using a step-by-step approach.

By the end of the training, participants will be able to -

- Develop enhanced understanding and accountability vis-à-vis performance management;
- Develop work unit goals in terms of SMART criteria;
- Conduct collaborative meetings with staff members at midpoint review and end-of-year appraisal;
- Provide feedback to staff members and engage in dialogue on an on-going basis;
- Deal with under performers in a constructive manner.

Course Content: The following topics will be covered during the training -

- UN Performance Management Cycle;
- Roles and Responsibilities;
- Cascading Objectives;
- Smart Goal Setting;
- Importance of Documentation;
- Meaningful Conversation;
- Underperformance and how to address it;
- Paying attention to Achievers;
- Performance Rating;
- Performance related Dispute Resolution;
- Rebuttal Process.

Target Audience: The programme is designed for Managers and Supervisors (all First Reporting Officers and Second Reporting Officers) who are closely involved in performance management of their teams.

Faculty: The blended training would be delivered through online resources and facilitated by a team of internal resource persons – Beruk Getachew; Eyob Tadele Wondemu; Freabeba Solomon; Temnit Fitsum; Zehara Zinab

Batch Strength: 80 participants across 2 batches

Date & Duration: Batch I: 14 March 2018; Batch II: 15 March 2018, 1 day

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

2.8 Performance Management & Development (Mid-Point Review)

Objectives: This training entails steps on how to conduct a mid-point review, a meeting between the staff member and his/her manager which occurs six months into the performance cycle.

Course Content:

- Assessing and discussing the progress of the goals that were set at the beginning of the performance cycle;
- Addressing any performance issues that may have arisen;
- Discussing major shifts in work priorities that would affect the staff member's goals;
- Discussing progress made on the learning goals that the staff member has set for him/herself;
- Noting where additional support and resources might be necessary.

Target Audience: The programme is designed for Managers and Supervisors (all First Reporting Officers and Second Reporting Officers) who are closely involved in performance management of their teams.

Faculty: The blended training would be delivered through online resources and facilitated by an internal resource person.

Batch Strength: 30 participants per batch

Date & Duration: Batch I: 25 September 2017; Batch II: 26 September 2017, 1 day

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

2.9 Performance Management & Development (End of Cycle Evaluation and Work Planning)

Objectives: A module on the final official performance review at the end of the performance cycle in addition to a Work Planning portion that deals with the important and decisive component of the PM&D process putting emphasis on this primordial phase of the e-Performance evaluation process.

Course Content: The training focuses on -

- The need to hold a meeting with individual supervisees before finalizing the rating and making comments;
- The pitfalls and challenges of the exercise;

- Policy as well as technical support to supervisors;
- Giving and receiving constructive feedback;
- The necessity for supervisors and managers to deal with underperformance;
- the principle, policy and procedures of PAS Rebuttal;
- Set SMART goals;
- Define clear *success criteria*;
- Discuss and reach an agreement with the First Reporting Officer;
- Approve the Work Plan.

Target Audience: The programme is designed for Managers and Supervisors (all First Reporting Officers and Second Reporting Officers) who are closely involved in performance management of their teams.

Faculty: The blended training would be delivered through online resources and facilitated by an internal resource person.

Batch Strength: 30 participants per batch

Date & Duration: 17 May 2017, 1 day

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

2.10 HRSS Peer-To-Peer Learning & Knowledge Sharing Sessions

Objectives: With the introduction of UMOJA in 2015 and restructuring of the HR function, staff members in the function have embarked on a steep learning curve in their effort to deliver timely and quality services to clients. To enable this learning process, peer-to-peer learning and knowledge sharing sessions are organized each Wednesday providing the HR staff a creative environment where they can collaborate and build innovative ideas while also sharing their experiences on critical HR issues. The purpose of HRSS peer-to-peer session is also to create an opportunity for staff to share their best practices in handling HR matters effectively. This is also a forum where HR partners refresh and get up-to-date on HR policies, rules and procedure. A calendar of topics is prepared for the full year and is available for preview.

Course Content: The peer-to-peer session covers a diverse set of topics such as the following -

- Staff rules & regulations;
- Staff benefits and entitlements;
- HR tools and processes;
- HR systems including Umoja and Inspira;
- Soft skills including customer handling, presentation and e-mail etiquettes;
- Administration of Justice;
- HR Best Practices;
- HRS Change Management

Target Audience: The programme is designed for HR staff members. However, it is open for allied staff members of other Divisions such as Administrative Assistants.

Faculty: The classroom training would be facilitated by each member of the HR team based on the identified training schedule.

Batch Strength: 30 participants

Date & Duration: 2 hours each week on Wednesday

Venue: HRSS, UNECA 3rd Floor, Addis Ababa

Programme Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

2.11 Job Classification Programme

Objectives: Vacancy announcements are normally based on an approved or classified job description and/or a previously approved job opening or a generic job profile. For each vacancy, it is important for the post holding office to undertake an analysis of the functions of the job, as it may be necessary to update the job description and reclassify the post to reflect new requirements and conditions of service. Job analysis and update of the job description, as applicable, are a prerequisite in the HRM checklist for reviewing job openings based on the request of concerned functions.

The use of classified job descriptions in vacancy announcements, as well as an independent review of the applicable evaluation criteria, are control mechanisms to ensure compliance with established ICSC standards by category of job and grade. Such control is an established practice at most United Nations system organizations. The use of narrow job-specific profiles with restrictive requirements reduces the applicant pool and restricts competition. Such vacancy announcements may be justified for specialized or technical jobs, but are often seen as being tailor-made for a pre-selected candidate, which could amount to malpractice.

Generic job profiles are standard classified job descriptions that encompass a large group of related jobs with similar characteristics in terms of duties and requirements. They are increasingly used for batch recruitment and for creating rosters of available qualified candidates for normal or surge recruitment.

In order to reclassify generic job profiles at a given standard through the secretariat, a practical workshop is designed for HR practitioners to -

- Understand the main HR principles behind job classification;
- Prepare a checklist of supporting documents when requesting for job classification or re-classification;
- Have an overview of the Global Classification Standards for non-Headquarters duty stations;
- Familiar with UN Job Classification standards;
- Identify the main scenarios for job classification;
- Differentiate between what is job classification and what is not;
- Clearly understand when to request for job Classification;
- Easily and effectively work on job classification issues.

Course Content:

- What is job classification?
- Objectives of job classification
- Job classification standards and considerations
- Organizational Setting – the key to Job Classification
- What is Job classification IS AND IS NOT?
- When to request a classification review
- Generic Job Profiles and Phase

Target Audience: The programme is designed for HR staff members.

Faculty: Certified trainers from UNHQ. ICSC

Batch Strength: 30 participants

Date & Duration: 13 to 14 September 2017, 2 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

2.12 Facilitation Skills Workshop for Managers (LMS-1680)

Objectives: Facilitation skills are critical for today's successful business leaders, managers, and learning professionals. Facilitation Skills is a key requirement of any change management process. Groups that need to make decisions or engage in a planning process often find that using a trained facilitator makes this process more efficient and easier for everyone involved. A good facilitator can keep meetings focused on the subject of discussion or on dealing with the problem at hand; remind participants to consider the broader context of the issues; provide a neutral perspective and manage the process; move meetings along in a timely manner; help the group achieve useful meeting outcomes; and give the group a sense of accomplishment. Facilitation Skills Workshop is designed as an interactive course to enable participants manage a meeting, a training course, solve a particular problem, build consensus to a course of action, or mediate in conflict.

Course Content:

- Context: what is facilitation?
- Key tasks for effective facilitation;
- Using facilitation skills to achieve optimum results;
- Confronting and overcoming difficult situations;
- Evaluating the outcomes of the facilitation process;
- Review, reflection, action planning and evaluation

Target Audience: HR Managers and Supervisors who are involved in the process of change management.

Nominated participants are expected to complete online resources recommend from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The Workshop would be facilitated by identified subject matter experts.

Batch Strength: 30 participants

Date & Duration: 05 to 09 March 2018, 5 days

Venue: Kuriftu Resort & Spa, Debra Zeit, Ethiopia

Programme Coordinator: Beruk Getachew (getachew@un.org), Organisation Development Unit

2.13 HR Retreat and Team Building Programme (LMS-1537)

Objectives: At the end of DOA retreat, conducted in May 2016, there was agreement made to organize sectional retreat aligned with the primary focus of building soft skills or competencies in the following five areas: client-orientation, collaboration, communication, quality and results. The retreats are considered to key activities in improving individual and group as well as the strengthening of existing staff skills. The DoA leadership identified five key competencies to focus on across the division to better meet the needs of their clients, and to create a more team-oriented and results-focused work environment.

The retreat also enables the HR team undertake its annual Strategic Planning exercise.

HRSS has planned to provide platforms for staff to engage in frank discussions on how to successfully achieve the Strategic Plan 2017-18 which consists of five goals namely -

- Goal 1: Client Orientation
- Goal 2: Communication
- Goal 3: Collaborative Team Work
- Goal 4: Quality
- Goal 5: Result

Course Content:

- Retreat Transition;
- Teambuilding Activity;
- DoA Retreat outcomes and implications for HR;
- Review 2016-17: A reflection on some strategic issues;
- Plan 2017-18: Seizing the opportunity for change;
- Contextualizing DoA Retreat Identified Competencies;
- Understanding and revisiting the HR Risk Mitigation Framework

Target Audience: HR staff members

Faculty: The Workshop would be anchored by a team of internal and external facilitators.

Batch Strength: 30 participants

Date & Duration: 05 to 08 April 2017, 3.5 days

Venue: Kuriftu Resort & Spa, Debra Zeit, Ethiopia

Programme Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

2.14 DoA Management Retreat 2017 (LMS-1537)

Objectives: This management retreat of the Division of Administration is part of ongoing efforts to improve on efficiency and effectiveness in the management of the Division of Administration. The objective of the retreat is to reflect on ways and means to improve delivery on the mandate, programmes and activities of the Division.

- The retreat helps identify ways and means to build and sustain stronger teams in 2017 and beyond; these activities should address how to strengthen collaborative team building, client orientation, communication, quality and results competencies;
- Agree on an Activity Plan to build and sustain stronger teams in 2017 and beyond, leveraging actions agreed upon above. The DoA soft skills Activity Plan will be the combination of priority activities agreed for each competency/soft skills area;
- Review DoA Annual Business Plan: the priorities of the Division and each section. Comment on priority areas for each DoA section for the 2017/2018 cycle.

Course Content:

- Retreat Transition
- Teambuilding Activity
- Reviewing DOA Retreat 2017 Outcomes Achievements
- Work Plan 2017/18: A reflection on some strategic issues

Target Audience: Managers and supervisors in all Sections of DOA

Invited participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The Workshop would be anchored by a team of internal and external facilitators

Batch Strength: 30 participants

Date & Duration: 29 to 30 June 2017, 2 days

Venue: Kuriftu Resort & Spa, Debra Zeit, Ethiopia

Programme Coordinators: Bewketu Bogale (bogale.uneca@un.org), Beruk Getachew (getachew@un.org), Organisation Development Unit

2.15 Divisional Retreats 2017 (LMS-1537)

Objectives: HR supports Divisions and SROs to implement team building activities and undertake strategic planning initiatives through the Retreats. The HR function provides specific assistance to Divisions by -

- Identifying and engaging highly effective subject matter experts to facilitate the deliberations during the Retreat;
- Co-facilitating the retreat by actively partnering the client Division in designing the Retreat programme and supporting the lead facilitator in delivering the content and running retreat activities.

Course Content:

- Retreat Transition
- Teambuilding Activity
- Programme review
- Work Plan 2017/18: A reflection on some strategic issues

Target Audience: Staff of Divisions and Sections

Invited participants are expected to complete online resources recommended from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Faculty: The Workshop would be anchored by a team of internal and external facilitators

Batch Strength: 60 participants

Date & Duration: 16 to 18 January 2018, 3 days

Venue: Kuriftu Resort & Spa, Debra Zeit, Ethiopia

Programme Coordinators: Bewketu Bogale (bogale.uneca@un.org); Beruk Getachew (getachew@un.org), Organisation Development Unit

Summary of Management Skills Programmes/ Workshops:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
2.1	Competency-based Selection and Interviewing Skills for Panel Members	45	90	720
2.2	Competency-based Selection and Interviewing Skills for Senior Managers	30	60	480
2.3	Competency-based Selection and Interviewing Skills Refresher	30	30	240
2.4	Effective Communication Workshop	40	80	640
2.5	Project Management – PRINCE2 Foundation Course	20	90	720
2.6	Project Management – PRINCE2 Practitioner Course	40	120	960
2.7	Performance Management Essentials for Managers and Supervisors	80	80	640
2.8	Performance Management & Development (Mid-Point Review)	60	60	480
2.9	Performance Mgmt. & Dev. (End of Cycle Evaluation & Work Planning)	60	60	480
2.10	HRSS Peer-to-Peer Learning and Knowledge Sharing Session	30/week	13	3,120
2.11	Job Classification Programme	30	60	480
2.12	Facilitation Skills Workshop for Managers	30	150	1,200
2.13	HR Retreat and Team Building Programme	30	105	840
2.14	DoA Management Retreat 2017	30	90	720
2.15	Divisional Retreats 2017	60	180	1,440
Total	15 Programmes/ Workshops	615	1,268	13,160



Types of Questions

- **Knowledge/Recall** - involves the reproduction of information with a response, for example a written test or a list of facts and figures
- **Self-Check** - involves the student checking their own answers & mark

Higher Order Thinking Skills (HOTS)

The Higher Order Thinking Skills (HOTS) are the skills that enable a student to think critically and creatively. They are the skills that enable a student to think critically and creatively.

- | Level | Question | Answer |
|-------|--------------------------------|--------|
| 1 | What is the capital of France? | Paris |
| 2 | What is the capital of France? | Paris |
| 3 | What is the capital of France? | Paris |
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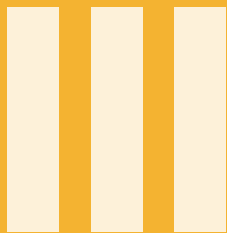
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Substantive Programmes

Substantive Programmes

The purpose of the programme for upgrading substantive and technical skills is to provide departments and offices throughout the Secretariat with a means to ensure that they can carry out their substantive work and adjust to new mandates and responsibilities by maintaining and developing the skills of their staff within the allocated resources. The programme provides staff with opportunities for professional growth and development and, as stipulated in section 2.1 of ST/SGB/2009/9, learning and development is a responsibility shared by the Organization, its managers and each individual staff member.

Staff development activities that may take place under this programme include specialized training, research, seminars, refresher courses, e-learning, professional conferences, workshops and any other activities mentioned in section 2.6 of ST/SGB/2009/9. Where the skills and knowledge required can best be acquired through hands-on experience, on-the-job training assignments may also be included. Activities may be carried out in-house or externally depending on the annual training plan. Staff members at all levels holding a United Nations letter of appointment under the Staff Rules are eligible to participate in the identified substantive programmes.

3.1 Statistical Methods and Analysis Programme

Objectives: This course is designed as a critical input for key staff members to broaden their analysis of the depth and diversity of data through which the African story can better and more accurately be told. The programme aims to equip participants with tools to collect and/or analyse data for the purpose of national, sub-regional, and regional development planning, implementation and monitoring and evaluation.

Course Content:

- A broad update in statistical analysis;
- The latest tools and techniques that are available for undertaking various types of analysis and presentations;
- Techniques of data collection, deployment and application;
- Construction, management and uses of databases.

Target Audience: Staff members in Divisions and SROs who are directly involved in generating and delivery of statistical data and analysis

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA's African Centre for Statistics (ACS) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 21 to 25 August 2017, 5 days

Venue: IDEP, Dakar, Senegal

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.2 Technical Writing Skills Workshop

Objectives: ST/AI/2014/003 dated 31 January 2014 requires professional staff (P2 to P5) to contribute to knowledge generation and dissemination by publishing at least three research publications in one

performance period. In response to an HR survey, 86% of the professional staff revealed that they are actively involved in conducting research leading to research papers. However, respondents also observed a gap in the area of technical writing. The technical writing skills workshop is proposed to help enhance the quality of research publications, and to equip professional staff with the tools and techniques that are vital for preparing world class reports in keeping with the high standards of the UNECA.

Course Content:

- Introduction to the philosophy and psychology of communication;
- Writing and expression; different types of written materials;
- English grammar and its usage;
- Writing different types of reports, papers, articles;
- Project work and analysis.

Target Audience: Staff members in Divisions and SROs who undertake research activity and publications.

Faculty: The training would be delivered in classroom style through identified expert faculty in close collaboration with the ODES, Knowledge Delivery.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 23 to 27 October 2017, 5 days

Venue: Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.3 Workshop on Development Planning

Objectives: The aim of the course is to strengthen the capacity of planners, economists and other policymakers involved in the formulation of national development plans to ensure that they have a clear understanding of development planning approaches, processes, the different actors involved and the key stages and crucial steps in the development planning process.

Course Content:

- Equipping staff of planning institutions with updated knowledge on the historical and contemporary dynamics of development thinking and development policy-making and planning;
- Providing requisite skills and tools for designing, implementing, monitoring, and evaluating development plans;
- Contribute to the deepening of the comparative knowledge of planners on global experiences of development planning;
- Explore alternative institutional arrangements and mechanisms for development planning, both globally and across Africa;
- Share knowledge and experiences among African officials on on-going efforts at development planning and long-term national visioning across the continent;
- Introduce officials to new trends and techniques in development planning.

Target Audience: Staff members in Divisions and SROs who are involved with Development Planning, implementation and monitoring & evaluation

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA's Capacity Development Division (CDD) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 21 to 25 August 2017, 5 days

Venue: IDEP, Dakar, Senegal

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.4 Macro-Economic Modelling and Forecasting Programme

Objectives: The key objective of this retooling course is to refresh and strengthen the capacity of senior researchers and policy advisors at UNECA on the types of macroeconomic models, their relative strengths and weaknesses based on an intensive hands-on training on a model that may be most appropriate for addressing the medium to long term development challenges of the continent.

Course Content:

- Types of macroeconomic models, structure, strengths and weaknesses;
- Use of a particular model agreed upon prior to the course for greater elaboration in terms of understanding the key features of modeling in an African economy, construction, and applications;
- The use of the model for policy simulations and interpretations of results.

Target Audience: Staff members in Divisions and SROs who are users/potential users of Macro-economic modelling, data modelling and forecasting.

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA's Macroeconomic Policy Division (MPD) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 20 to 24 November 2017, 5 days

Venue: IDEP, Dakar, Senegal

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.5 Strategic Communication (Networking Track) Skills Programme

Objectives: This training will focus on using social media skills effectively across media platforms, influencing skills, team work and facilitating connections, collaboration and business opportunities. Participants would be required to develop a comprehensive networking plan to make them more knowledgeable, help them address critical issues, and accelerate their careers. They also would examine issues of social media policy for ECA, monitor social media success metrics, and be prepared to engage in offline and online reputation management. As participants master these skills they would learn to become effective facilitators, to emphasize defining a message and to look for ways to integrate social networks as interactive communication outlets in the media mix of ECA. To successfully complete this

module and be certified as “ECA Influencer,” participants would be expected to have a strong group of active and engaged followers that would respond to or share their posts.

Course Content:

- Learning the essential techniques of networking;
- Discovering the critical goal of developing facilitation skills and building strong productive networks with a focus on social media;
- Finding innovative ways to create theme-oriented teams to work across structural units helping improve synergies and strengthening collaboration with critical actors both within and outside ECA.

Target Audience: Staff members in Divisions and SROs who have roles, exposure, and experience in the area of Communications

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA’s Public Information & Knowledge Management Division (PIKMD) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 20 to 22 February 2018, 3 days

Venue: Addis Ababa, Ethiopia

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.6 Natural Resources Management Programme

Objectives: An important aspect of ECA’s work on natural resources is the conduct of policy-oriented research aiming to support the policy, legal and regulatory frameworks for the proper management of natural resources in Africa. ECA seeks to enhance the knowledge base needed to strengthen human and institutional capacities and broaden stakeholder participation with regard to the protection of Africa’s environment and to the management of its mineral resources. In the same vein, ECA works to promote measures to address environmental concerns in the exploitation of Africa’s natural resources.

Course Content:

- Basic toolkit of quantitative and qualitative techniques used in resource planning and analysis, together with application-oriented case studies;
- Knowledge of ECA’s directives affecting the environment, as well as approaches to policy evaluation in the field of natural resources management.

Target Audience: Staff members in Divisions and SROs involved in research and projects that have implications on Natural Resource Management.

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA’s Regional Integration & Trade Division (RITD) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 26 to 28 February 2018, 3 days

Venue: Addis Ababa, Ethiopia

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.7 Climate Change Programme

Objectives: The African Climate Policy Centre (ACPC), a joint initiative of ECA is an African centre addressing the need for greatly improved climate information for Africa and strengthening the use of such information for decision making, by improving analytical capacity, knowledge management and dissemination activities. The programme under the is aimed as a knowledge generation, sharing and networking platform on latest in terms of Climate Change processes and Africa's contribution to the same.

Course Content:

- Knowledge generation, sharing and networking for research, knowledge management and peer learning, and outreach activities;
- Approaches to advocacy and consensus building;
- Advisory services and technical cooperation, which comprise capacity mobilization, capacity building and technical assistance

Target Audience: Staff members in Divisions and SROs who deal with issues pertaining to climate change research, advocacy and capacity building.

Faculty: The training would be delivered in classroom style through the Institute for Economic Planning and Development (UNIDEP), Dakar in partnership with the UNECA's Special Initiatives Division (SID)/ African Climate Policy Centre (ACPC) and Human Resources.

Batch Strength: 25 to 30 participants from relevant Divisions

Date & Duration: 28 to 29 March 2018, 2 days

Venue: Addis Ababa, Ethiopia

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.8 Result Based Management Refresher Workshop

Objectives: Results-based management is a management approach whereby an organization ensures that all of its processes, products and services contribute to the achievement of desired results. It depends on clearly defined accountability for results, and requires systematic monitoring, self-assessment and reporting on progress. RBM is learning and accountability based. RBM provides a framework to strategically plan and manage in a context where multiple partners are operating towards the same set of goals and objectives which will strengthen management and accountability by defining realistic results, monitor progress towards those results, and integrate lessons learnt into decisions, making programmes more effective and efficient. The overall aim of this workshop is to enhance participants' understanding of results based management, combined with practical skills in building results strategies and action plans; as well as using systems and tools to achieve results.

Course Content:

- Understanding of results based management;

- Practical skills in building results strategies & action plans;
- Practical skills in using systems and tools to achieve results.

Target Audience: Staff members in D-1 and P-5 grades who are involved in Programme Management.

Nominated participants will become knowledgeable about RBM and its practical application, and be introduced to innovative approaches to support the planning, implementation, monitoring and evaluation of UN sustainable development strategies and frameworks.

Faculty: The interactive training would be collaboratively delivered by SPOQD and Human Resources in classroom style and facilitated by a team on internal and external resource persons.

Batch Strength: 40 participants from relevant Divisions

Date & Duration: 18 to 22 September 2017, 5 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.9 CIPS (Chartered Institute of Procurement & Supply) Certification for Supply Chain Professionals

Objectives: CIPS is the premier global organization serving the procurement and supply profession. Dedicated to promoting best practice, the CIPS Certification Programme enable supply chain and procurement professionals recognize and describe the key processes in procurement and helps build their professional knowledge and competence.

Course Content:

- Legal aspects procurement;
- Category management;
- Effective negotiation

Target Audience: Staff members in SCMS and SROs involved in Supply Chain Management and Procurement.

Faculty: The training would be delivered in classroom style through faculty from CIPS.

Batch Strength: 15 participants from relevant Divisions/ teams

Date & Duration: Level I: 22 to 26 January 2018; Level II: 12 to 15 September 2017, 5 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.10 Local Contracts Committee (LCC) Advanced Training

Objectives: The course builds upon the foundation of the LCC Basic Training. It focuses on strengthening the vetting capacity of the Committee by enhancing two important skills: communication and analytical thinking. In addition, the course provides guidance on key subjects such as-

- Policy Framework: Authority, Responsibility, Internal control and Accountability;
- Independence of the Committees on Contracts;
- Operational Challenges;
- Deliberations (Meeting Steps, Meeting Dynamics, Asking questions, Active Listening);
- Review criteria and Committee recommendations;
- Cost avoidance;
- Technical evaluations and best value for money.

Course Content:

- Review of the LCC Basic Training;
- Policy Frame work;
- Operational Challenges;
- Technical Evaluation;
- Best Value for Money;
- Cost Avoidance;
- Independence of the Committees

Target Audience: This course is intended for staff members who attended the LCC Basic Training preferably 8 months prior. While the Advanced Training is not mandatory, it is designed to focus on analytical thinking and best practices. LCC Chairs, Members and Secretaries are the primary beneficiaries of this training; when seats are available, procurement staff, requisitioners and resident auditors are encouraged to attend.

Faculty: The training would be delivered in classroom style through faculty from HCC Secretariat.

Batch Strength: 4 Staff members (LCC members) from UNECA

Date & Duration: 9 to 11 May 2017, 3 days

Venue: Entebbe, Uganda

Programme Coordinator: Temnit Fitsum (fitsumt@un.org), Organisation Development Unit

3.11 Indian Technical & Economic Cooperation (ITEC)

The Indian Technical and Economic Cooperation (ITEC) is a bilateral programme of assistance of the Government of India which started in 1964 and has since, mainly supported developing countries and international organizations in capacity building through the provision of short and medium-term training courses in India. The ITEC has also been used to extend support in building expertise in Africa and elsewhere within the framework of India's contribution to the strengthening of South-South Cooperation. The Government of India, through its embassy in Addis Ababa, first extended opportunities on ITEC to the United Nations Economic Commission for Africa (UNECA) in 2005 with offers of some scholarships. The Commission accepted the offers and sent some staff members on the scholarship. Since then, participation in the ITEC programme has been increasing and the Commission has in aggregate, managed to use 89% of the slots offered to it under the programme.

From the 2005/2006 academic year to the 2016/2017 academic year (12 years), 56 staff members participated in different ITEC training programmes. The direct cost of the participation of ECA staff to the Government of India is estimated at 75% including travel, accommodation, tuition and training resources. The direct cost of the participation of its staff to UNECA is estimated at 25 % of the expenses.

Based on past trends, a summary of indicative ITEC programmes of relevance to the ECA's work have been listed below. These would also be on offer to staff members in 2017-18 subject to approval of the IDCLD.

Guidelines: The following guidelines are in conformity with Section 6 of ST/AI/1997/4 on Upgrading of Substantive and Technical Skills -

- Staff members in the Professional, National Officer and General Service categories holding permanent, continuing and fixed term appointments may benefit from the training programme on condition that they are of relevance to the work programme of the Division or organizational priorities and / or the career aspirations of the staff member.
- Courses of a duration of up to 12 weeks and staff members at the G5 level and above will be normally considered. Not more than two staff members from ECA are eligible to apply for the same course. For this purpose, applications would be considered on a first-come-first-serve basis.
- Staff members applying for the scholarships should have served UNECA for a minimum of two years as at the time of application with a record of "successfully meets performance expectations" on ePAS.
- Staff members are required to submit a copy of their educational qualifications and valid national passport for verification of their date of birth and name.
- English language proficiency is a requirement for all courses.
- The Director, Division of Administration will make recommendations for selection to the ECA Inter-Divisional Committee on Learning and Development (IDCLD) for approval.
- The criteria for selection will mainly be based on:
 - ECA's priority areas for selection (see attached matrix);
 - Relevance of course to organizational objectives;
 - Relevance of course to staff member's current work and future career aspirations;
 - The need for equitable distribution among Divisions/SROs.
- In addition to the scholarship given by the Government of India, ECA will pay the selected staff members for incidental expenses at 20% DSA rate applicable, for the exact period of the course.
- On completion of study, staff members should submit a copy of their certificates to HR for the official status file as well as provide a brief report on skills and knowledge acquired from the programme and the proposed action plan to share knowledge gained with other staff members. Selected candidates will fill in a pre-course assessment form before going on the course which will feed into the annual evaluation of impact of knowledge/skills gained from ITEC.
- Staff members who have benefitted from the programme are expected to serve the organization for a minimum of one year after completion of the course, unless otherwise decided by the Organization. Should the staff member leave the UN within one year upon return from the course in India, she/he will be required to reimburse the DSA portion paid to her/him.
- Full details of the programme administration would be made available in a separate Information Circular. Staff member may refer to the same.

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

S. No.	Course Title	Duration	From	To	Institute	ITEC Eligibility	Target Audience
1	Public Expenditure Management	3 weeks	11/6/2017	11/24/2017	Institute of Government Accounts and Finance, New Delhi	Graduates; officers dealing with Accounting, Finance, Budgeting and related activities.	Relevant staff of Finance, SPOQD, staff working on public sector & governance
2	Government Accounting & Financial Management	3 weeks	2/19/2018	3/9/2018	Institute of Government Accounting and Finance, New Delhi	Graduates; officers dealing with Accounting, Finance, Budgeting and related activities.	Relevant staff of Finance, SPOQD, staff working on public sector & governance
3	Performance Audit	4 Weeks	11/27/2017	12/22/2017	International Centre for Information Systems and Audit, NOIDA, UP	Middle to senior level Audit managers of Audit institutes and other audit departments. 5 years work experience in auditing	Relevant staff of SPOQD
4	Climate Change and Sustainability	3 weeks	9/25/2017	10/13/2017	The Energy and Resources Institute, New Delhi.	Bachelor's degree in any discipline with 2 years' relevant work experience	Relevant staff of substantive Divisions working on, Sustainable Development.
5	Trade and Sustainable Development	3 weeks	10/23/2017	11/10/2017	The Energy and Resources Institute, New Delhi.	Bachelors preferably Masters in any discipline with 2 years relevant work experience	Relevant staff of substantive Divisions.
6	Natural Resources Security and Governance; issues, challenges and opportunities	3 weeks	2/19/2018	3/9/2018	The Energy and Resources Institute, New Delhi.	Bachelor's degree in any discipline with 2 years relevant work experience	Relevant staff of substantive Divisions working on, Sustainable Development
7	Integrated Approach towards Sustainable Development	3 weeks	3/12/2018	3/29/2018	The Energy and Resources Institute, New Delhi	Bachelor's degree in any discipline with 2 years relevant work experience	Relevant staff of substantive Divisions working on Sustainable Development
8	Specialized Training Programme in Multimedia and Web Design Technology	12 weeks	10/30/2017	1/19/2018	Centre for Development of Advanced Computing, Mohali	Graduates with working knowledge of computers	Relevant Staff ICTSS/SRO
9	Specialized Training Programme in Big Data Technologies	8 weeks	12/25/2017	2/16/2018	Centre for Development of Advanced Computing, Mohali	Technical graduates (electronics/computer science/telecommunications/or equivalent) with working knowledge of computers	Relevant Staff ICTSS/SRO
10	Specialized Training Programme in CADD Engineering	12 weeks	3/19/2018	6/8/2018	Centre for Development of Advanced Computing, Mohali	Degree/Diploma in mechanical/civil/architectural working professional in the field of design	Relevant Staff of FMS/SRO
11	Specialised Programme on Big Data Analytics	12 weeks	12/11/2017	3/2/2018	Centre for Development of Advanced Computing, Noida	Two years technical course or graduate in it stream. knowledge of any database is desirable.	Relevant to staff working in data analysis (ACS/SROs)

S. No.	Course Title	Duration	From	To	Institute	ITEC Eligibility	Target Audience
12	Specialized Programme on Applications Dev. Using GIS & Remote Sensing	12 weeks	12/11/2017	3/2/2018	Center for Development of Advanced Computing, Noida, UP	Graduate & 2 years technical course	Relevant Staff ACS/SRO
13	Specialized Programme on Web Application Using .Net	8 weeks	3/12/2018	5/4/2018	Center for Development of Advanced Computing, Noida, UP	Graduate & 2 years technical course	Relevant Staff ICTSS/SRO
14	Database Management and Web Programming	8 weeks	10/9/2017	12/1/2017	Centre for Excellence in Telecom Technology and Management	Engineering degree/diploma. Minimum 1 year experience in any data-base Mgt system/web programming	Relevant staff of DOA
15	Creating Change Makers: Enhancing Skills of Women Professionals	2 weeks	10/9/2017	10/20/2017	Administrative Staff Colleague of India, Hyderabad	Bachelor's degree; participants to be at senior level holding executive/ management positions. Minimum 10 years of experience	P-3/P-4/P-5 Level staff with supervisory responsibilities
16	Certificate Course in Performance Management Systems; A Strategic Tool	2 weeks	1/8/2018	1/19/2018	International Management Institute, New Delhi	Bachelor's degree; minimum 5 years of relevant work experience	Relevant staff of SPOQD and DoA
17	Certificate Programme in Monitoring and Evaluation	12 weeks	9/6/2017	11/28/2017	National Institute of Labour Economics Research and Development, Narela	Minimum Educational Qualification is at least a Bachelor Degree from a recognized university with at least 50% marks with 2 years Work Experience in supervisory category.	Relevant staff working on projects, SPOQD
18	ITP on Global Human Resource Management	6 weeks	12/12/2017	1/22/2018	National Institute of Labour Economics Research and Development, Narela	Bachelor's degree or its equivalent. Minimum 2 years experience	Relevant staff of DOA
19	ITP on Manpower Information System	8 weeks	2/5/2018	4/2/2018	National Institute of Labour Economics Research and Development, Narela	Bachelor's degree or its equivalent. Minimum 2 years experience	Relevant staff of DOA
20	Total Quality Management & ISO 9001:2015/14001/22000/ 27000 and Six Sigma (TQM)	8 weeks	11/13/2017	1/5/2018	National Institute for Micro Small & Medium Enterprises, Hyderabad	Graduation with 3 years of work experience, or Diploma with 5 years of work experience, or Certificate with 7 years of work experience	Relevant staff working on projects, SPOQD staff

S. No.	Course Title	Duration	From	To	Institute	ITEC Eligibility	Target Audience
21	Planning and Management of Urban Services	8 weeks	1/15/2018	3/9/2018	Human Settlement Management Institute, New Delhi	Engineers, Architects, Town Planners, Economists, Sociologist etc. With 5 years relevant experience	Relevant staff of FMS; SDPD/other Divisions/ SRO's working on Urban planning/services
22	International Training Programme on Laboratory Quality Management Systems	3 weeks	2/5/2018	2/23/2018	National Institute of Training for Standardization, (BIS), Noida	Graduation in science/engineering or technology. Experience in relevant filed.	Relevant/qualified staff of UNHCC
23	International Economic issues and Development Policy (IEDP)	4 weeks	2/12/2018	3/9/2018	Research and information system for developing countries, New Delhi	Master's degree; experience in international economic issues	Relevant staff of substantive divisions/SROs
24	Performance Audit	4 weeks	11/27/2017	12/22/2017	International Centre for Information Systems and Audit, NOIDA, UP	Middle to senior level Audit managers of Audit institutes and other audit departments. 5 years work experience in auditing	Relevant staff of SPOQD
25	Specialised Programme on Big Data Analytics	12 weeks	12/11/2017	3/2/2018	Centre for Development of Advanced Computing, Noida	Two years technical course or graduate in it stream. knowledge of any database is desirable.	Relevant to staff working in data analysis (ACS/SROs)
26	Certificate Programme in Monitoring and Evaluation	12 weeks	9/6/2017	11/28/2017	National Institute of Labour Economics Research and Development, Narela	Minimum Educational Qualification is at least a Bachelor Degree from a recognized university with at least 50% marks with 2 years Work Experience in supervisory category.	Relevant staff working on projects, SPOQD
27	Total Quality Management & ISO 9001:2015/ 14001/ 22000/ 27000 and Six Sigma (TQM)	8 weeks	11/13/2017	1/5/2018	National Institute for Micro Small & Medium Enterprises, Hyderabad	Graduation with 3 years of work experience, or Diploma with 5 years of work experience, or Certificate with 7 years of work experience	Relevant staff working on projects, SPOQD staff
28	Gender issues in the world of work	3 weeks	12/4/2017	12/22/2017	V.V GIRI National Labour Institute, NOIDA	Graduate with experience in relevant field	Relevant staff of SDPD; Gender focal points

Summary of Substantive Programmes:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
3.1	Statistical Methods and Analysis Programme	30	150	1,200
3.2	Technical Writing Skills Workshop	30	120	960
3.3	Workshop on Development Planning	30	150	1,200
3.4	Macro-Economic Modelling and Forecasting Programme	30	150	1,200
3.5	Strategic Communication (Networking Track) Skills Programme	30	90	720
3.6	Natural Resources Management Programme	30	90	720
3.7	Climate Change Programme	30	60	480
3.8	Result Based Management Refresher Workshop	40	200	1,600
3.9	CIPS Certification for Supply Chain professionals	15	75	600
3.10	Local Contracts Committee Advanced Training	4	12	96
3.11	ITEC Programmes*	5	15 – 60	120 – 480
Total	11 Programmes/ Workshops	274	1,157	9,256

*Data calculated based on the nominations processes in 2016-17.



Library Resources

- Journals
- e-Resources
 - Journals & e-Books
 - Statistical Databases
 - Reference Resources
 - New Subjects
- Books/Monographs
- Special needs & requests
- Various formats – Online, print, CD-ROM

IV

**Career &
Well Being**

4.1 ECA Induction Programme for New Recruits

Objectives: Each year, talented individuals join the UNECA from the external world as well as from within the UN family. The ECA Induction Programme is designed as a mandatory input for all new professional recruits to enable their effective assimilation and smooth transition in to the Commission. This programme provides new staff members with essential information about the Organization, including its mandate and goals, history, structure, rules and procedures, and resources available to staff members, a greater sense of belonging to the Organization and to the international civil service; and an understanding of what it takes to thrive in a multicultural work environment. The programme also provides the opportunity to interact with talent from the larger canvas of the UNECA and develop networks for learning and strengthening our organisational fabric.

Course Content:

- Overview of the ECA and interactions with the leadership and senior management;
- Introduction to each Substantive Division and its work;
- Performance Management
- Security and Safety
- Support infrastructure including IT Services and Tools; Protocol and Visa; Medical Services
- Staff Union

Target Audience: The programme is mandatory for all professional staff members who have joined in during the performance cycle and who have a minimum of one year of service in the ECA.

Faculty: This interactive learning programme will be delivered by internal and external resource persons including Division Directors and senior management of the ECA and other functional experts.

Batch Strength: 30 participants per batch

Date & Duration: Batch I: 10 to 11 October 2017; Batch II: 08 to 09 March 2018, 2 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Beruk Getachew (getachew@un.org), Organisation Development Unit

4.2 Managing Career Transition Programme (LMS-1067)

Objectives: This interactive and blended learning programme is designed to help staff members draw up their career development plan and successfully manage their career transition. The workshop combines three interrelated sessions intended to strengthen understanding of the United Nations system, and to help staff achieve their professional goals through career coaching, effective PHP and covering letter writing, and preparing for Interviews. These sessions are aimed to -

- Assess and identify unique combination of perceived career competence, motives, and values;
- Help to develop skills landscape of participants;
- Provide staff with the information, guidance and learning to allow them to perform their current functions more effectively and efficiently;
- Provide staff with the information, and guidance to enable them seek new roles in the future and obtain wider experience in different parts of the Organization;
- Provide staff with the guidance to understand the vision for human resources management in the United Nations and the major UN HR initiatives;

- Guide participants to develop their career path and career plan (short and long term);
- Prepare for a job interview (verbal and non-verbal skills) with a particular emphasis on UN competency-based interviews;
- Provide staff with the guidance to access and use the tools and resources available to learn how to present skills, accomplishments and competencies to an interview panel;
- Provide tips for successfully completing a Personal History Profile (PHP) and applying through the Secretariat Recruitment system (Inspira) and provide inputs on how to analyse duties, achievements, and competencies against job requirements and present them effectively in written format.

Course Content:

- What is Career path?
- Assessing skills, talent and interest
- Develop skills landscape
- Mapping skills with Career Opportunities
- Putting Career Path
- Writing covering letters
- Making your PHP comprehensive and marketable
- Preparing for Interview
- Competency-Based Interview, what makes it different?
- Mock Interview Practice

Target Audience: Open to all staff members

Faculty: This interactive and blended learning programme will be delivered by internal and external resource persons through the Career Resources Centre.

Batch Strength: 20 participants per batch

Date & Duration: Batch I: 29 to 30 May 2017; Batch II: 04 to 05 October 2017, 2 days

Venue: Career Resources Centre

Programme Coordinator: Kadir Agraw (agraw@un.org), Organisation Development Unit

4.3 Stress Management Programme (LMS-1228)

Objectives: Stress at work is a leading cause of absenteeism and not being able to manage stress has an impact on the productivity and efficiency of staff. Moreover, stress in the workplace is a significant economic and health care issue. Preparing organizations, at all levels of involvement, to proactively address these critical issues results in the development and maintenance of a healthy workplace. This programme helps staff members (i) understand the definition and different types of stress; (ii) recognise symptoms of stress and burnout; (iii) destigmatize stress and demonstrate that it is part of normal human condition; (iv) introduce the basic techniques of stress management; (v) reinforce your own pre-existing stress management capacities.

Course Content:

- Defining stress – the difference between an adrenalin kick and stress;
- Thinking strategies – the brain and understanding methods to develop rational and constructive action and thinking;

- Mapping the causes and effects of stress – personal and workplace;
- Identifying physical and behavioural symptoms – recognising changes in self and others, evaluating your stress levels and dealing with stress positively;
- Personal strategies – identify errors in thinking, learn strategies for managing stress, neural reconditioning and developing a vision;
- Personal responses – to pressure and how to develop more positive ones;
- Health, relaxation and time out – use health, exercise and relaxation to control stress.

Participants are expected to complete online resources recommend from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Target Audience: Open to all staff members

Faculty: This interactive and blended learning programme will be delivered by internal and external resource persons through the Career Resources Centre.

Batch Strength: 20 participants per batch

Date & Duration: Batch I: 03 July 2017; Batch II: 22 November 2017; Batch III: 16 February 2017, 1 day

Venue: Career Resources Centre

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

4.4 Work-Life Balance Programme

Objectives: A proper work-life balance helps staff remain motivated and healthy; both emotionally and physically. The pressures to over-perform in the workplace can have negative effects on both staff health and moral. This engaging professional development training course provides participants with tips on how to improve the balance of your work and home life, how to manage their time better, focus on prioritizing tasks, setting accurate and achievable goals and communicating better with their co-workers in the workplace and family at home. The course will help participants – (i) understand the benefits of a work-life balance and recognize the signs of an unbalanced life; (ii) understand time management and goal setting; (iii) leave work stress at work, and home stress at home; (iv) draw a boundary between work and home; (v) learn to manage stress.

Course Content:

- Signs of an Imbalance;
- Tips in Time Management;
- Optional Ways to Work;
- Benefits of a Healthy Balance;
- Goal Setting at Work;
- Stress Management

Participants are expected to complete online resources recommend from Inspira and Lynda.com and participate in pre-workshop assessments and workshop feedback.

Target Audience: Open to all staff members

Faculty: This interactive and blended learning programme will be delivered by internal and external resource persons through the Career Resources Centre.

Batch Strength: 20 participants per batch

Date & Duration: Batch I: 22 June 2017; Batch II: 25 September 2017; Batch III: 21 March 2018, 1 day

Venue: Career Resources Centre

Programme Coordinator: Bilen Kassahun (kassahunb@un.org), Organisation Development Unit

4.5 Awareness Programme on People with Disabilities (PWD)

Objectives: The United Nations respects diversity and drives the understanding of its principles and practice by including it as one of its core values. Diversity is not only limited to cultural and gender differences but also includes physical and mental disability. This online programme is designed to enable greater awareness and appreciation of the challenges of People with Disabilities in order to build an enabling working environment by sensitizing staff members.

Course Content: The online course has modules that disseminate information to participants about the social and physical barriers experienced by people with disability. The programme also sensitizes staff members about the right use of language to avoid causing offence inadvertently.

The online course covers topics on -

- How to explore your own understanding of disability;
- Definitions of disability;
- Medical and Social Models of Disability;
- History of disability and its negative/positive impact on society including Legislative framework;
- Different disabilities including physical, sensory, intellectual disability, learning difficulties and mental illness;
- Societal barriers and obstacles towards people with disability;
- Equal opportunities for people with disabilities;
- How to facilitate social inclusion.

Target Audience: Open to all staff members

Faculty: This learning programme will be through an online module.

Batch Strength: 200 participants

Date & Duration: 12 to 13 July 2017, 2 days

Venue: Career Resources Centre

Programme Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

4.6 Orientation on the UN Joint Staff Pension Fund

Objectives: Each year UNJSPF reaches out to staff members across duty stations including the ECA, Addis Ababa with the objective of creating awareness, providing consultations, training and orientation session for staff about the Pension Fund and its operations. Human resources partners the UNJSPF in organising this orientation programme.

Course Content:

- PF Training for HR and Finance;
- Town Hall for Pension participants on PF rules, regulations and procedures;
- Review pending cases;
- One-on-one consultations with UNJSPF staff for retiring staff members

Target Audience: Pension participants, staff retiring in the year 2017/18 and HR/Finance staff

Faculty: The orientation is facilitated by representatives of UNJSPF and HR

Batch Strength: 200 participants

Date & Duration: 09 to 10 May 2017, 2 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

4.7 ECA Workshop on Effective Retirement Transition

Objectives: This programme reflects ECA's commitment to the development of its people at all stages of their career. Whilst the Induction programmes addresses the development needs of new entrants at the beginning of their work life in the ECA, this programme addresses the needs of our staff making the transition into their second adulthood. Standing at the threshold of our second adulthood is both exhilarating and anxiety generating. It opens up a new world of possibilities whilst at the same time letting go of what is familiar and secure. This programme provides an opportunity for staff members and their spouses to come together and explore the exciting possibilities of 'Reinventing Themselves', and make choices for the future. The objectives of the programme are - To identify areas of concern for self and spouse arising out of retirement and examine the physiological, psychological, economic and other dimensions of retirement; to discover new resources within oneself to effectively manage the transition and plan for a meaningful future.

Course Content:

- Retirement Benefits - Separation procedures; Repatriation shipment; Pension fund plan; Insurance (ASHI);
- Exploring the Psychological and Physiological Dimensions of Retirement;
- Rejuvenating Yourself' Physically and Psychologically;
- Psychosocial Preparedness;
- AFICS (Association of Former International Civil Servants);
- Management of Self

Target Audience: The programme is created for staff members who will retire in 2017-18.

Faculty: This learning programme will be anchored by a team of internal and external resource persons.

Batch Strength: 20 participants

Date & Duration: 13 to 16 June 2017, 3.5 days

Venue: UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

4.8 Career Resources Centre (CRC)

The Career Resources Centre (CRC), located on the first floor of the ECA Library, is open to all staff members during working hours. It houses a variety of books and videos on work-related issues for independent study, and serves as a physical space for a vast array of staff development activities.

In light of the dynamic organisational changes, it is more critical than ever to ensure that staff members have access to relevant and contemporary learning resources, in order to acquire the knowledge and develop key transferable skills required for career opportunities in other roles and different occupational groups throughout the UN system. To achieve this, the CRC provides a library for self-study that includes selected books, workbooks, articles, videos, two computers with bookmarked websites and other resources and learning activities in a quiet, welcoming physical environment.



Additionally, the following activities are available through the CRC -

- Confidential career coaching sessions;
- Mini-workshops to develop skills in preparing an effective Personal History Form (PHP), conducting successful performance discussions, networking, and several other topics;
- Lunch-time Video Shows and other learning activities in order to support the continual professional development of UNECA staff

CRC Aids

A collection of learning resources is available in the CRC and can be used in the Centre, or checked-out and borrowed for a few weeks. The books and other resources address a variety of topics, some of which are listed below -

- Career Planning and Development;
- Networking;
- Preparing Personal History Forms (PHPs);
- Resumes, Cover letters;
- Career Mobility;

- Preparing for interviews;
- Preparing Development Plans;
- Career Changes;
- Language, IT and/or other types of independent study;
- Work-life Issues

Lunch-time Video Show

In support of development, and to assist staff in gaining a broader understanding of the work of colleagues in other Sections of the Organization, the Staff Development Unit holds monthly Lunch-time Video shows on a wide variety of Career related topics.

Generally held every Wednesday of every month, from 1:00 to 2:30 p.m., in the Career Resource Centre, Lunch-time Forums are open to all staff, their partners and interns.

Please note that you do not need to register for these sessions. However, space is limited and filled on a first-come, first-served basis, so we strongly urge you to come early if you would like to be assured a seat.

If you have an idea for a subject that you believe would be interesting for the staff at large, or if you would like to volunteer to present a topic yourself, please contact Beruk Getachew (getachew@un.org), Organisation Development Unit.

For more information about the CRC, to check-out a resource for independent study, either stop by the CRC or in 1st floor – ECA Library, or contact Kedir Agraw (agraw@un.org) and Beruk Getachew (getachew@un.org), Organisation Development Unit.

Summary of Learning Programmes and Workshops for Career & Well Being:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
4.1	ECA Induction Programme for New Recruits	120	120	960
4.2	Managing Career Transition Programme	40	80	640
4.3	Stress Management Programme	60	60	480
4.4	Work-Life Balance Programme	60	60	480
4.5	Awareness Programme on People with Disabilities	200	400	3,200
4.6	Orientation on the UN Joint Staff Pension Fund	200	400	3,200
4.7	CA Workshop on Effective Retirement Transition	20	40	320
4.8	Career Resources Centre (CRC)	-	-	-
Total	8 Programmes/ Workshops	640	1,160	9,280



V

**Language
Hub**

Introduction

Language Learning Programmes at the United Nations Secretariat are mandated by the GA resolution on Multilingualism (A/RES/61/266) and, as such, must provide “maximum quality and respect for specificities of the six official languages”, which are Arabic, Chinese, English, French, Russian and Spanish. To reach this goal, administrators in the field are advised to follow the best practices below: (1) Organize language training programmes; (2) Find quality language course providers in duty stations; (3) Ensure that instructors have required qualifications (4) Ensure consistent course content and certification; (5) Provide resources for teaching and learning the six official languages; (6) Offer E-learning language training solutions.

The Language Hub in the Career Resources Centre is home to more than 300 students each year coming from ECA, UN Agencies, Funds, Programmes, diplomatic missions and Ministry of Foreign Affairs of the Host Country. The Language Hub caters to the needs of staff members interested in improving their language and communication skills. Special Communication Skills Training in particular are aimed to be of help for ECA and AFP staff members UN agencies, funds and programmes.

The regular language classes are offered in five languages, four official languages (English, French, Arabic and Spanish) and in Amharic. Invitation and participation in these courses are based on advertisement through iSeek. Prospective students express their interest and register through email. The Organisation Development Unit organizes a placement test two weeks prior to the start of the fresh term. A term lasts for three months or twelve weeks. All the classes other than English are offered from Level One (beginners) to Level Eight (proficiency). The English class starts from Level Three as staff members employed by UN are expected to have at least a working knowledge of English.

Classes are scheduled every Monday to Thursday for an hour and quarter in the following slots -

- Slot 1 08:00 – 09:15
- Slot 2 12:15 – 13:30
- Slot 3 13:30 – 14:45
- Slot 4 17:30 – 18:15

The batch options available are -

- English Language Course: Three teachers, two with three groups of classes and one with four
- French Language Course: Five teachers having three groups each
- Spanish Language Course: A teacher with three groups
- Arabic Language Course: A teacher with three groups
- Amharic Language Course: A teacher with four groups

5.1 English Language Course

Objectives: The course is being offered to enable staff members communicate effectively and fluently in the English language. The class is of particular interest to Francophone participants who wish to enhance their proficiency in the English language. The course uses ‘New Headway’ as the manual to teach from beginners to advanced level. The Language Hub maintains an inventory of books catering to all levels of the Course (Beginner Student’s Book/Teachers Guide, Intermediate Student’s Book/Teacher’s Guide and Advanced Student’s Book/Teachers Guide).

Course Content:

- The Beginners Level focuses on developing language skills revolving around the interactions in every walks of life.
- The Intermediate Level allows students to develop their skills on further advanced topics.
- The Advanced Level prepares students for the Language Proficiency Examination (LPE) which is organized and administered by OHRM each year in September.

ECA takes part in a local administrator of LPE on behalf of OHRM/Exams and Tests Section (ETS). The test assesses all the four skills, listening comprehension, writing skills, speaking skills and reading skills.

Target Audience: Open to all staff members interested in advancing their language competencies. Prospective students from UN agencies, funds, programmes, Embassies and those nominated by the Host Government are expected to pay a nominal fee, details of which may be obtained from the Language Hub.

Batch Size: 15 per batch (75+ participants across all levels)

Date & Duration: A term is for 12 weeks and there are three terms in a year.

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 07 December 2017

Term III - 16 January 2018 to 05 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-2, LC/L-5 and LC/L-6

Faculty: Messeret Abeje, Meaza Zewdie and Dr. Solomon Hailu

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

5.2 French Language Course

Objectives: This course is being offered to staff members who would like to advance their language skills in French, which is one of the five official languages of the UN. Staff members would be able to leverage this skill as they aim for career growth in duty stations where French is the primary language of communication in addition to helping them communicate more effectively with their francophone colleagues. The Language Hub uses the manual called 'Campus' which is categorized in three levels - Campus I for beginners, Campus II for intermediates and Campus III for advanced learners.

Course Content: These courses start from the basic level of knowing French alphabets, counting numbers in French to advanced knowledge of grammar, intercultural understanding and topics which will prepare participants for the LPE.

Target Audience: Open to all staff members interested in advancing their language competencies. Prospective students from UN agencies, funds, programmes, Embassies and those nominated by the Host Government are expected to pay a nominal fee, details of which may be obtained from the Language Hub.

Batch Size: 15 per batch (100+ participants across all levels)

Date & Duration: A term is for 12 weeks and there are three terms in a year.

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 07 December 2017

Term III - 16 January 2018 to 05 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-2, LC/L-5 and LC/L-6

Faculty: Abere Mihretie, Azeb Teklu, Beletou Kebede, Eden Desta and Jean Colaris.

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

5.3 Spanish Language Course

Objectives: The course is offered to enhance staff members' communication skills in Spanish language as it is one of the important working languages of the UN.

Course Content: The course coverage starts from primary Spanish, counting numbers in Spanish to more advanced knowledge of Spanish grammar, cultural elements of communication etc.

Target Audience: Open to all staff members interested in advancing their language competencies. Prospective students from UN agencies, funds, programmes, Embassies and those nominated by the Host Government are expected to pay a nominal fee, details of which may be obtained from the Language Hub.

Batch Size: 15 per batch (30+ participants across all levels)

Date & Duration: A term is for 12 weeks and there are three terms in a year.

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 07 December 2017

Term III - 16 January 2018 to 05 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-01

Faculty: Roser Noguera

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

5.4 Arabic Language Course

Objectives: Arabic is one of the official UN languages. Staff members are encouraged to have a working knowledge of this language to enhance their effectiveness at work as well as to advance their career opportunities.

Course Content: Courses include understanding Arabic alphabets, counting numbers in Arabic to advanced knowledge of grammar, cultural elements of language, sentence and speech etc. enabling participants prepare for the LPE.

Target Audience: Open to all staff members interested in advancing their language competencies. Prospective students from UN agencies, funds, programmes, Embassies and those nominated by the

Host Government are expected to pay a nominal fee, details of which may be obtained from the Language Hub.

Batch Size: 15 per batch (40+ participants across all levels)

Date & Duration: A term is for 12 weeks and there are three terms in a year.

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 07 December 2017

Term III - 16 January 2018 to 05 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-03

Faculty: Saeed Ahmed

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

5.5 Amharic Language Course

Objectives: The course is designed to help international staff members and their spouses based in Ethiopia develop a working knowledge of the local Amharic language for their day to day interaction with colleagues, government bodies etc.

Course Content: Communication skills coaching for proficiency in day-to-day conversation and communication in Amharic.

Target Audience: Open to all staff members interested in advancing their language competencies and desiring to communicate in Amharic. Prospective students from UN agencies, funds, programmes, Embassies and those nominated by the Host Government are expected to pay a nominal fee, details of which may be obtained from the Language Hub.

Batch Size: 15 per batch (30+ participants across all levels)

Date & Duration: A term is for 12 weeks and there are three terms in a year.

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 08 December 2017

Term III - 16 January 2018 to 06 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-03

Faculty: Wondwossen Adane

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

5.6 Special Communication Skills Programme

Objectives: The Special Communication Skills Training course is developed by the Language Hub to supplement the need for communication-related training that is aligned to the work in the ECA. There are four Special Communication Skills courses developed in house namely -

- Principles of Report Writing (PRW);
- Critical Reading;

- Advanced English Grammar;
- Conversational Tools.

Course Content:

- Procedures and steps on how to write report in the UN context;
- Tips on the way to read official and non-official documents;
- Tools for how to communicate better in conversations;
- Grammar tips for students who have advanced knowledge of English.

Target Audience: Staff members who have intermediate and above level of English knowledge. These special courses are offered only for UN staff members and their spouses.

Batch Size: 15 per batch (30+ participants)

Date & Duration: 120 hours (32 hrs each for Critical Reading, Advanced Grammar and Conversational Tools and 24 hrs for PRW)

Term I - 17 April to 06 July 2017

Term II - 19 September 2017 to 07 December 2017

Term III - 16 January 2018 to 05 April 2018

Venue: Career Resources Centre, Language Hub - LC/L-05 for PRW; LC/L-06 for Critical Reading and Advanced English Grammar; LC/L-03 for Conversational Tools

Faculty: Dr. Solomon Hailu (for PRW), Messeret Abeje (for Critical Reading and Advanced English Grammar), Meaza Zewdie (for Conversational Tools)

Course Coordinator: Kedir Agraw (agraw@un.org), Organisation Development Unit

Summary of Language Hub Programmes:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
5.1	English Language Course	150	2,250	18,000
5.2	French Language Course	200	3,000	24,000
5.3	Spanish Language Course	60	900	7,200
5.4	Arabic Language Course	80	1,200	9,600
5.5	Amharic Language Course	60	900	7,200
5.6	Special Communication Skills Programme	30	450	3,600
Total	6 Programmes/ Workshops	580	8,700	69,600



VI

**Mandatory
Learning**

Introduction

The United Nations has several learning programmes that are mandatory for all staff members to ensure familiarity with key regulations, rules and processes. These programmes are mandatory for all staff, regardless of their level, duty station or function and include programmes that are mandatory for carrying out certain functions, or for certain groups of staff for e.g. staff travelling on official business or moving to a field duty station. Staff members are responsible for checking the requirements and ensuring that they are up to date with mandatory training. If you are not sure what applies to you, contact the Organisation Development Unit office or an HR Partner for more clarification.

Staff members are expected to complete the new mandatory programmes within six months of the issuance of the information circular ST/AI/2016/15 issued on 22 July 2016 (Annexe 3) or, in the case of new staff members, within six months of joining the Organization. Supervisors and heads of departments and offices are responsible for ensuring compliance with mandatory training requirements and shall allocate sufficient time for staff members to complete mandatory training as part of their official duties.

Online Mandatory Training Programmes

These are self-placed learning programmes on Inspira and all staff members are expected to complete. The completion rate of mandatory programmes constitutes an important measure in the Commission's Scorecard.

6.1 I Know Gender: An Introduction to Gender Equality for UN staff (LMS-2375)

This course aims to develop and/or strengthen awareness and understanding of gender equality and women's empowerment through three core modules.

6.2 Basic Security in the Field II: Staff Safety, Health and Welfare (LMS-1250)

This course covers The UN Security Management System, staff health, wellbeing and personal safety. New staff members are not permitted to proceed on missions without clearing this course.

6.3 Prevention of Workplace Harassment, Sexual Harassment, and Abuse of Authority in the Workplace (LMS-1116)

This learning programme is designed to raise awareness of the Organization's zero tolerance of workplace harassment, sexual harassment and abuse of authority

6.4 HIV/AIDS in the Workplace Orientation Programme (LMS-1513)

The programme provides staff with basic knowledge of HIV and AIDS, and essential information regarding transmission, prevention, care and treatment. Additionally, it promotes a culture of understanding of people affected by HIV.

6.5 Ethics and Integrity at the United Nations (LMS-1796)

The purpose of this training is to promote ethical awareness and ethical-decision making so that staff are better enabled to fulfil the mission of the UN.

6.6 Information Security Awareness – Foundation (LMS-1834)

This course provides Information Security Awareness Training covering seven (7) 'Foundational' subjects. The course is mandatory for all UN ICT users and an assessment must be taken following completion of the course.

6.7 United Nations Human Rights Responsibilities (LMS-2299)

This course aims to increase the capacity of staff to uphold their human rights responsibilities in their daily work and to take appropriate action for human rights protection within their functions.

Other Mandatory Programmes

Mandatory training for all supervisors

Performance Management and Development Learning Programme for managers and supervisors. This has been covered earlier under Management Skills

Mandatory training for staff members at the P-4 and P-5 levels

Management Development Programme. This has been covered under Leadership Development

Mandatory training for staff members at the D-1 and D-2 levels

Leadership Development Programme. This has been covered under Leadership Development.

Mandatory training for staff participating in interview panels

Competency-based selection and interviewing skills. This has been covered under Management Skills

Mandatory training for staff members in procurement

- The fundamentals of procurement
- Ethics and integrity in procurement
- Best value for money
- Overview of the Procurement Manual

Mandatory training for staff travelling to non-headquarters duty stations and missions

Advanced security in the field

Course Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

Summary of Mandatory Learning Programmes:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
6.1	I Know Gender: An Introduction to Gender Equality for UN staff	372	92	744
6.2	Basic Security in the Field II: Staff Safety, Health and Welfare	492	124	984
6.3	Prevention of Workplace Harassment, Sexual Harassment & Abuse of Authority in the Workplace	524	132	1,048
6.4	HIV/AIDS in the Workplace Orientation Programme	380	96	756
6.5	Ethics and Integrity at the United Nations	556	140	1,116
6.6	Information Security Awareness – Foundation	552	136	1,100
6.7	United Nations Human Rights Responsibilities	544	136	1,088
Total	7 Programmes/ Workshops	3,420	856	6,836



VII

Umoja Training Programmes

Umoja Training Programmes

The implementation of Inspira and Umoja, which represent significant technological transformation platforms, has introduced new, globally standardized means of working and the opportunity for greater efficiency. Transactional Umoja training programmes focus on training less than 20% of staff who are provisioned with Umoja enterprise role but never had any hands on training since the deployment of Umoja. They target staff members mapped to new roles, newly recruited staff with Umoja enterprise roles and staff who need refreshers on specific Umoja modules. Invitation and participation in these transactional end users training programmes are based on roles mapping requirements i.e. based on the activities and modules on which the mapped roles are expected to work on in the Umoja functional areas. The following Umoja training programmes have been identified as critical inputs to staff members based on a needs assessment following Umoja rollout in the Secretariat system.

7.1 Umoja Grants Management Framework I and II (LMS-1306 & LMS-1571)

Objectives: Umoja Grants Management (GM), Framework 1 explains the key concepts for the GM for Grantee Process, lists the key roles and responsibilities involved in the process, and describes the Master Data elements used and outlines the high-level process steps. The course also details Framework 1 grants, including how to create the key Master Data elements, create and approve an unreleased grant budget, perform the required billing activities, create a released grant budget, and close a framework 1 grant. Finally, the course reviews the reports involved in the GM for Grantee process.

Umoja Grants Management, Framework 2 explains the key concepts of the Grants Management for Grantee process describing the Master Data elements used in the GM for Grantee process and how to create the key Master Data elements for GM. It details the high level process steps in the GM for Grantee process including creating and approving an unreleased grant budget for a Framework 2 grant, billing, creating and approving a released grant budget for a Framework 2 grant, and closing a Framework 2 grant. The course also outlines the reports involved in the GM for Grantee Process.

Course Content:

- Grants Management Review;
- Set Up Master Data;
- Create Unreleased Grant Budget;
- Perform Grant Billing;
- Create Released Grant Budget;
- Close Grant;
- Reporting;
- Learning Activity – Grant Scenarios.

Target Audience: Staff members provisioned with one or more than one of the Grants and Projects related enterprise role are the primary target of the programme. The roles are - GM Account Approver; GM Account Creator; GM Account User; GM Budget Approver Released; GM Budget Approver Unreleased; GM Budget User Released; GM Budget User Unreleased; Project Management Approver; Project Management Master Data Maintainer; Project Management User

Nominated participants are expected to complete the following Computer-based training programmes prior to the classroom training - Umoja Overview; Umoja Master Data & Coding Block Overview; Umoja Grants Management Overview; Umoja ECC Navigation

Faculty: LPEs Trainers - Neo M., Heran B., Meheret B. and Tsehay K.

Batch Strength: 45 participants from relevant Divisions in 2 batches

Date & Duration: Batch I: 15 to 19 May 2017; Batch II: 18 to 22 September 2017, 5 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.2 Umoja Budget Implementation (LMS-1564)

Objectives: Umoja Budget Implementation explains the purpose of pre-commitments and funds commitments and describes the related workflow process. This course outlines how to create, change and zero out a funds pre-commitment, funds commitment, travel funds commitment, funds block and reservations, and describes how to view the status of a funds commitment or pre-commitment.

Course Content:

- Introduction to Funds Commitment
- Funds Pre-commitment
- Funds Travel Funds Commitment
- Commitment Funds Blocks & Funds Reservations
- Budget Implementation Workflows & Reports

Target Audience: Staff members provisioned with one or more than one of the Funds Management related enterprise role are the primary target of the programme. These roles are – FM Accounting Office User; FM Budget Approver; FM Budget Officer User; FM Earmarked Funds Documents Certifier; FM Funds Commitment Approver

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja ECC Navigation; Umoja Funds Management Overview; Umoja Grants Management Overview; Umoja Master Data & Coding Block Overview; Umoja Overview.

Faculty: LPEs Trainer - Tsega Amensissa

Batch Strength: 30 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 19 to 23 June 2017; Batch II: 09 to 13 October 2017, 5 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.3 Umoja Requisitioning – Goods & Services (LMS-1320)

Objectives: Umoja Requisitioning describes the major steps of the Requisitioning process including creating and submitting a shopping cart, adding an item to a shopping cart, selecting the appropriate account assignments for shopping cart items, and saving and ordering a shopping cart. This course outlines the required changes when procuring for services rather than goods.

Course Content:

- Requisitioning in Umoja;
- Creating a Shopping Cart.

Target Audience: Staff members provisioned with one or more than one of the Source to Acquire related enterprise role are the primary target of the programme. These roles are - SA Requisitioner (Shopping Carts - goods/services excluding HR); SA Requisitioner - Direct Procurement

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja BI Navigation; Umoja ECC Navigation; Umoja Funds Management Overview; Umoja Master Data & Coding Block Overview; Umoja Material Master Data Overview; Umoja Overview; Umoja Procurement Overview; Umoja Requisitioning Overview; Umoja SRM Navigation

Faculty: LPEs Trainers - Adarajew M., Amdu Y., Bewketu B.

Batch Strength: 20 participants from relevant Divisions and functions

Date & Duration: 07 to 09 August 2017, 3 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.4 Umoja Low Value Acquisitions (LMS-1327)

Objectives: Umoja Low Value Acquisitions explains when and for what purpose Low Value Acquisitions are used, and details how to create a Low Value Acquisition.

Course Content:

- Introduction to Low Value Acquisitions;
- Creating Low Value Acquisitioning

Target Audience: Staff members provisioned with one or more the one of the Source to Acquire related enterprise role are the primary target of the programme. These roles are - SA Approver (Shopping Carts - IC/Consultants Contracts, LVA, and all others); SA Low Value Acquisitioner

Nominated participants are expected to complete the following Computer-based training programmes prior to the classroom training - Umoja ECC Navigation; Umoja Master Data & Coding Block Overview; Umoja Material Master Data Overview; Umoja Overview; Umoja Requisitioning Overview; Umoja SRM Navigation

Faculty: The training would be delivered in classroom style by a team of internal resource persons.

Batch Strength: 30 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 01 August 2017; Batch II: 02 October 2017, Half day

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.5 Umoja Management of Consultants and Individual Contractors (LMS-1531)

Objectives: Umoja Managing Services of Consultants and Independent Contractors outlines the key roles and responsibilities involved in the process of managing services for Consultants and Independent Contractors. The course explains the steps involved in creating, approving and editing an HR contract.

Course Content:

- Creating HR Contract;
- Approving HR Contract;
- Accepting or Editing HR Contract.

Target Audience: Staff members (HR Partner CIC) provisioned with one or more the one of the CIC-management related enterprise role are the primary target of the programme.

Nominated participants are expected to complete the following Computer-based training programmes prior to the classroom training - Umoja ECC Navigation; Umoja Master Data & Coding Block Overview; Umoja Overview; Umoja Requesting and Managing Services of Consultants and ICs Overview; Umoja SRM Navigation

Faculty: LPEs Trainer - Beruk G.

Batch Strength: 30 participants from relevant Divisions and functions

Date & Duration: 13 to 14 September 2017, 2 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.6 Umoja Requesting Services of Consultants & ICs Process (LMS-1529)

Objectives: Umoja Requesting Services of Consultants and Independent Contractors outlines the key roles and responsibilities involved in the Requesting Services for Consultants and Independent Contractors process. The course explains the steps involved in the process and outlines how to create, approve and edit a Shopping Cart for the services of consultants and independent contractors.

Course Content:

- Requesting Services of Consultants and Independent Contractors;
- Create Service Request in Form of Shopping Cart;
- Approve or Reject Shopping Cart;
- Accept or Edit Shopping Cart.

Target Audience: Staff members (HR Partner CIC) provisioned with one or more the one of the CIC-management related enterprise role are the primary target of the programme.

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - HR Partner CIC; SA Approver (Shopping Carts - IC/Consultants Contracts, LVA, and all others); SA Human Resources Partner; SA Requisitioner (Shopping Carts - HR for ICs/Consultants only)

Faculty: LPEs Trainer - Beruk G.

Batch Strength: 25 participants from relevant Divisions and functions

Date & Duration: 16 to 18 October 2017, 3 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.7 Umoja Service Order Management (LMS-1414)

Objectives: The purpose of the Umoja Services Delivery Overview course is to provide an overview the Umoja Services Delivery process. The Services Delivery process in Umoja includes Property Management, Service Order Management, Sales & Distribution, Cost Recovery and Allocation processes. This course is aimed to explain the use of Notifications and Service Orders for Services Delivery in Umoja.

Couse Content:

- Service Order Management Overview;
- Notification Creation and Approval;
- Service Order End to End Process for Internal Service;
- Service Delivery Scenarios

Target Audience: Staff members provisioned with one or more than one of the Umoja SD related enterprise role are the primary target of the programme i.e. SD Planner, SD Order Releaser.

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja Master Data & Coding Block Overview; Umoja Overview; Umoja Property Management Overview; Umoja Services Delivery Overview; Umoja ECC Navigation

Faculty: LPEs Trainers - Emebet M., Sisay W., Hiwot M., Weinshet W., Zeyen M.

Batch Strength: 40 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 13 to 15 November 2017; Batch II: 05 to 07 December 2017, 3 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.8 Umoja Time Managers and Administrators Training Programme

Objectives: This customized programme is intended to create awareness on the role and responsibilities of staff members, time managers (primary and secondary) and time administrators in the process of time and attendance management within and outside of Umoja. Additionally, the programme incorporates common staff rules and regulations on different leave types and overtime. The programme also identifies common challenges time managers and time administrators face in managing the attendance of staff after the deployment of Umoja. Moreover, the programme outlines and share best practices in managing time and attendance effectively.

Couse Content:

- Time Management in Umoja;
- Staff rules and regulations related to time management;
- The roles and responsibilities of time managers and administrators in Umoja;
- Common challenges and best practices in the process of managing time;
- Reviewing and approval process for leave

Target Audience: Staff members provisioned with one or more than one of the time management enterprise role are the primary target of the programme i.e. Time Managers (Primary and Secondary); Time Administrators (HR and Non-HR).

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja Overview; Time Manager Self Service; Umoja Benefits Employee Self-Service (ESS) Overview.

Faculty: LPEs Trainers - Edom W., Omega A., Bewketu B., Samson I., Tsega A.

Batch Strength: 30 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 08 November 2017; Batch II: 01 February 2018, 1 day

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.9 Umoja Transactions Certifying & Approving Officers Training Programme

Objectives: This training is developed in-house for managers and supervisors who are provisioned with reviewing and approving Umoja transaction roles in different functional areas. The training provides participants a good understanding of their responsibilities and accountability in reviewing and approving Umoja transactions, particularly those that have a direct financial implication.

Couse Content:

- Umoja common transactions workflow;
- The role of managers in reviewing Umoja transition;
- Delegation of authority to transact Umoja approval tasks

Target Audience: Managers and Supervisors provisioned with one or more enterprise roles to review and approve Umoja transactions

Faculty: The training would be delivered in classroom style by a team of internal resource persons designated as Local Process Experts (LPE) of all functional areas.

Batch Strength: 60 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 19 September 2017; Batch II: 7 February 2018, Half day

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.10 Umoja ESS Portal Overview

Objectives: The programme focuses on introducing the common portal of Umoja i.e. ESS where staff members initiate and follow up on self-service transactions and entitlements. The programme provides participants the first experience on navigating and exploring the basic features of the portal. Moreover, the purpose of the Umoja ESS Benefits Overview is to explain the standard ESS Umoja Benefits module, as well as key concepts and terms that are new to Umoja users.

Couse Content:

- Umoja ESS Benefits Overview;
- Umoja ESS Benefits Plan Enrolment;
- Umoja ESS Benefits Change Family Status;
- Umoja ESS Benefits Change;
- Plan/Reassignment;
- Umoja ESS Benefits Additional Features

Target Audience: All staff members who have access to ESS portal.

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja Overview; Umoja Master Data & Coding Block Overview

Faculty: LPEs Trainers - Zehara Z., Tizeta Z., Freabeba S., Bewketu B.

Batch Strength: 50 participants from relevant Divisions and functions in two batches

Date & Duration: Batch I: 05 October 2017; Batch II: 08 March 2018, 1 day

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.11 Umoja Orientation Programme (WebEX)

Objectives: The visual session via WebEx focused on providing preliminary introduction on the new ERP system (Umoja). Participants in the session learn the basics of Umoja and get to know how it works along with its functionalities.

Couse Content:

- What is Umoja?
- Components and Functionalities of Umoja;
- Unite Identity – Access credentials of Umoja;
- ESS the common portal and its functionalities;
- Enterprise role in Umoja

Target Audience: Newly recruited staff members. Nominated staff members are expected to complete the computer-based training on Umoja Overview before starting this course.

Faculty: LPES Trainer - Bewketu B.

Batch Strength: 40 participants from relevant Divisions and functions

Date & Duration: Last Friday of each month, 2 hours

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

7.12 Umoja Business Intelligence Foundation Course (LMS-2241)

Objectives: Umoja BI Navigation introduces the features and benefits of Umoja's Enterprise Business Intelligence (BI)/Reporting tool. This course defines new BI terminology, identifies components of the tools and describes the overall data architecture. Umoja Advanced BI Navigation describes Umoja Business Intelligence (BI) reports. The course explains how to access Online Analytical Processing (OLAP) reports. It details the steps to define, modify, add and delete an analysis within an OLAP report, and the steps to add and customize charts within an OLAP report. It also explains the steps to save, send, and print an analysis within an OLAP report.

This course begins with overview of Umoja, Business Intelligence, and covers Ad Hoc Analysis and Report Design in the BI environment. All features of the environment are demonstrated and applied in basic and intermediate hands-on exercises. Full coverage is given to the demonstration of Analysis Workspace and Web Intelligence for how to apply analytical and report-design techniques applicable to users' functional areas. Projects completed in the course can be reused once users return to their duties.

Couse Content:

- Introduction to Umoja, BI, and the integration of functional areas;
- Analysis workspaces, data sources, and data models;
- Dataset scope definition, initial filtering with prompts;
- Measures and dimensions as key figures and characteristics;
- Analytical components and performing analysis / sub-analysis;
- Applying conditional formatting and custom calculation;
- Exporting data for offline analysis;
- Strategic data source planning;
- Analysis views as data sources for Web Intelligence reports;
- Designing stylized and formatted reports using Web Intelligence;
- Using various types of table formats in Web Intelligence;
- Using various types of graphs in Web Intelligence;
- Formulas and Variables in Web Intelligence;

Target Audience: Staff provisioned to BI roles including BI Analytical Users, BI Power Users and BI End-users.

Nominated participants are expected to complete the following computer-based training programmes prior to the classroom training - Umoja BI Navigation; Umoja Advanced BI Navigation.

Faculty: LPEs Trainers - Tsehay K., Senait L., Tigist G.

Batch Strength: 60 participants from relevant Divisions and functions in three batches

Date & Duration: Batch I: 05 to 09 June 2017; Batch II: 04 to 08 September 2017, 5 days

Venue: UNECA - IT Training Room, UNCC, Addis Ababa

Programme Coordinator: Bewketu Bogale (bogale.uneca@un.org), Organisation Development Unit

Summary of Umoja Training Programmes:

S. No.	Title	No. of Participants	No. of Person-days	No. of Person-hours
7.1	Umoja Grants Management Framework I & II	45	225	1,800
7.2	Umoja Budget Implementation	30	150	1,200
7.3	Umoja Requisitioning – Goods & Services	20	60	480
7.4	Umoja Low Value Acquisitions	30	15	120
7.5	Umoja Management of Consultants and Individual Contractors	30	60	480
7.6	Umoja Requesting Services of Consultants & ICs Process	25	75	600
7.7	Umoja Service Order Management	40	120	960
7.8	Umoja Time Managers and Administrators Training Programme	30	30	240
7.9	Umoja Transactions Certifying & Approving Officers Training Programme	60	30	240
7.10	Umoja ESS Portal Overview	50	50	400
7.11	Umoja Orientation Programme	40	13	104
7.12	Umoja Business Intelligence Foundation Course	60	300	2,400
Total	12 Programmes/ Workshops	460	1,128	9,024



VIII

**e-Learning
Tools**

Overview

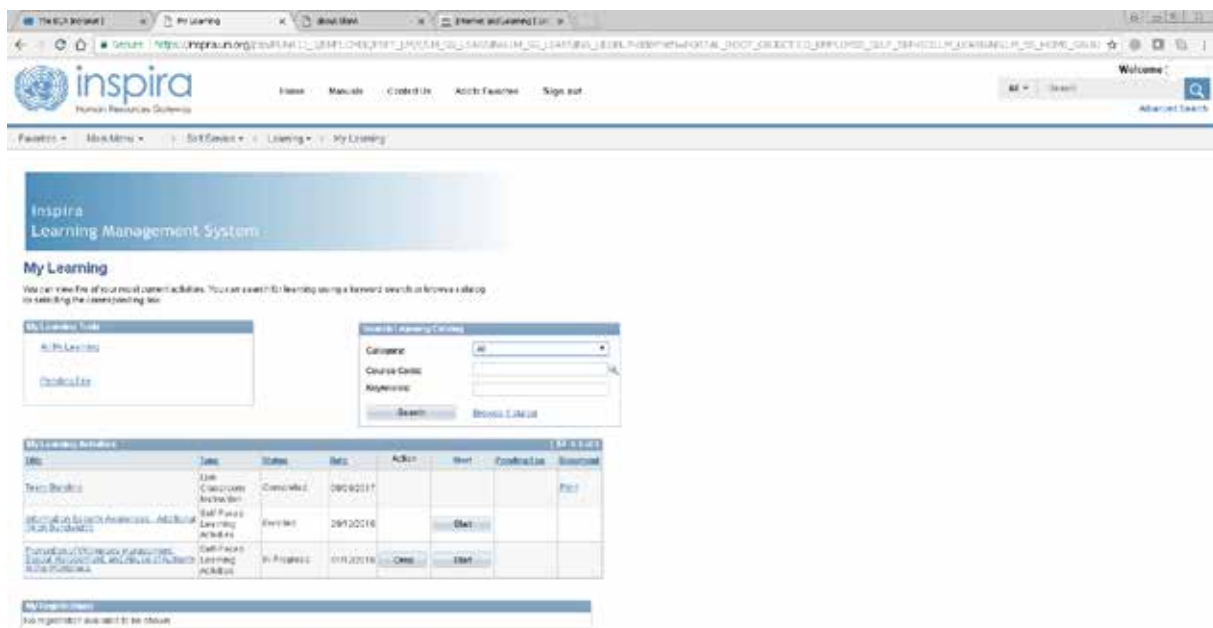
In any learning organization, e-learning becomes an indispensable means of equipping staff with skills and knowledge required to perform their day-to-day activities effectively and efficiently. In some instances, the advantages of e-learning greatly outweigh those of classroom learning as the former is a more cost effective, convenient and flexible option.

Realizing the importance of e-learning and its impact on the quality of learning programmes, the UN Secretariat introduced e-learning platforms including NetG and UNSkills Port. Currently Inspira and Lynda.com serve as e-learning platforms where staff members have access to different e-learning modules, including mandatory trainings. The learning modules cover various competencies and skill sets and help staff members either as a standalone learning inputs or blended with appropriate classroom sessions.

For an organisation as widely spread out as the UN, online resources provide the high speed learning highway for standardised inputs to be passed on to learners.

8.1 Inspira

Inspira is the UN Secretariat's platform for talent management and includes a highly effective Learning Management System (LMS).



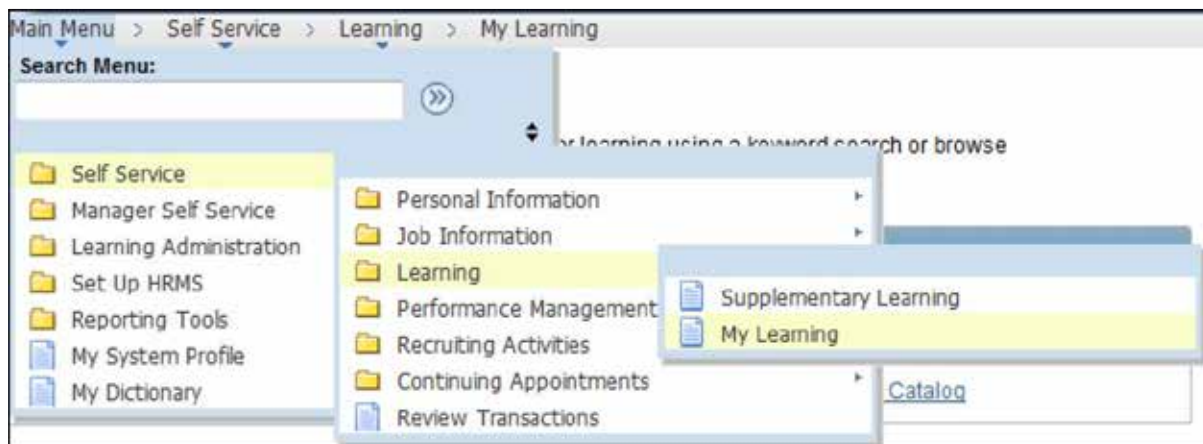
Inspira LMS home page

The LMS module of Inspira provides access to e-learning modules including mandatory training programme. Please refer to the Inspira Access Guide provided below. Inspira also allows staff members to register and enrol for self-placed, WebEx and face-to-face training programmes.

In the following parts of this information brochure, we have attempted to take you through the steps for quick access of the Inspira learning tool.

Inspira – A Quick Guide for LMS Learners

- Go to www.inspira.org and login with your index number and user ID
- Go to Main Menu > Self Services > Learning > My Learning



Inspira LMS - Main Menu

This directs you to your personal learning page, with the following 4 key features:

- **My Learning Tools:** Overview of your learning history by date and completion status (under the 'All My Learning' tab)
- **Search the Catalogue:** Overview of the current available courses on Inspira LMS
- **My Learning Activities:** Overview of your current learning activities
- **Contact Us:** Support page for technical guidance

My Learning

You can view five of your most current activities. You can search for learning using a keyword search or browse catalog by selecting the corresponding link.

My Learning Tools

[All My Learning](#)

[Pending Fee](#)

Search Learning Catalog

Select Search Category: All

Search the Catalog:

[Search](#) [Browse Catalog](#)

My Learning Activities

Title	Type	Status	Date	Action	Start	Pending Fee	Document
Competency-based Selection and Interviewing Skills for Panel Members	Live Classroom Instruction	Dropped	21/01/2015				
Language Proficiency Examination - ENGLISH	Exam	Enrolled	15/06/2015				Print

Search the Catalog

There are two ways of searching courses on the catalog


- Click the **Browse Catalog** tab to see an overview of the top 5 categories. From here on you can browse through the categories and find the course you want to enroll for.
- Top 5 Categories
 - Working for the UN: UN specific training
 - Competency Development: courses based on the UN competency framework
 - Professional Expertise: course in line with the UN job networks and job families
 - Mandatory Training
 - Umoja Training
- Click on the **Search the Catalog** tab to find courses by key words or LMS codes. When you type your word in the blank box and click on **Search** button, you will get an overview of available courses that match the search criteria.
- Click the **Enroll** button of the course you want to enroll for. This will give you an overview of scheduled activities for this course. If the course does not have scheduled activities, you can contact your learning focal point for information on the course schedule and delivery format.
- Check the **Start Date** of the activities before you enroll. You can also click on the **View Details** tab for more information on the course venue.

Competency-based Selection and Interviewing Skills for Panel Members (LMS-1056)

This course is for staff members who sit on interview panels. The workshop is designed from an interviewers perspective to instruct panel members to conduct a competency based interview (LMS-1056).

Enroll

- Click on the **Enroll** button for the activity you want to enroll for and follow the instructions that appear on your screen.

Activity Options for Competency-based Selection and Interviewing Skills for Panel Members					
Activity Code	Location	Type	Start Date		
LMS-1056-128	United States, New York	Live Classroom Instruction	09/09/2015	View Details	Enroll
LMS-1056-129	United States, New York	Live Classroom Instruction	<u>14/09/2015</u>	View Details 	Enroll

My Learning Activities

Once you have submitted your enrollment, the activity will appear under **My Learning Activities**.

My Learning Activities 1-88 of 88							
Title	Type	Status	Date	Action	Start	Pending Fee	Document
Information Security Awareness - Foundational (High Bandwidth)	Self-Paced Learning Activities	Completed	23/03/2015		Start		Print
UN Mentor Training	Self-Paced Learning Activities	Enrolled	20/10/2014	Drop	Start		

- The **Status** of the course activity refers to your enrollment status. This can be waitlisted, enrolled, completed, not completed, dropped or in progress.
- Click on the **course title** to download training materials and to check the course venue
- Click on the **Start** button to start your self-paced e-learning activity
- Click on the **Print** button to print your certificate for a completed course
- Click on the **Drop** button to drop the course

Contact us

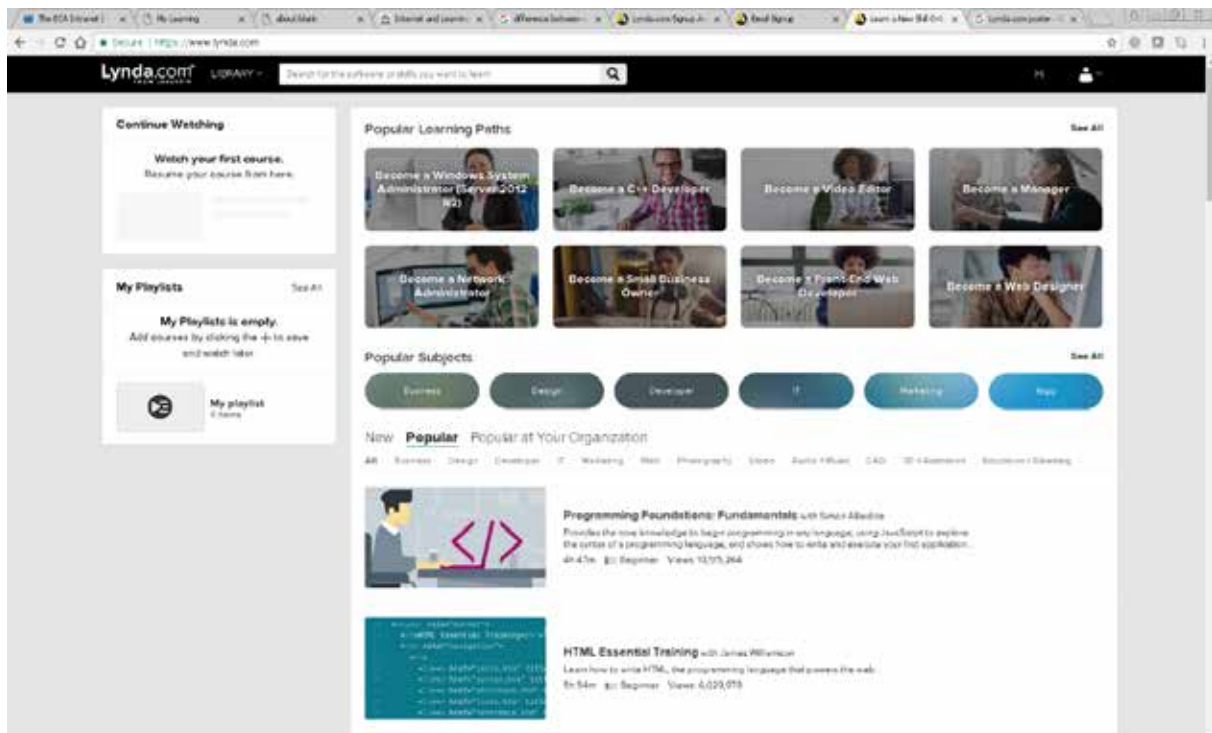
Click here to contact the Inspira support team for technical support on your account and catalog access.



You may also contact your learning focal point for general questions in regards to the catalog, course offerings and user guidelines. For more information on the UN Learning Landscape visit our learning page at <https://hr.un.org>

8.2 Lynda.com

Lynda.com is a leading online learning platform that helps subscribers learn business, software, technology and creative skills **on the job, when one needs it**. Through a subscription with the United Nations Office of Human Resources Management, UN Secretariat staff members have access to the lynda.com video library of engaging, top-quality tutorials taught by recognised industry experts. Through full courses or bite-sized videos, subscribers are able to learn something new, strengthen their skills, solve a problem - and apply it to their jobs. Please find below Lynda.com Access Guide which provide details on how to access e-learning module on the platform.



Lynda.com Online Resources Access Guide

Who can access Lynda.com?

Access to Lynda.com is available to all Secretariat staff in all duty stations. This includes regular, temporary, national, consultants, individual contractors, UNVs, military observers and police advisers. (See how UN subscribers are using Lynda.com here.)

How do I access it?

Access Lynda.com in 4 simple steps (for first-time users):

Go to www.lynda.com/email-signup

Create a free account with your UN email address. Once Lynda.com verifies your email domain, you will receive an email from the system prompting you to create a profile. (see User Guide for more information)

Create your profile.

Start learning!

What types of courses are there?

You can find all sorts of material, courses and videos on business, software, technology and creative skills to achieve your personal and professional goals. View the full [Lynda.com](#) library.

Do I need a fast internet connection to watch the videos?

You do need a reasonably fast internet connection to access the site and the courses and videos in it. However, you can download them onto your computer, tablet or smartphone for offline use by using the [Lynda.com](#) app. (see User Guides for more details)

Are there any resources for staff who are visually-impaired or hearing-impaired?

Yes. A transcript of each video is available below the video box on the “Transcript” tab. In recognition of visually-impaired staff members, [Lynda.com](#) provides resources for accessibility to facilitate access to their content.

I have created an account but found that I don't have access to some of the recommended videos. Why is that?

When you create your account, you are asked to select a language. This will be the language of the video library that you are able to access. This means that if you have selected a language other than English, the English library will not be accessible to you.

Can I request access to video libraries in different languages?

Yes, if you are interested in having access to the French or Spanish libraries, please contact learning@un.org.

Annexure

Annex 1

United Nations

ST/SGB/2009/9



Secretariat

22 June 2009

Secretary-General's bulletin
Learning and development policy

The Secretary-General, for the purpose of ensuring that all staff members are aware of the learning and development policy of the Organization and its objective to enhance the skills and competencies of staff members as a means to meet the changing needs of the Organization, promulgates the following:

Section 1**Objectives and scope**

1.1 The objectives of the learning and development policy are as follows:

- (a) To provide appropriate training opportunities to address the professional development needs of staff members and support the Organization in fulfilling its mandates;
- (b) To assist and encourage staff members to develop and enhance their skills, knowledge and competencies and contribute to their professional growth;
- (c) To enable the Organization to attract, retain, motivate and develop its staff;
- (d) To create a positive work environment and greater staff satisfaction and commitment.

1.2 The present policy applies to all Secretariat staff members, regardless of their location or source of funding.

Section 2**General principles**

2.1 Maintaining the professional and managerial competence of staff is an important priority, as it represents a critical investment in the future of the Organization. Learning and development is a responsibility shared by the Organization, its managers and each individual staff member.

2.2 A minimum target of five days for professional development per year is established for all staff members. As five days is a minimum target and not a maximum, managers are encouraged to provide appropriate learning and development opportunities to their staff, whenever possible.

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ST/SGB/2009/9

2.3 Learning and development opportunities should normally be made available to staff at all levels.

2.4 Managers are required to discuss and agree on learning and development plans, as well as the allocation of time for learning and development activities, with individual staff members in the context of ongoing performance management.

2.5 Staff members are required to demonstrate an active commitment to continuous learning by assisting their managers in determining their learning and development needs and applying and sharing the skills gained from learning and development activities.

2.6 Staff members and managers are encouraged to think of learning and development in the broadest sense, including:

(a) Participation in self-study programmes, such as professional reading, e-learning, Internet and Intranet research, videos and other computer-based training programmes;

(b) Group activities, such as face-to-face workshops, seminars, team projects, networking, videoconferencing, participation in communities of practice and occupational/functional networks;

(c) One-to-one learning, such as cross-training provided by other colleagues, career counselling, coaching, mentoring and knowledge-sharing;

(d) Experiential learning, such as on-the-job training, assignments, missions, team projects and task-based training.

2.7 Learning and development priorities shall be established based on:

(a) Needs derived from programme priorities at the organizational and departmental level as outlined in the relevant workplans;

(b) Current or future work assignments that are consistent with the goals and priorities of the Organization;

(c) Assessment of individual staff member's needs;

(d) Career and professional development goals in relation to current and future job requirements.

2.8 Learning and development activities are developed using design principles that are proven to be effective and reflect best practice.

2.9 Learning and development activities are monitored and evaluated using relevant principles and tools. Impact assessment is built into programme planning and implementation to enhance effectiveness, relevance and the applicability of learning.

2.10 The Organization shall address learning and development needs by a combination of:

(a) Centrally coordinated programmes that are managed by the Office of Human Resources Management to develop core values and core and managerial competencies, support organizational reform and promote a shared organizational culture;

(b) Decentralized programmes, aimed at addressing specific substantive and technical needs in departments and offices. As the key responsibility for determining learning and development needs and providing development opportunities lies with managers themselves, resources for the upgrading of substantive and technical skills are allocated directly to individual departments and offices, on the basis of annual training plans. Full responsibility for the management of these funds is delegated directly to the heads of department/office who are responsible for equitable distribution of the funds. In the allocation of funds, priority shall be given to staff members holding appointments other than temporary.

Section 3

Support for learning and development

Learning Advisory Board

3.1 The Learning Advisory Board, comprising senior officials, shall advise on the Organization's learning and development priorities and plans.

Learning and development opportunities

3.2 Heads of department, office and mission are responsible for ensuring that staff members are aware of the learning and development opportunities available to them.

Career support advice and resources

3.3 In addition to the support managers are required to give to their staff in the context of ongoing performance management, comprehensive career support advice and resources are made available to staff members either through Career Resource Centres established at Headquarters and major duty stations or Career Development Units in missions.

Learning and development staff

3.4 Staff responsible for learning and development within each department and office shall liaise with the Office of Human Resources Management on specific needs and disseminate information on learning and development activities within their office. Departments and offices without a designated Staff Development Officer shall nominate a learning focal point. Learning focal points within each mission shall be responsible for liaising with the Integrated Training Service of the Department of Peacekeeping Operations and the Department of Field Support.

Section 4

Final provisions

The present bulletin shall enter into force on 1 July 2009.

(Signed) **Ban Ki-moon**
Secretary-General

Annex 2

United Nations

ST/AI/2010/10



Secretariat

25 August 2010

Administrative instruction

Upgrading of substantive and technical skills

Pursuant to section 4.2 of Secretary-General's bulletin ST/SGB/2009/4, the Under-Secretary-General for Management promulgates the following procedures to implement the programme for upgrading the substantive and technical skills of staff members:

Section 1

Objectives and contents of the programme

1.1 The purpose of the programme for upgrading substantive and technical skills is to provide departments and offices throughout the Secretariat with a means to ensure that they can carry out their substantive work and adjust to new mandates and responsibilities by maintaining and developing the skills of their staff within the allocated resources. The programme provides staff with opportunities for professional growth and development and, as stipulated in section 2.1 of ST/SGB/2009/9, learning and development is a responsibility shared by the Organization, its managers and each individual staff member.

1.2 Staff development activities that may take place under this programme include specialized training, research, seminars, refresher courses, e-learning, professional conferences, workshops and any other activities mentioned in section 2.6 of ST/SGB/2009/9. Where the skills and knowledge required can best be acquired through hands-on experience, on-the-job training assignments may also be included. Activities may be carried out in-house or externally, under the conditions set out in section 3 below. While the Organization does not fund degree programmes, support for a course which is part of a degree programme may be offered from this allocation at the discretion of the head of department or office, provided that all other conditions have been met.

Section 2

Delegation of authority

2.1 Responsibility for managing the resources allocated to each department or office under the provisions of the present instruction is hereby delegated to the heads of departments and offices concerned.

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Section 3

Annual training plans

Preparation

3.1 Each department or office shall determine its training needs and set priorities for achieving its strategic goals and developing its human resources. Individual training requirements shall be identified during work-planning and performance management discussions in the context of the performance appraisal system or in individual discussions of training requirements with supervisors, which staff members are encouraged to initiate. On that basis, the department or office shall prepare an annual training plan that aims to provide training opportunities for all categories of staff and to achieve a gender balance. When developing the plan, departments and offices may wish to consider other appropriate opportunities for external study offered by the Organization (e.g. sabbatical leave). Departments and offices may wish to consult the Learning, Leadership and Organizational Development Section of the Office of Human Resources Management or the training service at duty stations away from Headquarters on the formulation of the plan. The plan shall be prepared in consultation with staff as provided for by Secretary-General's bulletin ST/SGB/274.

Submission, review and approval

3.2 Departments and offices shall submit their annual training plans at the end of each calendar year to the Learning, Leadership and Organizational Development Section for review and approval. All plans shall be reviewed to determine whether they are consistent with the objectives and contents of the programme set out in section 1 above, and with the guidelines for preparing the plans specified in subsection 3.1 above. When the various plans reveal common needs, centrally coordinated training programmes may be proposed for the consideration of the Office of Human Resources Management to maximize use of resources. Centrally coordinated programmes are offered in the areas of leadership, resource management and administration, career support, information technology and language and communications skills. These include the e-learning opportunities offered through the eLearning Portal of the Secretariat. Proposals for external training shall be approved in cases where no equivalent training is available within the Secretariat or other agencies of the United Nations common system of salaries, allowances and benefits to which Secretariat staff have access, or where it would not be cost-effective to organize in-house training.

Section 4

Funding and administration of the annual training plan

4.1 After review and approval of the training plans, the Learning, Leadership and Organizational Development Section shall allocate funds to each department and office at the beginning of each calendar year. The criteria applied in allocating resources include, but are not limited to, an equitable distribution of available resources among all departments and offices, their effectiveness in carrying out the previous year's plan, the Organization's strategic priorities for the coming year and the number of regular budget posts in the department or office. Allocated funds may be used for payment of consultants to deliver in-house training courses to increase cost-effectiveness, and for tuition fees, travel expenses, per diem or academic

stipends, as applicable, in the case of individual external training. Effort should be made to reduce travel expenses to a minimum by combining travel with other official business.

4.2 Each department or office shall be responsible for the execution of its training plan. It shall inform its staff of the approved plan and shall be responsible for the administration of the use of the funds allocated, including the approval of individual training requests, which shall be considered in accordance with section 6 below.

4.3 Offices and departments may need to identify extrabudgetary resources to supplement the allocation, as necessary. Provision for training of peacekeeping operations staff is made under each mission's assessed budget.

4.4 If necessary, the department or office may adjust the plan as originally approved, provided the adjustments are within the limits of allocated funds and are described in the required quarterly report, as provided for in section 5 below.

Section 5

Monitoring and evaluation of the execution of the annual training plan

5.1 The Learning, Leadership and Organizational Development Section shall monitor the manner in which each annual training plan is executed. For that purpose, each department or office shall submit, at the end of each quarter, an expenditure report on the use of the allocated funds and an updated training plan describing the training undertaken by its staff during the year, together with an assessment of the impact of the training on the work of the department or office and of the individuals involved. The two reports may be consolidated into one presented in a template to be provided by the Office of Human Resources Management.

5.2 The reports shall be reviewed and evaluated by the Learning, Leadership and Organizational Development Section. Effectiveness in carrying out the approved annual training plan and making optimal use of the allocated funds shall be a major factor in determining the allocation of funds for this programme in subsequent years.

Section 6

Conditions for participation of staff members in the programme

Eligibility

6.1 Staff members at all levels holding a United Nations letter of appointment under the Staff Rules are eligible to participate in the programme. To be granted financial assistance for external training, notwithstanding staff rules 4.12 (c) and 4.13 (c), there should be an expectation of continued service for at least one year in the Secretariat after completion of the proposed training activity.

Individual requests for training

6.2 Individual requests for training shall be submitted, through the immediate supervisor, to the relevant department or office responsible for approval of such requests. Requests consistent with the annual training plan may be approved within the limits of available resources. In the case of requests both for individuals to pursue training outside the Organization and for groups of staff to be trained in-house under

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this programme, the department or office shall take into account the following factors in deciding whether the request should be approved:

- (a) The relationship of the studies to the functions of the staff member and/or organizational needs;
- (b) The suitability of the staff member for the proposed studies;
- (c) The quality of the programme and the sponsoring institution;
- (d) The expected impact of the proposed training on the staff member's professional development and the work of the office or department;
- (e) The possibility that the training will have a multiplier effect (that is, for the beneficiary of the training to impart the knowledge gained to other staff members).

Leave arrangements

6.3 Staff members participating in training activities outside their office may be placed on special leave with or without pay, in accordance with staff rule 5.3 (a) (i). They may also use accrued annual leave for all or part of the period of study. The head of department at Headquarters or the chief of administration at offices away from Headquarters may approve special leave with pay for the purposes of the programme for a period of up to 20 working days or a longer period, in accordance with the applicable delegation of authority. Requests for special leave with pay in excess of the period that may be approved at the department or office level shall be submitted to the Learning, Development and Human Resources Services Division of the Office of Human Resources Management.

6.4 In accordance with ST/SGB/2003/4 on flexible working arrangements, staff members wishing to attend courses relevant to their professional development at universities or other learning institutions may request breaks of up to three hours per day for a maximum of two days per week. The hours spent away from work during a particular week must be made up during that week.

Section 7

Final provisions

7.1 The present instruction shall enter into force on the date of its issuance.

7.2 Administrative instruction ST/AI/1997/4 on upgrading of substantive and technical skills is hereby superseded and abolished.

(Signed) Angela Kane
Under-Secretary-General for Management

Annex 3

United Nations

ST/IC/2016/15



Secretariat

22 July 2016

Information circular*

To: Members of the staff

From: The Assistant Secretary-General for Human Resources Management

Subject: **United Nations mandatory programmes**

1. The purpose of the present information circular is to inform staff about the current mandatory programmes for staff members of the United Nations Secretariat. The aim of mandatory programmes is to build a common foundation of knowledge and promote a shared organizational culture among staff of the Organization.

2. In June 2014, the Management Committee approved the establishment of the Mandatory Programmes Working Group as the new coordination mechanism for mandatory programmes for staff members across the Secretariat.

3. In 2015, the Mandatory Programmes Working Group reviewed the submissions for new mandatory programmes and recommended two new programmes for approval by the Management Committee. The Committee has approved the following online courses as mandatory programmes for all staff across the Secretariat regardless of their level, function or duty station:

(a) United Nations human rights responsibilities;

(b) I know gender: an introduction to gender equality for United Nations staff.¹

4. Staff members are to complete the new mandatory programmes within six months of the issuance of the present information circular or, in the case of new staff members, within six months of joining the Organization. Supervisors and heads of departments and offices are responsible for ensuring compliance with mandatory training requirements and shall allocate sufficient time for staff members to complete mandatory training as part of their official duties.


5. The annex to the present information circular contains the complete list of mandatory training programmes for staff members of the United Nations Secretariat. All mandatory programmes should be completed within six months of joining the Organization. More information can be found on the human resources portal (<https://hr.un.org/page/mandatory-learning>).

* The present circular will be in effect until further notice.

¹ With the exception of the staff of the Office of the United Nations High Commissioner for Human Rights, for which the online course “Gender equality and me” remains mandatory for the time being.

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Annex

List of mandatory training programmes

More information can be found on the human resources portal (<https://hr.un.org/page/mandatory-learning>).

Mandatory courses for all staff members

Basic security in the field: staff safety, health and welfare
 Prevention of workplace harassment, sexual harassment and abuse of authority in the workplace
 HIV/AIDS in the workplace orientation programme^a
 Ethics and integrity at the United Nations
 Information security awareness (foundational)
 United Nations human rights responsibilities
 I know gender (three core modules)

In addition to the above mandatory courses for all staff members, there are additional requirements depending on the role, category/level or duty station of the staff member:

Mandatory training for all supervisors

Performance management and development learning Programme for managers and supervisors

Mandatory training for staff members at the P-4 and P-5 levels

Management development programme

Mandatory training for staff members at the D-1 and D-2 levels

Leadership development programme

Mandatory training for staff members at the Assistant Secretary-General and Under-Secretary-General levels

Induction programme for senior leaders

Mandatory training for staff participating in interview panels

Competency-based selection and interviewing skills

Mandatory training for staff members in procurement

The fundamentals of procurement
 Ethics and integrity in procurement
 Best value for money
 Overview of the Procurement Manual

^a The programme is available online or as a half-day instructor-led programme. Completion of either version of the programme meets the requirement outlined in [ST/SGB/2007/12](#).

Mandatory training for staff travelling to non-headquarters duty stations and missions

Advanced security in the field

Mandatory training for staff deploying to field missions led by the Department of Peacekeeping Operations up to and including the D-1 level

Civilian predeployment training

Mandatory training for all staff arriving in a peacekeeping mission

Mission-specific induction training

Mandatory training for all staff arriving in a duty station where Safe and secure approaches in field environments is a training requirement

Safe and secure approaches in field environments

Mandatory training for newly appointed senior leaders in peacekeeping operations at the D-2, Assistant Secretary-General and Under-Secretary-General levels

Senior leadership programme

“Every act of conscious learning requires the willingness to suffer an injury to one’s self-esteem. This is why young children before they are aware of their own self-importance, learn so easily.”

Thomas Szasz

The ECA Conference Centre in Addis Ababa

