

FINAL REPORT
REVIEW OF UNHCR's MANAGEMENT LEARNING
PROGRAMMES

submitted by

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Part 1: The Main Report

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CHECKLIST OF RECOMMENDATIONS:

This is a compilation of all the recommendations contained in this report. We have provided a commentary and explained their rationale at relevant points throughout the text. We have made some additional recommendations and comments in Chapter 11.

***A note on terminology:**

In the following compilation of recommendations, which can be found at appropriate points within the main text, the abbreviation 'MLLP' has sometimes been used instead of 'MLP', to maintain consistency with Recommendations 13 and 56 that the term 'Management Learning Programme' (MLP) should be replaced by that of 'Management and Leadership Learning Programme' (MMLP). Where appropriate, we also use the term MLLP to cover both the existing MMLP and SMLP programmes, in line with the recommendation that they should be seen as elements in a learning continuum, and not as separate, unrelated entities. We have retained the terms MMLP and SMLP when referring to current or past management learning programmes.

From Chapter 1: EXECUTIVE SUMMARY

1. Top UNHCR managers should offer more visible and active involvement and support for the MLPs and the values that they seek to promote.
2. Staff training and development programmes within UNHCR should be guaranteed a budget of no less than 2% of regular staff costs, with an adequate proportion of this sum devoted to the MLPs.
3. The current Middle Management Learning Programme (MMLP) should be retained largely as it stands, with some limited revision.
4. The current Senior Management Learning Programme (SMLP) needs more radical updating and redesign of certain learning materials and of aspects of the workshop. The SMLP in particular should give more attention to competency development and to UNHCR-specific issues, whilst retaining a healthy awareness and coverage of external issues and developments in management learning.
5. Supervisors should be encouraged and supported in moving from a generally neutral position to a more active and positive position with regard to supporting their staff on the MLPs.
6. The MLPs should be used more consciously by the organisation as a key contributor to achieving UNHCR's strategic goals .
7. There should be a greater ongoing alignment of the MLPs with other strategic HR initiatives within UNHCR – for example with Performance Assessment and with promoting Diversity in all its forms.
8. Participation in the MLPs should be seen as an official personal right of all UNHCR managers and leaders, and as an explicit organisational requirement.
9. Satisfactory assessment of management and leadership competence and understanding should be taken into account as an eligibility criterion in job allocation and promotion.

From Chapter 3: The role of the Staff Development Section (SDS) in promoting continuous learning:

10. UNHCR should review the staffing policy for SDS.

11. The post of Chief of SDS should be redesignated as Director of Organisational Learning.

From Chapter 4: The MLPs:

12. UNHCR should place greater value upon meaningful certification for successful completion of the MLPs.
13. UNHCR should change the name of the current MMLP and SMLP to 'Management and Leadership Learning Programme (MLLP) Part 1 and Part 2' respectively.
14. SDS should include the support and development needs of top managers in a revised and extended MLLP programme (also see recommendation 34 below).

From Chapter 5: Evaluation Methodology:

15. Facilitators should include daily evaluation sessions in the Workshops.
16. SDS should solicit and use regular feedback more effectively to inform programme development.
17. Programme designers and subject matter experts (SMEs) should include more issues and techniques of work-based evaluation in the programme content.
18. UNHCR should devote sufficient resources to the continuous improvement of the MLPs.
19. Top managers should consider and act upon regular reports on MLLP matters

From Chapter 6: UNHCR's Investment in the MLLP:

20. UNHCR managers and leaders should be assisted in developing their competencies in determining cost-benefits of staff development and Return on Training Investment (ROTI).
21. Programme designers and facilitators should include consideration of more UNHCR-specific strategic business and HR issues in programme content.
22. UNHCR should guarantee a minimum threshold for the staff development budget of 2% of regular staff costs.
23. UNHCR should recognise the development and support needs of top managers within a redesigned MLLP.

From Chapter 7: MLP Participant Profiles:

24. SDS should work systematically to include the entire target population of the MLPs.
25. SDS should aim to improve completion rates on all programmes by 25% in the next three years.
26. SDS should seek actively to recruit current UNHCR managers and leaders who have begun a programme and then withdrawn, having gained the full support of the latter's supervisors.
27. UNHCR should improve the participation of women in the current SMLP.

From Chapter 8: MMLP Conclusions and Recommendations:

28. SDS should recognise and retain the inherent strengths of the existing MMLP, and prioritise resources for improving the SMLP.
29. SDS should introduce both core and optional learning menus for all MLPs.
30. UNHCR should develop a clearer strategy to increase the active commitment of participants' supervisors.
31. SDS should improve the quality and speed of feedback to participants.

From Chapter 9: SMLP Conclusions and recommendations:

32. UNHCR should devise a strategy to reduce the number of withdrawals and delays on the SMLP.
33. SDS should shorten the current SMLP from 9 to 6 months for practical and psychological reasons.
34. SDS should introduce a more inclusive, highly topical Phase 4 as an addition to the current SMLP.
35. SDS should extend the length of the current Phase 2 Workshop for both the MMLP and SMLP from four to five days.

From Chapter 10: Team Members: Survey Data, Conclusions and Recommendations:

36. SDS should continue regularly to solicit the views of participants' team members and supervisors on the impact of the programme.

From Chapter 11: Final Conclusions and Recommendations:

37. UNHCR managers and leaders should start preparing for the management learning programmes immediately at the point of recruitment.
38. The new MLLP should promulgate culturally appropriate management and leadership models and learning materials wherever possible.
39. UNHCR should ensure greater continuity of learning leadership within UNHCR by making permanent or extending certain key appointments in SDS.
40. SDS should introduce an Accreditation of Appropriate Prior Learning (AAPL) process.
41. UNHCR should conduct regular reviews of its leadership and management policies and processes.
42. UNHCR should adopt a 'UN' leadership and management competency framework wherever possible.
43. SMC should formally endorse the 'United Nations Organisational Learning Framework' document.
44. SMC should formally endorse a UNHCR Management Code.
45. SDS should introduce pre- and post- (and possibly annual) 360° feedback for all participants on the MLLP.
46. All UNHCR managers should regard themselves as 'learning leaders'.

47. SDS should continue to carry out regular updates of MLLP learning materials.
48. SMC should formally endorse the 'UNHCR Learning Policy and Guidelines'.
49. The Principals Meeting, and SMC, should consider and act upon regular reports on MLLP data.
50. SDS should be guaranteed an adequate MLLP budget.
51. SDS should undertake regular evaluation and benchmarking exercises.
52. HR policies and systems should support the effective implementation of the Performance Appraisal Report (PAR), coaching and mentoring by supervisors as an integral part of the MLLP.
53. SDS should promote more actively a wider appreciation within UNHCR of the benefits of the MLLP.
54. All principal parties of the MLLP should enter into a formal Learning Contract.
55. SDS should re-design the current SMLP Phase 3 Project.
56. UNHCR should change the title of the programmes from 'Management Learning Programme' to 'Management and Leadership Learning Programmes' (MLLP).
57. Top UNHCR managers should be more actively involved in contributing to, and participating in, relevant aspects of the MLLP.
58. UNHCR should provide greater levels of development and support for its 'top managers'.
59. SDS should continue to build up a pool of skilled in-house management learning facilitators, mentors and coaches.
60. Participants and non-participants alike should be encouraged to contribute their suggestions for programme design and development.
61. The feasibility of increasing the assessment component of the MLPs should be thoroughly investigated.

CHAPTER 1: EXECUTIVE SUMMARY:

Introduction:

We were generally very impressed with the overall quality of the programmes design, materials and implementation, and with the commitment and vision of its managers, designers and participants. Inevitably, however, we have identified some areas that require attention.

Principal Conclusions and Recommendations:

Our overall conclusions are that the MLPs are generally well-received by participants and their teams, and that they are beginning to have the desired positive effect upon UNHCR's management culture. However, this impact could be significantly enhanced by greater attention to a number of aspects. Principal amongst these are:

1. Top managers should offer more visible and active involvement and support for the MLPs.
2. Staff training and development programmes within UNHCR should be guaranteed a budget of no less than 2% of regular staff costs for staff training and development, with an adequate proportion of this sum devoted to the MLPs.
3. The current Middle Management Learning Programme (MMLP) should be retained largely as it stands, with some limited revision.
4. The current Senior Management Learning Programme (SMLP) needs more radical updating and redesign of certain learning materials and of aspects of the workshop. The SMLP in particular should give more attention to competency development and to UNHCR-specific issues, whilst retaining a healthy awareness and coverage of external issues and developments in management learning.
5. Supervisors should be encouraged and supported in moving from a generally neutral position to a more active and positive position with regard to supporting their staff on the MLPs.
6. The MLPs should be used more consciously by the organisation as a key contributor to achieving UNHCR's strategic goals .
7. There should be a greater ongoing alignment of the MLPs with other strategic HR initiatives within UNHCR – for example with Performance Assessment and with promoting Diversity in all its forms.
8. Participation in the MLPs should be seen as an official personal right of all UNHCR managers and leaders, and as an explicit organisational requirement.
9. Satisfactory assessment of management and leadership competence and understanding should be taken into account as an eligibility criterion in job allocation and promotion.

We noted that, at 18%, the current completion rate of the Senior Management Learning Programme (SMLP) is considerably lower than that of the Middle Management Learning Programme (MMLP), which is 52%. Withdrawal rates currently stand at 54% for the SMLP and at 28% for the MMLP. To improve these measures, we recommend that the SMLP in particular should be subject to significant redesign.

Subsequent recommendations and suggestions are numbered consecutively, and are included with commentary or discussion throughout the main body of the report, which is contained in two volumes titled:

Part 1: Main Report

Part 2: The Appendices

For the sake of convenience, we have placed as much of the detailed survey data as possible in Part 2, including most of the figures. However, we have retained a number of summary tables and figures in Part 1, and Chapter 10 and Appendix 6 in particular give a flavour of the way that the considerable amount of data from the **Zoomerang**[™] online survey is presented as graphs, and of the rich array of comments from participants.

Dr Heather Lussey and Bob MacKenzie

18 July 2003

CHAPTER 2: THE UN AND THE CHALLENGES OF THE 21ST CENTURY:

Introduction:

On 8 September 2000, the 55th General Assembly of the United Nations adopted *the United Nations Millennium Declaration* as a re-statement of the UN's founding values and principles. (UNGA, 2000). This declaration described the UN as 'the most universal and most representative organization in the world.' Building on reforms begun in 1997, the declaration also served to provide a common policy framework for the entire United Nations system (UNGA, 2002).

In his Report prepared for the 57th session of General Assembly, the Secretary-General described the UN as an organisation that 'is evolving with the times. It is more efficient, more open and more creative' (UNGA 2002:1). However, he pointed out that much remained to be done to reform the work programme of the UN system as a whole. It should be better focused, with fewer, more productive meetings and documents, and with more effective action to address the impact of globalisation on development, to realise its millennium development goals, to prevent conflict and to combat terrorism. Growing partnerships with governmental and non-governmental organisations (NGOs) and private sector companies and foundations also need to be managed carefully.

The list of contents of the Secretary-General's report is instructive. It includes:

Table 1: List of contents of the UN Secretary-General's UNGA Report (2002)

- Aligning activities with priorities
- Strengthening of human rights
- Enhancing public information
- Serving Member States better
- Streamlining reports
- Managing conferences and meetings
- Working better together
- Coordinating for better results
- Clarifying roles and responsibilities
- Promoting partnerships
- Allocating resources to priorities
- The organization and its people: investing in excellence
- Managing change

Strengthening of the United Nations: an agenda for further change (2002: 5)

This list amounts to a huge change agenda for all leaders and managers in the UN system – including those in UNHCR. The Secretary-General sees 'investing in excellence' as a key strategy for enabling UN staff to serve as the principal agents of such change, and he looks to the continuous development of an able, versatile and well-managed workforce to rejuvenate the organisation. Exhortations with a specific bearing on management learning and development include the need for managers to be encouraged to promote, and to be held accountable for promoting, a culture of continuous learning (UN OHRM Staff Development Programme, 2003: vii). They also include the need for empowered managers and improved resolution of internal disputes between management and staff. The Secretary-General is clear that this strategy amounts to 'a very different way of doing business', and he is also aware that these measures cannot be implemented automatically or overnight. It will require the investment of a significant amount of time and resources.

The report notes continuing efforts to improve management. It expresses optimism that the UN System Staff College (UNSSC) in Turin will help to fashion a common management culture across the organisation. It is also hopeful that the International Civil Service

Commission will contribute to this through the creation of a system-wide senior management service (UNGA 2002, para 188).

From all this, it is clear that there is a major strategic initiative within the UN system to create an environment in which sufficient and appropriate staff development is regarded by all as both a right and an expectation – particularly for managers. Not surprisingly, therefore, within this reform framework, the UN family of agencies is taking steps to address this management and leadership development agenda.

UN core values, core competencies and management competencies – the strategic importance of continuous learning:

Unless learning has a place at the top table, no amount of rhetoric about learning will result in organisational change.

The only way learning can become strategic to the UN is if it is linked to what are known as strategic drivers in the mission statement or business plan of that agency.

(Principle 1, United Nations System Organisational Learning Framework [Working Draft], January 2003)

In October 1999, the Secretary-General communicated an overarching framework consisting of three sets of overlapping and interdependent components for integration into all staff development activities, performance appraisals, generic job profiles and vacancy announcements (see Appendix 4). These consist of three core organizational values, eight core staff competencies, and six managerial competencies. Notable amongst the core staff competencies is *commitment to continuous learning* (ST/SGB/1999/15 of 13 October 1999, cited in UN OHRM Staff Development Programme 2003: vi).

Supervisor's responsibility for staff development:

Managers play a critical role in the development of their staff. I urge all managers to use the opportunity of performance management discussions to identify developmental needs with their staff and agree on ways of addressing them, whether through formal programmes, on-the-job training, coaching or mentoring.

(Assistant Secretary-General, UN OHRM 2003: i)

As can be seen from the above extract, the UN envisages a key role for supervisors in Human Resource Development (HRD). This is a fairly universal trend, and it is an explicit expectation underpinning the design and delivery of UNHCR's MLPs.

21st century organisations:

The UN and its family of agencies are not alone in facing many of the issues identified in the Secretary-General's report. In a wider organisational context, five critical business challenges have been identified for organisations in the 21st century (Ulrich, 1998). These are:

- Globalisation – the need to 'think globally and act locally', eg in refugee 'hot spots'
- Cost-effectiveness, eg optimising the use of a 'core' resource base
- Intellectual capital or knowledge management – managing ideas and relationships
- Technology – staying ahead of the 'information curve', and
- Continuous change – a constant stream of strategic initiatives.

Ulrich (1998) argues that continuous change is perhaps the greatest of all challenges facing 21st century organisations. In his view, continuous change demands effective organisational learning as a foundational organisational competency for the 'new economy'. It also requires an optimum organisational 'architecture' of appropriate structures, systems, skills and values in order to support these competencies. This view is in close accord with that of the UN Secretary-General's report.

CHAPTER 3: THE UNHCR CHANGE AND LEARNING AGENDA:

Within the United Nations (UN) 'family' of agencies, the United Nations High Commissioner for Refugees (UNHCR) is mandated to lead and coordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well being of refugees. It strives to ensure that every one can exercise the right to seek asylum and safe refuge in another State, with desired durable solutions of returning home voluntarily, integrating locally or resettling in a third country. Currently it operates in 120 countries, with 277 offices, a staff of over 6,600 as at 1 July 2002, and a budget of over US\$ 880 million, assisting some 20 million people. UNHCR staff are highly committed and work long hours, often under a high degree of pressure.

UNHCR is made up of a diverse body of staff from cultures and countries drawn from all over the world (UNHCR Workforce Profiling Project, 2002). As an organisation, UNHCR demonstrates many of the features of a role culture, where hierarchy, status, seniority and bureaucracy predominate. There appears also to be some difference in organisational culture between field operations and Geneva headquarters, and between different sections at HQ. Many initiatives, such as the development of the Core Learning Programme model (see below) are often initially developed through informal networks and communities of practice.

Staff development within UNHCR:

The brief for staff development within Senior Management Committee (SMC) – the highest decision-making body within UNHCR – is held by the Deputy High Commissioner (DHC), supported by the Director of the Division of Human Resource Management (DHRM). The history of 'training' in UNHCR has been traced in several recent reports. The Training Service, which was created in 1987, has since become the Staff Development Section (SDS).

The role of the Staff Development Section (SDS) in promoting continuous learning:

The main role and responsibilities of SDS, as stated in the UNHCR Manual, are, through a variety of methods and media, to 'contribute to the improvement of performance and productivity by providing 'advice and support in applying a competency-based approach to staff development, within the framework of the Career Management System (CMS), together with measures to ensure implementation of the Staff Development Policy and Guidelines.' The fact that the Secretary-General has highlighted the importance of continuous learning is an endorsement from the highest level in the UN system of the strategic importance of staff learning.

According to UNHCR's 'Learning Policy and Guidelines' (see below), the SDS aims to provide UNHCR with the following support:

Table 2: The role of the Staff Development Section within UNHCR

- Provide advice on learning policy
- Facilitate the identification of global learning needs and priorities
- Co-ordinate all staff development activities
- Foster an overall coherent structure for staff development activities
- Provide guidance on instructional design: needs assessment, monitoring, evaluation and reporting
- Manage the training budget
- Provide technical advice on learning methodology
- Produce training tools
- Ensure that learning activities meet the objective of strengthening institutional capacity for effective operational response
- Provide a catalogue of learning opportunities available to staff
- **Design, deliver and manage activities and programmes in the core and managerial competencies** (our emphasis)

As the above list indicates, SDS now has a remit that runs across the entire organisation. Over recent years SDS has shifted its role and the way it is perceived from being largely administrative/coordination to being increasingly strategic. In a non-territorial way, it seeks to influence other UNHCR learning events that are beyond its immediate jurisdiction, through advising on learning needs identification and analysis, negotiating learning priorities, promoting best practice in learning design and delivery, and encouraging systematic evaluation.

Over the past five years in particular, SDS has put together a team of staff who display the necessary degree of specialist expertise that is required to manage the pressures, complexities and subtleties of learning in 21st century organisations. The recent appointment of an Instructional Technologist is a case in point. In our view, the balance of SDS' staffing profile is just about right for the increasingly sophisticated and strategic role that it is being required to perform, and we would have concerns if this were to change as a result of the standard rotational policy of UNHCR. Strategic management and leadership development initiatives, as represented in part by the MLPs, require continuity of key personnel to help introduce and embed the necessary changes.

Recommendations:

10. **UNHCR should review the staffing policy for SDS:** As things stand, SDS has little opportunity to engage in succession planning, and three of its most senior staff are due to be reassigned in June 2004. We would urge UNHCR seriously to consider creating a number of key permanent specialist learning management posts within SDS, to which recruitment would be against strict selection criteria. The ideal staffing mix would be a blend of permanent specialists in learning management and design, possibly some external secondments, and rotating UNHCR generalist staff from the field – ideally who have successfully completed the Facilitation of Learning (FOL) programme - who would add an extra degree of 'street credibility' to the work of the SDS.
11. **The post of Chief of SDS should be redesignated as Director of Organisational Learning:** In keeping with trends elsewhere, consideration should also be given to re-styling the post of Chief of the Staff Development Section as that of Director of Organisational Learning.

UNHCR as a 'Learning Organisation':

Although they do not yet have the status of formal policy, the 'Learning Policy and Guidelines' (May 2002) stress UNHCR's aspirations to become a 'learning organisation', which espouses a culture of continuous learning both for individuals, and for the organisation which, collectively, they comprise. These guidelines reflect the best of current practice in organisational learning, and privilege the term 'learning' over that of 'training'. In line with widespread current understanding, learning is seen as a continuous process of acquiring skills, knowledge and experience, especially in the workplace, over an extended period of time. This chimes with the prevailing notions of 'lifelong learning' and 'education permanente'.

Time for learning:

Special efforts should be made by both manager and staff member to organize workloads to allow opportunities for learning new skills.

(UN Department of Management, February 2003: para 88)

Although it is not yet policy formally endorsed by SMC, there is an explicit assumption that 5% of work time (and 2% of staff costs) may be legitimately used for learning and staff development activities (Learning Policy and Guidelines). This amounts to a notional 2 hours per 5-day working week, and 80 hours per working year. This compares reasonably well with

an estimated norm of 5 – 12 development days per manager per annum (Professor John Burgoyne, Department of Management Learning, Lancaster University, pers com, 31 May 2003). Given the reality of much longer working hours within UNHCR than these figures suggest, there is a significant shortfall of time available for explicit 'learning' that must be made up from individual managers' own private time. Indeed, one SMLP participant spoke of a triangular struggle to preserve the 'work-life-learning balance', and this remark is not untypical. In addition, of course, the MLPs compete with other demands on this learning 'ration'.

The core learning programmes:

1. Spearheaded by UNHCR's Staff Development Section (SDS), the concept of '**the Learning Programme**' (LP) has emerged since 1999/2000 as an essential component of UNHCR's learning strategy. This concept informs the design and delivery of staff development in the three prime functional areas of UNHCR's work (Protection, Operations Management and Resource Management/Administration) as well as within Middle and Senior Management Learning.
2. Each core Learning Programme has specific 'subject'-driven objectives, but all share six generic sets of objectives. These are to:
 - a. Focus efforts of all UNHCR staff and improve targeting of programmes and resource management functions, towards the fulfilment of UNHCR's mandate: the provision of international protection and the search for durable solutions.
 - b. Improve teamwork and partnership both internally and with external actors.
 - c. Enhance attention towards gender and age considerations, and increase participation of refugees and other persons of concern to UNHCR in all stages of UNHCR work: assessment, planning, implementation, monitoring and evaluation.
 - d. More consistently adhere to and support high standards of personal and professional behaviour among staff, with managers setting a positive example.
 - e. Ensure clear lines of accountability and responsibility, and a stronger commitment to accepting and ensuring individual responsibility.
 - f. Develop a work culture of continuous learning (SMLP Phase 1, Introduction: ii).
3. Since UNHCR espouses both a performance-driven and a learning organisation culture, both the content and process of learning programmes are held by SDS to be equally important, and learning is regarded as a 'core business process'.
4. These programmes must satisfy both personal/professional and organisational learning needs.
5. There must be 'requisite variety' of learning methodologies in order to make learning more enjoyable and effective. Requisite variety ensures that the entire range of participants' preferred learning style is addressed at various points. Participants are also encouraged to develop further the range of their individual learning styles and strategies.
6. Reinforced by a good measure of self-study and face-to-face interaction, on-the-job or work-based learning is taken to be the most effective approach. It follows that supervisors, co-workers, team members, partner agencies, clients and suppliers are

expected to play a key role in affording LP participants an appropriate work-based learning environment, as well as sufficient time and opportunity, for this to happen.

SDS has progressively sought to strike an appropriate balance between centrally organised and funded programmes that develop core and managerial competencies, and decentralised programmes and funding to address specific technical and substantive needs. This creative tension between central control and local freedom requires an effective reporting and coordinating infrastructure, which, according to a recent report (Gillette, 2002), currently has significant shortcomings.

SDS has recently spearheaded the launch of 'LearningNet' as an intranet portal, which enables UNHCR staff members to browse through a menu of learning opportunities, and to access various learning activities.

CHAPTER 4: UNHCR MANAGEMENT LEARNING PROGRAMMES (MLPs):

Management Learning within UNHCR:

In the late 1990s the Staff Development Section of the then Division of Resource Management recognised the need for more effective, comprehensive and practical management training that would be available for the greatest number of managers possible. To this end, two core distance learning programmes were developed. The Middle Management Learning Programme (MMLP) began in August 1999 and the Senior Management Learning Programme (SMLP) in September 2000. Since then, the combined Management Learning Programmes (MLPs) have enrolled some 810 participants. It's estimated that this figure constitutes over 40% of the current UNHCR management cadre. The goals of both programmes are to develop or improve managerial competencies and strengthen a positive managerial culture in UNHCR in order to serve refugees more effectively.

The MMLP is now running its 28th intake, while the SMLP began its 8th intake in September 2002. To date, the total number of participants on the SMLP is 158, of whom 29 have so far completed. On the MMLP, the total number of participants is 652, of whom 338 have successfully completed. This makes for a combined total of 810 managers who have so far undergone at least some of the MLP experience. However, the completion rate – especially on the SMLP has been relatively low. SDS estimate that over US\$ 1.5 million has been spent in the development and delivery of the management learning programmes since their inception, excluding staff costs. At current participation levels, this constitutes an average expenditure of US \$ 1830 per participant. It is important to bear in mind that development costs amortise over a period of time. In their present form, the MLPs are about to enter a period of revision, based upon a resetting of strategic priorities in light of severe financial constraint and strategic organisational realignment.

Until now, participation in the MLPs has not been compulsory, but the growing number of MLP 'graduates' are expected to swell the ranks of a critical mass for change. This effort represents a drive to reach an organizational 'tipping point', where UNHCR's management culture becomes positively 'infected' by an 'epidemic' of positive managerial behaviour (Gladwell 2002). A key question is how can this be achieved with limited resources? These programmes demand from participants an intensive, extended commitment to learning – in particular workplace learning – and are designed to impact the learners, their teams and the organisation.

As it stands, the MMLP is open to staff with supervisory responsibilities from the senior national level to the international middle manager (P4) level. The SMLP is limited to senior management level (P5) and above, as well as to P4 graduates of the MMLP who have the seniority to qualify for P5 posts. However, we came across several examples of relatively junior managers being required by local circumstances to demonstrate managerial behaviour significantly in excess of the requirements of their formal staff grade. We were also told of instances – in some cases by the managers themselves – where relatively senior appointments had not had the benefit of some key aspects of management development. In view of this, we believe that the rigid segregation between MMLP and SMLP may not always be appropriate, and more flexibility of access to either programme, irrespective of status, may contribute to a more widespread positive impact on UNHCR's management culture.

Staffing of the MLPs:

SDS has 10 full-time staff, three of whom work full-time on administering and in some cases facilitating the MLPs, which constitute some 50% of the Core Learning Programmes in their current state of development. There is also a cadre of some 20 MMLP 'graduates' who co-facilitate MMLP workshops once or twice a year. SDS staff work in collaboration with a network of some 12 - 15 full-time and part-time Training Providers from other parts of the organisation, as well as with about 50 occasional facilitators, some of who are commissioned from external organisations. SDS also works with some 122 Learning Coordinators in the

field who devote roughly 5 – 7% of their time from their other full-time duties in contributing to the coordination of staff learning.

Recommendations:

12. **UNHCR should place greater value upon meaningful certification for successful completion of the MLPs:** In order to break down unnecessary rigidity in accessing each programme on criteria of staff grade alone, and to align the MLLP more closely with external programmes such as those of University Business Schools, consideration should be given to awarding MMLP 'graduates' with a UNHCR Certificate of Management Learning. Staff who have successfully completed both MMLP and SMLP, or who have successfully passed through a process of accreditation of appropriate prior learning (AAPL) and then have completed the SMLP programme, should be awarded a UNHCR Diploma in Management Learning.
13. **UNHCR should change the name of the current MMLP and SMLP to 'Management and Leadership Learning Programme (MLLP) Part 1 and Part 2' respectively:** The current unhelpful distinction between the MMLP and SMLP should be abolished. Instead, they should be re-designated as 'The UNHCR Management and Leadership Learning Programme [MLLP] Part 1 and Part 2' respectively.
14. **SDS should include the support and development needs of top managers in a revised and extended MLLP programme (also see recommendation 34 below):** The most senior UNHCR staff at Director and SMC level are currently deprived of access to regular management development and support opportunities. Opportunities should be provided for them, through a planned series of group and individual sessions, to enable them to access specifically tailored development opportunities, and should they wish to do so, to work towards a Leadership programme for top managers, possibly under the umbrella of the UN System Staff College (UNSSC) in Turin.

Participants are informed that they must be prepared to commit up to 4 hours per week on the programme, over the minimum nine-month period. At present, there is no formal assessment, and 'graduates' receive a UNHCR Certificate of Completion, which many hang proudly on their walls.

The design and content of the Management Learning Programmes (MLPs):

MLP characteristics include:

1. The Management Learning Programme (MLP) approach in particular comprises three phases, stretching over a minimum nine-month period, involving significant elements of distance learning, and utilising a growing range of the new technologies in a form of 'blended learning', which recognises the importance of face-to-face learning at strategic points within the programme. By no means all participants manage to complete within the minimum time frame. This extended process is intended to enable sufficient time and opportunity for deep learning to take place, rather than cramming information into short, isolated episodes. The methodology of each phase tends to emphasise a different set of learning styles:

Table 3: Characteristics of the MLPs

MANAGEMENT LEARNING PROGRAMME STRUCTURE	CHARACTERISTICS FOR PARTICIPANTS
Phase 1 Pre-Workshop familiarisation with concepts	<ul style="list-style-type: none"> ○ Completion of a series of tasks/short readings, videos or CD-ROMs over five months to raise awareness and understanding of key management functions ○ The design is based primarily on 'reflective' and 'theoretical' learning modes, addressing key knowledge, skills and theory ○ Time required = 80 hours estimated
Phase 2 4-day Workshop	<ul style="list-style-type: none"> ○ A four-day residential workshop, in which participants discuss and apply their learning derived from Phase 1 and from their work experiences in the intervening period. The Workshops on the MMLP and the SMLP differ in their style and format in certain respects. Unlike the MMLP, the SMLP has external facilitators. ○ The workshop provides the space and opportunity to experiment with common managerial concepts in a self-contained environment that is deliberately removed from the unpredictable pressures of daily UNHCR work in the field or in Geneva ○ The entire range of learning styles are catered for here, focusing in particular on validation of prior learning, shared learning and development through interaction and mutual challenge and encouragement ○ Time required = 4 days attendance + travel + preparation estimated
Phase 3 Post-Workshop application of concepts and techniques	<ul style="list-style-type: none"> ○ A four-month post-Workshop follow-up period in the workplace to enable application, practice consolidation, extension and critical reflection upon the new learning derived from the previous two phases. ○ The focus is on 'activist' and 'pragmatist' learning styles, which represents a team or 'action learning' stage, supported where appropriate by coaching, tele-conferencing, peer support, an element of tutoring and other forms of guidance and support at a distance. ○ Time required = 16 working weeks estimated

2. Successful development within UNHCR requires its leader-managers to personify the organisation's 'key messages' (see SMLP1: iv-v), and to be highly motivated and empowered to engage in self-directed learning. In common with all its core learning programmes, its Management Learning Programme is grounded in UNHCR's own managerial competencies and espoused cultural values that are associated with the introduction of the Career Management System (CMS) and also with other HR policies that were introduced in July 1999. At the same time, it aims to draw upon the best of management theories and practices from external sources.
3. Although it has not yet achieved the status of formal policy, successful completion of a Management Learning Programme (MLP) is increasingly regarded as an important precondition (but not an automatic guarantee) of promotion or preferential posting.
4. The MLP approach makes considerable demands both on UNHCR as an organisation, upon the SDS as an operational unit, and upon its managers as individuals. The two management learning programmes are also designed to be complemented by, and to complement, the other functional learning programmes. UNHCR expends significant amounts of time and funds on resourcing, developing, and administering these programmes, and individual managers devote significant amounts of time and effort to completing the programme whilst simultaneously attending to the daily demands of their exacting and often unpredictable jobs.

Learning methodology and curricula:

The content of the two management learning programmes includes:

Table 4: Topics covered in the MLPs

Middle Management Learning Programme (MMLP)	Senior Management Learning Programme (SMLP)
<ul style="list-style-type: none">• Supervision, performance management• Delegation & Coaching• Organisational culture• Diversity and equity• Managing and working in teams• Learning styles, organisational change and the learning organisation• Managing resources• Time and stress management• Meeting management• Staff security, health and well-being; prevention of harassment• Management, leadership and emotional intelligence	<ul style="list-style-type: none">• Leadership: developing personal mastery skills; leadership style;• Communication and negotiation; leadership and management• Strategic management: vision and strategy• Organisational culture• Diversity and equity• Accountability• Managing external relations (government, inter-agency, NGO, media, military)• Leading and managing teams• Leading organisational learning

Both programmes combine readings (contained in substantial binders of printed learning materials) with on-the-job research and activities that are directly related to key managerial aspects of the work of middle and/or senior managers. Key issues are addressed differently in each phase and the learning activities build upon and reinforce each other.

Management values, standards and behaviours:

In May 2002, the Learning Policy and Guidelines brought together and published a set of 28 values, standards and expected behaviours that are a requirement of UNHCR staff, under the headings 'Personal Conduct', 'Organizational Conduct' and 'Managerial Conduct'. Much of this was subsequently incorporated into the current UNHCR Code of Conduct. The nine detailed sets of expectations of managers continue to be reflected in the design of the MLPs, and indeed serve to complement the Code of Conduct.

The next section outlines the purpose, design and conduct of the review of the MLPs.

CHAPTER 5: EVALUATION METHODOLOGY:

Objectives and Scope of the Review of UNHCR's Management Learning Programmes (MLPs):

The response from UNHCR's Senior Management Committee (SMC) to the UN initiatives has been to instigate its own reform programme *UNHCR 2004*. UNHCR's Management Learning Programmes support this agenda. After the first few years of their operation, it was decided to commission a review of the MLPs, with the following remit:

- To assess the impact of UNHCR Management Learning Programmes on individual participants and upon management culture
- To identify any necessary changes to learning content or methodology of the MLPs.

This commission represents a clear commitment to operationalise one of the 10 key elements of the UN's Training and Learning Policy. This affirms that 'Evaluation is an integral part of all development activities to ensure that programmes continue to meet priority organizational needs in an effective and efficient manner' (UN Staff Development Programme 2003: v).

The tendering process:

To provide an independent perspective, following an extensive tendering process, the study was commissioned from two external consultants, Dr Heather Lussey and Robert MacKenzie. In identifying the consultants for this purpose, UNHCR sought expertise in three areas – learning evaluation, management content and distance learning. The review was conducted in as open and participatory a fashion as possible, to secure from major stakeholders their essential participation and ownership, and also to increase the chances of implementing agreed findings. This transparency is also in accord with the evaluation criteria stipulated by UNHCR's Evaluation and Policy Analysis Unit (EPAU), who funded this study. We are grateful to everyone who took the time and trouble to answer our questions.

The bulk of this review was undertaken over March – July 2003, during the height of the current Iraq crisis. A more detailed discussion of methodology is provided below, and the Consultants' brief is included in Part 2 of this report.

Guiding principles of the evaluation:

There are a number of different approaches to evaluation, each with its own set of ideologies and techniques, and each with its particular strengths and weaknesses. The bedrock for this review was the Kirkpatrick evaluation framework (Hamblin, 1974) complemented by elements of two other evaluation models, conceived of by Easterby-Smith (1986) and Patton (2001, 1997) respectively. These models are outlined below.

The Easterby-Smith (1986) evaluation model (adapted by Burgoyne, 2002) suggests four possible purposes of an evaluative study. According to this classification, each study may differ in purpose: some may have only one purpose, whilst others may aspire to address two, three or all four, as represented in the following matrix:

Table 5: The Easterby-Smith (1986) evaluation model:

	PROCESS	OUTCOME
SUMMATIVE	Controlling the quality of programme content, design and delivery. Is it going according to plan?	Proving to sponsors and participants that this has been a successful initiative. Is it achieving what was intended?
FORMATIVE	Improving – reflecting on what has worked well and not so well to inform future design and delivery. Is there a better way of doing what we are trying to do?	Learning – reflection on the wider application of learning within UNHCR, and what this tells us about its culture and learning infrastructure. Can we revisualise what we are trying to do?

Since UNHCR, like virtually all organisations, is an open system, it was impossible to conduct this evaluation as a tightly controlled laboratory experiment. There are many influences at work, other than the MLPs, that impact on management learning and organisational culture. Hence it is impossible to ‘prove’ what impact the MLPs alone are having. However, the review has attempted to comment on the controlling, improving and learning aspects, and upon any indications of impact that can be inferred.

The Kirkpatrick evaluation framework:

Kirkpatrick (eg Hamblin 1974) originally advocated a four-level model aimed at measuring the individual and organisational impact of learning events. In its extended form, his model addresses six levels of questions:

Level 0 – appropriateness of the MLP Learning Objectives (Are they appropriate?)

Level 1 – reactions to the MLPs (Do they like it?)

Level 2 – learning; demonstrable acquisition of knowledge and skills (Do they understand it?)

Level 3 – changes in management behaviour on the job (Can they do it?)

Level 4 – organisational effects; level of impact on UNHCR (Do they use it? Does it make a difference?)

Level 5 - ultimate value effects (impact upon learning to learn; benefit to wider society).

The online surveys in particular have addressed Kirkpatrick levels 1 – 4, and we have made additional reference to levels 0 and 5 wherever possible.

Patton: Evaluation as a tool for engagement and action:

Yet another ‘school’ of evaluation (eg Patton, 2001, 1997) is more concerned about the use of evaluation to bring evaluators and stakeholders together in an interactive process in which all participants accept responsibility for shaping and rigorously implementing an evaluation which is both useful and of high quality. Patton writes about ‘utilization focused evaluation’. Here, the principal purpose of evaluation is the mobilisation of individual energy for action, and this is essentially a political process, involving complex negotiations between multiple stakeholders.

We have applied these principles in our work through constant interaction and liaison with key stakeholders, through incorporating feedback from interactive meetings to discuss our initial findings, and generally by adopting a process of listening, sense-making, reflecting back, and modifying our views where appropriate.

How the study was conducted:

The consultants have framed both the study and the report to maximise the probability that the findings are embraced and used by key stakeholders, whilst retaining for the consultancy an independent and rigorous stance. We have also aimed to initiate a process that can continue to be developed and implemented internally within UNHCR once the present consultancy brief has been carried out.

The conduct of the review by an independent, external, complementary two-person Evaluation Team - ably and willingly supported by SDS wherever appropriate - is an important feature of the evaluation methodology. This arrangement enabled the consultants to cover more ground than a single individual, to provide a creative and critical tension between two separate viewpoints and analytical perspectives, to enhance the available skills mix by drawing upon two different sets of experiences, and to strengthen the internal quality assurance systems of the Review. We provided each other with a safe, challenging and entirely confidential sounding board, and our gender balance (one woman, one man) enhanced our approachability to a diverse group of managers. A team comprised of two people also doubled the number of access points available to UNHCR during the Review, and greatly increased the chances of continuity in the event of one evaluator becoming temporarily unavailable through communication difficulties or illness.

Within this close partnership, Bob MacKenzie operated as Evaluation Team Leader, to facilitate liaison and coordination, and to serve as the primary point of contact between UNHCR and the Evaluation Team.

The values and principles of the consultants:

We are sympathetic to the purposes of UNHCR, and we also believe that the effective evaluation of UNHCR's management learning programmes will be an important contribution towards achieving the organisation's strategic and business goals. We are both fully committed to promoting equal opportunities, diversity and anti-discriminatory practice.

Whilst recognising the merits of Kirkpatrick's schema, we also believe that this particular evaluative approach can be enhanced by the following considerations:

- Mixing pragmatic and experimental strategies to promote positive outcomes
- Recognising that evaluation is essentially a process negotiated through social interaction
- Securing the involvement and ownership of all key stakeholders, so that they can assume responsibility for their own success, and can enhance UNHCR's internal capacity subsequently to evaluate and develop its management learning programmes.

We fully subscribe to the Evaluation Standards of the American Joint Committee on Standards for Educational Evaluation (AJCSEE) and of the African Evaluation Association. Thus our evaluation strategy for the Review of UNHCR's Management Learning Programmes is designed to ensure *utility, feasibility, propriety* and *accuracy*. We see these principles fitting well with those of UNHCR's Evaluation and Policy Analysis Unit (EPAU) – namely *transparency, independence, consultation* and *relevance*.

Within the practical limits of acknowledged confidentiality and operational constraints, we have endeavoured to work actively with the commissioners of the review (the Staff Development Section – SDS – and the EPAU) and with the wider Review Steering

Committee, to conduct the evaluation as fully as possible within the public domain, to provide an independent and rigorous perspective, to promote a consultative and participatory process, and to highlight existing best practice as well as areas for improvement. We have also endeavoured to communicate our findings and recommendations in clear, concise and non-oppressive English.

Evaluation design and methods:

A major consideration in our design of evaluation strategy was that *we were heavily dependent upon the cooperation of time-poor participants*. It was therefore essential to develop an approach that required minimal investment of time from them, whilst generating data of sufficient quality and reliability. Because of this, and because we had reason to believe that a significant number of UNHCR staff would be keen to contribute their views – both positive and negative – we developed a series of online surveys as a major component of our evaluation strategy (see below).

In addition, because any evaluation instrument and approach has its strengths and weaknesses, we have used multiple instruments and mixed approaches (triangulation) in an attempt to produce more effective results. Wherever appropriate, we have also referred to the practices and experiences of other relevant organisations, management learning academics and training and development professionals in order to provide some external comparators and perspectives. The Internet has proved to be a valuable source of information and ideas.

We have reviewed the range of UNHCR MLP learning materials and documents. We have also conducted an extensive review of the relevant literature on management learning, distance learning and evaluation, as well as analysing relevant UN, UNHCR and training and development industry documents.

We conducted semi-structured interviews with targeted individuals, focus groups and meetings. Two major surveys were conducted online by means of more structured electronic questionnaires that were mediated via Zoomerang™ on the Web, and via Microsoft Word™ documents for people who only had access to e-mail. These online questionnaires were developed in close consultation with the Review Steering Committee, and were refined following some limited pilot trials. The first survey asked for the views of MLP participants, and the second for the views of their staff and colleagues. Both sets of instruments were designed to enable quick and easy analysis and cumulative quantification of results. However, the number of open questions, and the process of transferring the large number of Microsoft Word™ documents into the Zoomerang™ framework, proved to be very time-consuming. *Please note that, in summarising the data, we have wherever possible retained the exact spellings and expressions of respondents in the interests of authenticity.* We also invited – and received – a number of voluntary comments by e-mail or by chance encounter. Informal observations and conversations added another rich, qualitative dimension to the data that we collected and analysed.

It was not feasible for the Evaluation Team to conduct direct observations of work-based performance. Nor was it possible, for a variety of reasons, to implement our original proposal to collect and compare pre- and post- 360° feedback data concerning MLP participants. So we relied to a considerable extent upon self-reports, reports of others, indirect reports and indicators, with guidance from the Review Steering Committee, as well as upon our own personal observations and upon our own professional judgement. We also conducted a series of telephone interviews with a number of people chosen to represent views that both support and criticise the MLPs.

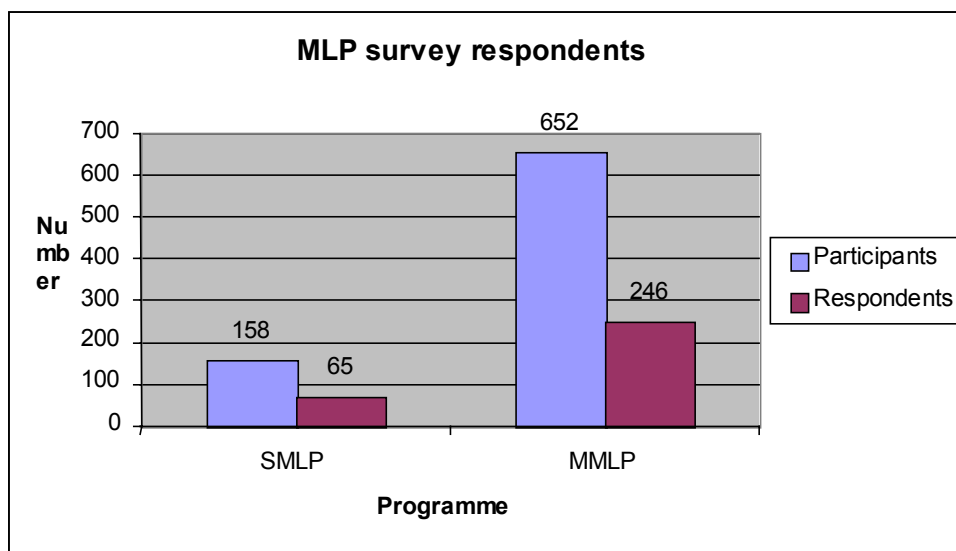
The sample:

With the help of SDS, we endeavoured to contact the entire population of MLP participants – past and present – who are still working within UNHCR, including those who have completed, and those who have withdrawn from, or are currently inactive in, both Middle Manager and Senior Manager Programmes. Given the distributed, rotational and diverse

nature of participants' work bases, and in view of their other pressing preoccupations, we anticipated a response rate of somewhere between 20 – 30%. In fact, response rates were very encouraging given the high levels of organisational commitments and emergencies.

Figure 1: Response to the online participants' survey

Programme	Participants	Respondents	Percentage responding
SMLP	158	65	41%
MMLP	652	246	38%



Heather Lussey attended the March MMLP Workshop in Budapest, and Bob MacKenzie attended the April/May SMLP Workshop in Aix-les-Bains. We also immersed ourselves in the daily life of SDS and of some other key stakeholders in the MLPs by visiting Geneva on four different occasions, and we have conducted telephone interviews with a range of UNHCR managers in the field.

Validity and generalisation:

The self-selecting nature of the responses gives us data that we believe, whilst not being statistically valid for all participants, accurately reflects important trends, feelings and issues in relation to the MLPs. In attempting to make sense of our experience of conducting this review, we have recognised its blend of qualitative and quantitative data. Thus, we have provided a range of totals and percentages and selected comments wherever we felt that these are helpful. In the spirit of inclusiveness, we have also given due weight to less frequently voiced comments that nonetheless appear to us to be worth considering.

In subsequent sections of this report, the data is analysed and reviewed against the evaluation objectives. Following the submission of this report, we propose to comment on our experience of conducting this review in a separate report for interested UNHCR staff.

Recommendations:

15. Facilitators should include daily evaluation sessions in the Workshops:

Facilitators should encourage regular verbal review sessions at the start and end of each day of the workshop.

16. **SDS should solicit and use regular feedback more effectively to inform programme development:** SDS should enhance its internal evaluation capacity, and regularly conduct random evaluation interviews and occasional focus groups, as well as scrutinise and act upon feedback supplied by MLP stakeholders more consistently, regularly and systematically. This will have significant staffing and resource implications.
17. **Programme designers and subject matter experts (SMEs) should include more issues and techniques of work-based evaluation in programme content:** Since monitoring, review and appropriate intervention are processes inherent in continuous change, the MLLP materials should include some coverage of how to conduct practical work-based evaluations, possibly using some of the principles and techniques embodied in this report.
18. **UNHCR should devote sufficient resources to the continuous improvement of the MLPs:** Evaluation-led development should continue to be the engine that drives the continuous improvement and development of the MLLP.
19. **Top managers should consider and act upon regular reports on MLLP matters:** SDS should report regularly to the Principals Meeting on MLLP issues as a standing agenda item. A formal report on MLLP progress should be discussed at SMC every six months. These measures would send a strong signal to the entire organisation about the strategic importance of the MLLP.

CHAPTER 6: UNHCR's INVESTMENT IN ITS MANAGEMENT LEARNING PROGRAMMES:

The economic context of learning in UNHCR:

The Organization's training and learning policy is based on the principle that building and maintaining the professional and managerial competence of staff is an important priority, as it represents a critical investment in the Organization's future.

(Assistant Secretary-General: Introduction to the Staff Development Programme 2003: v)

In line with trends identified by a recent major national survey in the UK (CIPD 2003a: 5), the uncertain economic climate continues to affect training and development in UNHCR, and learning managers are increasingly being required to justify – and at times to reduce - their budgets. However, the CIPD survey indicates that, in the public sector at least, the funding of training and development has remained relatively resilient, with more organisations reporting a small net increase in their training and development budgets. This does not appear to be the case with UNHCR.

In all sectors, the case for training and development is increasingly being made on the basis of business issues rather than of individual or line manager requests. Across organisations, spending on training and development appears generally to have remained buoyant, although this has tended to be concentrated largely in areas where there is little organisational discretion, such as on operational or legislative requirements, health and safety, and induction (CIPD 2003b: 6).

Cost-benefits and Return on Training Investment (ROTI) derived from the MLPs:

Organisations can choose to view expenditure on staff learning programmes as either a cost or as an investment. A significant body of recent research indicates that more and more organisations are coming to see expenditure on training and learning as a strategic investment in human capital, even in times of acute resource constraints (eg CIPD 2003; Smith, 2001). Clearly, the UN subscribes officially to the investment 'school', as evidenced by the extract quoted above.

In the past, many organisations have attempted to estimate measures of returns that derive from their investment (ROI) in purely financial terms. However, this is increasingly regarded as an unhelpfully narrow approach, which is difficult to measure precisely, and which fails to take into account important non-financial, less tangible benefits such as increased motivation and culture change. The more encompassing concept of Return on Investment in Training (ROTI) has been proposed in its place (eg Moy, 2001).

A recent major study by the National Centre for Vocational Education Research (NCVER) of Australia has concluded that claims about positive returns on ROTI in successful organisations are largely valid, that they can range from anywhere between 30% – 7,000%, and that they include significant non-financial returns such as greater productivity, greater flexibility amongst staff, reduced overhead costs through more efficient use of existing and new facilities, and a greater capacity to innovate. ROTI tends to be greatest where training is of a high quality, and where it is focussed on specific business or organisational issues. The Australian study also argues that training acts as a support mechanism for other changes in the organisation. It cannot on its own improve organisational performance. Rather, training is most effective when it is part of a 'bundle' of measures, such as corporate and strategic HR initiatives, that are put in place to improve organisational performance (Smith, 2001: 13-14).

In the absence of any existing guidelines from SMC about expected ROTI, and given the incomplete and unintegrated nature of existing HR systems and data within UNHCR, we have

not attempted to compile a detailed set of ROTI calculations. In any case, this would have merited a separate study in its own right. However, our review has been able to show certain costs and benefits related to the MLP, and the recent body of respectable research to which we have referred allows us to make certain observations about the positive impact that is likely to be resulting, at least in part, from these programmes. We are mindful, of course, of the difficulty of identifying the specific impact of the MLP as opposed to other important variables. It is also uncertain whether effective training leads to successful organisations, or whether successful organisations produce successful training – an unsolved puzzle about cause and effect.

The Secretary-General's report (2002: para 187) notes that the UN currently spends about 1% of its total budget on learning activities '*which is significantly less than comparable organisations*' (our emphasis). It also signals a determination to recommend 'a significant increase in resources allocated to training in the next biennium budget.'

We have looked at the financial data made available to us, which is summarised below, and have drawn a number of conclusions from it.

UNHCR's pattern of investment in training:

For various reasons, expenditure on training within UNHCR has been falling short of initial allocation, which is a worrying and unsettling trend. Expressed as a percentage of UNHCR's regular staff costs in US \$ millions, overall 'training' allocations have been (see Table 6):

Table 6: Spending on the MLPs as a percentage of total regular staff costs (US \$)

Item	1999	2000	2001	2002	2002¹	2003	2003²
Staff costs	219,329,000	232,259,000	232,146,000	216,744,000	216,744,000	224,970,000	224,970,000
2% target of regular staff costs for training and development	4,386,580	4,645,180	4,642,920	4,334,880	4,334,880	4,499,400	4,499,400
Actual SDS budget	4,380,000	4,520,000	4,800,000	4,430,000	3,140,000	3,570,000	3,000,000
Actual percentage of regular staff costs budgeted on staff training and development	2.0	1.94	2.06	2.04	1.44	1.58	1.33
Final total combined MLP budget (expenditure)	436,200	160,600	1,134,300	528,800	528,000	Not yet available	Not yet available
Percentage of staff development costs spent on MLPs	9.95	3.55	23.63	11.93	16.81	Not yet available	Not yet available

Notes:

1 There was a funding crisis at the year-end of 2002, and SDS was asked to return US \$ 1.7 million

2 This represents an 84% obligation figure

The Executive Committee (EXCOM) of UNHCR originally approved the higher annual figures for 2002 and 2003, whilst the lower annual figures represent the SDS budget after subsequent reductions as a reaction to financial pressures on UNHCR's budgets. These revised figures fall short of the 2% 'policy' target to be spent on staff development by some considerable margin. In its discussion on 'Budget Priority', the Management Letter on the Review of the Management of Training at the United Nations makes a clear case for linking staff development budgets to policy. Yet in October 2002, UNHCR SMC made severe cuts to the training budget in view of an overall US \$ 16 million shortfall in the annual organisational budget. Even if staff development funds for the period 2004 – 2005 were restored to their previous level, this would most likely still represent a reduction in purchasing power, given exchange rate fluctuations.

Hence more would need to be done to raise the level of commitment to the minimum 2% target. (It is reported that some organisations aim at a 4% target [S Palsule, Consultant to the UN System Staff College (UNSSC), pers comm., 31 May]). The current UNHCR training budget for 2003, at US \$ 3 million, is 29% lower than the 2002 budget, and 38% lower than the 2001 budget. Yet as a point of comparison, 2% of payroll is generally accepted as the minimum industry standard (ASTD 2002: 2), in order to increase the probability that learning activities:

- are strategic and thus sustainable in the longer term
- are able to respond to all organisational priorities and objectives
- are able to reach all staff fairly and equitably (access)
- have an impact on staff and the organisation
- realise an adequate return on investment in training (ROTI)
- facilitate the achievement of a "Learning Organisation".

Thus if the impact of training and development is to be significant, it is important to think in terms of minimum levels or thresholds of investment. To take a hypothetical example, an investment of \$4 million might result in a ROTI of \$8 million, whilst an investment of \$1 million would result in a lower ROTI of \$2 million (a much lower return). All learning programmes require a minimum investment threshold to guarantee a positive ROTI. The chances are that, in UNHCR's case, if this drops below 2% of gross annual expenditure, it may not be possible to guarantee any real measure of positive impact at all.

Restriction-based or needs-based budgets for staff training and development?

It is a perennial quandary for organisational leaders as to whether to adopt a rationing or a needs-driven approach to the allocation of budgets for staff training and development. We would strongly advocate the latter.

It is highly probable that the reductions in funding for staff training and development that have been traced above are also reducing the potential positive impact that the MLPs can have on organisational and management culture, and indeed conversely may be having a negative impact. To ensure the requisite degree of organisational impact on leadership development and change requires substantial financial investment at various levels, and significantly more than UNHCR seems able at present to commit. Based on data available to us, we calculate that the MLPs in 2004 would require a minimum investment of US \$ 815,200 (see Table 7 below) at today's currency rates for their administration, resourcing, and continuous improvement, for example as a result of some of the recommendations contained in this report. It is worth noting that this figure is US \$ 319,100 less than the combined MLP budget of 2001, which was a 'catch-up year', and is US \$ 287,000 more than the final 2002 budget, which was a year of drastic cuts. Thereafter, this figure should be adjusted according to identified development and learning needs, but never allowed to fall under the minimum threshold below which positive cultural impact is impossible to sustain. This calculation is based on the following assumptions:

Table 7: A needs-based MLP budget estimate for 2004 based on the present MLP model (US \$):

Item	Amount	Comment
MMLP ¹		Start-up of 6 new cohorts, and continuation of 1 cohort from 2003
Programme administration	548,300	
Programme revision	49,000	
Sub-total A	597,300	
SMLP ²		
Programme administration	160,400	Start-up of 2 new groups
Programme revision	42,500	
Sub-total B	202,900	
MLP ³ overall support		
Sub-total C	15,000	Materials, literature permissions, temporary assistance
Grand Total	815,200	

Notes:

¹ MLLP (Management and Leadership Learning Programme) Part 1 if it is agreed to change the title

² MLLP (Management and Leadership Learning Programme) Part 2 if it is agreed to change the title

³ Management and Leadership Learning Programme if it is agreed to change the title

However, any increase in expenditure on the MLPs should not be at the expense of the other Core Learning Programmes nor of other learning activities of a more generic or functional nature. To ensure a positive contribution from staff training and development to the achievement of strategic organisational objectives, in line with industry standards detailed above, it is essential that UNHCR restores its global staff development budget to at least the minimum levels of 2% of regular staff costs, and ensures that it never again falls below this level. On the basis of data available to us, we calculate that the staff training and development budget is currently 0.8% (US \$ 1,799,760) below the basic threshold over which a sustainable positive impact on organisational culture can be expected. We have not been able to compare the levels of budget cuts sustained by SDS with those of other budget-holders, and no doubt they are of a comparable nature. However, we would argue that, given its strategic role in contributing to organisational change and renewal, staff training and development budgets should not be subject to the application of a simple 'across-the-board' cost-cutting formula.

Recommendations:

20. **UNHCR managers and leaders should be assisted in developing their competences in determining cost-benefits of staff development and Return on Training Investment (ROTI):** UNHCR managers at all levels should develop a greater awareness of the variety of ways in which they can achieve and measure ROTI.
21. **Programme designers and facilitators should include consideration of more UNHCR-specific strategic business and HR issues in programme content:** MLLP materials and events should include and address discussion of key aspects of UNHCR's strategic business and HR plans and budgets.
22. **UNHCR should guarantee a minimum threshold for the staff development budget of 2% of regular staff costs:** The staff development budget should be immediately restored to early 2002 levels of around US \$ 4 million, and should be maintained at a minimum level of 2% of regular staff costs in subsequent years,

irrespective of fluctuations in the currency markets and in the global economy. At times, it may need to be set at higher levels than this to address specific strategic organisational priorities.

23. **UNHCR should recognise the development and support needs of top managers within a redesigned MLLP:** The learning and support needs of top managers should not be ignored, and an adequate additional sum of US \$ 80,000 should be set aside to pilot appropriate learning and development programmes for members of the Principals Meeting and of the SMC.

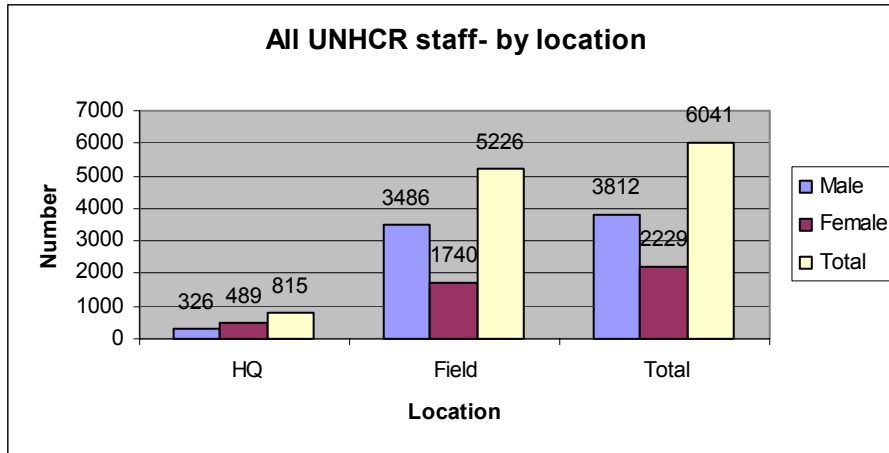
CHAPTER 7: MLP PARTICIPANT PROFILES

The following section provides information about the profile of MLP participants broken down in different ways including age range, length of service, gender, and whether or not they are based at Geneva. The information is taken from HR statistics on UNHCR staff (22 May 2003) and current data on participant status from SDS (June 2003)

Location

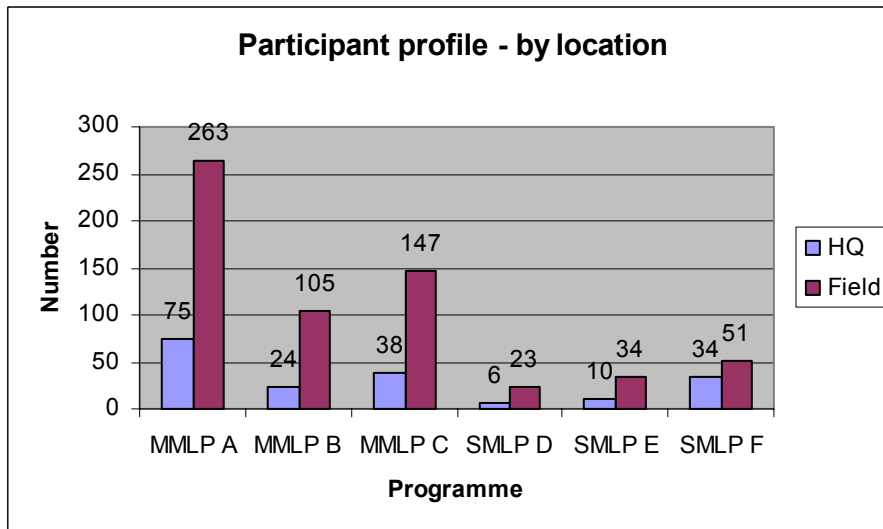
The following chart shows the profile of all UNHCR staff by location:

Figure 2: All UNHCR staff – by location



The next chart shows the location of MLP participants:

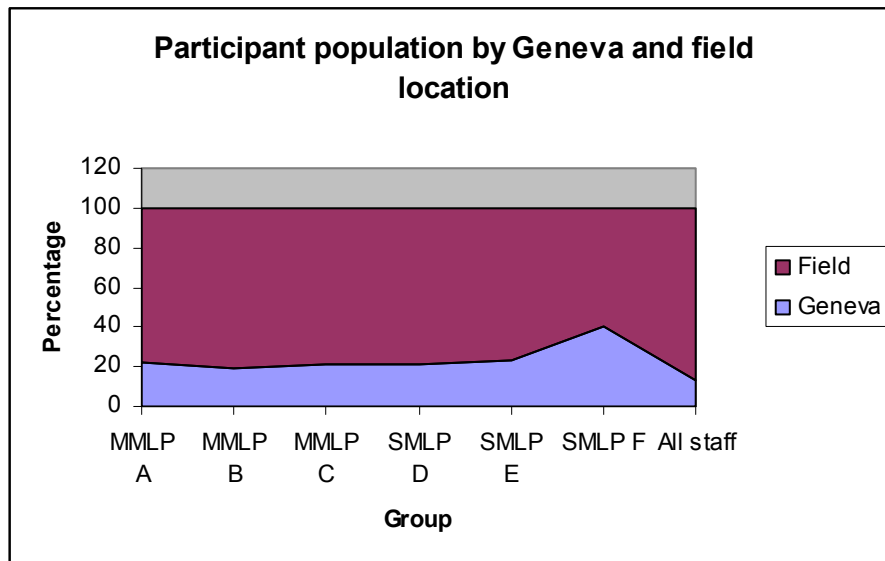
Figure 3: Participant profile – by location



Key: A & D = Completers B & E = Ongoing C & F = Withdrawn

The proportion of MLP participants is generally higher than average for Geneva based staff, with over 20% of all participants based in or around HQ.

Figure 4: Participant population by Geneva and field location

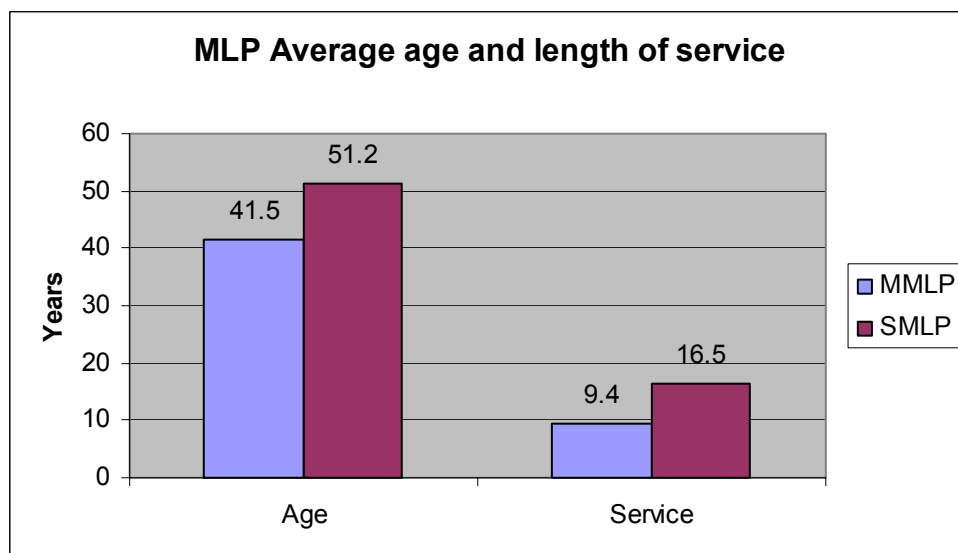


Key: A & D = Completers B & E = Ongoing C & F = Withdrawn

Age and length of service of MLP participants

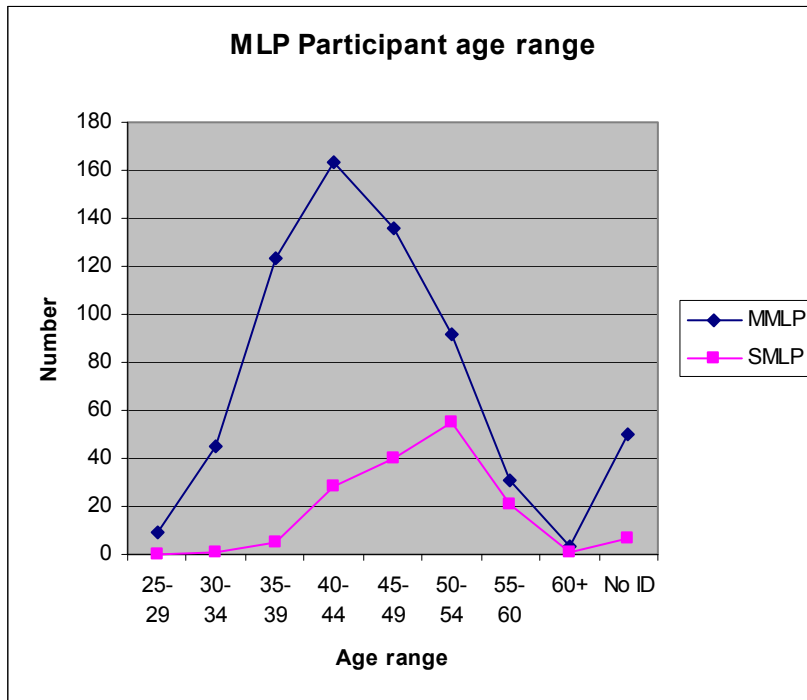
The average age and length of service of MLP participants is markedly different between MMLP and SMLP. The average age of MMLP participants is 41, with 9 years of experience within UNHCR. For SMLP the average age is 51 years with nearly 17 years of experience. The data shows a profile of a highly stable and aging senior management group.

Figure 5: MLP average age and length of service of MLP participants



However the range of ages is similar at the bottom and top ends with very few participants in either groups below 30 years old or over 60.

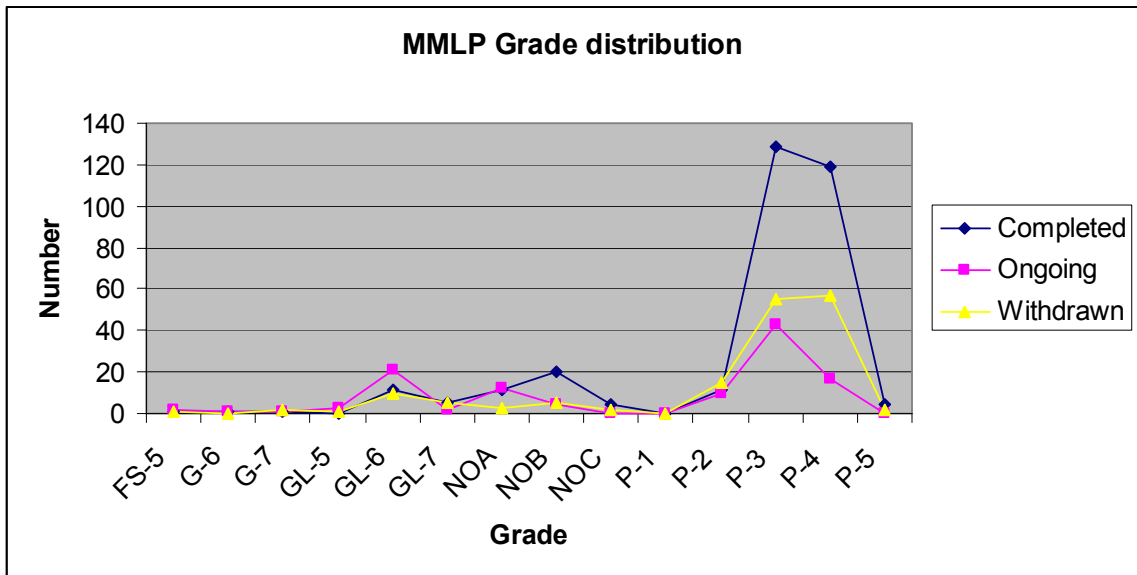
Figure 6: MLP participant age range



Grade distribution of MLP participants

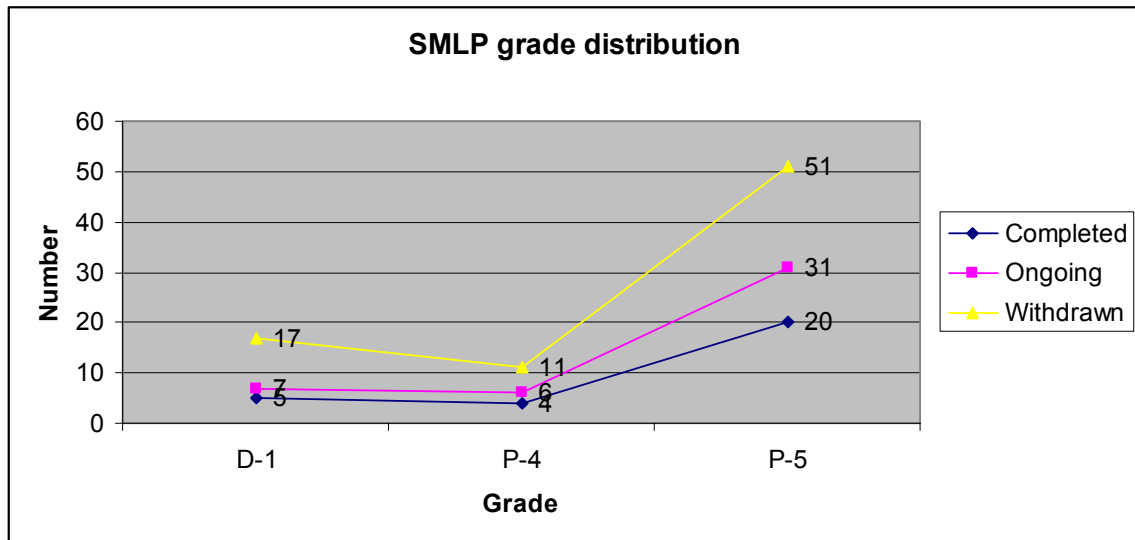
MMLP grade distribution is widely spread but peaks sharply around the P-3 and P-4 grades, both in participating and completing.

Figure 7: MMLP staff grade distribution



SMLP grade distribution is narrowly focused around D-1 to P-5 with a large number of P-5 both participating and withdrawing.

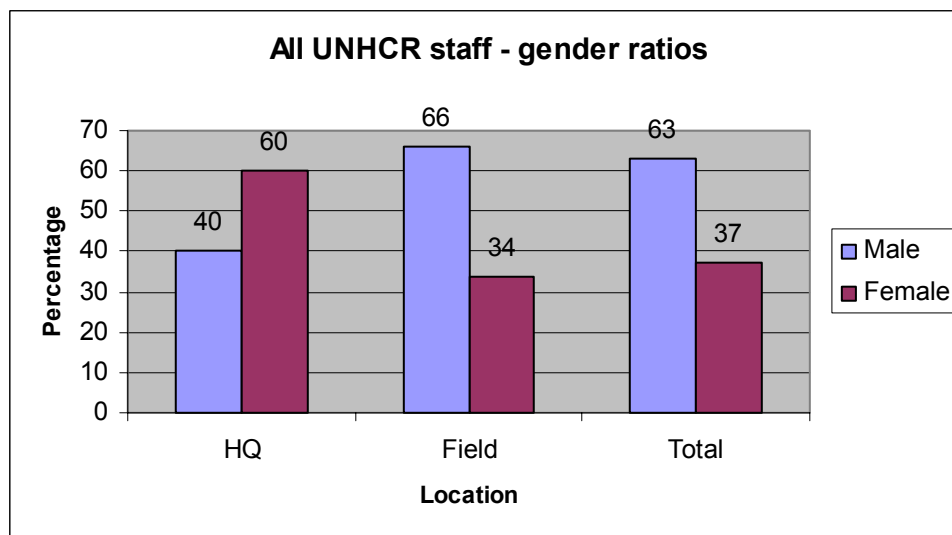
Figure 8: SMLP staff grade distribution



Participation in MLPs by gender

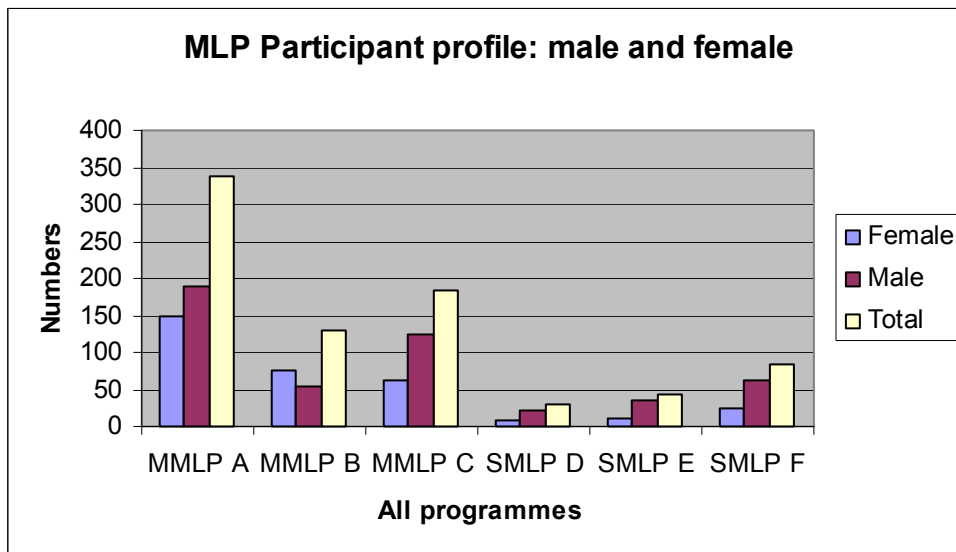
The following chart shows the percentages of male and female staff at HQ and field locations. There is a 60% ratio of women to 40% men at HQ which reverses in the field to 66% men and 33% women. However, the overall numbers on staff based in the field are significantly higher, so that the average across the whole of UNHCR is 63% male 37% female.

Figure 9: All UNHCR staff – gender ratios



The overall numbers participating in MMLP and SMLP programmes differs greatly, with 652 (80%) participants taking MMLP and 158 (20%) taking SMLP.

Figure 10: MLP participant profile: male and female (by programme status category)

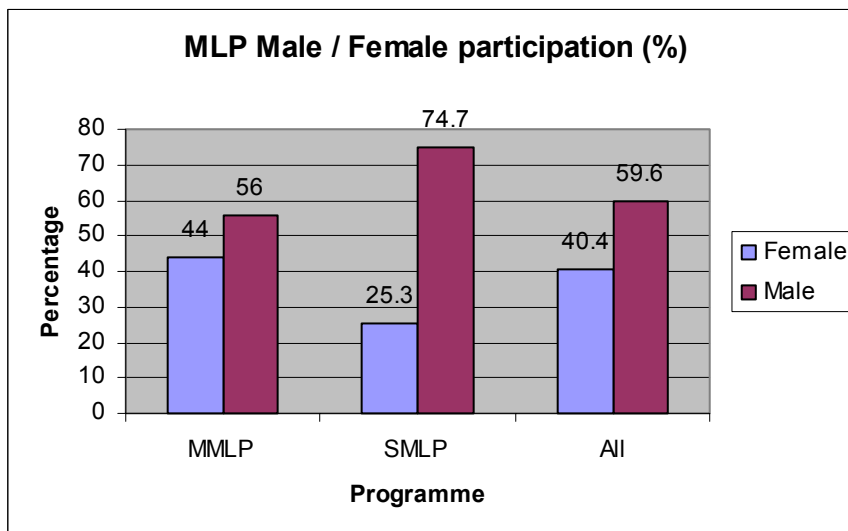


Key:

A & D = Completed B & E = Ongoing C & F = Withdrawn

The proportion of women following MLP programmes also differs greatly between MMLP where 44% of participants are female and SMLP where only 25% of participants are female. As the overall numbers taking MMLP are so much greater, overall the proportion of female participants is 40%.

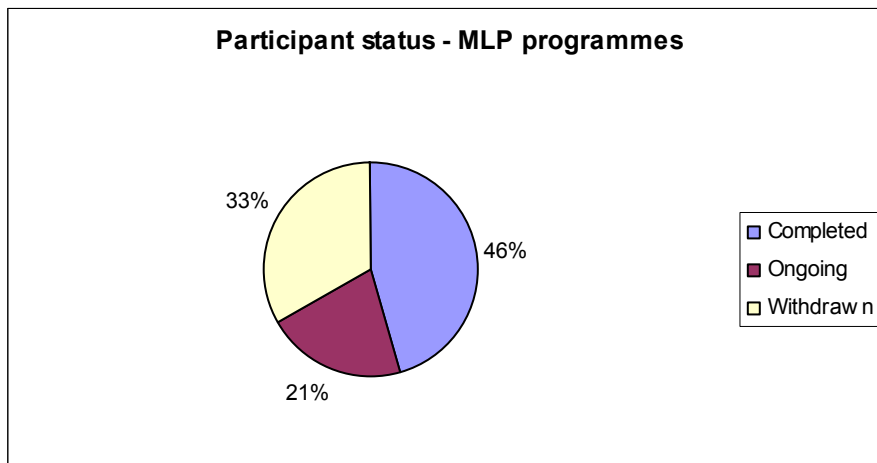
Figure 11: MLP male / female participation: MMLP and SMLP compared (percentages)



Status and profiles

The following chart shows the status of MLP participants as at June 2003. The SMLP course started in September 2000 and has had 158 participants and the MMLP course started in August 1999 and has had 652 participants, a total of 810. This is about 40 percent of the eligible population.

Figure 12: Participant status – MLP programmes



However the rate of completion and withdrawal is significantly different for the MMLP and the SMLP programmes.

Figure 13: MMLP participant status

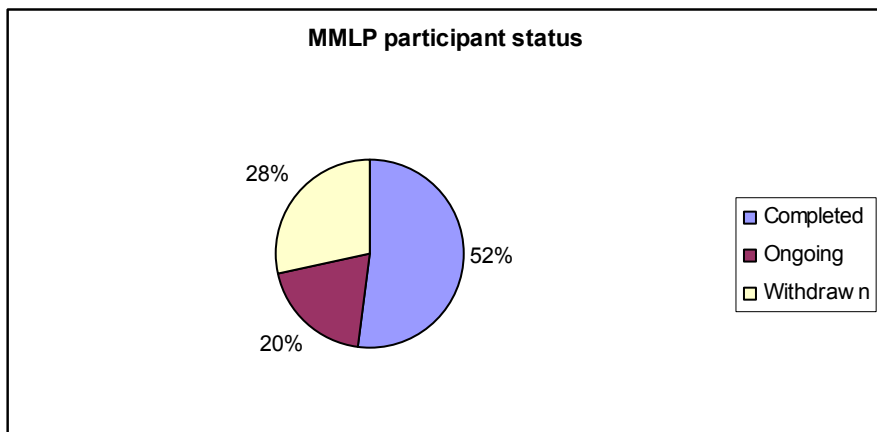
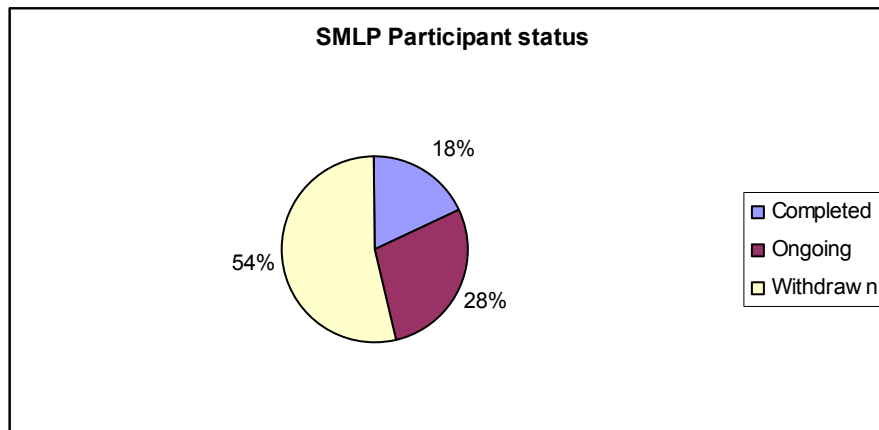


Figure 14: SMLP participant status



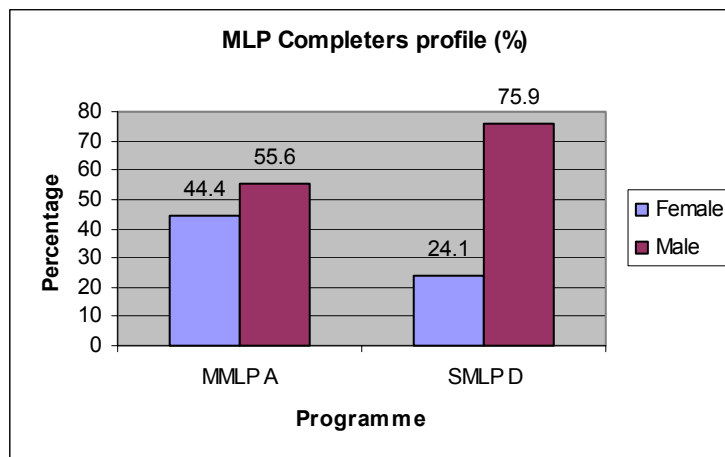
Withdrawal rates differ significantly between the two programmes, with 28% of MMLP participants withdrawing compared with 54% of SMLP participants. Under present circumstances, only 46% of SMLP participants are now still eligible to finish the programme, or have already finished. Such high drop out rates, even for MMLP, are bound to lessen the overall impact of the MLPs on the wider organisation.

Profiles of completers

Whereas 52% of MMLP participants have successfully completed the course, only 18% of SMLP participants have so far completed.

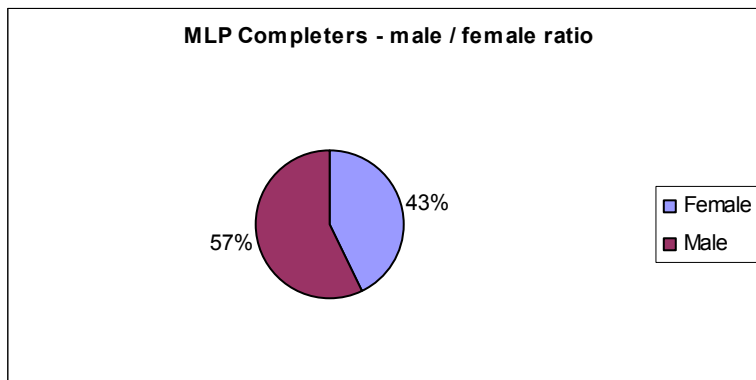
The next chart shows the gender profile of completers for both MLP programmes;

Figure 15: MLP Completers - gender profile by programme (%)



This aligns closely with the overall proportion of male and females taking the programmes, (44% female MMLP and 25% female SMLP)

Figure 16: MLP Completers – overall male/female ratio



The overall ratio is just slightly better than expected for females, who represent 43% of all completers, whereas overall they make up 40% of the total population.

Ongoing MLP population

The profile of the ongoing MLP population shows a high proportion of females on MMLP (60%) and of males on SMLP (77%).

Figure 17: MLP Ongoing - gender profile by programme (%)

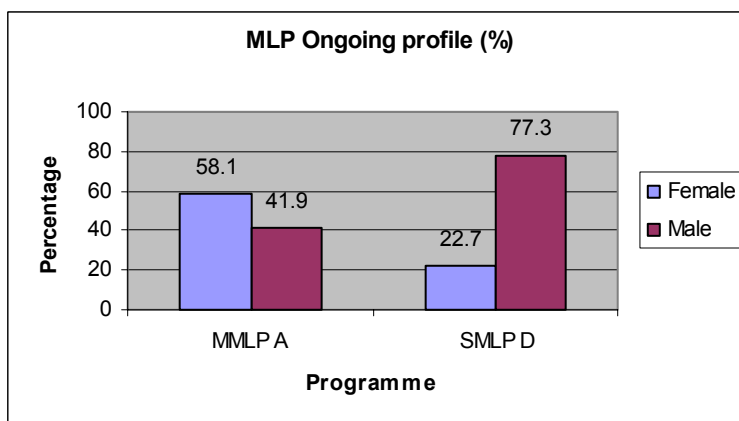
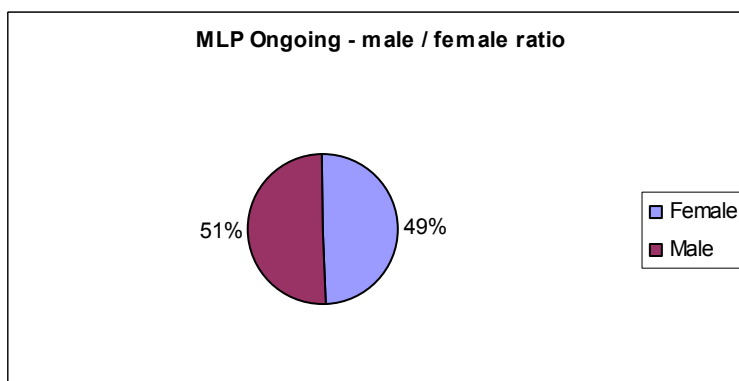


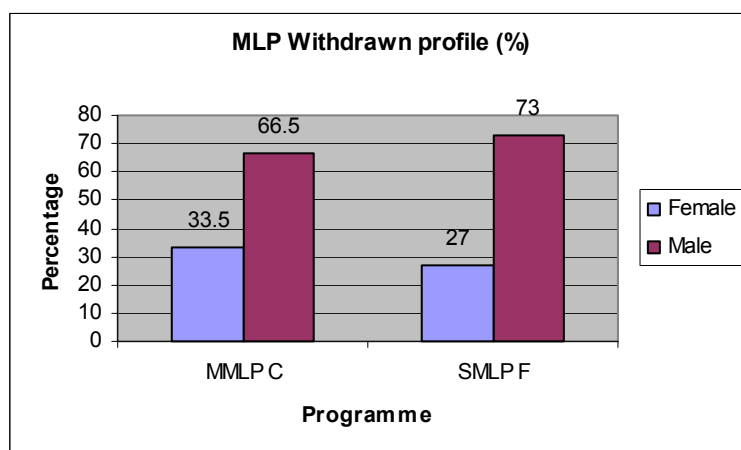
Figure 18: MLP Ongoing – overall male/female ratio



Profile of withdrawn participants

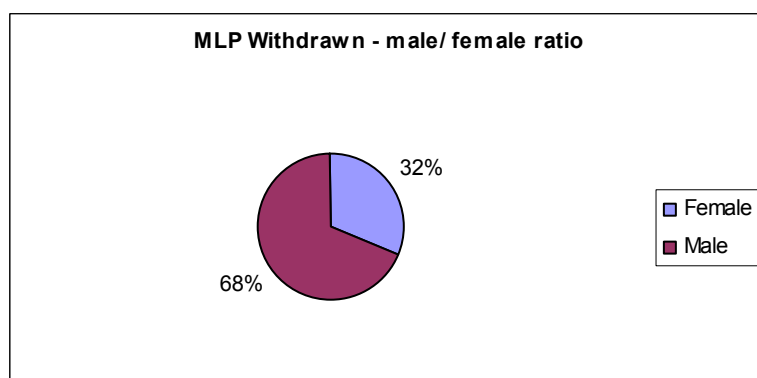
The proportion of females withdrawing on MMLP is 33% and on SMLP 27%.

Figure 19: MLP Withdrawn - gender profile by programme (%)



Women make up 40% of total MLP participants but only 32% of the total MLP withdrawn population.

Figure 20: MLP Withdrawn – overall male/female ratio



Key observations:

- Only 40% of the eligible population have so far taken the programmes therefore there is still a significant amount of training to do in these areas.
- SMLP withdrawal rates at 54% are highly significant. MMLP withdrawals are also significant at 28%. These figures will have a negative effect on the cost effectiveness and impact of the course. Targets should be set to improve this.
- Withdrawn participants should be re-targeted to continue.
- Overall females are less likely to withdraw and more likely to complete than males.
- Female participation in SMLP is relatively low at 25% and could be improved.

Recommendations:

24. **SDS should work systematically to include the entire target population of the MLPs:** We estimate that only some 40% of the eligible population have so far taken the programmes. Therefore there is still a significant amount of management learning to be addressed.
25. **SDS should aim to improve completion rates on all programmes by 25% in the next three years:** The SMLP withdrawal rate of 54% is highly significant. At 28%, the MMLP withdrawal rate is much lower, and much more comparable to that on similar in-house programmes that involve no formal assessment, and no 'real' qualification at the end. Efforts should be made to increase participation rates on

both programmes, as at their present levels, these figures will have a continuing negative influence on the cost effectiveness and impact of the programmes. Targets should therefore be set to improve completion rates.

26. **SDS should seek actively to recruit current UNHCR managers and leaders who have begun a programme and then withdrawn:** Withdrawn participants should be re-targeted to continue.
27. **UNHCR should improve the participation of women in the current SMLP:** Overall females are less likely to withdraw and more likely to complete than males. Female participation in SMLP is relatively low at 25% and could be improved.

CHAPTER 8: MMLP - CONCLUSIONS AND RECOMMENDATIONS

The following section presents the conclusions and recommendations for the MMLP programme based upon the survey data, upon the participants' profile section, and upon the comments of participants individually and in focus groups during a MMLP workshop in Budapest. It is also based upon interviews, telephone interviews, focus groups held at HQ, and a wealth of documentary evidence made available to the consultants during the four month study period.

Key data:

MMLP courses started in August 1999

MMLP participant profile:

- 80% of MLP participants have registered for MMLP
- The total number of MMLP participants is 652
- 338 have completed (52%)
- 129 are ongoing (20%)
- 185 have withdrawn (28%)
- The average age of an MMLP participant is 41 with 9 years service.
- The proportion of MMLP participants from Geneva, at around 20%, is higher than the proportion of staff who are based there (13%)
- Whereas 37% of UNHCR staff are female, 44% of MMLP participants are female
- A wide range of grades are represented from FS-5 to P-5. However 64% of MMLP participants are at grades P-4 and P-5

Respondents

244 people responded to the MMLP survey which is 37% of the total MMLP participant population

4 people were interviewed by telephone

56 people attended focus groups both in Budapest and at HQ

Conclusions

- Personal development was the most influential factor in making people decide to take the course and in giving them the motivation to complete.
- Most people take 4-5 months to finish Phase 1 and a similar amount of time in Phase 3.
- 48% of completers were not delayed. However only 14% of ongoing participants have not been delayed so far.
- The most common cause of delay reported is pressure of work for all groups.
- Both Completers and Ongoing tend to think that the time is just right to cover the content.
- Supervisors were generally seen as supportive or very supportive towards participants applying for the course and then neutral in terms of making work time available, coaching on learning programme related topics, expressions of interest in the course, and applying MMLP in the workplace.
- Advice about pacing work, methodology and timing was by far the largest category in the advice to current participants to help them complete the programme. Participants see this as a very good, but very tough course which requires very good self discipline and personal commitment.
- The content of the programme was very highly rated. 97% of completers found the quality of the programme content to be good or excellent. 77% of withdrawn participants found the quality of the programme content to be good or excellent.
- The administration of the programme was very highly rated. 93% of completers found the quality of the programme administration to be good or excellent. Even 80% of

withdrawn participants found the quality of the programme administration to be good or excellent.

- Although there is some difference in view between withdrawn participants and completers, both groups rate the content and administration of the course very highly. The quality of the content or administration of the programme do not seem to be factors which significantly influence withdrawal.
- The three phase structure of the course, whilst supported widely, was more favoured by completers, however two thirds of ongoing and withdrawn participants rate it as good or excellent.
- Detailed listings appear in the appendices of the specific topic areas which participants would wish to see added, dropped and changed. However for all groups a high proportion of answers recorded that no changes are needed.
- 80% of completers and 85% of ongoing participants report using the skills and knowledge from the programme many times or all the time. Even 80% of those who have withdrawn report using their skills a few times or many times. This suggests that participants believe that the programmes have a significant impact on their own management behaviour.
- Time management, delegation and coaching and improved working with teams are widely seen as the areas of the course which have had the most impact on participants' behaviour.
- Being able to see areas of work where it can help and improving the way they work are seen as the key supports to applying learning from MLP in the workplace.
- The participants use their learning to improve the way they act as managers, and see it as highly relevant to their work.
- Pressure of workload and unsupportive management practices are seen as the biggest barriers to applying MMLP learning in the workplace
- Many rich and detailed examples can be found in the appendices of work situations which participants handled differently as a result of their learning on MMLP.
- Key areas of impact are improved management style, better delegation and coaching, effective meetings and better time management
- Two thirds of participants report seeing some examples of improvements in the management practices of other people that have taken MLP.
- Most participants believe that the MLP programmes are changing the culture of UNHCR to some extent. However many report that the culture of UNHCR and in particular the actions of senior managers are slowing down the process of culture change.
- About two thirds of participants believe that the programme will help their career development.
- For completers and ongoing participants the best way for UNHCR to improve the impact of the courses would be to take successful completion into account in job allocation and promotion and increase supervisor involvement. However withdrawn people suggest that increasing the programme's flexibility and offering core and optional subjects are also very important.

Key observations:

- The content and administration of the course are very well received and should basically be retained with only small suggested improvements
- Increasing flexibility such as by offering core and non-core areas would help more participants to complete
- Increasing supervisor involvement and involving senior managers more would help to improve the impact of the programmes

Recommendations:

28. **SDS should recognise the inherent strengths of the existing MMLP and prioritise improvement in the SMLP:** The content and administration of the programme are very well received and should basically be retained with only small suggested improvements

29. **SDS should introduce both core and optional learning menus for all MLPs:** Increasing flexibility such as by offering core and non-core learning Units and experiences would help more participants to complete
30. **UNHCR should develop a clearer strategy to increase the active commitment of participants' supervisors:** Increasing supervisor involvement and involving senior managers more would help to improve the impact of the programmes
31. **SDS should improve the quality and speed of feedback to participants:** On both the current MMLP and SMLP, a significant improvement in the quality of learner support and feedback on assignments – preferably on an individual basis – would greatly enhance the impact of the learning both upon individual learners and upon the organisation more generally. Implementing this recommendation – which is essential – will have major resource implications upon staff time (if implemented internally) or upon costs (if outsourced).

CHAPTER 9: SMLP - CONCLUSIONS AND RECOMMENDATIONS

The following section presents the conclusions and recommendations for the SMLP programme based upon the survey data, upon the participants' profile section, and upon the comments of participants individually and in focus groups during an SMLP workshop in Aix-les-Bains. It is also based upon interviews and focus groups held in Geneva, and upon a wealth of documentary evidence made available to the consultants during the four month study period, and upon various telephone interviews, and conversations and e-mails.

SMLP courses started in September 2000

SMLP participant profile:

- 20% of MLP participants have registered for SMLP
- The total number of SMLP participants so far is 158
- 29 have completed (18%)
- 44 are ongoing (28%)
- 85 have withdrawn (54%)
- The average age of an SMLP participant is 51 with 17 years service.
- The proportion of SMLP participants from Geneva, at around 32%, is higher than the proportion of UNHCR staff who are based there (13%)
- Whereas 37% of all UNHCR staff are female, 25% of SMLP participants are female
- A narrow range of grades is represented, from D-1 to P-5. However 65% of SMLP participants are at grade P-5

Respondents

65 people responded to the SMLP survey, which is 41% of the total SMLP participant population

10 people were interviewed by telephone

32 people attended focus groups both in Aix-le-Bains and at HQ

25 people were interviewed individually at Aix-les-Bains and at HQ

Conclusions

- Personal development was the most influential factor in making people decide to take the course and in giving them the motivation to complete. However career progression and wanting to change the management culture of UNHCR were also important to two thirds of completers and ongoing participants
- Most people take 4-5 months to finish Phase 1 and 37% a similar amount of time in Phase 3. A further 37% of ongoing participants have already taken 6-9 months on Phase 3.
- 50% of completers were not delayed. However only 9% of ongoing participants have not been delayed so far.
- The most common reported cause of delay is pressure of work followed by change of post.
- An equal amount (44%) of Completers, Ongoing (25/28%) and Withdrawn (17%) tend to think that either the time is just right to cover the content or need more time to cover the content. However of those who withdrew 66% felt that the content should be reduced.
- For those who completed, supervisors were generally seen as very supportive towards participants in most areas. However ongoing and withdrawn participants report finding their supervisor neutral in almost all areas.
- Pacing work, and time management were the largest categories of advice from respondents to other participants to help them complete the programme. Organisational problems are also seen by completers to have a major impact.
- The content of the programme was generally very highly rated. 89% of completers found the quality of the programme content to be good or excellent. However 72% of

withdrawn participants found the quality of the programme content to be only good or fair.

- The administration of the programme was highly rated by 88% of completers, who found the quality of the programme administration to be good or excellent. However equal numbers of withdrawn participants found the quality of the programme administration to be good, fair or poor.
- There is a considerable difference of view between withdrawn participants and ongoing/completers, about the content and administration of the course. The quality of the content or administration of the programme may be factors which influence withdrawal.
- The three phase structure of the course, whilst seen as good to fair by most completers and ongoing participants, was not as well suited to withdrawn participants, with equal numbers rating it good, fair and poor.
- Detailed listings appear in the appendices of the specific topic areas which participants would wish to see added, dropped and changed. However for all groups a high proportion of answers recorded that additions and changes are needed.
- 89% of completers report using the skills and knowledge from the programme many times or all the time. 93% of ongoing participants have used them many times or a few times. However 50% of those who have withdrawn report not using their new skills at all. This will severely reduce the organizational impact of the programme.
- Improved working with teams is widely seen as the area of the course which has had the most impact on participants' behaviour.
- Being able to see areas of work where it can help and improving the way they work are seen as the key supports to applying learning from MLP in the workplace.
- Ongoing and completer participants claim to use their learning to improve the way they act as managers, and see it as relevant to their work.
- Pressure of workload, emergency situations and unsupportive management practices are seen as the biggest barriers to applying MLP learning in the workplace.
- Detailed examples can be found in the appendices of work situations which participants handled differently as a result of their learning on the MLP.
- Key areas of impact are improved management of staff and teamwork.
- Two thirds of participants report seeing some examples of improvements in the management practices of other people that have taken MLP. However, unusually, of withdrawn participants 80% report seeing no examples.
- Most participants believe that the MLP programmes are changing the culture of UNHCR to some extent. However participants report that the culture of UNHCR and in particular the actions of senior managers are slowing down the process of culture change.
- About two thirds of participants believe that the programme will help their career development moderately or to some extent. Those who withdrew report not at all or marginally.
- All participant groups report that one way for UNHCR to improve the impact of the courses would be to take successful completion into account in job allocation and promotion and increase supervisor involvement. However withdrawn people suggest that being able to take individual modules as needed and not the whole programme, and increasing the programme's flexibility and offering core and optional subjects are also very important.

Key observations:

- Further investigation is needed into the very high rates of withdrawal here (54%) and how to reduce them dramatically
- Many people seem to get 'stuck' in phase 1 of SMLP, and withdraw at that stage
- Some of those people could be re-targeted to continue
- The content and administration of the course are well received by ongoing participants but not so well received by the withdrawn group
- Increasing flexibility such as by offering core and non-core areas would help more participants to complete

Recommendations:

32. **UNHCR should devise a strategy to reduce the number of withdrawals and delays on the SMLP:** Further investigation is needed into the very high rates of withdrawal here (54%) and how to reduce them dramatically. It is worth noting that many people seem to get 'stuck' in phase 1 of the SMLP, and withdraw at that stage, so the early stages would repay special attention. Moreover, some of the people who are currently in this position could be re-targeted to continue. Since the content and administration of the programme are well received by ongoing participants, but not so well received by the withdrawn group, increasing flexibility such as by offering core and non-core areas of the programme might help more participants to continue and complete
33. **SDS should shorten the current SMLP from 9 to 6 months for practical and psychological reasons:**

The current Phase 2 workshop is clearly a powerful and positive learning experience for both the MMLP and the SMLP. However, many SMLP participants are prevented from attending this by their inability – for a variety of reasons – to complete the Phase 1 learning materials and activities, or to attend during the dates set for the workshop. We understand that only 8/46 participants who are currently registered attended the Aix SMLP workshop in April – May 2003. As it stands, the perceived length and demands of an unbroken 9-month period of commitment to formalised learning appear to be a significant psychological and practical barrier to participation and retention rates. This results in the effective exclusion of many managers from the full benefits of the programmes, and from key management and leadership skills and messages. By shifting the balance between current Phases 1 and 2, and by restructuring the programme, the chances are that completion rates will be significantly improved through better pacing and through shorter, more manageable preparation or application tasks, supported by relevant and timely feedback from SDS and Workshop facilitators.

Currently, Phase 1 is designed on the premise that a considerable body of new learning, and certain key activities, must be addressed before participation in the Phase 2 workshop can be made meaningful by exploring and applying this new knowledge learning. This is a laudable presupposition. However, it can also constitute a potential hurdle to participation, and perhaps obscures the fact that the learning cycle does not necessarily operate in exactly the same or in a fixed sequence for everybody. Indeed, it is generally regarded as an iterative and dynamic process, which takes place in a complex permutation and iteration of sequences at every stage of learning. Nor are all participants in a working environment that allows all the work-based learning materials to be addressed exactly as currently required.

For these reasons, UNHCR should consider reducing the size of the current SMLP Phase 1 to address a basic essential core of readings and materials (which draw upon examples from a wider cultural range than at present), so that participants can more quickly gain access to the crucial Phase 2 Workshop. It should also consider reducing the nominal period of the current SMLP to six months, and adding an additional post-360° feedback exercise on successful completion of the SMLP. However, management and leadership learning within UNHCR should not be regarded as ending here, nor following successful assessment, and the new MLLP should be regarded as a uninterrupted continuum, with the expectation that existing SMLP alumni will subsequently become active in a new, extended, Phase 4 (see next Recommendation).

34. **SDS should introduce a new, more inclusive, highly topical Phase 4 to the current SMLP: SDS should establish a regular Management and Leadership Forum as the cornerstone of a new SMLP Phase 4:** To maintain momentum and

help to embed the cultural changes espoused during current SMLP Phases 1 – 3, SDS should be empowered to convene a series of regular recall sessions (some possibly of a residential nature). Some of these would involve specific cadres of managers; others would consist of a mix of various kinds of managers – top managers and current SMLP ‘graduates’, existing SMLP and MMLP ‘graduates’, or a combination of all three groups. Participants would be invited on the basis of their desire to learn about, and to champion, positive cultural change. This Phase 4 could also include a series of seminars and workshops involving representatives from donor organisations and other external agencies, along with appropriate guest speakers and facilitators. This arrangement would foster and nurture the very communities of practice upon whose activity positive cultural change depends.

A related series of recall events might be organised to support managers who are finding difficulty in addressing this change agenda. This series might offer, for example, coaching on how to coach staff. Clearly the implementation of this recommendation carries an additional cost, both in terms of administrative resource and of budget. Competent people would need to be identified to facilitate the work of the various communities of practice, identify and disseminate relevant literature, coordinate communications and convene occasional seminars and other events. We would therefore propose that this continuing phase of management and leadership learning should be set up as a careful pilot, with an additional budget of US \$ 80,000 as new money to see it through its first year. Thereafter, a budget based on more considered calculations could be allocated if this initiative was deemed to be worth continuing.

35. SDS should extend the length of the current Phase 2 Workshop for both the MMLP and SMLP from four to five days:

Informal and incidental learning – increasingly recognised as key factors in effective management learning – generally occurs best when there are social opportunities for shared learning. The current Phase 2 Workshop is a creative and effective way of bringing together managers from various parts of the organisation – both from HQ and from the field. We recommend that it should come earlier in the process, in order to motivate, inspire and focus participants, and that it should be designed explicitly to reduce the dropout and drop back rate significantly. Other Phase 2 workshop aims would be to practice using the Johari Window before using it in the workplace, to discuss and extend understanding of key readings, and actively seek to develop supportive management learning networks and communities of practice once participants have returned to their workplaces.

The workshop based upon the current SMLP should be extended to five days, allowing the afternoon programme on Day 3 to be left open for self-managed learning and study, or to use the facilities of the venue’s Business Centre, or for personal space, study and reflection. This should not result in a significantly greater cost, as the major costs at this stage in the programme are travel, which would not increase. Attendant gains would be more opportunities for intensive learning and networking, and the likelihood of a greater motivation and determination to apply the learning and ideas experienced during the workshop on return to the work base.

To cover the material adequately, allowing for sufficient review, discussion practice and daily end-of-day feedback already recommended, as well as a 360-degree feedback session for all participants, the workshop based upon the current MMLP should also be extended to five days. We would recommend that the time for individual work and reflection already existing in a part of the afternoon session be increased to encompass the entire afternoon.

CHAPTER 10: SURVEY OF STAFF MEMBERS

The following section presents the main findings, conclusions and recommendations for the MLP programme derived from the survey of the peers and supervisees of MLP participants. This chapter is also intended to give a flavour of how the more detailed data from the other online surveys are presented in Part 2 of the report.

Purpose

The survey was used as a follow up to the surveys of MLP participants. It aimed to look at the impact of the training on MLP participants and on the wider culture of UNHCR from the perspective of those who work with the participants. This aims to give an 'external' view of changes to the behavior of completers as a result of what they have learned. Do they in fact put into practice the ideas which they learn? Can their colleagues see real impact, and benefits to themselves and the organisation derived from the programmes?

Methodology

The survey was distributed both in an online electronic format and in the form of a word document attachment for those UNHCR staff who still have difficulty with internet access. As a matter of courtesy and respect, the survey was sent to MLP participants who had completed either SMLP or MMLP with the request that they distribute up to 3 copies to colleagues. To select colleagues they were asked to take into account that the colleague knew them both before and after the course and was therefore in a position to judge impact.

The survey was therefore distributed to 149 people, 135 who have completed MMLP, and 14 who have completed SMLP. This made a potential return population of 447.

Respondents

134 people responded to the survey. A number of messages were also received from MLP participants apologizing, but explaining that due to international re-assignment there are no eligible staff who have known them both before and after completing the course. This problem may have affected many of the potential respondents.

The response rate of 30% is very high considering the indirect distribution method and the eligibility issue.

22% of respondents were peers and 78% supervisees of MLP completers

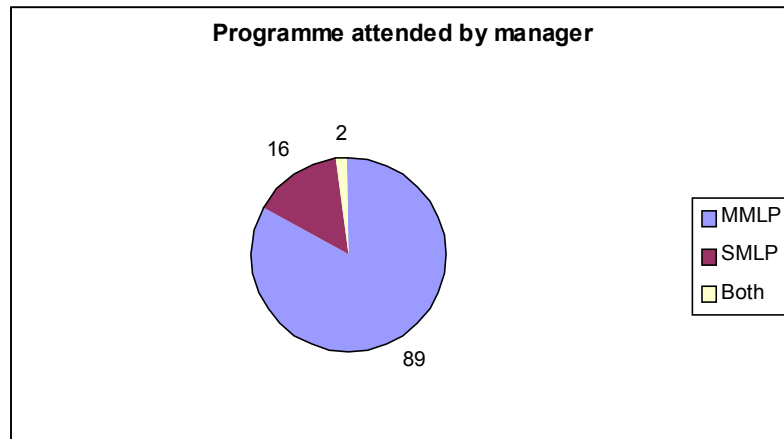
The main findings:

The following section presents the main findings of the survey of the peers and supervisees of MLP participants. The text here shows only the most frequent responses to each question. Detailed listings of all the participants' comments appear in the appendices at the end of the report.

Number of survey respondents: 134

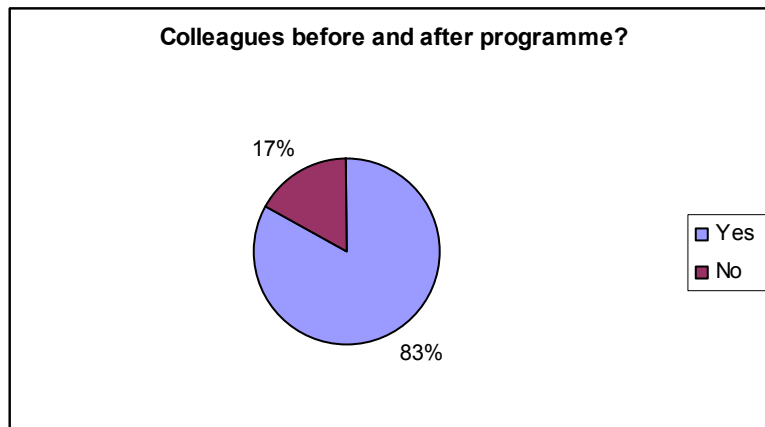
Question 4: Has the manager completed MMLP, SMLP or both?

Figure 21: Programme attended by the participant in question (Staff member survey):



Question 1: Did this manager work with you both before and after he/ she completed the MLP?

Figure 22: Respondents' knowledge of the MLP participant over the period of the programme

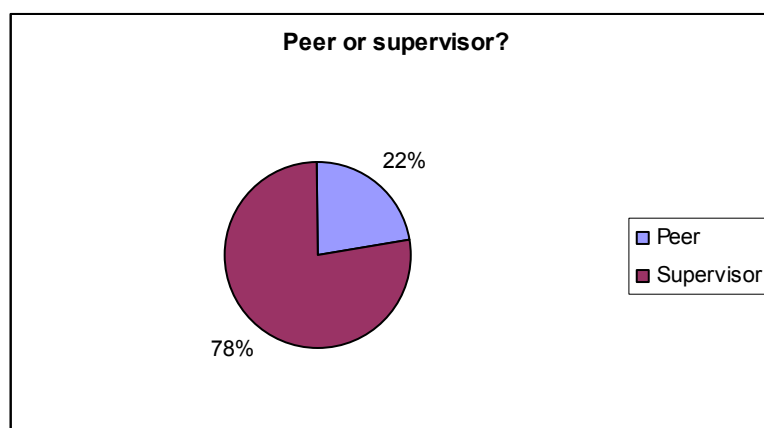


Question 2: You replied no to the previous question: Any further comments about the MLPs and their impact on this manager?

- Management style (6 comments)
- Not enough data (3 comments)
- Impact (2 comments)

Question 3: What is your relationship to the MLP manager?

Figure 23: Participants' working relationship to the MLP manager



Question 5: Have you noticed any differences in the way the manager speaks about the following topics? (% answering 'YES')

Staff learning	71%
Work life balance	70%
Personal feedback	70%
Leadership	67%
Clarification of roles	67%

Question 6: So far how frequently have you seen the manager use the knowledge and skills acquired on the MLP to improve the way they work?

Many times	52%
A few times	29%
All the time	18%
Not at all	1%

Question 7: Have you noticed any positive differences in the way this manager acts in terms of any of the following? (% answering 'YES')

Coaching and delegation	76%
Listening and feedback	71%
Managing time	68%
Respect and courtesy	63%
Openness to change	62%
Supporting staff learning	61%
Work/ life balance	59%
Supervision style	59%
Handling meetings	58%

Question 8: Please provide an example of a situation which this manager handled differently as a result of what they learned on the programme.

- Staff/ team leadership (25 comments)
- Effective meetings (13 comments)

- Communication skills (12 comments)
- Delegation (11 comments)
- Management style (10 comments)
- Time management (6 comments)
- Work life balance (4 comments)
- Impact (4 comments)
- Not enough data /no examples (4 comments)
- Staff development (2 comments)
- Gender issues (2 comments)

Question 9: How many examples have you seen of improvement in management practices of other people who have taken either MMLP and/ or SMLP programmes?

Some examples	49%
Many examples	36%
No examples	12%

Question10: How much do you think that the MLP programmes are changing the management culture of UNHCR?

To some extent	37%
Moderately	27%
Greatly	23%
Marginally	14%
Not at all	0%

Question 11: Can you give an example to illustrate your assessment?:

- Impact (23 comments)
- Culture (12 comments)
- Management style (8 comments)
- Staff and team working (8 comments)
- Senior management (5 comments)
- Time management (5 comments)
- Work/ life balance (5 comments)
- Organisational issues (4 comments)
- Pace of change (3 comments)
- Motivation (3 comments)
- Who should participate? (2 comments)
- Delegation (2 comments)
- Other (5 comments)

Question 12: Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR management culture and practice?

Take successful completion into account in job postings and promotion	73%
Increase supervisor involvement	51%
Be more flexible about eligibility for entry to MLPs	50%
Make the programme compulsory	48%
Give assessed certification on completion	47%
Offer core and optional subjects	44%

Question 13: Any other comments that you'd like to make about the impact of the programme on the quality of management at UNHCR?

- Who should participate? (10 comments)
- Impact (7 comments)
- Assessment (5 comments)
- Management style (4 comments)
- Culture (3 comments)
- Quality (3 comments)
- Staff and teamwork (3 comments)
- Gender issues (2 comments)
- Other (2 comments)

Conclusions

- More than two thirds of respondents had noted differences in the way the manager speaks about leadership, personal feedback, clarification of roles, work/ life balance and staff learning.
- 52% of respondents had seen the manager use the knowledge and skills acquired on the programme many times, 18% all the time.
- 76% had noticed positive differences in the way this manager acts in terms of delegation and coaching, and 71% in term of listening and feedback.
- More than 50% of respondents (between 52% and 68%) noticed positive differences in the way this manager acts in terms of respect and courtesy, openness to change, strategic planning, managing time, supervision style, handling meetings, supporting staff learning, work/ life balance, and acting as a positive role model.
- This shows a widespread recognition of improvements in management behaviour attributed to MLP attendance.
- Many examples of situations which a manager handled differently as a result of what they learned on the MLP are detailed in the appendices.
- In particular performance improvements in the areas of staff/ team leadership (25 comments) effective meetings (13 comments) communication skills (12 comments) delegation (11 comments) and management style (10 comments) were mentioned.
- 85% of respondents also noted some or many examples of improvements in management practices of other people that have taken MLP.
- 23% of respondents felt that MLPs are changing the culture of UNHCR greatly, with a further 64% seeing changes as happening to some extent or moderately.
- No respondents felt that the MLPs were not changing UNHCR culture at all.
- It seems that members of the wider organisation believe that MLP are making a positive impact in many areas of their working lives.
- Respondents felt that taking successful completion into account in job postings and promotion was easily the most effective way for UNHCR to improve the impact of MLPs on management culture and practice.

Key observations:

- Continuous monitoring of external reactions to the impact of MLP's are very worthwhile. This could be done as a pre-course and post course 360 degree analysis.
- Impact can readily be measured in behavioural terms by asking specific questions about changes in skill levels and practices.
- There seems to be a great deal of widespread support for the principle and practice of management development which could be further explored and training options expanded.

Recommendations:

- 36. SDS should continue regularly to solicit the views of participants' team members and supervisors on the impact of the programme:** Continuous monitoring of external reactions to the impact of MLLP from people who work closely

with participants is very worthwhile. This could be done as a pre-programme and post programme 360 degree analysis. MLLP impact can readily be measured in behavioural terms by asking specific questions about changes in skill levels and practices

Results presented in Zoomerang™ format:

To provide readers with a visual summary of the results of this survey, we have included some graphs as pdf documents in Appendix 7 at the end of this report.

CHAPTER 11 FINAL CONCLUSIONS AND RECOMMENDATIONS:

In the light of all the previous data, and drawing upon our own professional judgment, we have also formed the following additional conclusions and recommendations.

37. **UNHCR managers and leaders should start preparing for the management learning programmes at the point of recruitment:** If UNHCR is going to increase the level of assessment on the MLLP, then it should pay greater attention to the way that it engages new recruits. By paying due attention to the appropriateness of their prior qualifications and experience, as well as to their potential, rather than by emphasising their subsequent re-training, there is greater likelihood of the MLLP helping them to make the desired impact upon UNHCR's managerial culture.
38. **The new MLLP should promulgate culturally appropriate management and leadership models and learning materials wherever possible:** Western/North American management models and structures are not always sensitive to or appropriate for the needs of a multinational, multicultural staff group. Demonstration of cultural sensitivity and awareness of issues, models and examples of cultural diversity are therefore important, and should be developed and included wherever possible. A useful starting point for generating such material could be the chapter on Management Development by Mike Doyle in Beardwell and Holden (2001: 368 – 431), which contains a valuable section on International Management Development. In the same publication, Part 5 is entirely devoted to International Human Resource Management, with Chapter 17 given over to studies of Japan, China, Hong Kong, South Korea and Singapore. Non-Western case studies might be developed from material on the website of the UN's International Labour Organisation <http://www.ilo.org>, and from various 'alternative' studies of the UN system that have been recommended to us by some participants. One example is Michel Schooyans (2000). *La face cachée de l'ONU. Le Sarment*. December. UNHCR staff members are a valuable source of such suggestions, and they should be invited regularly to recommend useful material that they have come across.
39. **UNHCR should ensure greater continuity of learning leadership within UNHCR by making permanent or extending certain key appointments in SDS:** Given the major changes that are in prospect for UNHCR's HR and staff development systems and practices, the Staff Development Section must be accorded a significant strategic role in contributing to this process, and this should be recognised and acknowledged throughout UNHCR. We therefore recommend that there is guaranteed continuity in the leadership of the Staff Development Section, to enable these changes to become firmly embedded. We understand that both the Chief of SDS and the Senior Training Officer responsible for the Management and Leadership Learning Programmes are shortly to come to the end of their current assignments. The timing of this is unfortunate, and, in view of the strategic importance of these changes, we strongly recommend that their respective appointments or successors to SDS are made permanent. If this is not possible, then at least they should be renewed for another complete term.
40. **SDS should introduce an Accreditation of Appropriate Prior Learning (AAPL) process:** UNHCR should find ways to introduce an appropriate AAPL system to acknowledge relevant prior management learning and experience of prospective MLLP participants. This way, UNHCR managers may not be required to complete all modules, and the core programme and Workshops can then be freer to concentrate on UNHCR-specific and social learning/cultural consolidation aspects of the curriculum, upon key organisational messages, and upon other areas of need that have been identified for individual participants.
41. **UNHCR should conduct regular reviews of its leadership and management policies and processes:** UNHCR should consider introducing a process similar to that of the Investors In People 'Leadership and Management' model (see, e.g., http://www.investorsinpeople.co.uk/leadership/about_model.asp) in order to

benchmark the quality of its management and leadership development programmes and infrastructure against external comparators. This comparison could either be conducted by internal staff, or commissioned from reputable external auditors. MLLP key messages and materials could then be updated regularly in the light of these reviews.

42. **UNHCR should adopt a 'UN' leadership and management competency framework wherever possible:** In view of proposals to introduce an 'Assessment Centre' approach within UNHCR, we recommend that the draft leadership competencies currently being championed by the UN Office of Human Resource Management (OHRM) or by the International Civil Service Commission (ICSC) [drafted in New York in May 2003] should form the basis for any UNHCR senior leadership and management competencies associated with assessment.
43. **SMC should formally endorse the 'United Nations Organisational Learning Framework' document:** SMC should support the development of and formally endorse the Organisational Learning Framework document when it is released, and recognise publicly the important precedent that its development has set in promoting inter-agency cooperation on learning through the UN Agencies Learning Managers Network.
44. **SMC should formally endorse a UNHCR Management Code:** UNHCR should, in consultation with other UN Agencies, develop and promulgate its own Management Code, building upon the Code of Conduct and also upon pages iv-v of the SMLP Phase 1 learning materials. The UK Institute of Healthcare Management (IHM) has developed one such Management Code that might provide a useful benchmark (see <http://www.ihm.org.uk/managecode/managementcode.htm>), and we believe that the UNSSC is also looking into the development of a Management Code.
45. **SDS should introduce pre- and post- (and possibly annual) 360° feedback for all participants on the MLLP:** Managers and leaders at all levels within UNHCR should undergo the 360° feedback exercise regularly – possibly annually. The results should be kept on their confidential personnel files, and anonymous aggregated results should be made widely available, so that the organisation can track and monitor the impact of its management learning initiatives, and also monitor the state of prevailing management culture and practice. As this is a highly skilled process for all parties concerned, resources for appropriate training and support will be required.
46. **All UNHCR managers should regard themselves as 'learning leaders':** UNHCR should monitor the extent to which supervisors at all levels – and especially MLLP 'graduates' - are promoting learning amongst their staff. Participation in the 'Facilitation of Learning' (FOL) programme could be one indicator of the degree to which they interpret their role as including the facilitation of learning of others, e.g. through coaching and mentoring, and thus also give an indication of the impact of the MLLP in bringing UNHCR closer to becoming a 'learning organisation'. However, it is the MLLP itself that must remain the prime vehicle to deliver this message. Whilst we must refrain from promoting any particular commercial product, we would strongly recommend that the programme managers and designers visit websites such as that of Peter Honey (<http://www.peterhoney.com>) to obtain some useful ideas in this respect, which might be adapted and developed for UNHCR's specific cultural context. There are electronic diagnostic tools available that help managers to see how successfully they are making work-based learning a major priority. The example mentioned considers four key functions of:
 - Role model
 - Provider of learning opportunities
 - System builder, and
 - Champion of continuous learning for the organisation as a whole.

Since these four functions could be said to underpin the supervisor's role (at any level of the organisation) in coaching and developing staff, SDS might wish to consider highlighting these in future MLLP materials, if necessary at the expense of the Learning Styles Inventories which are currently stressed in the MMLP in particular.

47. **SDS should continue to carry out regular updates of MLLP learning materials:** Understanding of the nature of learning, organisational development, management and leadership is constantly being developed. In these dynamic fields, it is essential constantly to update the materials used in the MLLP. Examples include:
- ❑ The booklet 'Working as a Manager in the UNHCR' (to include amongst other things greater attention to the current interest in 'Emotional Intelligence', and to practical aspects and examples of diversity)
 - ❑ The manager as coach and facilitator
 - ❑ More material on the UN, the UNHCR, and the new Senior Management Service
 - ❑ UN management competencies. The SMLP in particular would be strengthened by placing more emphasis upon competencies, and by concentrating upon related changes in personal behaviour. If assessment is given a more central role within the MLPs, then certain assignments could be designed within appropriate competency frameworks
 - ❑ The role of the manager in promoting the UNHCR Code of Conduct
 - ❑ Care leadership
 - ❑ Conflict management
 - ❑ Expanded materials on Team-building etc.

This will require additional resources.

48. **SMC should formally endorse the 'UNHCR Learning Policy and Guidelines':** The 'UNHCR Learning Policy and Guidelines' (1 May 2002), which provides the organisational context of the Management and Leadership Learning Programme, should be formally endorsed by Senior Management Committee to provide the MLLP with an authoritative strategic policy basis.
49. **The Principals Meeting, and SMC, should consider and act upon regular reports on MLLP data:** As recommended in the recent external Audit of Staff Training, the Staff Development Section (SDS) should produce regular and reliable comprehensive reports on participation and developments in the MLLP, such as an Annual Report, a budget/expenditure report showing all related direct and indirect expenses, targets for annual participation in the MLLP, identified by gender, grade and category of duty station, and some attempt to estimate how far the target of 5% of working time is actually devoted to learning. This would facilitate monitoring and multi-year comparisons. It is recognised that the appropriate electronic HR systems are not yet in place, and that, in the present circumstances, such a requirement would place a considerable extra burden upon the already stretched resources of SDS.
50. **SDS should be guaranteed an adequate MLLP budget:** Currently, participation in the MLLP is not formally endorsed by SMC as a key training priority. The MLLP is therefore not yet viewed universally as a strategic instrument of UNHCR policy (although plans are under discussion to change this position). The MLLP budget level does not reach the high participation target, and we are told that, since 2001, the MLLP budget has been reduced some 68% due to funding shortfalls throughout the house. A regular cost-efficiency review of the MLLP should be undertaken, and SMC should adopt a firm policy of setting staff development funds at a minimum level of 2% of regular staff costs, to ensure a sufficient budget for management and leadership learning.
51. **SDS should undertake regular evaluation and benchmarking exercises:** In line with the general observations of the External Audit of Staff Training (# 6, page 3, 27

November 2002) the internal evaluation, and benchmarking, of the MLLP should be extended to increase the cost-effectiveness of programme expenditure. We would echo the message of the Response to the External Audit Management Letter (# 11, page 5, 10 January 2003) that more effective use is made of participant evaluations in assessing the competence of internal and external facilitators.

52. **HR policies and systems should support the effective implementation of the Performance Appraisal Report (PAR), coaching and mentoring by supervisors as an integral part of the MLLP:** Supervisors should be required (and trained where necessary) to use the annual PAR effectively as a means of acknowledging individual learning achievements and needs. This data should be linked closely with UNHCR's HR and Career Management Systems. Supervisors should also accept, be supported in, and have formal acknowledgement of, their role in promoting workplace learning.
53. **SDS should promote more actively a wider appreciation within UNHCR of the benefits of the MLLP:** SDS and other key units within UNHCR should develop creative ways of communicating with key stakeholders about the benefits, requirements and continuous improvement of the MLLP. The aim should be to demonstrate the relevance and importance of the MLLP to changing the management culture within UNHCR, to motivate participants and prospective participants to act as internal change agents, and to enhance the cost-effectiveness of the MLLP. An induction package should be available for prospective MLLP participants, who would have the opportunity to clarify their issues and concerns prior to formally committing themselves to the programme.
54. **All principal parties of the MLLP should enter into a formal Learning Contract:** The rights and responsibilities of each participant, their supervisor, their mentor (if one is identified), senior management and SDS respectively should be detailed in a written document, which each party should sign as an endorsement prior to participation. This would signal that each party is aware of their undertaking, and of the nature of the role required of them.
55. **SDS should re-design the SMLP Phase 3 Project to allow for different work-based circumstances:** Some participants do not have immediate responsibility for a team, or do not have ready access to telecommunications. This inhibits them from carrying out certain learning projects in the manner required by the MLPs. In lieu of 'virtual' action learning projects, and instead of the five Phase 3 work-based exercises which currently involve participants in working with their manager, a staff member, and their team etc, it may be more appropriate to require such participants – especially those who do not formally supervise a team - to complete a self-designed project, within clear parameters that include elements of performance management and strategic thinking. The exact nature of such projects can be negotiated with the facilitator and SDS, and they should require clear evidence of satisfactory competence in relevant areas.
56. **UNHCR should change the title of the programmes from 'Management Learning Programme' to 'Management and Leadership Learning Programmes' (MLLP):** This would be in keeping with general industry trends both to differentiate between management and leadership issues, and to highlight the growing role of leadership in organisations.
57. **Top managers should be more actively involved in contributing to, and participating in, relevant aspects of the MLLP:** Members of SMC and other top managers should be enabled to demonstrate their active support for, and interest in, the SMLP, by opening and/or closing the Workshops, by attending a Workshop Dinner, and by contributing where appropriate as guest speakers. A videotaped message of support from the High Commissioner, produced and directed by the SDS and updated at least yearly, should be sent to participants upon registration, and might be played again at the opening of the Phase 2 workshop.

58. **UNHCR should provide greater levels of development and support for its 'top managers'**: To some extent, the term 'SMLP' is a misnomer, because it is not accessed by the vast majority of the top 75 most senior managers in UNHCR, from D1 grades and above, and including SMC. Given that the strategic demands and pressures upon this group of managers and leaders are so great, specially tailored management and leadership support and development opportunities should be made more readily available to them in a way that complements and reinforces the strategic messages that are mediated via the current SMLP and MMLP programmes.
59. **SDS should continue to build up a pool of skilled in-house management learning facilitators, mentors and coaches**: In the course of carrying out this review, it was mentioned to us frequently that internal learning facilitators, whatever their abilities, would not be respected if they were of the same or of a lower grade than other learners. Given the enormous pool of latent talent within UNHCR, this represents a great waste of resource. By challenging this status-conscious perception, a larger number of internal facilitators, who can demonstrate subject matter and/or facilitation expertise, could participate in the workshops, and could be available to provide timely coaching, support and feedback either online or in person, and could partner external facilitators where the latter are involved. The result would be a more balanced partnership of internal and external technical and process resource persons. This larger number of internal facilitators, who have possibly undergone the FOL programme as well as at least one of the MLP's, would thus help to ensure that UNHCR-specific issues are set alongside the more generic and external perspectives of outside facilitators and materials. It would also help to reduce direct costs.
60. **Participants and non-participants alike should be encouraged to contribute their suggestions for programme design and development**: Learning materials and experiences should be regularly updated, drawing upon recommendations from participants, alumni and external sources. For example, additional readings might be selected from lists compiled following regular invitations to participants (and others) to submit simple annotated bibliographies along the lines of 'I would recommend this book/article/exercise to my colleagues because.....' (see Recommendation #38).
- 61. The feasibility of increasing the assessment component of the MLPs should be thoroughly investigated:**

The possibility of introducing a stronger assessment element within the MLPs was discussed during several meetings with senior managers, and with MLP participants during a number of telephone interviews, and at a specially convened focus group during the SMLP Workshop at Aix in April/May. With various caveats, eg regarding the need to take into account the probability of strong resistance from certain staff groups, and the need for guaranteed rigour, fairness and impartiality, the majority felt that a greater degree of carefully-designed and skilfully implemented assessment would benefit both participants and the organisation. Effort and achievement would be rewarded, and UNHCR would be better able to monitor progress and to assess ROTI. Some participants felt that, if a greater degree of assessment was introduced, it should apply to *all* managers and leaders throughout the organisation. Other comments also included the observation that a greater degree of assessment could shift the ethos of the MLPs from an essentially voluntary, collaborative experience to one of greater competition between participants. It might also lead to a more functional rather than experimental frame of mind. We understand that a separate study is being made of the feasibility of increasing the assessment component of the MLPs.

Conclusion:

In making these various recommendations for change and improvement, we would like to reiterate our view that, as currently constituted, the MLPs represent a management learning package of which UNHCR should be justly proud. In particular, we would like to acknowledge the creativity and persistence of the people who have pioneered its development and implementation, or who have remained active within the programmes despite the many other pressures they face in the course of their daily duties. We would also like to express our admiration and appreciation of some 450 people who contributed directly to this study. In a real sense, this is their report. They have given UNHCR a solid platform upon which to build its management learning capacity. The people who have participated in this review have been able to identify both the strengths of the MLPs, and also key areas where these programmes – and their positive impact upon organisational culture and management and leadership practice – could be further developed. We trust that the views reflected in this report will be helpful in contributing towards the continuous improvement of UNHCR's efforts to fulfil its mandate.



Appendix 1:

STAFF MEMBER SURVEY RESULTS IN ZOOMERANG™ FORMAT ([see pdf attachment](#))

Management Learning Programmes: Survey of Staff Members

This survey has been given to you by a manager who completed one of the MLPs. Firstly we need to know if you worked with this manager both before enrollment and after completion of the Programme, so that you are in a position to assess any differences.

Did this manager work with you both before and after he/she
1. completed the Management Learning Programme?

	Number of Responses	Response Ratio
Yes 	110	83%
No 	23	17%
Total	133	100%

You have replied "no" to the previous question. The rest of the survey concerns people who have been working with the manager before and after the MLP. However, if you wish to make any comments about the Management Learning Programmes and their impact on this
2. manager, please do so here. Thank you for your support.

[VIEW](#) 12 Responses

What is your relationship to the Management Learning Programme
3. manager

	Number of Responses	Response Ratio
The manager is my peer 	24	22%
The manager is my supervisor 	86	78%
Total	110	100%

4. Has the manager completed

	Number of Responses	Response Ratio
The Middle Management Learning Programme (MMLP) 	91	83%
The Senior Management Learning Programme (SMLP) 	17	15%
Both the MMLP and SMLP	2	2%
Total	110	100%

Since the manager took part in the programme

Have you noticed any differences in the way this manager speaks
5. about the following topics? (select all that apply)

	Number of Responses	Response Ratio
Harassment	34	31%
Leadership	70	65%
Personal feedback	74	69%
Clarification of roles	72	67%
Diversity	34	31%
Work/life balance	77	71%
Staff learning	77	71%
Stress	60	56%
Gender	37	34%
VIEW Other, Please Specify	7	6%

So far, how frequently have you seen this manager use the
6. knowledge and skills acquired on the MLP to improve the way they work?

	Number of Responses	Response Ratio
Not at all 1.	1	1%
A few times 2.	30	28%
Many times 3.	58	54%
All the time 4.	19	18%
Total	108	100%





Have you noticed any positive differences in the way this manager
7. acts in terms of any of the following? (select all that apply)

	Number of Responses	Response Ratio
Delegation and coaching	83	77%
Listening and feedback	76	70%
Gender sensitivity	40	37%
Respect and courtesy	68	63%
Openness to change	68	63%
Strategic planning	56	52%
Managing time	71	66%
Supervision style	64	59%
Dealing with conflict	53	49%
Handling meetings	63	58%
Supporting staff learning	66	61%
Work/Life balance	64	59%
Accountability	44	41%
Acting as a positive role model	58	54%
Handling external relations	49	45%
Diversity	30	28%
VIEW Other, Please Specify	4	4%






Please provide an example of a situation which this manager handled differently as a result of what they learned on the MLP

[VIEW](#) 95 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the MMLP or SMLP programmes ?

	Number of Responses	Response Ratio
No examples 1. 	13	12%
Some examples 2. 	51	49%
Many examples 3. 	38	36%
Very many examples 4. 	3	3%
Total	105	100%










How much do you think that the MLPs are changing the management culture of UNHCR?

	Number of Responses	Response Ratio
Not at all 1. 	0	0%
Marginally 2. 	14	13%
To some extent 3. 	38	37%
Moderately 4. 	29	28%
Greatly 5. 	23	22%
Total	104	100%

11. Can you give an example to illustrate your assessment ?

[VIEW](#) 84 Responses

Which of the following steps would you suggest that UNHCR takes to improve the impact of the MLPs on UNHCR's management culture and practice? (select all that apply)

	Number of Responses	Response Ratio
Give assessed certification on completion 	48	45%
Link it to accredited external programmes 	44	42%
Take successful completion into account in job postings and promotions 	77	73%
Make the programme compulsory 	50	47%
Increase the programme's flexibility 	39	37%
Offer core and optional subjects 	45	42%
Be more flexible about eligibility for entry to MLPs 	51	48%
Increase supervisor involvement 	54	51%
Be able to take individual modules as needed and not the whole programme 	42	40%
VIEW Other, Please Specify 	13	12%

Any other comments that you'd like to make about the impact of the MLPs on the quality of
13.management at UNHCR?

[VIEW](#) 45 Responses

Appendix 2:

REVIEW OF THE UNHCR MANAGEMENT LEARNING PROGRAMMES: LIST OF ACRONYMS/GLOSSARY

AAPL	Accreditation of Appropriate Prior Learning
ABOD	Administrative Budget and Obligation Documents
AEA	The African Evaluation Association
AJCSEE	The American Joint Committee on Standards for Educational Evaluation
APB	Appointments and Postings Board for Professional staff
APPB	Appointments and Promotions Board (now the APB)
APPC	Appointments and Promotions Committee for General Service staff
ASG	Assistant Secretary General (Deputy and Assistant High Commissioner's grade)
ASTD	American Society for Training and Development
BMS	Broad Management Systems workshop (short, early version of management learning programmes)
CDP	Competency Development Plan
CIPD	Chartered Institute of Personnel and Development
CMS	UNHCR's Career Management System (launched 1997)
COP	Country Operations Plan
CSSS	Career and Staff Support Service
DHRM	Division of Human Resources Management
The Delphi Project	A consultative re-engineering process for UNHCR in 1995
EPAU	Evaluation and Policy Analysis Unit
EPRS	Emergency Preparedness and Response Section
EXCOM	The Executive Committee of the UNHCR, composed of States Members of the UN, which meets annually and approves budget figures
FMIS	Financial Management Information System
FOL	Facilitation of Learning Programme
FS	Field Service grade (local staff on mission outside their national country)
GL	Grade for local staff in the field
GS	Grade for local staff at HQs
ICSC	International Civil Service Commission
IOM-FOM	Inter-Office Memorandum/Field Office Memorandum
IASC-WG	Inter-Agency Standing Committee's Working Group
JAC	Joint Advisory Committee, including Staff Council and Management
LC	Learning Coordinator (formerly Training Coordinator)
LOI	Letters of Instruction
MARS	Mandatory Absence for the Relief of Stress
MLPs	Management Learning Programmes
MMLP	Middle Management Learning Programme
NCVER	National Centre for Vocational Education Research (Australia)
NO	National Officer (grades A – D)
OCHA	UN Office for the Co-ordination of Humanitarian Affairs
ORB	Operational Review Board
PAR	Performance Appraisal Report
PAS	The UN Performance Appraisal System
PCPS	Performance and Career Planning Section
SC	Staff Council
SDS	Staff Development Section
SMC	Senior Management Committee
SMLP	Senior Management Learning Programme
Staff Fact Sheet	Record of staff member's CV, postings and achievements within UNHCR
TA	Training Assistant

TAB	Training Advisory Board, comprising representatives of key UNHCR Training Providers (now defunct)
TC	Training Coordinator (now Learning Coordinator)
TP	Training Provider
UNHCR	The United Nations High Commissioner for Refugees
UNHCR 2004	UNHCR internal organisational reform programme in line with the 'Strengthening of the United Nations' agenda
USG	Under Secretary General (High Commissioner's grade)
WEM	Workshop on Emergency Management

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REVIEW OF THE UNHCR MANAGEMENT LEARNING PROGRAMMES: BIBLIOGRAPHY AND REFERENCES

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Appendix 4:

UN CORE VALUES, CORE COMPETENCIES AND MANAGERIAL COMPETENCIES:

CORE VALUES: (shared principles and beliefs that underpin the work of an organisation and guide the actions and behaviours of its staff):

1. Integrity
2. Professionalism
3. Respect for Diversity

CORE STAFF COMPETENCIES: (the combination of skills, attributes and behaviours required of all staff, regardless of their level and function):

1. Communication
2. Teamwork
3. Planning and organization
4. Accountability
5. Creativity
6. Client orientation
7. Commitment to continuous learning
8. Technological awareness

MANAGERIAL COMPETENCIES: (the additional skills, attributes and behaviours required of those who manage other staff):

1. Leadership
2. Vision
3. Empowering others
4. Building trust
5. Managing performance
6. Judgement/Decision-making

(ST/SGB/1999/15 of 13 October 1999, cited in UN OHRM Staff Development Programme 2003: vi)

Appendix 5:

REVIEW OF UNHCR MANAGEMENT LEARNING PROGRAMMES: LIST OF PEOPLE CONSULTED OTHER THAN IN FOCUS GROUPS, INTERVIEWS OR GENERAL MEETINGS

NAME	ROLE
Mike Alford*	Chief of SDS, UNHCR
Ros Bell	OU Programme Director and OU MBA student
Werner Blatter	Director, HRS
Janet Brown	Consultant, British Association of Medical Managers
Andrea Bugari	Principal Consultant, The Global Effectiveness Group
Professor John Burgoyne	Professor of Management Learning, Lancaster University School of Management Studies; Associate Professor, Henley Management College
Kate Butler	Online Tutor (Australia), CIPD Certificate in Online Learning
Courtney Chitwood	MLP Administrator, SDS, UNHCR
Jefferey Crisp*	Chief of EPAU, UNHCR
Simon Lawry-White	Consultant for UNHCR on the benefits of distance learning
Ronald Lutaaya	OD Adviser, Brent NHS PCT
Heidi MacLean	External SMLP Facilitator, Mannet
Jackie McCoy	Business Consultant, Ulster University
Carolynn Oleniuk*	Instructional Technologist, SDS, UNHCR
Sudhanshu Palsule	Consultant, UN System Staff College, Turin
Shelly Pitterman	Head, HRS, UNHCR
Robin Postel	External SMLP Facilitator, Mannet
Lois Purdham-Kidane*	Senior Staff Development Officer, SDS, UNHCR (responsible for the MLPs)
Martyn Sloman	e-Learning Adviser, CIPD
Mary Ann Wyrsh	Deputy High Commissioner, UNHCR

Key: * = UNHCR Review Steering Committee Member

Appendix 6:

SOME COMMENTS FROM THE MLP ONLINE SURVEY

The following comments can help to give a flavour of the rich and diverse comments to be found in Part 2, which provides detailed analysis and reporting of the data gathered throughout the surveys.

MMLP COMMENTS

Timing

- Don't do it during an emergency, as your work/life balance will suffer even more.
- Set up time outside office hours to concentrate on the study.
- It is very important to start with the work on time and to plan the exercise along with your daily duties.
- Spending weekends or sleepless nights working on the course goes against the work/life balance that the course tries to inculcate.
- It is time consuming and if not started on time and planned the schedule, no way it would be done!
- Participants should set out a time schedule as recommended and strictly adhere to the goal set for oneself.

Methodology

- Be prepared to do extensive, but interesting, reading.
- Take time to complete the required assignments.
- Refer to the programme as to a practical guide instruction to be used during the work rather than a course taken and forgotten.
- To be honest in their reflections and self-assessment, and open to other people's assessment.
- To be diligent in completing the exercises.

What subject areas or activities would you drop?

- None (x43)
- None. All of them were relevant and useful, indeed
- No, I did not drop any topic/subject.
- I don't think anything should be dropped.

Motivation

- Keep the motivation and focus on the programme.
- Focus on self-study and build up your own motivation. Do not expect the MMLP to be the key to promotion, even if you do it conscientiously.
- Participants needs strong determination to complete the MMLP learning programme.

Support

- Do not be ashamed to ask for support /clarifications from your office peer or even staff under your supervision.
- Make sure that the supervisor understands the importance of the course because their support is almost indispensable. Without supervisors encouraging participants to have time to work on the course, there won't be enough time to finish phases 1 and 3.

Personal development (13 comments)

- After completion of my learning programme, I have really changed my way to organise my work, to deal with my colleagues, to manage my time paying more attention on life balance (between professional and personal). Even if you can not make significant change, you always think about it and try to improve.
- For me it was a good experience, I have learnt many things, have also found some confirmation how good management should be practised.
- MMLP gives chance to see where you are, gives complete knowledge and opportunity to improve your managerial skills/knowledge.

- The 360-degree feedback was a big revelation to me. I took the feed-back positively and through it I was really able to improve on my weaknesses.

SMLP COMMENTS

Organizational issues

- Create a favourable learning environment at workplace and involve both supervisor, peers and substantive officers.
- Encourage mutual coaching process and ownership of the learning process.
- Be open to criticisms and discussions. Look at results from various angles.
- Involve substantive officers from the field where possible.
- The fact that the Representative was involved in the SMLP-3 and that Senior Staff member at P-4 level as well as other substantive officers in the field and at work place were also involved in MMLP facilitated overall learning process, creation of a favourable learning environment in DRC. My involvement in SMLP and of the Representative were a push factor for other staff members . Indeed, in 2001-2003 more that ten staff members in DRC, both senior and middle managers were involved in SMLP and MMLP

Content

- Revise and in some cases extend the Readings.
- Some of the readings were very good. Others were general, generic, not relevant.
- Adapt and customize some of the existing material: I wouldn't add anything in particular since the course is already heavy. I would nevertheless consider how to adapt and maintain flexibility depending on the job carried out at the duty station.
- Include a reflective exercise at the end of each module and workshop: A lessons learned session at the end.
- Involve supervisors and top managers more actively in coaching.
- Quite a lot of content was based on American style of management, with many corporations collapsing out there I wonder whether one could look at the contents.

Impact

- I was still left "unsatisfied" about UNHCR culture, which in my view is applied selectively. More discussions and learning from the experience of others should be included .
- The recipes acquired through the MMLP have helped i) to better organize the weekly meetings, ii) to improve communication inside the office, delegate tasks and corresponding authority and iii) to balance the time devoted to work and to my private life.
- Problem solving and avoiding conflict, effective supervision, listening skills and body language and gestures and understanding other cultures + stress management (having an adverse effect, which was excellent).
- I had tried my level best to encourage colleagues to participate in the MMLP and other learning programmes particularly those who work under unsupportive supervisors. Some colleagues benefited from my strategic approach and I am proud of it.
- My work habits have changed drastically, particularly in areas of coaching, training, giving staff feedback on performance etc.
- A concrete example is the team spirit it helps me create in my unit by sharing information coaching my staff and delegating activities
- I am now very pleased to prepare and chair coordination meetings. I can see the impact on the participants and on the achievement of the meetings
- Division of responsibilities within the unit, improvement of team workings and efficiency.

STAFF MEMBER SURVEY

Impact

- My supervisor, who has taken the MMLP program, is an excellent manager, who knows how to interact with his staff in an open and transparent manner. He involves supervisees in making decisions and asks them for input, motivates staff and leaves enough room for independent action, whenever possible. He is well aware of issues

affecting staff, and effectively builds on strengths, while identifying weaknesses to try and improve their performance in areas where one may feel less confident. I believe that, aside from personal management qualities, the management performance of my supervisor has been strengthened and boosted by the MMLP.

- The manager has always advised other colleagues to go for it. I could imagine the impact of the Learning Programme from the mentions/deeds of team building, creating conducive working environment, delegation, etc.

Staff/ team leadership

- Being able to handle situations with colleagues who are angry/difficult in a consistently positive and courteous manner and not getting riled by them.
- Delegating staff from the unit in his absence. Flexibility in his role as a manager.
- For example the manager before undertaking the course did not pay a lot of attention to his feed back vis-a-vis the work. During and after the course the manager spent a significant amount of time to provide feed-back with a positive approach. This has lead to a more constructive learning and coaching process. Not only to work related issues after the course the manager devotedly showed friendly interest of my work/life balance and provided useful guidance and advisory (in)formal meetings.
- He has been to carefully listening to conflicts between and amongst staff and to reconcile staff at the same time giving personal examples and experience from previous Office.
- He has gained self-confidence in supervising his staff. He made follow-up sheets with tasks together with them and helped them achieve the set goals.

Effective meetings

- Better chairing of team meetings: meetings are more constructive and digress less.
- In meetings, he is able to skillfully present his views which may sometimes be different from what other colleagues present without offending them.
- The person in question has greatly improved her ability and style in conducting meetings. These are now more focused and shorter.

Culture

- I think it is important to manage expectations. The MLPs address strategic issues of building managerial competencies, and shouldn't be expected to always, or even often, show instantaneous improvements. Some participants will do better than others. But there is tremendous organizational inertia in UNHCR, and the MLPs need to continue for a *long* period of time (another 5-10 years) before there will be a deep change in the culture of UNHCR.
- I think that these programmes are important in changing the attitudes of people in the workplace. Sometimes it is difficult to assess the change in management, unless one works with the person, but I think that this programme is important in stimulating new ideas/ways of management and creating more openness and understanding in the working environment.

Management style

- Managerial behaviour and expectations are now more predictable.
- Not enough managers have participated but all the 4 supervisors I have had who have, have become more motivated, involved and team spirited workers.

Appendix 7:

LIST OF CONTENTS OF PART 2 (separate volume)

REVIEW OF UNHCR MANAGEMENT LEARNING PROGRAMMES (MLPS): FINAL REPORT, PART 2: APPENDICES

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*Please note that PDF files of the original online Zoomerang™ surveys have been sent separately

Survey A: MMLP Completed

In this section we are looking to assess the key factors which support/ hinder completion of the course.

What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	111	91%
Career progression	89	73%
My supervisor suggested it	17	14%
Taking on new responsibilities supervising staff	47	39%
It will be recorded on my fact sheet	38	31%
It may help me to get a promotion	27	22%
Having an opportunity to participate in a workshop	15	12%
Wanting to change the UNHCR management culture	60	49%
VIEW Other, please specify	29	24%

2. What helped you to complete the programme? (select all that apply)

	Number of Responses	Response Ratio
Learning partner support	28	24%
Office peer support	41	34%
SDS support	44	37%
Supervisor support	25	21%
Quality of the programme	65	55%
The programme helped me in my work	66	55%
Personal motivation	96	81%
None of the above	2	2%
VIEW Other, please explain	15	13%

The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. How many months did it take you to complete

3. Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	16	14%
4-5 months	81	69%
6-9 months	11	9%
10-12 months	7	6%
More than a year	3	3%
Total	118	100%

4. How many months did it take you to complete Phase 3?

	Number of Responses	Response Ratio
Less than 3 months	32	27%
4-5 months	48	41%
6-9 months	23	20%
10-12 months	9	8%
More than a year	5	4%
Total	117	100%

5. Some people were delayed in completing. If you were delayed, why? (select all that apply)

	Number of Responses	Response Ratio
I was not delayed	57	48%
Personal reasons	8	7%
Family circumstances/commitments	8	7%
Emergency situations	14	12%
Pressure of work	46	39%
Change of post/assignment	10	8%
Poor quality of the programme	1	1%
Lack of supervisor support	7	6%
Workshop postponed	1	1%
Lack of adequate or timely feedback	4	3%
Illness	6	5%
Mission	13	11%
VIEW Other, please explain	13	11%

6. Is enough time estimated to cover the content?

	Number of Responses	Response Ratio
I had more than enough time to cover the content	7	6%
Time was just right to cover the content	70	59%
Need more time to cover the content	36	30%
Need to reduce the content to fit the estimated time	5	4%
Need to reduce both content and time	1	1%
Total	119	100%

7. How supportive was your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	45% 53	32% 38	15% 18	5% 6	2% 2
2. Making work time available for learning	16% 18	22% 26	52% 60	7% 8	3% 4
3. Coaching on Learning Programme related topics	8% 9	26% 30	48% 56	16% 18	3% 3
4. Expressions of interest in the course	15% 17	33% 38	40% 46	10% 12	3% 3
5. Applying MMLP in the workplace	25% 28	27% 31	40% 45	6% 7	2% 2

8. What advice would you give to current participants to help them complete the programme?






[VIEW](#) 113 Responses

9. Any other comments about your experience of completing the programme?






[VIEW](#) 96 Responses

In this section we are looking at the effectiveness of the content and administration of the programme

10. Overall, how did you find the quality of programme content?

	Number of Responses	Response Ratio
Excellent 1. 	46	39%
Good 2. 	68	58%
Fair 3. 	4	3%
Poor 4. 	0	0%
Very poor 5. 	0	0%
Total	118	100%

11. Overall, how did you find the quality of programme administration?

	Number of Responses	Response Ratio
Excellent 1. 	46	39%
Good 2. 	63	54%
Fair 3. 	7	6%
Poor 4. 	1	1%
Very poor 5. 	0	0%
Total	117	100%

12.How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1. 	34	29%
Good 2. 	68	59%
Fair 3. 	14	12%
Poor 4.	0	0%
Very poor 5.	0	0%
Total	116	100%

Thinking about your overall assessment of the content of the course, what subject areas or **13.**activities would you add? (please note in which phase)

[VIEW](#) 103 Responses

14.What subject areas or activities would you drop? (please note in which phase)




[VIEW](#) 91 Responses

15.What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 84 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.

So far, how frequently have you been able to use the knowledge and **16.**skills you acquired on the MMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1. 	29	25%
Many times 2. 	63	55%
A few times 3. 	22	19%
Not at all 4.	1	1%
Total	115	100%

17.Which area(s) of the course has/have had most impact on your management behaviour?

[VIEW](#) 110 Responses

What helps you to apply the learning from MMLP in your workplace?
18. (select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help	82	73%
The changes improve the way I work	89	79%
Peers support me	29	26%
My supervisor supports me	40	35%
My staff support me	60	53%
SDS support me	23	20%
VIEW Other, please explain	19	17%

What factors, if any, make it difficult to apply the learning from MMLP
19. in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations	29	27%
Pressure of workload	72	66%
Unsupportive supervisor attitude	24	22%
Unsupportive colleagues attitudes	22	20%
Unsupportive management practices	55	50%
VIEW Other, please explain	30	28%

Please provide an example of a situation which you handled differently as a result of what
20. you learned on the programme.

[VIEW](#) 98 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the
21. MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1.	1	1%
Many examples 2.	24	21%
Some examples 3.	71	63%
No examples 4.	17	15%
Total	113	100%

How much do you think that the MMLP and/or SMLP are changing
22. the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1.	8	7%
Moderately 2.	33	28%
To some extent 3.	49	42%
Marginally 4.	24	21%
Not at all 5.	2	2%
Total	116	100%

23. Can you give an example to illustrate your assessment in Q22?

[VIEW](#) 105 Responses

How far do you think that attending the MMLP has helped, or will help
24. your career development ?

		Number of Responses	Response Ratio
Greatly 1.		26	23%
Moderately 2.		35	30%
To some extent 3.		34	30%
Marginally 4.		15	13%
Not at all 5.		5	4%
Total		115	100%

Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR's management
25. culture and practice? (select all that apply)

		Number of Responses	Response Ratio
Give assessed certification on completion		53	46%
Link it to accredited external programmes		63	55%
Take successful completion into account in job allocation and promotion		88	77%
Make the programme compulsory		59	51%
Increase the programme's flexibility		35	30%
Offer core and optional subjects		47	41%
Be more flexible about eligibility for entry to MLPs		26	23%
Increase supervisor involvement		72	63%
Be able to take individual modules as needed and not the whole programme		20	17%
VIEW Other, please explain		25	22%

Any other comments that you'd like to make about the impact of the programme on the
26. quality of management at UNHCR?

[VIEW](#) 76 Responses

Survey B: MMLP Ongoing

In this section we are looking to assess the key factors which support/ hinder completion of the course.

What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	75	96%
Career progression	50	64%
My supervisor suggested it	2	3%
Taking on new responsibilities supervising staff	34	44%
It will be recorded on my fact sheet	17	22%
It may help me to get a promotion	14	18%
Having an opportunity to participate in a workshop	11	14%
Wanting to change the UNHCR management culture	42	54%
VIEW Other, please specify	13	17%

What factors will be most important to help you to complete the programme? (select all that apply)

	Number of Responses	Response Ratio
Learning partner support	26	33%
Office peer support	25	32%
SDS support	31	40%
Supervisor support	31	40%
Quality of the programme	50	64%
The programme helps me in my work	46	59%
Personal motivation	67	86%
None of the above	1	1%
VIEW Other, please explain	8	10%

The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. How many months did it take you to complete Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	8	11%
4-5 months	34	47%
6-9 months	17	24%
10-12 months	4	6%
More than a year	9	13%
Total	72	100%

If you have started Phase 3 : How many months have you been
4. working on it?

	Number of Responses	Response Ratio
Not yet started	21	30%
Less than 3 months	27	38%
4-5 months	3	4%
6-9 months	7	10%
10-12 months	6	8%
More than a year	7	10%
Total	71	100%

Some people have been delayed in keeping on schedule. If you were
5. delayed, why? (select all that apply)

	Number of Responses	Response Ratio
I was not delayed	11	14%
Personal reasons	13	17%
Family circumstances/commitments	14	18%
Emergency situations	20	26%
Pressure of work	56	73%
Change of post/assignment	19	25%
Poor quality of the programme	2	3%
Lack of supervisor support	8	10%
Workshop postponed	15	19%
Lack of adequate or timely feedback	2	3%
Illness	4	5%
Mission	16	21%
VIEW Other, please explain	16	21%

6. Is enough time estimated to cover the content?

	Number of Responses	Response Ratio
I have had more than enough time to cover the content	5	7%
Time is just right to cover the content	36	48%
Need more time to cover the content	24	32%
Need to reduce the content to fit the estimated time	0	0%
Need to reduce both content and time	10	13%
Total	75	100%

7. How supportive was/is your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	29% 18	44% 27	26% 16	0% 0	2% 1
2. Making work time available for learning	11% 7	29% 18	48% 30	11% 7	2% 1
3. Coaching on Learning Programme related topics	10% 6	21% 13	54% 34	11% 7	5% 3
4. Expressions of interest in the course	16% 10	24% 15	40% 25	18% 11	2% 1
5. Applying MMLP in the workplace	13% 8	31% 19	42% 26	8% 5	6% 4

8. What advice would you give to other participants to help them complete the programme?

[VIEW](#) 70 Responses

9. Any other comments about your experience of undertaking the programme thus far?

[VIEW](#) 60 Responses

In this section we are looking at the effectiveness of the content and administration of the programme





10. Overall, how do you find the quality of programme content?

		Number of Responses	Response Ratio
Excellent 1.		19	27%
Good 2.		40	57%
Fair 3.		9	13%
Poor 4.		1	1%
Very poor 5.		1	1%
Total		70	100%

11. Overall, how do you find the quality of programme administration?

		Number of Responses	Response Ratio
Excellent 1.		20	30%
Good 2.		36	54%
Fair 3.		8	12%
Poor 4.		3	4%
Very poor 5.		0	0%
Total		67	100%

12.How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1. 	13	21%
Good 2. 	30	48%
Fair 3. 	13	21%
Poor 4. 	5	8%
Very poor 5.	2	3%
Total	63	100%

Thinking about your overall assessment of the content of the course, what subject areas or **13.**activities would you add? (please note in which phase)

[VIEW](#) 59 Responses

14.What subject areas or activities would you drop? (please note in which phase)




[VIEW](#) 54 Responses

15.What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 44 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.

So far, how frequently have you been able to use the knowledge and **16.**skills you acquired on the MMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1. 	7	11%
Many times 2. 	38	58%
A few times 3. 	20	30%
Not at all 4.	1	2%
Total	66	100%

Which area(s) of the course has/have had most impact on your management behaviour thus **17.**far?

[VIEW](#) 65 Responses

What helps you to apply the learning from MMLP in your workplace?
18. (select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help	61	85%
The changes improve the way I work	58	81%
Peers support me	13	18%
My supervisor supports me	18	25%
My staff support me	26	36%
SDS support me	17	24%
VIEW Other, please explain	7	10%

What factors, if any, make it difficult to apply the learning from MMLP
19. in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations	19	26%
Pressure of workload	51	71%
Unsupportive supervisor attitude	22	31%
Unsupportive colleagues attitudes	10	14%
Unsupportive management practices	36	50%
VIEW Other, please explain	16	22%

Please provide an example of a situation which you handled differently as a result of what
20. you learned on the programme.

[VIEW](#) 51 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the
21. MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1.	2	3%
Many examples 2.	4	6%
Some examples 3.	44	67%
No examples 4.	16	24%
Total	66	100%

How much do you think that the MMLP and/or SMLP are changing
22. the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1.	4	6%
Moderately 2.	15	22%
To some extent 3.	27	40%
Marginally 4.	17	25%
Not at all 5.	4	6%
Total	67	100%

23. Can you give an example to illustrate your assessment in Q22?

[VIEW](#) 60 Responses

How far do you think that attending the MMLP has helped, or will help
24. your career development ?

		Number of Responses	Response Ratio
Greatly 1.		14	22%
Moderately 2.		11	17%
To some extent 3.		24	37%
Marginally 4.		13	20%
Not at all 5.		3	5%
Total		65	100%

Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR's management
25. culture and practice? (select all that apply)

		Number of Responses	Response Ratio
Give assessed certification on completion		28	37%
Link it to accredited external programmes		32	43%
Take successful completion into account in job allocation and promotion		48	64%
Make the programme compulsory		33	44%
Increase the programme's flexibility		24	32%
Offer core and optional subjects		33	44%
Be more flexible about eligibility for entry to MLPs		10	13%
Increase supervisor involvement		37	49%
Be able to take individual modules as needed and not the whole programme		22	29%
VIEW Other, please explain		15	20%

Any other comments that you'd like to make about the impact of the programme on the
26. quality of management at UNHCR?

[VIEW](#) 37 Responses

Survey C: MMLP Withdrawn

In this section we are looking to assess the key factors which support/ hinder completion of the course.

What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	23	100%
Career progression	17	74%
My supervisor suggested it	2	9%
Taking on new responsibilities supervising staff	10	43%
It will be recorded on my fact sheet	7	30%
It may help me to get a promotion	2	9%
Having an opportunity to participate in a workshop	3	13%
Wanting to change the UNHCR management culture	11	48%
VIEW Other, please specify	2	9%

The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. Did you withdraw during Phase 1 or Phase 3 ?

	Number of Responses	Response Ratio
Phase 1	20	87%
Phase 3	3	13%
Total	23	100%

3. How many months did you work on Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	16	70%
4-5 months	6	26%
6-9 months	1	4%
10-12 months	0	0%
More than a year	0	0%
Total	23	100%

4. If you started phase 3: How many months did you work on it?

	Number of Responses	Response Ratio
Did not start	12	86%
Less than 3 months	2	14%
4-5 months	0	0%
6-9 months	0	0%
10-12 months	0	0%
More than a year	0	0%
Total	14	100%

5. Why did you withdraw? (select all that apply)

	Number of Responses	Response Ratio
Personal reasons	1	4%
Family circumstances/commitments	4	17%
Emergency situations	9	39%
Pressure of work	15	65%
Change of post/assignment	8	35%
Poor quality of the programme	2	9%
Lack of supervisor support	2	9%
Workshop postponed	1	4%
Lack of adequate or timely feedback	0	0%
Illness	1	4%
Mission	5	22%
VIEW Other, please explain	7	30%

6. Was enough time estimated to cover the content?

	Number of Responses	Response Ratio
I had more than enough time to cover the content	2	10%
Time was just right to cover the content	5	25%
Needed more time to cover the content	6	30%
Needed to reduce the content to fit the estimated time	3	15%
Needed to reduce both content and time	4	20%
Total	20	100%

7. How supportive was your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	30% 6	30% 6	25% 5	15% 3	0% 0
2. Making work time available for learning	5% 1	20% 4	55% 11	15% 3	5% 1
3. Coaching on Learning Programme related topics	18% 3	6% 1	53% 9	24% 4	0% 0
4. Expressions of interest in the course	26% 5	21% 4	37% 7	11% 2	5% 1
5. Applying MMLP in the workplace	13% 2	44% 7	38% 6	6% 1	0% 0

8. What advice would you give to other participants to help them complete the programme?




[VIEW](#) 19 Responses

9. Any other comments about your experience of completing the programme?





[VIEW](#) 19 Responses

In this section we are looking at the effectiveness of the content and administration of the programme




10. Overall, how did you find the quality of programme content?

	Number of Responses	Response Ratio
Excellent 1. 	10	48%
Good 2. 	6	29%
Fair 3. 	5	24%
Poor 4.	0	0%
Very poor 5.	0	0%
Total	21	100%

11. Overall, how did you find the quality of programme administration?

	Number of Responses	Response Ratio
Excellent 1. 	6	30%
Good 2. 	10	50%
Fair 3. 	3	15%
Poor 4. 	1	5%
Very poor 5.	0	0%
Total	20	100%

12. How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1. 	1	8%
Good 2. 	8	67%
Fair 3. 	3	25%
Poor 4.	0	0%
Very poor 5.	0	0%
Total	12	100%

Thinking about your overall assessment of the content of the course, what subject areas or activities would you add? (please note in which phase)

13.

[VIEW](#) 13 Responses

14. What subject areas or activities would you drop? (please note in which phase)





[VIEW](#) 14 Responses

15.What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 13 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.








So far, how frequently have you been able to use any of the knowledge and skills you acquired on the MMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1. 	1	5%
Many times 2. 	5	25%
A few times 3. 	12	60%
Not at all 4. 	2	10%
Total	20	100%




17.Which area(s) of the course has/have had most impact on your management behaviour?

[VIEW](#) 14 Responses

What helps you to apply the learning from MMLP in your workplace?
18.(select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help 	13	68%
The changes improve the way I work 	11	58%
Peers support me 	2	11%
My supervisor supports me 	4	21%
My staff support me 	3	16%
SDS support me 	4	21%
VIEW Other, please explain 	4	21%

What factors, if any, make it difficult to apply the learning from MMLP
19.in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations 	6	33%
Pressure of workload 	13	72%
Unsupportive supervisor attitude 	5	28%
Unsupportive colleagues attitudes 	3	17%
Unsupportive management practices 	5	28%
VIEW Other, please explain 	5	28%

Please provide an example of a situation which you handled differently as a result of what **20.** you learned on the programme.

[VIEW](#) 14 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the **21.** MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1.	0	0%
Many examples 2.	2	11%
Some examples 3.	11	58%
No examples 4.	6	32%
Total	19	100%

How much do you think that the MMLP and/or SMLP are changing **22.** the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1.	2	11%
Moderately 2.	1	6%
To some extent 3.	9	50%
Marginally 4.	5	28%
Not at all 5.	1	6%
Total	18	100%

23. Can you give an example to illustrate your assessment in Q22?











[VIEW](#) 15 Responses

How far do you think that attending the MMLP has helped, or will help **24.** your career development ?

	Number of Responses	Response Ratio
Greatly 1.	7	37%
Moderately 2.	2	11%
To some extent 3.	5	26%
Marginally 4.	4	21%
Not at all 5.	1	5%
Total	19	100%

Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR's management

25. culture and practice? (select all that apply)

	Number of Responses	Response Ratio
Give assessed certification on completion 	6	29%
Link it to accredited external programmes 	4	19%
Take successful completion into account in job allocation and promotion 	9	43%
Make the programme compulsory 	11	52%
Increase the programme's flexibility 	13	62%
Offer core and optional subjects 	12	57%
Be more flexible about eligibility for entry to MLPs 	6	29%
Increase supervisor involvement 	12	57%
Be able to take individual modules as needed and not the whole programme 	8	38%
VIEW Other, please explain 	3	14%

Any other comments that you'd like to make about the impact of the programme on the **26.** quality of management at UNHCR?

[VIEW](#) 11 Responses

Survey D: SMLP Completed

In this section we are looking to assess the key factors which support/ hinder completion of the course.

1. What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	9	100%
Career progression	6	67%
My supervisor suggested it	1	11%
Taking on new responsibilities supervising large numbers staff	3	33%
It will be recorded on my fact sheet	2	22%
It may help me to get a promotion	5	56%
Having an opportunity to participate in a workshop	2	22%
Wanting to change the UNHCR management culture	6	67%
VIEW Other, please specify	2	22%

2. What helped you to complete the programme? (select all that apply)

	Number of Responses	Response Ratio
Learning partner support	1	11%
Office peer support	4	44%
SDS support	2	22%
Supervisor support	3	33%
Quality of the programme	3	33%
The programme helped me in my work	4	44%
Personal motivation	9	100%
None of the above	0	0%
VIEW Other, please explain	1	11%

3. The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. How many months did it take you to complete Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	2	22%
4-5 months	5	56%
6-9 months	0	0%
10-12 months	1	11%
More than a year	1	11%
Total	9	100%

4. How many months did it take you to complete Phase 3?

	Number of Responses	Response Ratio
Less than 3 months	1	11%
4-5 months	6	67%
6-9 months	1	11%
10-12 months	1	11%
More than a year	0	0%
Total	9	100%

5. Some people were delayed in completing. If you were delayed, why? (select all that apply)

	Number of Responses	Response Ratio
I was not delayed	5	50%
Personal reasons	0	0%
Family circumstances/commitments	1	10%
Emergency situations	1	10%
Pressure of work	2	20%
Change of post/assignment	0	0%
Poor quality of the programme	0	0%
Lack of supervisor support	0	0%
Workshop postponed	0	0%
Lack of adequate or timely feedback	0	0%
Illness	0	0%
Mission	1	10%
VIEW Other, please explain	3	30%

6. Is enough time estimated to cover the content?

	Number of Responses	Response Ratio
I had more than enough time to cover the content	0	0%
Time was just right to cover the content	4	44%
Need more time to cover the content	4	44%
Need to reduce the content to fit the estimated time	1	11%
Need to reduce both content and time	0	0%
Total	9	100%

7. How supportive was your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	44% 4	22% 2	22% 2	11% 1	0% 0
2. Making work time available for learning	38% 3	13% 1	50% 4	0% 0	0% 0
3. Coaching on Learning Programme related topics	50% 4	0% 0	38% 3	13% 1	0% 0
4. Expressions of interest in the course	44% 4	11% 1	33% 3	11% 1	0% 0
5. Applying SMLP in the workplace	50% 4	13% 1	38% 3	0% 0	0% 0

8. What advice would you give to current participants to help them complete the programme?




[VIEW](#) 7 Responses

9. Any other comments about your experience of completing the programme?




[VIEW](#) 7 Responses

In this section we are looking at the effectiveness of the content and administration of the programme





10. Overall, how did you find the quality of programme content?

		Number of Responses	Response Ratio
Excellent 1.		3	33%
Good 2.		5	56%
Fair 3.		1	11%
Poor 4.		0	0%
Very poor 5.		0	0%
Total		9	100%

11. Overall, how did you find the quality of programme administration?

		Number of Responses	Response Ratio
Excellent 1.		4	44%
Good 2.		4	44%
Fair 3.		1	11%
Poor 4.		0	0%
Very poor 5.		0	0%
Total		9	100%

12. How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1. 	1	11%
Good 2. 	5	56%
Fair 3. 	2	22%
Poor 4. 	1	11%
Very poor 5.	0	0%
Total	9	100%

Thinking about your overall assessment of the content of the course, what subject areas or 13. activities would you add? (please note in which phase)

[VIEW](#) 8 Responses

14. What subject areas or activities would you drop? (please note in which phase)




[VIEW](#) 7 Responses

15. What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 4 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.








So far, how frequently have you been able to use the knowledge and 16. skills you acquired on the SMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1. 	3	33%
Many times 2. 	5	56%
A few times 3. 	1	11%
Not at all 4.	0	0%
Total	9	100%







17. Which area(s) of the course has/have had most impact on your management behaviour?

[VIEW](#) 9 Responses

What helps you to apply the learning from SMLP in your workplace?
18. (select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help 	5	56%
The changes improve the way I work 	7	78%
Peers support me 	4	44%
My supervisor supports me 	3	33%
My staff support me 	7	78%
SDS support me 	2	22%
VIEW Other, please explain 	1	11%

What factors, if any, make it difficult to apply the learning from SMLP
19. in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations 	1	13%
Pressure of workload 	6	75%
Unsupportive supervisor attitude 	2	25%
Unsupportive colleagues attitudes 	2	25%
Unsupportive management practices 	4	50%
VIEW Other, please explain 	2	25%






Please provide an example of a situation which you handled differently as a result of what
20. you learned on the programme.

[VIEW](#) 8 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the
21. MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1. 	1	11%
Many examples 2. 	2	22%
Some examples 3. 	5	56%
No examples 4. 	1	11%
Total	9	100%





How much do you think that the MMLP and/or SMLP are changing
22. the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1. 	1	11%
Moderately 2. 	4	44%
To some extent 3. 	2	22%
Marginally 4. 	1	11%
Not at all 5. 	1	11%
Total	9	100%











23. Can you give an example to illustrate your assessment in Q22?

[VIEW](#) 9 Responses

How far do you think that attending the SMLP has helped, or will help
24. your career development ?

	Number of Responses	Response Ratio
Greatly 1. 	1	11%
Moderately 2. 	5	56%
To some extent 3. 	2	22%
Marginally 4. 	1	11%
Not at all 5.	0	0%
Total	9	100%

Which of the following steps would you suggest that UNHCR takes to
improve the impact of the programme on UNHCR's management
25. culture and practice? (select all that apply)

	Number of Responses	Response Ratio
Give assessed certification on completion 	6	60%
Link it to accredited external programmes 	4	40%
Take successful completion into account in job allocation and promotion 	7	70%
Make the programme compulsory 	6	60%
Increase the programme's flexibility 	5	50%
Offer core and optional subjects 	3	30%
Be more flexible about eligibility for entry to MLPs 	2	20%
Increase supervisor involvement 	8	80%
Be able to take individual modules as needed and not the whole programme 	2	20%
VIEW Other, please explain 	2	20%

Any other comments that you'd like to make about the impact of the programme on the
26. quality of management at UNHCR?

[VIEW](#) 8 Responses

Survey E: SMLP Ongoing

What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	31	94%
Career progression	16	48%
My supervisor suggested it	1	3%
Taking on new responsibilities supervising large numbers staff	9	27%
It will be recorded on my fact sheet	9	27%
It may help me to get a promotion	7	21%
Having an opportunity to participate in a workshop	1	3%
Wanting to change the UNHCR management culture	22	67%
VIEW Other, please specify	7	21%

What factors will be most important to help you to complete the programme? (select all that apply)

	Number of Responses	Response Ratio
Learning partner support	9	27%
Office peer support	11	33%
SDS support	8	24%
Supervisor support	8	24%
Quality of the programme	15	45%
The programme helps me in my work	14	42%
Personal motivation	26	79%
None of the above	1	3%
VIEW Other, please explain	7	21%

The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. How many months did it take you to complete Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	4	13%
4-5 months	11	37%
6-9 months	11	37%
10-12 months	1	3%
More than a year	3	10%
Total	30	100%

If you have started Phase 3 : How many months have you been
4. working on it?

	Number of Responses	Response Ratio
Not yet started	8	35%
Less than 3 months	3	13%
4-5 months	0	0%
6-9 months	3	13%
10-12 months	3	13%
More than a year	6	26%
Total	23	100%

Some people have been delayed in keeping on schedule. If you were
5. delayed, why? (select all that apply)

	Number of Responses	Response Ratio
I was not delayed	3	9%
Personal reasons	1	3%
Family circumstances/commitments	4	12%
Emergency situations	9	26%
Pressure of work	24	71%
Change of post/assignment	14	41%
Poor quality of the programme	2	6%
Lack of supervisor support	3	9%
Workshop postponed	2	6%
Lack of adequate or timely feedback	1	3%
Illness	0	0%
Mission	5	15%
VIEW Other, please explain	11	32%

6. Is enough time estimated to cover the content?

	Number of Responses	Response Ratio
I have had more than enough time to cover the content	7	22%
Time is just right to cover the content	8	25%
Need more time to cover the content	9	28%
Need to reduce the content to fit the estimated time	3	9%
Need to reduce both content and time	5	16%
Total	32	100%

7. How supportive was/is your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	18% 5	39% 11	43% 12	0% 0	0% 0
2. Making work time available for learning	7% 2	14% 4	71% 20	7% 2	0% 0
3. Coaching on Learning Programme related topics	4% 1	18% 5	68% 19	11% 3	0% 0
4. Expressions of interest in the course	4% 1	18% 5	57% 16	21% 6	0% 0
5. Applying SMLP in the workplace	11% 3	21% 6	64% 18	4% 1	0% 0

8. What advice would you give to other participants to help them complete the programme?

[VIEW](#) 24 Responses

9. Any other comments about your experience of undertaking the programme thus far?

[VIEW](#) 27 Responses

In this section we are looking at the effectiveness of the content and administration of the programme




10. Overall, how do you find the quality of programme content?

		Number of Responses	Response Ratio
Excellent 1.		8	26%
Good 2.		16	52%
Fair 3.		6	19%
Poor 4.		1	3%
Very poor 5.		0	0%
Total		31	100%

11. Overall, how do you find the quality of programme administration?

		Number of Responses	Response Ratio
Excellent 1.		3	10%
Good 2.		22	71%
Fair 3.		5	16%
Poor 4.		1	3%
Very poor 5.		0	0%
Total		31	100%

12.How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1.	1	3%
Good 2. 	14	47%
Fair 3. 	11	37%
Poor 4. 	3	10%
Very poor 5.	1	3%
Total	30	100%

Thinking about your overall assessment of the content of the course, what subject areas or **13.**activities would you add? (please note in which phase)

[VIEW](#) 27 Responses

14.What subject areas or activities would you drop? (please note in which phase)



[VIEW](#) 22 Responses

15.What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 21 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.

So far, how frequently have you been able to use the knowledge and **16.**skills you acquired on the SMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1.	1	3%
Many times 2. 	18	58%
A few times 3. 	11	35%
Not at all 4.	1	3%
Total	31	100%

Which area(s) of the course has/have had most impact on your management behaviour thus **17.**far?

[VIEW](#) 29 Responses

What helps you to apply the learning from SMLP in your workplace?
18. (select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help	22	69%
The changes improve the way I work	22	69%
Peers support me	5	16%
My supervisor supports me	3	9%
My staff support me	16	50%
SDS support me	2	6%
VIEW Other, please explain	6	19%

What factors, if any, make it difficult to apply the learning from SMLP
19. in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations	11	34%
Pressure of workload	24	75%
Unsupportive supervisor attitude	3	9%
Unsupportive colleagues attitudes	3	9%
Unsupportive management practices	10	31%
VIEW Other, please explain	11	34%

Please provide an example of a situation which you handled differently as a result of what
20. you learned on the programme.

[VIEW](#) 25 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the
21. MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1.	0	0%
Many examples 2.	4	14%
Some examples 3.	16	55%
No examples 4.	9	31%
Total	29	100%

How much do you think that the MMLP and/or SMLP are changing
22. the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1.	3	10%
Moderately 2.	5	16%
To some extent 3.	11	35%
Marginally 4.	8	26%
Not at all 5.	4	13%
Total	31	100%

23. Can you give an example to illustrate your assessment in Q22?

[VIEW](#) 27 Responses

How far do you think that attending the SMLP has helped, or will help
24. your career development ?

		Number of Responses	Response Ratio
Greatly 1.		4	13%
Moderately 2.		10	33%
To some extent 3.		8	27%
Marginally 4.		3	10%
Not at all 5.		5	17%
Total		30	100%

Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR's management
25. culture and practice? (select all that apply)

		Number of Responses	Response Ratio
Give assessed certification on completion		14	41%
Link it to accredited external programmes		15	44%
Take successful completion into account in job allocation and promotion		24	71%
Make the programme compulsory		18	53%
Increase the programme's flexibility		11	32%
Offer core and optional subjects		18	53%
Be more flexible about eligibility for entry to MLPs		6	18%
Increase supervisor involvement		14	41%
Be able to take individual modules as needed and not the whole programme		11	32%
VIEW Other, please explain		9	26%

Any other comments that you'd like to make about the impact of the programme on the
26. quality of management at UNHCR?

[VIEW](#) 17 Responses

Survey F: SMLP Withdrawn

In this section we are looking to assess the key factors which support/ hinder completion of the course.

What factors influenced you to take the programme? (select all that apply)

	Number of Responses	Response Ratio
Personal development	8	100%
Career progression	3	38%
My supervisor suggested it	0	0%
Taking on new responsibilities supervising large numbers staff	1	13%
It will be recorded on my fact sheet	1	13%
It may help me to get a promotion	1	13%
Having an opportunity to participate in a workshop	0	0%
Wanting to change the UNHCR management culture	3	38%
VIEW Other, please specify	2	25%

The duration of the programme was estimated to be approximately nine months: five months in Phase 1, 4 days for Phase 2 and four months for Phase 3. Did you withdraw during Phase 1 or Phase 3 ?

	Number of Responses	Response Ratio
Phase 1	8	100%
Phase 3	0	0%
Total	8	100%

3. How many months did you work on Phase 1?

	Number of Responses	Response Ratio
Less than 3 months	5	63%
4-5 months	2	25%
6-9 months	1	13%
10-12 months	0	0%
More than a year	0	0%
Total	8	100%

4. If you started phase 3: How many months did you work on it?

	Number of Responses	Response Ratio
Did not start	1	33%
Less than 3 months	1	33%
4-5 months	1	33%
6-9 months	0	0%
10-12 months	0	0%
More than a year	0	0%
Total	3	100%

5. Why did you withdraw? (select all that apply)

	Number of Responses	Response Ratio
Personal reasons	0	0%
Family circumstances/commitments	1	14%
Emergency situations	1	14%
Pressure of work	6	86%
Change of post/assignment	4	57%
Poor quality of the programme	2	29%
Lack of supervisor support	2	29%
Workshop postponed	1	14%
Lack of adequate or timely feedback	0	0%
Illness	0	0%
Mission	0	0%
VIEW Other, please explain	1	14%

6. Was enough time estimated to cover the content?

	Number of Responses	Response Ratio
I had more than enough time to cover the content	0	0%
Time was just right to cover the content	1	17%
Needed more time to cover the content	1	17%
Needed to reduce the content to fit the estimated time	2	33%
Needed to reduce both content and time	2	33%
Total	6	100%

7. How supportive was your supervisor in relation to:

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	5 Very Supportive	4 Supportive	3 Neutral	2 Unsupportive	1 Obstructive
1. Applying for the course	43% 3	0% 0	57% 4	0% 0	0% 0
2. Making work time available for learning	14% 1	14% 1	43% 3	29% 2	0% 0
3. Coaching on Learning Programme related topics	14% 1	0% 0	57% 4	29% 2	0% 0
4. Expressions of interest in the course	14% 1	0% 0	71% 5	14% 1	0% 0
5. Applying SMLP in the workplace	29% 2	14% 1	43% 3	0% 0	14% 1

8. What advice would you give to other participants to help them complete the programme?





[VIEW](#) 6 Responses

9. Any other comments about your experience of completing the programme?




[VIEW](#) 6 Responses

In this section we are looking at the effectiveness of the content and administration of the programme




10. Overall, how did you find the quality of programme content?

	Number of Responses	Response Ratio
Excellent 1. 	1	14%
Good 2. 	3	43%
Fair 3. 	2	29%
Poor 4. 	1	14%
Very poor 5.	0	0%
Total	7	100%

11. Overall, how did you find the quality of programme administration?

	Number of Responses	Response Ratio
Excellent 1. 	2	29%
Good 2. 	3	43%
Fair 3. 	2	29%
Poor 4.	0	0%
Very poor 5.	0	0%
Total	7	100%

12. How well does the 3-phase structure work to support your learning?

	Number of Responses	Response Ratio
Excellent 1.	0	0%
Good 2. 	1	33%
Fair 3. 	1	33%
Poor 4. 	1	33%
Very poor 5.	0	0%
Total	3	100%

Thinking about your overall assessment of the content of the course, what subject areas or activities would you add? (please note in which phase)

[VIEW](#) 5 Responses

14. What subject areas or activities would you drop? (please note in which phase)



[VIEW](#) 3 Responses

15.What subject areas or activities would you change and how? (please note in which phase)

[VIEW](#) 3 Responses

This section looks at the most critical things you have learned in relation to the way you carry out your work and your impact on the organisation.





So far, how frequently have you been able to use any of the knowledge and skills you acquired on the SMLP to improve the way you work?

	Number of Responses	Response Ratio
All the time 1.	0	0%
Many times 2. 	1	17%
A few times 3. 	2	33%
Not at all 4. 	3	50%
Total	6	100%







17.Which area(s) of the course has/have had most impact on your management behaviour?

[VIEW](#) 4 Responses

What helps you to apply the learning from SMLP in your workplace?
18.(select all that apply)

	Number of Responses	Response Ratio
I can see areas of my work where it can help 	2	50%
The changes improve the way I work 	2	50%
Peers support me 	1	25%
My supervisor supports me	0	0%
My staff support me	0	0%
SDS support me	0	0%
VIEW Other, please explain 	2	50%

What factors, if any, make it difficult to apply the learning from SMLP in your workplace? (select all that apply)

	Number of Responses	Response Ratio
Emergency situations 	3	50%
Pressure of workload 	4	67%
Unsupportive supervisor attitude 	1	17%
Unsupportive colleagues attitudes 	1	17%
Unsupportive management practices 	1	17%
VIEW Other, please explain 	4	67%



Please provide an example of a situation which you handled differently as a result of what **20.** you learned on the programme.

[VIEW](#) 3 Responses

How many examples have you seen of improvements in management practices of other people that have taken either of the **21.** MMLP or SMLP programmes?

	Number of Responses	Response Ratio
Very many examples 1.	0	0%
Many examples 2.	0	0%
Some examples 3. 	1	20%
No examples 4. 	4	80%
Total	5	100%





How much do you think that the MMLP and/or SMLP are changing **22.** the management culture of UNHCR?

	Number of Responses	Response Ratio
Greatly 1.	0	0%
Moderately 2.	0	0%
To some extent 3. 	3	50%
Marginally 4. 	3	50%
Not at all 5.	0	0%
Total	6	100%

23. Can you give an example to illustrate your assessment in Q22?

[VIEW](#) 4 Responses

How far do you think that attending the SMLP has helped, or will help **24.** your career development ?

	Number of Responses	Response Ratio
Greatly 1.	0	0%
Moderately 2. 	1	17%
To some extent 3. 	1	17%
Marginally 4. 	2	33%
Not at all 5. 	2	33%
Total	6	100%

Which of the following steps would you suggest that UNHCR takes to improve the impact of the programme on UNHCR's management

25. culture and practice? (select all that apply)

	Number of Responses	Response Ratio
Give assessed certification on completion	1	14%
Link it to accredited external programmes	2	29%
Take successful completion into account in job allocation and promotion	4	57%
Make the programme compulsory	2	29%
Increase the programme's flexibility	4	57%
Offer core and optional subjects	2	29%
Be more flexible about eligibility for entry to MLPs	0	0%
Increase supervisor involvement	1	14%
Be able to take individual modules as needed and not the whole programme	5	71%
VIEW Other, please explain	3	43%

Any other comments that you'd like to make about the impact of the programme on the **26. quality of management at UNHCR?**

[VIEW](#) 3 Responses