

United Nations Organisational Learning Framework (OLF) UNSSC Service Offer*

November, 2006

*SELECTED RELEVANT SECTION ONLY

Organisational Learning Framework Indicators

Principles	Indicators		
	Laying Good Foundations	Focusing on Learning	Living a Learning Culture
<p>Principle 1 Learning is strategic</p> <p>Learning enhances the Agency's ability to meet its strategic goals and objectives. Learning is seen as a strategic and essential investment in staff.</p>	The Agency has a learning policy and/or learning strategy that is/are clearly linked to the Agency's overall needs and priorities.	The needs and vision of senior management inform the learning strategy.	Explicit linkages are made between agency objectives and strategy, team or work unit objectives and personal development plans.
	Senior managers assign responsibility and accountability to learning managers to implement the learning policy/strategy.	Senior management is aware of Agency learning strategies, priorities and processes and generally supports learning in the Agency as an important staff development activity.	Learning needs assessments between staff and supervisors identify both organizational and individual needs and reconcile these to develop learning priorities in line with the organization's strategy.
	The Agency strives to develop a critical mass of staff skilled and knowledgeable in those areas identified as organizational priorities.	Mechanisms are in place, such as competency frameworks, to link learning activities and programmes to identified individual competency gaps.	Organizational and functional competency frameworks are fully aligned and learning activities and programmes meet the requirements for both individual and organisational learning.
<p>Principle 2 Learning is part of the culture</p> <p>Learning is anchored in the management culture and its support systems.</p>	Staff are open to development through new learning approaches rather than through classroom training only.	Supervisors and managers motivate, encourage and actively support staff to learn through coaching and mentoring.	Managers model their support for learning by being open to learning from all, including subordinates and peers
	Identification of individual development needs is primarily done by the learner and through informal discussions with the supervisor.	Formal performance management systems are in place to facilitate the identification of individual staff development needs.	Learning is fully integrated into the performance management systems, including: <ul style="list-style-type: none"> Managers and staff are measured against their support for learning in the Agency; Managers are held accountable for promoting learning.
	Learning specialists are available to assist staff to meet learning needs identified through informal discussions with the supervisor	Learning is a core competency in organizational competency frameworks.	Decisions on career movements within the Agency take into account the individual's attitude and past approach to learning.

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<p>Principle 3 Learning is a shared responsibility</p> <p>Learning is the shared responsibility of the learner, the supervisor, and the organisation. Learning specialists provide support to enable and engage staff and managers in learning activities.</p>	The demand for learning is mostly stimulated by learning specialists.	Shaping the demand for learning is a shared partnership between learner, supervisor and learning specialist.	Managers and staff jointly drive the demand for learning and are proactive in identifying suitable opportunities.
	The Agency has an approved central budget for learning activities.	<p>Time and budget allocations reflect the managerial and organizational contributions to learning by allocating a minimum of</p> <ul style="list-style-type: none"> • 2 % of staff costs • 5 % of staff time 	Supervisors and senior managers respect the time and budgets allocated to learning, even in the event of conflicting organizational priorities and budgetary constraints.
	Staff respond positively to learning opportunities that are offered (mainly formal, some informal learning).	Responsibility is assigned to learners to proactively seek out learning opportunities for themselves (mainly informal, some formal learning).	Learning and development, both formal and informal, are perceived as an integral part of work rather than time away from the job.
<p>Principle 4 Learning is accessible</p> <p>All staff have the right to access appropriate learning and career development opportunities</p>	Initiatives are undertaken to provide easy access to appropriate learning for all staff, irrespective of location, grade, gender, and language.	All staff, regardless of the type of contract, have access to appropriate learning through processes implemented in line with relevant HR policies.	Access to appropriate learning opportunities is a given.
	The Agency strives to increase the numbers of staff engaged in learning and development.	Learning methodologies, which make learning more accessible, are used (such as distance and e-learning courses and programmes), with continuous open and flexible enrolment.	Access to just-in-time learning is increased, so that learning can take place when needed and when it can be effectively applied and practiced.
	Information about learning opportunities is readily available to all staff. Primary responsibility for making information available rests with the staff development function.	Supervisors are adequately aware of learning opportunities so as to provide guidance to their staff on how to access learning. Considerable responsibility for providing information about learning rests with the Supervisor.	Information about learning activities is shared horizontally. Responsibility for creating a culture of sharing information about learning is assumed by all staff at all levels throughout the Agency.

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<p>Principle 5 Learning is more than training</p> <p>Learning is both a process and an outcome. It includes formal and informal approaches to developing knowledge, skills and behaviours. Learning can be individual, team or project-based/oriented. Learning is not limited to classroom-based training.</p>	<p>Staff, supervisors and training providers are encouraged by the agency's learning specialists to think of learning in the broadest possible sense including self-study programmes, workplace and on-the-job (and not only off site) training and coaching.</p>	<p>Informal learning activities are encouraged and recognized as important learning experiences. Events arranged for other purposes incorporate learning aspects (e.g. team meetings).</p>	<p>Continuous learning is the norm and is seen by managers and staff alike to take a multitude of forms.</p>
	<p>A range of learning methodologies, including the appropriate use of instructional technologies, is applied to respond to staff learning needs. This is mostly done by learning managers in the staff development function who may have some knowledge and experience in the area of training and learning.</p>	<p>Learning methodologies that are appropriate to the learning objective, the target group and individual learning styles, are applied and institutionalized. This is mostly supported by learning specialists in the staff development function who are experienced professionals in the field.</p>	<p>All Managers throughout the Agency are familiar with the different learning methodologies and apply them appropriately in their work environment.</p>
	<p>Individuals are encouraged to share their learning with others.</p>	<p>The benefits and supporting processes for Learning teams, Communities of Practice and Communities of Interest are made explicit and support is available to get them started</p>	<p>Processes and mechanisms for sharing learning are institutionalised and recognised as a key organisational competence.</p>
<p>Principle 6 Learning is effective</p> <p>Learning needs are met in an effective way and learning has a positive impact on the quality of the work.</p>	<p>Learning activities are measured in terms of the individual learner's reaction to learning activities and the assessed/self-assessed achievement of learning objectives</p>	<p>Learning activities are measured in terms of impact on individual performance and behaviour on the job.</p>	<p>Learning activities are measured in terms of impact on organizational performance and return on investment.</p>
	<p>Learning activities are monitored and evaluated using principles and tools which are proven to be effective</p>	<p>Lessons learned from evaluations are routinely fed back into learning design processes.</p>	<p>Evaluation of organisational learning contributes to informing the agency's strategy and priorities.</p>
	<p>Learning activities are developed using design principles that are proven to be effective.</p>	<p>Learning follow-up and post-programme learning are built into learning programme planning and implementation to enhance effectiveness, relevance and applicability of learning.</p>	<p>Evaluation processes emphasise learning as a developmental process and demonstrate its long-term impact.</p>