Knowledge Management in the IUCN Asia Region Programme

Issues and Recommendations

Rodney Abson

February 2011

Table of Contents

Knowledge Management in the IUCN Asia Region Programme
Issues and Recommendations

Report by Rod Abson, Science and Knowledge Management Unit, IUCN

Executive Summary

A knowledge management study was undertaken in the IUCN Asia Region by Rod Abson, Science and Knowledge Management Officer in the Science and Knowledge Management Unit of IUCN from the 25th of October to 12th of November 2010.

The overview questions being addressed by the mission were:
- What are the knowledge management needs to deliver the Asia Region programme?
- How can the knowledge management practices be targeted to deliver the information and knowledge in a format and time effectively for programme and project managers?

The report is based on:
- 30 staff interviewed directly, and 4 staff who completed the survey online (totalling 9 countries from: Bangladesh, China, India, Laos, Nepal, Pakistan, Sri Lanka, Thailand and Vietnam. An additional 11 staff had been invited to participate in the survey but were unable to be reached)
- A field trip to Sri Lanka for the Mangroves for the Future Regional Steering Committee meeting, associated meetings and field trip to the Mangroves of Maduganga Estuary, and meeting with the Ecosystems and Livelihoods Group office in Colombo
- A field trip to Northern Thailand, near Chiang Rai, to observe field sites under the Landscapes and Livelihoods Strategy around Doi Mae Salom

Knowledge Management Needs
The IUCN Asia Programme is diverse, reflective of the large geographical and cultural differences across the region. There are likewise varying knowledge needs from the staff involved in managing and delivering the IUCN Programme and projects. There are some base level competencies which apply to all staff in having skills in project management, people management and technical knowledge related to their area of the programme. There are multiple changes being influenced through the programme, including policy influence, changes in environmental management practices, capacity building, communications and advocacy, which each require access to different types of knowledge.

People access knowledge through multiple channels, both internal and external to IUCN, including personal experience, networks of experts, knowledge products and electronic repositories. There was mid-level satisfaction from the survey respondents when asked how satisfied they were with being able to access the knowledge they need in a format and timeframe they need to deliver their project. Some people are frustrated by the inability to easily find out what other people within IUCN are working on that may be of relevance and benefit to their particular programme needs.

Some investment is made in knowledge management, mostly through time investment, communications and maintenance of IT tools and systems.

Knowledge Management Practices

A series of recommendation have been provided below which help address the question of how knowledge management practices can be improved, based on sharing of good existing knowledge management practices, identified gaps and potential hindrances that must be overcome.

People	
1.1	Provide on-going training support for IUCN staff across the Asia Region in project management, people management and technical training relevant to their programmatic responsibilities.
1.2	Support IUCN staff to have basic common knowledge competencies in IUCN's Institutional knowledge, Policy and Procedural knowledge, Networked knowledge and Technical knowledge.
1.3	Provide support for knowledge management awareness raising tools and capacity building within the Asia region.
1.4	Encourage discussion within IUCN on: 'What is IUCN's knowledge niche and how can knowledge management support that niche?'
1.5	Explore new ways to connect IUCN secretariat staff in Asia with colleagues working in other offices of IUCN.
1.6	Review how knowledge management appears in the terms of references and workplans of staff within IUCN Asia Region and consider the need for new targets to incorporate knowledge management responsibilities.
Processes	
2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.
2.2	Develop support packages and processes for knowledge products to maximize their exposure, relevance and application to target audiences.
2.3	Establish a continually improved system for translation that emphasizes accuracy and efficiency.
2.4	Explore how IUCN's finance model can be applied to encourage knowledge development and sharing.
2.5	Explore greater synergies between the Global Policy Unit and the work on policy influence being conducted throughout Asia.
2.6	Encourage staff to review and revise work practices and processes which can assist them in setting aside time devoted to long-term planning, ideation, personal development, sharing and learning.
2.7	Review how we in IUCN are systematically recording longer term work to enable historic access and recording of IUCN's impact over long timeframes.
Technology	
3.1	Establish better systems to capture information about programmes and projects within IUCN to enable better search functionality across the Union to find connections and strengthen collaboration within IUCN's One Programme approach.
3.2	Explore strategic use of social networking tools to complement knowledge management practices and reach out to a wider audience.
3.3	Encourage peer reviews of Asian pages of IUCN website to consider new ways of presenting the content and learning from one another.
3.4	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.

Introduction

The overview questions being addressed by the mission were:
- What are the knowledge management needs to deliver the Asia Region programme?
- How can the knowledge management practices be targeted to deliver the information and knowledge in a format and time effectively for programme and project managers?

Method

Rod Abson of the IUCN Science and Knowledge Management Unit conducted research into knowledge management in the IUCN programme in the Asia region from the 25th of October to 12th of November 2010, working closely in particular with Michael Dougherty and Anshuman Saikia of the Asia Regional Office in Bangkok.

A list of programme and project managers, along with other senior staff within the Asia region was provided and these people contacted in advance to notify them of the study and requesting their involvement to respond to an interview with Rod. Wherever possible face-to-face interviews were conducted, usually with one-on-one interviews in person or via Skype / Office Communicator System (OCS), following a standard set of questions (see Appendix 1). Notes were taken during the interview and afterwards entered into a Survey Monkey web tool to record and analyse the results. The remaining staff unable to be interviewed were invited to complete the survey online. This report is a synthesis of key points, recommendations and support resources to improve knowledge management practices in the IUCN programme and specifically IUCN Asia Regional Programme.

The report is based on:
- 30 staff interviewed directly, and 4 staff who completed the survey online (totalling 9 countries from: Bangladesh, China, India, Laos, Nepal, Pakistan, Sri Lanka, Thailand and Vietnam. An additional 11 staff had been invited to participate in the survey but were unable to be reached – see Appendix 2)
- A field trip to Sri Lanka for the Mangroves for the Future Regional Steering Committee meeting, associated meetings and field trip to the Mangroves of Maduganga Estuary, and meeting with the Ecosystems and Livelihoods Group office in Colombo
- A field trip to Northern Thailand, near Chiang Rai, to observe field sites under the Landscapes and Livelihoods Strategy around Doi Mae Salong

Key topics and findings

The survey addressed questions around five main topics:
- What is the change being influenced through the programme?
- What are the knowledge needs, how do people access and share knowledge?
- What investment is made in knowledge management?
- What would people like to know about other IUCN projects?
- Satisfaction with current state of access to knowledge to do work

The key points are summarized below and elaborated on in the section on recommendations.

What is the change being influenced through the programme?

It is evident that there is a great diversity of projects in the Asia programme portfolio, covering global, regional, national and local influence (see table 1 and figure 1, noting the people interviewed could nominate involvement with projects at more than one level and did not include all project managers at a national or local level).

The respondents described the change they are trying to influence as being a mixture of:

- *Influencing policy development and implementation* (e.g. The establishment of national and local policies and programmes that optimise forest's contribution to rural poverty reduction, enhances long-term and equitable conservation of biodiversity and ensures the sustainable supply of forest-related goods and services.)
- *Improving environmental management practices* (e.g. Mangroves for the Future promotes concept of natural ecosystems being infrastructure for enhancing resilience of coasts to natural hazards including climate change impacts.)
- *Improving governance systems and empowerment of people* (e.g. Attempt to organise vast number of beneficiaries, 56,000 people, in legal co-management system with government of Bangladesh.)
- *Improving livelihoods for rural poor* (e.g. To ensure that the ecosystems and natural resources of Lao PDR are effectively conserved and sustainably utilised in an equitable manner that contributes to the socio-economic development of the country.)
- *Influencing society – such as businesses and educators* (e.g. Ensuring private sector build conservation aspects into the planning and implementation of their practices.)
- *Capacity building* (e.g. Influence at national and provincial level forest landscape management at provincial level.)
- *Communications and advocacy* (e.g. Build effective communications into IUCN's projects across the Asia region.)

Table 1: Scope of projects respondents were involved with.

Scope of projects	Response Percent	Response Count
Global	62.1%	18
Regional	89.7%	26
National	79.3%	23
Local	48.3%	14
Total Responses		**29***

* Respondents could indicate involvement with more than one type of project
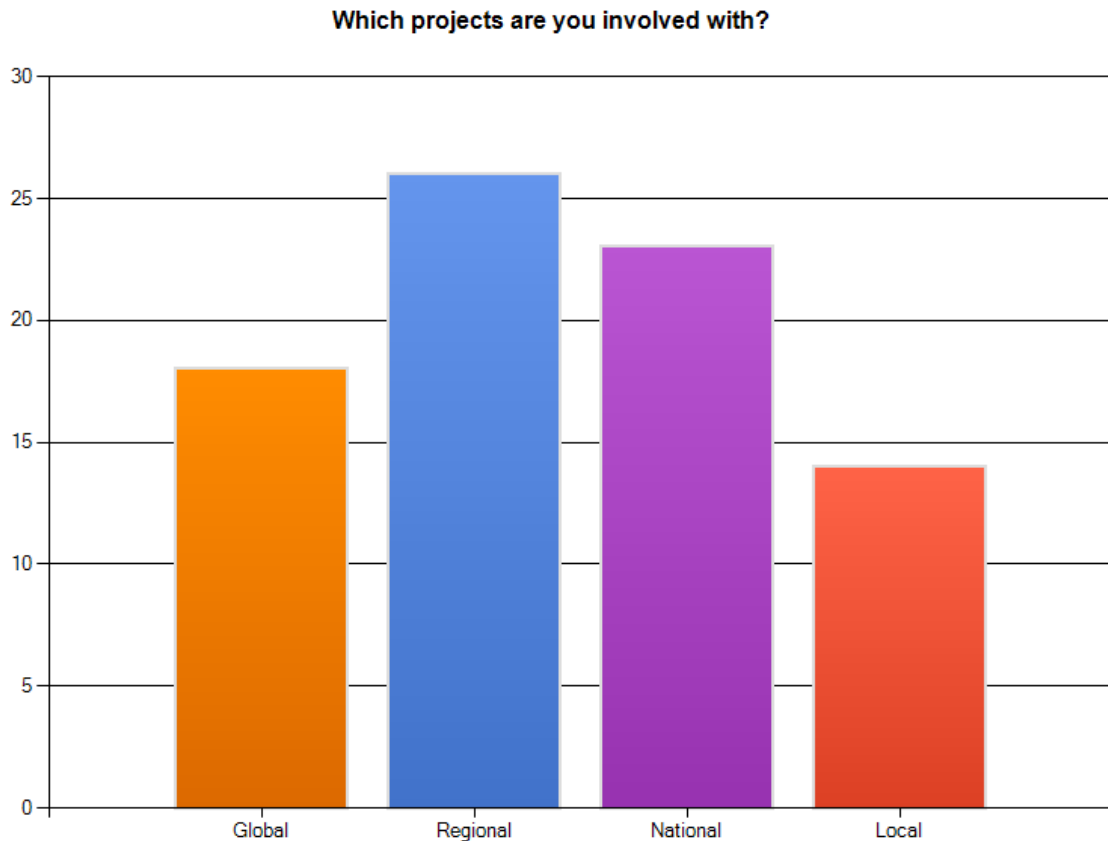
Which projects are you involved with?

Figure 1: Scope of projects respondents were involved with.

What are the knowledge needs?

As is evident from the diverse changes respondents expressed they are trying to influence through the project portfolio, programme and project managers have a corresponding diversity of knowledge needs including:

- *Access to experts* (e.g. Need to know who's who and who's doing what within region, HQ, other regions; who are the drivers (people) for this issue?; which institutes are you working with?; need access to scientists, need to know where to go, who can we access on an as needs basis.)
- *Access to appropriate knowledge products for their programme of work* (e.g. Succinct overview of other IUCN projects, results they are contributing to; synthesised knowledge in the form of publications that describes new approaches and methodologies, experiences and lessons learned relevant to our programme which will enable us to be more effective in the things we are trying to do; Understanding what tools, publications and videos are available in local language of that country, province; Need keywords to help search for documents.)
- *Technical knowledge* (e.g. technical knowledge of coastal ecosystem – what they consist of and how they function; technical knowledge on agriculture, entrepreneurship and business development; need scientific knowledge of issues – e.g. climate change; need a platform where this knowledge is accessible; knowledge of breeding system to create good fish breeding environment.)
- *Management skills, experience and processes* (e.g. capacity building for monitoring and evaluation, managing of people and ecosystems are needed in all programmes; processes, tools, financial management models; basic accounting principles, how

donor project budgets should be communicated, IUCN cost structures; templates and guidelines for programmes, standards to follow, website CMS training.)
- *Policy influence and development guidance and examples* (e.g. To influence policy you have to have evidence base; to demonstrate change we need an evidence base for reporting internally, to donors, show examples; information about the way water basins are managed with laws or institutional methods.)
- *Easy to use content on cross-cutting issues* (e.g. Cross-cutting issues of climate change, gender and communications; need good understanding of different subjects to work with multiple agencies and perform multiple functions; Multi-sectoral general conservation messages; Need cutting edge info, quick access to explain to private sector.)

How do people access and share knowledge?

Respondents expressed they searched for information and knowledge from a diverse range of sources (figure 2) including (in no particular order):
- *Own experience* (prior field work, experience in programmes and projects, working with particular countries)
- *Own files and resources* (personal libraries, files stored on computer)
- *Colleagues* (particularly those at the same office location, as well as other offices in Asia or HQ if a relationship has been formed, though some expressed limitations in establishing contacts cross-regionally)
- *Expert networks* (within IUCN such as Commissions or informal networks, as well as within wider networks outside of IUCN)
- *Google* (quick search results through Google search engine)
- *Knowledge Network* (love-hate relationship with IUCN's Knowledge Network, some use it frequently to upload and access information, others never use and don't want to)
- *IUCN website* (finding news, publications, programme information)
- *Libraries* (both internal to IUCN and other institutions)
- *Other organizations*

When searching for information or knowledge to help deliver the IUCN programme, it may be necessary to explore multiple avenues before being certain to have sufficient content to support the enquiry. Knowledge can be accessed through explicit knowledge, which is codified and published (e.g. websites, publications, notes) and tacit knowledge (held in people's heads through experience, accessible through person-to-person enquiries and conversations).
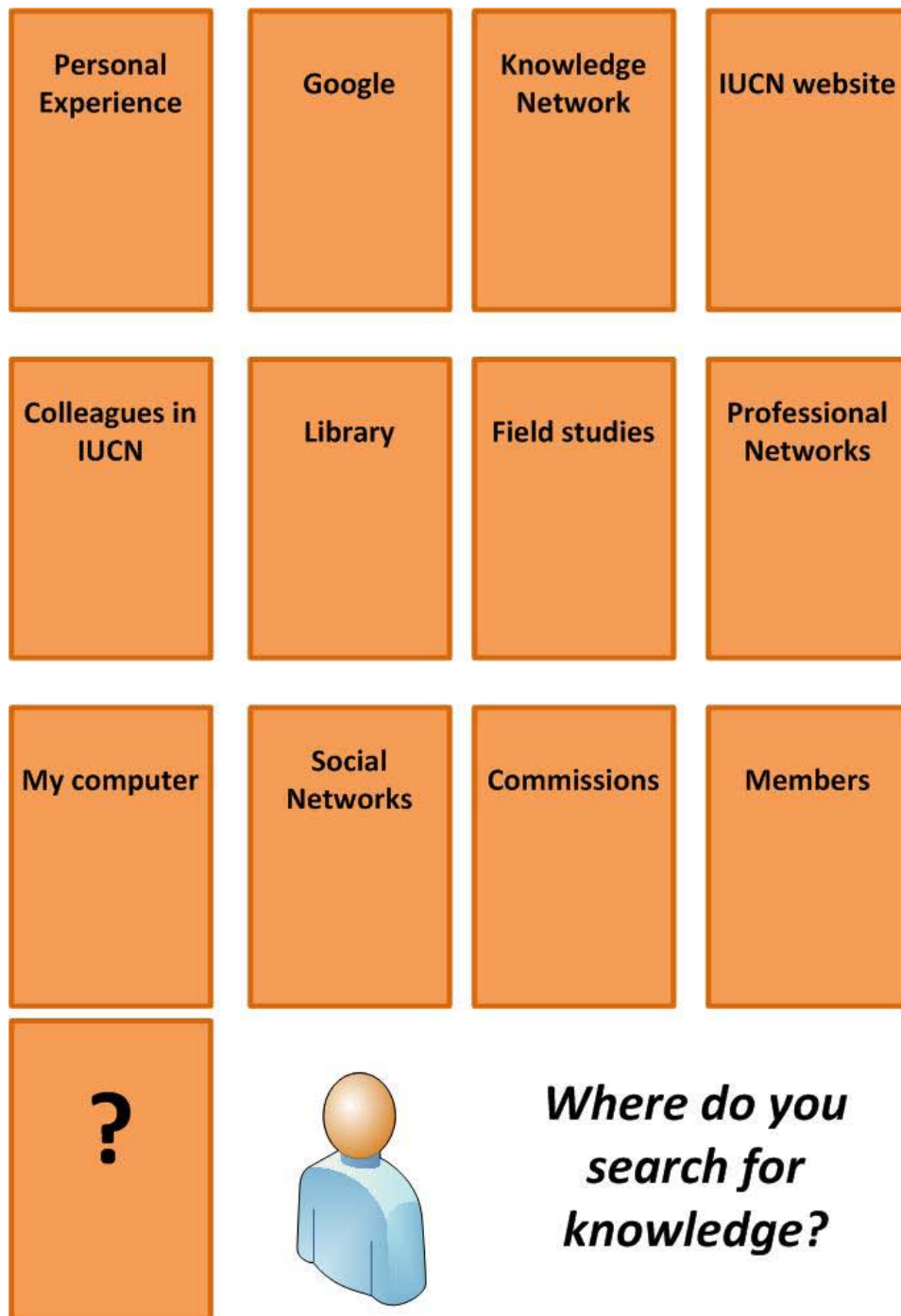
Figure 2: It may be necessary to explore multiple avenues to gather all of the information needed.

How do people share knowledge about their programme and projects?

People in the Asia Region Programme share knowledge about their programme and projects through:

- IUCN website (e.g. write a lot of 1-2 page web articles, translated into local language)
- Knowledge products about project achievements, lessons learned, results and project outcomes (e.g. hard copy or online publications, CDs, journal articles shared with interested people, reports, training manuals, policy briefs, brochures)
- Face-to-face meetings, workshops or seminars with partners, project coordinators, donors, Regional Conservation Forum
- Newsletters and formal communications
- Email content (e.g. from HQ to other people in Region)
- Responding to ad-hoc, as needed requests
- Organised field trips, information seminars on projects or new knowledge products, presentations at universities
- Exhibitions and displays
- Print media, newspapers, TV, working with journalists to provide them with training on reporting about environmental stories and taking them to field sites
- Presentation of spatial data in map format
- Sharing project proposals with colleagues at HQ

It is evident that systematic approaches are needed for accessing and sharing knowledge, including reporting requirements, processes for sharing of documents and knowledge products, as well as organic approaches which enable access to knowledge through personal enquiry, engagement with communities of practice and social networking.

What investment is made in knowledge management?

Perceptions varied on how much investment is made in knowledge management, with some people feeling that there is very little, or not enough, whilst some people see knowledge management as a major part of their work responsibilities. The identified investments made in knowledge management were:

- Time – as knowledge workers, a significant amount of time is dedicated to working with knowledge, communication, connecting people and managing partnerships.
- Personnel – there was seen to be a connection between knowledge management and communications and IT staff in particular. The Mangroves for the Future programme has a dedicated Knowledge Management Officer position.
- Technology – laptop, internet access, electronic filing systems and contacts, database of knowledge products
- Producing knowledge products – newsletters, reports, writing and sharing stories on the website, producing video documentaries, producing lessons learned document at conclusion of project. Some people invest personally in books, magazine subscriptions to help them with their work.
- Sharing and learning activities - the use of writing workshops to compile information and data on landscapes to get a complete picture of interventions, outcomes and learning from these landscapes; Mangroves for the Future hold two learning events per year; capacity building activities; maintaining networks; meetings with local stakeholders; training study tours.
- Money is invested in many of the above activities either directly through production of a product or undertaking an activity, or indirectly through the allocation of staff time.

What would people like to know about other IUCN projects?

100% of respondents said that they would like to know about other IUCN projects. What they wanted to know varied from person-to-person, with key themes summarized below:

- Who else in IUCN (anywhere in the world) is working on a similar project to their own? This needs support through a culture of encouraging knowledge to flow through open enquiry anywhere in the world, access to search tools to find similar projects using keyword terms or a taxonomy, as well as processes that ensure people update and store content that is globally searchable. People don't want to hear about all of the projects in IUCN and those projects not relevant to their own work.
- What are the processes others are using and new methods, what are the innovative findings coming out of the projects?
- What are the lessons learned from other projects, derived from successes, experimentation and failures?
- What are the successful approaches to fundraising and engaging with donors? How are programme processes, logframes, cost recovery, project management implemented in other regions?
- What is IUCN doing that is going above and beyond the work that IUCN Member organizations are doing, e.g. synthesizing work, and building on existing knowledge?
- How are people communicating with and engaging different sectors, e.g. governments, communities, schools, indigenous groups with local languages?
- How can we get an overview of what IUCN is achieving through the programme, such as at key intervals like the World Conservation Congress, and as needed at any other point throughout the year? Can we have a summary page for each project that gives an overview and links to further content?

Satisfaction with current state of access to knowledge to do work

Survey respondents were asked: 'On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge you need in a format and timeframe you need to deliver your project?'

Whilst no one said they were not at all satisfied, only one respondent said they were very satisfied, with the majority of respondents (46.7%) giving a score of 3 (table 2 and figure 3). This indicates that there is still more worked needed to be done to improve people's access to the knowledge they need to do their work. Several people mentioned the need to supplement available knowledge from within IUCN with other sources.

Table 2: Satisfaction with current state of access to knowledge to do work

1. Not at all satisfied	2.	3.	4.	5. Very satisfied	Rating average	Response count
0.0% (0)	23.3% (7)	**46.7% (14)**	26.7% (8)	3.3% (1)	3.10	30

On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge you need in a format and timeframe you need to deliver your project?

Legend:
- 1. Not at all satisfied
- 2.
- 3.
- 4.
- 5. Very satisfied

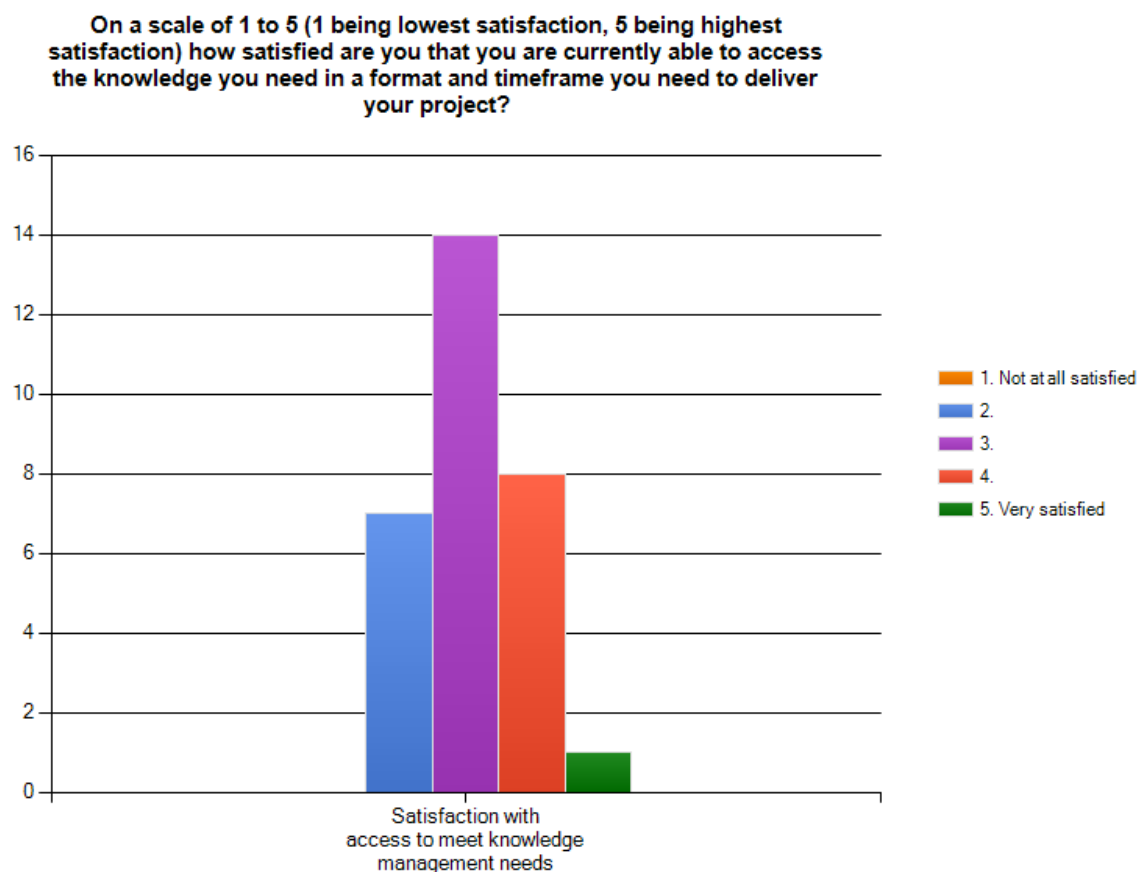X-axis label: Satisfaction with access to meet knowledge management needs

Figure 3: Satisfaction with current state of access to knowledge to do work

Asia field research visits

As part of the data gathering exercise it was important to visit field sites that demonstrate some of the main programme initiatives being undertaken in the Asia region. This provided an opportunity for direct observation and discussion with programme managers. Two field trips were involved, one to Sri Lanka as part of the Mangroves for the Future initiative meetings and another to the Chiang Rai region of Northern Thailand, which are explained in more detail below.

Mangroves for the Future Regional Steering Committee meeting, Sri Lanka, Ecosystems & Livelihoods Group Office

The Mangroves for the Future (MFF) initiative is one of the major projects of the IUCN Asia region in response to the December 2004 Tsunami, with the intention to promote investment in coastal ecosystems (for more information see: http://www.mangrovesforthefuture.org/). It was evident from the Regional Steering Committee meeting in Wadduwa, Sri Lanka that this is a flagship initiative that involves multiple countries, partner organisations and communities throughout the Asia region, with outreach to other communities with mangrove ecosystems beyond the region. The MFF strategy has three main pillars: Build knowledge; Strengthen Empowerment; Enhance Governance. With regard to building knowledge, they have set the following objectives:

- Improve the social science and natural science knowledge base for effective and informed coastal planning, policy and management.

- Support science-based and ecologically sound coastal ecosystem rehabilitation.
- Support the 'reef-to-ridge' approach to management.
- Increase knowledge and awareness of the economic value of coastal ecosystems.
- Regular evaluation of progress and impacts of coastal ecosystem management interventions.

It is encouraging that knowledge has been explicitly highlighted as an area of work, with knowledge sharing and learning events built into the workplan of MFF. The Learning Event held as part of the meeting in Wadduwa included a knowledge exhibition (figure 4) where people could share knowledge products and communications tools, as well as talks on various topics with some discussion sessions afterwards. The learning outcomes could be enhanced by a variety of delivery mechanisms to accommodate different learning styles, with facilitated discussions and activities with specific learning objectives in mind.

The field trip to the mangroves of the Maduganga Estuary (figure 5) provided an opportunity for participants to see the mangroves first hand, engage in lively discussions on all topics related to mangrove ecosystems, coastal environments and livelihoods. This type of field visit which brings together people with a common interest is invaluable in sharing knowledge and building a network of practitioners.

Figure 4: The Knowledge exhibition as part of the MFF Regional Steering Committee meeting provided an opportunity to share knowledge products, communications approaches and discussions.

Figure 5: The field trip to Maduganga Estuary provided an opportunity for participants to explore the mangrove ecosystem and share knowledge in an informal setting.

The MFF initiative demonstrates several good knowledge management examples that can be applied to other projects in IUCN including:

- Management of large and small projects (and associated funding arrangements) across multiple countries and multiple partner organisations which draws on the collective knowledge and experience through institutions, governments, communities and field sites.
- Building a proactive community of practice around the topic of coastal ecosystem management.
- Delivery of multiple knowledge products in a variety of formats and languages.
- Use of social-networking tools to reach out to a wider audience beyond those directly involved in MFF.
- Clear knowledge objectives and resources to help deliver on them, including a dedicated Knowledge Management Officer.

Rod Abson also met with the Ecosystems and Livelihoods Group office staff in Colombo to discuss their knowledge management needs and practices.

Doi Mae Salong, Chiang Rai Province, Northern Thailand

IUCN is working in partnership with multiple government departments, partner organisations and communities in the area of Doi Mae Salong, Chiang Rai Province, Northern Thailand on multiple environmental and livelihoods projects. This is linked to other global initiatives as part of the Livelihoods and Landscapes Strategy (LLS) (for more information see: http://www.iucn.org/forest/lls)

This field trip provided an opportunity to see IUCN's work at the local level and consider knowledge management needs and practices. Tawatchai Rattanasorn guided Rod Abson, along with two representatives from the Swedish International Development Agency (SIDA) on a tour of many local villages in the region and the Doi Thung flower gardens. The villages

14

demonstrated a variety of alternative livelihood practices being employed, including (but not limited to): non-timber forest products, material weaving, craft making and sales, small scale tourism, coffee crop and tea plantations, tea sales, local fertiliser production, nurseries, charcoal production, pig farming, mushroom farming, and food crops (see figure 6 and 7).

Figure 6: Tawatchai Rattanasorn inspects a field site IUCN has helped establish.

Sitting in a bamboo hut in one of the villages, observing Tawatchai in discussions about management practices with the local villagers, it was evident the key role that project managers play in developing relationships and facilitating knowledge sharing at the local level. These project managers involved at local level need:

- Time to build relationships with constituents in the field, and maintain this through frequent contact and establishing trust.
- Technical knowledge on a wide variety of topics, able to provide practical guidance and new ways of working.
- Ability to communicate in multiple languages, with multiple audiences and interpret information at different scales.
- Skills in delivering capacity building, change management and training.
- Project management skills to deliver on the necessary financial obligations and project objectives associated with a project.
- To be a part of a wider network of people working on like-minded projects, who can share approaches and experiences, new ways of working and techniques.
- To be recognised as a source of knowledge, which through facilitated interactions, can be harnessed to feed into wider knowledge-sharing initiatives and knowledge products.

It would be beneficial to explore in more depth the knowledge management needs of local level project practitioners and how they are supported to maximise their effectiveness in delivering project objectives.

Figure 7: One of the farmers who has benefited from IUCN's support explains how he uses crop residue in a small worm farm to produce organic fertiliser for his tea plantation.

Summary and Recommendations

Knowledge management can be approached from three main angles: people, processes and technology which are expanded in Appendix 3 and used as the basis for recommendations.

1. People

*Enabling **people** to access, create, share and apply knowledge for the conservation of nature and encourage a culture of learning and innovation.*

1.1 Training support

"We require technically very good people to be project managers, though the two don't necessarily combine. It is impressive to see when it does happen."
"I am used to regular trainings with my former workplace. I have not seen capacity development for programme people."
Programme and project managers have multiple expectations placed upon them and it is essential that they have the knowledge base to help them to fulfill their roles. Introductory and ongoing training support is necessary to help staff to build and maintain knowledge and competencies in technical knowledge related to their work, project management knowledge and people management knowledge. This should be delivered through a variety of methods such as: group training, field visits, one-on-one training, e-learning, and provision of resources and materials.

Recommendation	1.1	Provide on-going training support for IUCN staff across the Asia Region in project management, people management and technical training relevant to their programmatic responsibilities.

1.2 Develop common knowledge competencies for IUCN staff

There are different types of knowledge and skills needed for IUCN staff throughout the world. It would be useful to support some common knowledge competencies and training for all IUCN staff to assist people to carry out their responsibilities as a part of the IUCN Secretariat. Some examples of proposed common knowledge competencies include:

Institutional knowledge
- What is IUCN (and what IUCN is not)? Overview of its history, structure, governance, programme, where it works, some major achievements and flagship initiatives. Where to go for more information.

Policy and procedural knowledge
- What are IUCN's policies on environmental subjects and how to access these? How does IUCN influence policy? What are IUCN's internal policies and procedures for staff? How can staff influence these policies and procedures? Where to go for more information.

Networked knowledge
- What are the networks that exist within IUCN and their role in IUCN? How to access the IUCN networks to help deliver the programme. How to build and establish personal networks to help deliver on roles and responsibilities. The role of information technology to support networked knowledge.

Technical knowledge
- What support is available to help build and maintain the technical competencies and knowledge needed to keep on top of the fields of technical expertise required of IUCN staff?

Recommendation	1.2	Support IUCN staff to have basic common knowledge competencies in IUCN's Institutional knowledge, Policy and Procedural knowledge, Networked knowledge and Technical knowledge.

1.3 Knowledge management awareness raising support and tools

"I think most people think that knowledge management and communications are the same thing."
"We are catering to scientists. Need biodiversity for lay people – e.g. in-flight magazine style. We need training for communications."

Several people mentioned the need to clarify what knowledge management is in IUCN and to have some support tools to help people understand its role and application. Knowledge management is a diverse subject and touches on areas of programme and project management, networking, information technology, human resources, communications and publications. In this sense, it is possible to look at knowledge management from multiple angles. It should not be seen as additional work for people on top of their normal job, but methods and tools to help make their work easier, more efficient and effective. A couple of short videos to help introduce knowledge management are:
- Discover What You Know (Lotus, 2000): http://www.youtube.com/watch?v=f_x78XLBBVM
- KM Inspiration Part 1 (KnowledgeThoughts.com, 2007): http://www.youtube.com/watch?v=PcwO47ujCs4&feature=related

IUCN is working on a revised set of definitions for knowledge management and a strategy for implementing knowledge management in IUCN, which will be distributed after senior management approval.

The Science and Knowledge Management Unit of IUCN is tasked with providing knowledge management leadership in the IUCN programme and has a cross cutting support role for IUCN. This unit should continue to develop and disseminate knowledge management awareness raising materials and tools throughout IUCN. These may be general purpose or targeted application on the basis of need. This work will be enhanced through collaboration with IUCN colleagues in the Asia Region. It would be worthwhile to identify several Knowledge Management Champions in Asia who self-identify as having an interest and responsibilities that relate to knowledge management which can help establish a network of people to further develop this area of work. In 2011 an IUCN Knowledge Management Community of Practice is going to be established, which would benefit from input from the Asia Region.

One member of staff recommended as a follow up to this knowledge management survey and report to identify five cutting-edge projects being undertaken across the Asia region. Bring together the project managers of each of these projects to a workshop held in the Asia Regional Office, to review their knowledge management practices and receive tailored support to make these into stand out examples that can be showcased to a wider audience.

Knowledge management and communications have complementary roles. Knowledge management practices should help to ensure the right information reaches the right people

at the right time to enable the best conservation decision making and action. Communications plays an important role in making sure that information reaches the people in forms appropriate to each audience. Knowledge management can help with establishing a community of practice for peers to collaborate on an identified knowledge gap. Taking the outcomes of these discussions and packaging them in the various formats needed to communicate beyond a circle of peers requires communications skills. Take the short video 'Love. Not Loss.' (IUCN, 2010) (Figure 8), available on the IUCN YouTube channel, as an example of how communicating about biodiversity may not have the desired impact, even if it is based on sound science.

Figure 8: The short video 'Love. Not Loss.' emphasizes the importance of communications tailored for the audience. IUCN (2010)

There is a need for communications training support to help with building capacity of staff to interpret and communicate science and policy to targeted audiences in a format the audience wishes to receive it. The existing network of communications managers would be a good place for knowledge management to link with the IUCN programme in Asia in the interim. Like the Mangroves for the Future Programme that has a dedicated Knowledge Management Officer, there is potentially a need for knowledge management specific roles across Asia.

Recommendation	1.3	Provide support for knowledge management awareness raising tools and capacity building within the Asia region

1.4 Clarify how to apply knowledge to meet IUCN's niche

"What sort of knowledge should IUCN be seeking? What is IUCN's niche?"

IUCN needs to identify its role in helping knowledge flow for the conservation of nature and how knowledge management can support IUCN's value proposition. Suggestions included that IUCN should focus on identifying where there are knowledge gaps and bring together our expertise base to fill these gaps – particularly collaborating across fields; focus on delivering new knowledge, cutting edge practices; provide synthesized analysis of the current state of knowledge on particular topics and provide value added knowledge and advice; don't compete with NGO Members and don't be simply doing the same thing we were doing 20 years ago; and 'get the light to go on in people's minds!'

The IUCN Knowledge Management Study (Creech, 2004) recommended IUCN needs to begin with a focus on what the change is that it wants to influence, then feed into a cycle that identifies which relationships need to be developed with the person that has the influencing capacity; what knowledge needs to be acquired to advise that person and how will that be provided? (Figure 9).
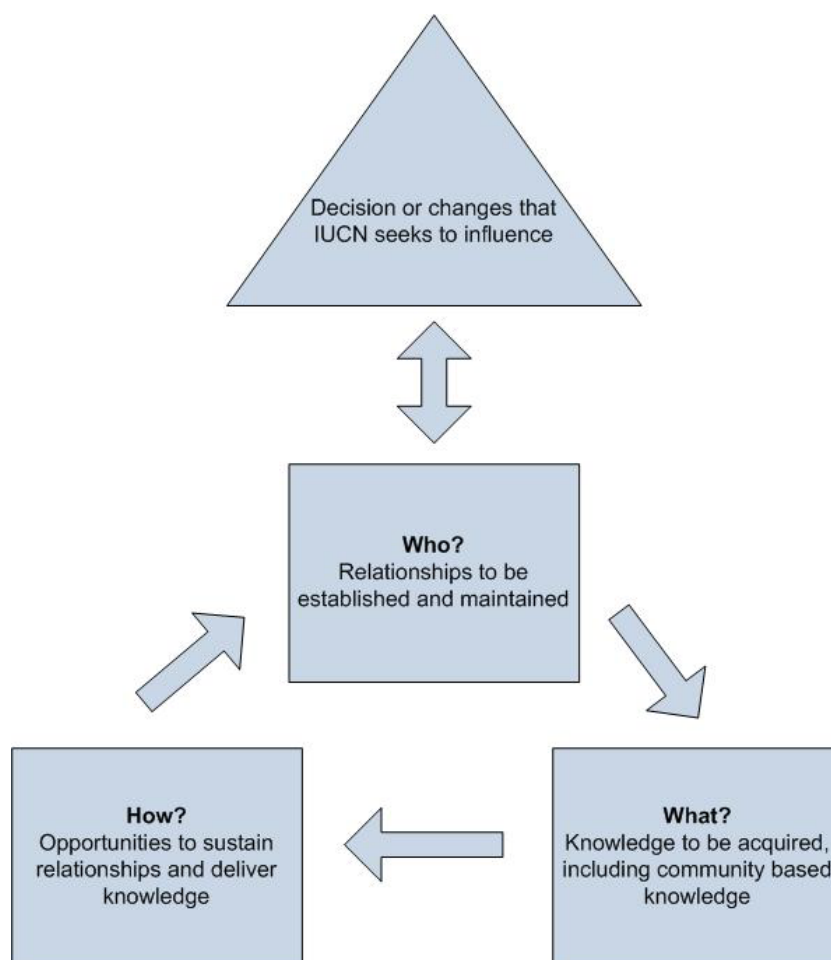

Figure 9: Approach to knowledge management to support influencing change through the programme as proposed by Creech (2004)

Recommendation	1.4	Encourage discussion within IUCN on: 'What is IUCN's knowledge niche and how can knowledge management support that niche?'

1.5 Who is who in IUCN – connecting colleagues

"I need access to scientists, need to know where to go, who can we access on an as needs basis."
"I would like to work more closely with the HQ team."
"I would like to know who else is working on the subject of mountains."
"No one from Pakistan is a part of the Thematic Programme Networks."

Figure 10: 'Guess who' is a game that involves guessing pieces of information about a mystery person until you have correctly identified who you are looking for. It is a useful analogy for trying to identify who in IUCN has the particular expertise that you are looking for. (Milton Bradley)

'Guess who' is a game sometimes played by children where they have a series of people's faces on cards and playing against another player try to guess your opponent's mystery person before he or she guesses your mystery person (figure 10). You simply ask the other person a "yes" or "no" questions to narrow down who might be their mystery person. Imagine having over 10,000 cards for the IUCN commission members, plus over 1,000 cards for the IUCN secretariat, let alone all of the people in the 1,000+ Member organizations of IUCN. Whatever the particular question you have, you could probably narrow down your enquiry to find at least one person in the IUCN-wide family that has the knowledge you are looking for.

Much of the knowledge within IUCN is held within the heads of the global network of people across the Union working in the secretariat, in members, commissions and partner organisations. It is not always easy to access this knowledge, and one of the important components of knowledge management is to connect people. Those in senior positions or with many years of experience tend to have good networks and understanding of who is working on which topics, which has often been supported through opportunity to meet with people in person (see: figure 11). Part of personal knowledge management is to be aware of who do you know, and what do they know.

Figure 11: An example of the business cards gathered through developing personal networks which help people to access and share knowledge.

As part of the IUCN One Programme approach, colleagues within IUCN should feel comfortable contacting other colleagues if it is helpful to do their work. This doesn't necessarily mean that everyone should know everything about everyone else and share everything, but there should be opportunity to seek out the people who can best help you with your knowledge needs. Likewise, there needs to be systems to help others within IUCN know what your expertise is or what you are wanting help with. Connecting with other colleagues is a two way street – staff working in headquarters should identify if there are opportunities to engage regional colleagues, likewise regional colleagues with particular interests in global programmes or other regions can initiate these connections.

Both vertical and horizontal connections are needed. Knowledge transfer is best undertaken when it is shared from peer to peer. This can be facilitated through targeted workshops, study visits or field trips. Some colleagues mentioned the lack of opportunity to attend meetings at the IUCN HQ in Gland, Switzerland. Others who had experienced meetings at the HQ in Gland found it helpful to connect with colleagues and see the 'bigger picture' of what IUCN is working towards.

Whilst these sort of connections and meetings in far off places are beneficial, a constant question is: 'who pays'? Whilst there is no one answer, the process of building relationships and synergies amongst colleagues can start small, connecting remotely, identifying opportunities to dovetail work together. The upcoming World Conservation Congress in Korea 2012 offers opportunity for Asia Region to be involved, share knowledge and practices and engage with others in the wider conservation community.

There is a need for an IUCN 'yellow pages' directory of the expertise, skills and services of people within the wider IUCN family to access expertise on an as needs basis. This should cover as a minimum a short biography of expertise and interests, photo, contact information

and their role(s) within IUCN. It should help identify people with similar profiles within the system to become aware of and connect with each other.

Recommendation	1.5	Explore new ways to connect IUCN secretariat staff in Asia with colleagues working in other offices of IUCN.

1.6 Knowledge Management and Human Resources

Knowledge needs may vary over the life cycle of a staff member. It is important to have a thorough induction, access to ongoing training and support and appropriate handover practices when a staff member concludes their work to ensure the acquired knowledge does not all walk out the door with them.

One measure of how knowledge management is integrated into work practices is to consider if knowledge management practices are written into staff's terms of references and work plans. For example how many people have responsibilities that relate to working in a network or community of practice? How many have responsibilities for producing knowledge products? One example a staff member gave from a previous workplace was: *"Executive staff had the target of at least one referenced article per two years and two popular articles (newspapers etc.) per year. You have to be recognized as an authority on knowledge."* It may be necessary to explicitly include knowledge management responsibilities into terms of reference and work plans.

It would be worthwhile to explore ways of sharing amongst staff. Some people said the 'Brown Bag Lunch' has not worked in Asia. It may be worth trying this again, or find other ways of sharing the knowledge amongst colleagues in-house.
"We never do Brown Bag Lunches in Asia. They provide a chance to discuss, share, link. It's not a waste of time. Interested people will go."

Potential knowledge threat: Staff turnover
IUCN in Asia employs 293 staff in 10 countries (with IUCN presence in additional countries, but not with IUCN contracted staff) as per the tables 1 to 4 in Appendix 4. The average number of years employment within IUCN in Asia is 5.55 years, though this various considerably depending on which office we look at and the total ranges from less than one year to 24 years working for IUCN (see Figure 12). Of the 293 staff, 184 (63%) have been with IUCN Asia for 5 years or less. The turnover rate during the past year for the Asia region is 13.79% which includes regular ending of contracts.

This provides an estimate of approximately 5 years for the average employment life cycle of an IUCN staff member in Asia. When a key member of staff leaves, it can take a while to re-establish the connections that individual had developed during their time with the organization. It could be helpful to undertake a social network mapping exercise to identify who are the knowledge hubs and connectors across the Asia region.
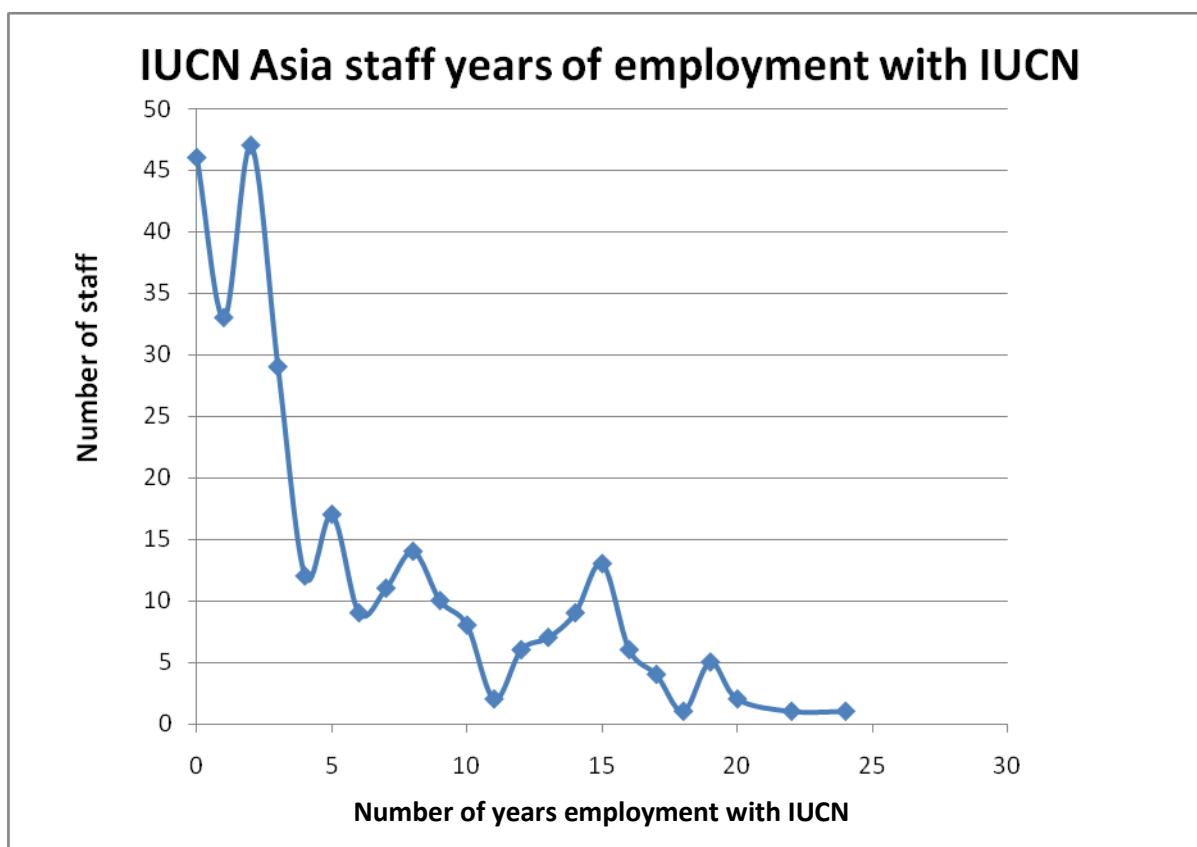
Figure 12: Number of years employment with IUCN in Asia

Recommendation	1.6	Review how knowledge management appears in the terms of references and workplans of staff within IUCN Asia Region and consider the need for new targets to incorporate knowledge management responsibilities.

2. Processes

Ensure clear **processes** are in place throughout IUCN to facilitate access and sharing of knowledge.

2.1 Lessons Learned

"We do informal sharing of lessons learned from our projects."
"I would like to know what the lessons learned are from other projects."
"Every project should insist a lessons learned document comes out. Should dedicate approximately $5,000 to write a guideline or lessons learned document as an end point internal document, like the Sakhalin Energy lessons learned document."
"There should be an 'L' category along with the ABC project classifications to ensure people capture concise one pager lessons learned and links to knowledge products."
"We don't document our failures."
"I don't want to know how many workshops they have ran or how many people attended etc. Don't tell us things we have known for 20 years like 'there is a connection between environment and development', or 'you need to work with local communities to implement field projects'."

Many people mentioned that they would like to know about the lessons learned from other IUCN projects and programmes and suggested that lessons learned are one of the ways they share knowledge about their own project with other people. During the Mangroves for the Future meetings in Sri Lanka there were several presentations that included lessons learned. However, there appears to be different ideas about what a lesson learned is and few clear processes for capturing, sharing, storing and applying these lessons. There is a need for quality control to ensure that lessons learned are a valuable resource people wish to access, use and contribute their own experience to. It is an area worth focusing on within IUCN's programme to help document some of the key outcomes of the programmatic work, as well as assist people involved within IUCN to engage in sharing, learning and continual improvement. Outlined in Appendix 5 is some information to help clarify lessons learned and propose a process for managing this.

There is some useful experience that can be connected in taking lessons learned forward. The Livelihoods and Landscape Strategy (LLS) have experience conducting writing workshops which can be a useful way of capturing some of the tacit knowledge of project managers. The Water and Nature Initiative (WANI) is a long-term multi-national and multi-million dollar programme sitting on a lot of experience which they would like to capture and share through a lessons learned process. The Mangroves for the Future (MFF) provides a useful pilot to work with to capture lessons learned. Lessons learned pilot initiatives should be established including MFF, WANI and LLS.

Recommendation	2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.

2.2 Knowledge products

"Should we be printing all of these documents?"
"Need quality assurance. Crappy publication can bite you quickly. Bangladesh produced 14 books, no one knew about it, including the library. The IUCN logo on a publication requires peer review. Programme coordinator and communicator need to be on top of that."
"No one is going to read a thick report – synthesize one or two articles for publishing with link to full report."
"Just giving someone a beautiful bicycle does not guarantee they know how to ride it. Producing a big publication does not necessarily mean the recipient is going to know what to do with it."
"There was an experience in Nepal 2005-06 where the policy brief that had been sent was discovered months later left in the box still not unpacked. It was not in their local language, not tailored to their needs, not used."

Knowledge products (figure 13) form an important means to showcase the work IUCN is engaged in, influence key audiences and transfer explicit knowledge from the Union. There are many decisions that need to be taken throughout the process of producing a knowledge product, with specific guidance available from the Publications Unit of the Global Communications Unit (publications@iucn.org).

There are multiple in-house avenues already available to support knowledge sharing and distribution of knowledge products which should include knowledge products produced in regions and national offices as appropriate.

The Library located at the IUCN headquarters in Gland, Switzerland forms a knowledge centre for the Union and is an important point for capturing and sharing IUCN's knowledge products. Unfortunately, all too often, these resources are produced and there is no process

followed that informs the library, meaning the full extent of IUCN's knowledge products is under-utilised. For example, the Ecosystems and Livelihoods Group provided a list of 48 publications produced since 2006. This was cross-referenced against the IUCN library catalogue, with only 14 publications appearing in the catalogue (3 only in PDF format). How many other publications have been produced in recent years across the Asia region that have not been included in the library catalogue? When publishing documents to the IUCN website, if the document is first sent to the library for cataloguing, the library can issue a URL link which can be used in the IUCN website to direct people to the publication. This way the specific knowledge product can be showcased on the relevant pages of the website and be included in the library catalogue. The library is available as a resource to help find knowledge products produced through IUCN and other institutions. The Librarian, Katherine Rewinkel El-Darwish, is available to help clarify any questions (katherine.rewinkel@iucn.org)

Other avenues for sharing knowledge products include the IUCN website, IUCN YouTube channel, social networking platforms and IUCN Photo Library (covered in more detail under section 3: technology), which are supported by the Global Communications Unit and Communications Coordinators at Regional and National level. By involving content from the regional and national level, it enriches the available quality and quantity of materials to showcase IUCN's work in the Programme. For contact information please see: http://www.iucn.org/media/media_contacts/

It is important that knowledge products with an IUCN logo are of a sufficiently high standard. There is a need to clarify the quality assurance process needed for the different types of knowledge products.

It is important that adequate time is built into staff time to support the production of quality knowledge products. At present, many staff mentioned that writing for scientific publications was a 'spare time' activity.

It may be of interest to track some of the knowledge products produced during the past 12 months to measure their use and impact. The lessons learned from the appropriate development, production, dissemination and utilization of knowledge products can be shared to improve future products. An analysis of how IUCN can maximize the reach of its publications through collaboration with local partners, governments and conservation colleagues can potentially enhance their impact.

Figure 13: There are diverse knowledge products being produced throughout the Asia region.

It is of critical importance to consider early on in the process of programme and project management:

- What is the change we are trying to influence?
- Who has the knowledge needed on this topic?
- Who do we need to influence? and
- How do those people wish to receive that knowledge?

How do people retain information? Audiences do not easily remember all the information provided to them and more interactive methods lead to higher retention. It is important to keep this in mind when deciding how we wish to share, communicate and engage people. Dale's Cone of Experience (Shaw, 2003) diagram's the effectiveness of different media to the learning experience, with the least effective (verbal symbols) at the top of the cone and most effective (direct, purposeful experience) at the bottom (see Figure 14).

Another diagram that helps us to consider the methods used in sharing knowledge is the Learning Pyramid (Figure 15) which charts the retention rates by information delivery (Shaw, 2003; Hesselink et. al., 2007):

- Lecture = 5%
- Reading = 10%
- Audiovisual = 20%
- Demonstration = 30%
- Discussion Group = 50%
- Practice by doing = 75%
- Teach others/ immediate use of learning = 90%
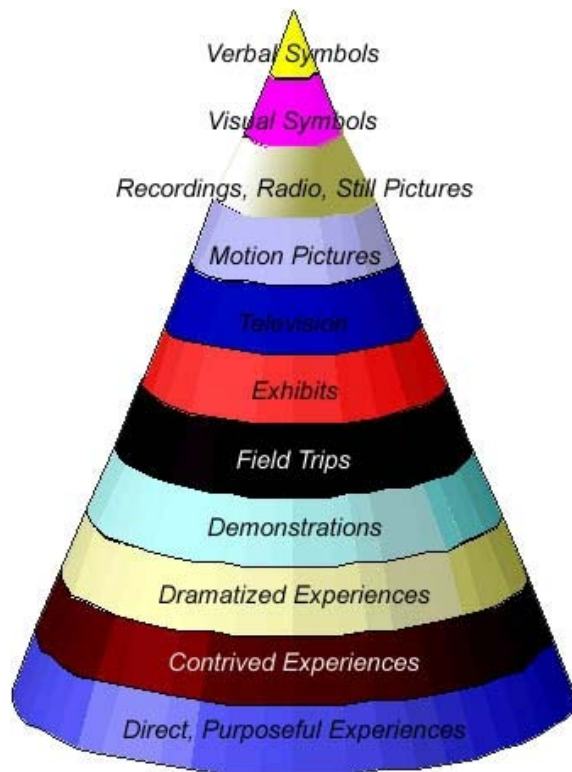
Figure 14: Dale's Cone of Experience.
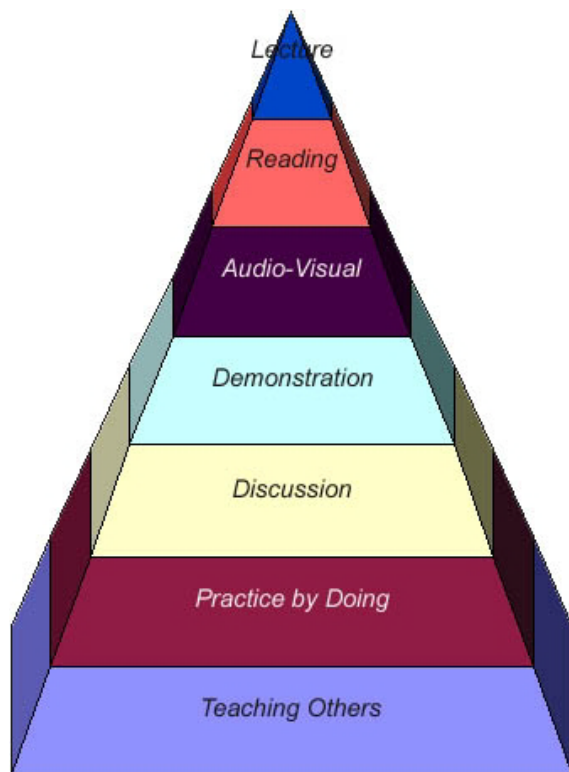
Figure 15: The Learning Pyramid

One member of staff described presentation of knowledge using a bicycle analogy, "Just giving someone a beautiful bicycle does not guarantee they know how to ride it. Producing a big publication does not necessarily mean the recipient is going to know what to do with it." Likewise, someone may not want to receive all of the possible information available on a particular topic, but instead receive a summary, overview or key results (see figure 16).

We may think people want a bicycle (or knowledge product) like this...

When perhaps they actually want a bicycle (or knowledge product) like this (or vice-versa)...

Figure 16: A bicycle analogy applies to the types of knowledge products we produce and how we need to package the knowledge in a way the recipient wants to receive it. Wikimedia Commons (2006b; 2009)

The format in which we present the information or knowledge needs to be carefully selected and may require creativity, asking the audience what they would like to know and how they would like to receive it, and re-packaging knowledge to help the knowledge flow where it is needed. This requires fore-planning, resource allocation and a level of competence in communications.

A comprehensive document on a topic may be an appropriate centre piece for sharing knowledge. This should not be seen as the end point, instead a milestone in the process. A knowledge product support package can be developed around the key knowledge product (figure 17) such as:

- Print and/or pdf format
- Executive summary
- Briefs for target audiences
- Translations
- News articles on website and/or dedicated webpages
- Radio presentations, podcasts
- Maps
- CD version
- Posters
- Mainstream media
- Video, photo galleries
- Social networking
- Community events
- Training

Several examples of re-packaging of knowledge were mentioned during the survey.

Pakistan floods – IUCN has expertise in disaster risk reduction and response, including a 3 volume series on 'Integrating environmental safeguards into disaster management'. Severe flooding hit Pakistan in mid-2010 affecting millions of people and broad areas of Pakistan. IUCN through the Ecosystems and Livelihood Group 2 and Pakistan office within one week responded by re-packaging their knowledge into eight page short and practical guidance notes on critical issues affecting people and the environment. These were translated into six languages and circulated widely through local to global media, government and community channels.

Influencing Maldivian ministers – IUCN was involved in producing a comprehensive report on 'Valuing Biodiversity and the economic case for biodiversity conservation in the Maldives'. One of the identified target audiences of people that needed to be influenced were several of the Maldivian ministers. The content of the report was re-packaged into targeted knowledge products of 2-page briefs that took the key points of interest to those ministers. This supported the process of policy change in the Maldives.

Re-packaging the Red List – The IUCN Red List of Threatened Species™ is widely recognized as the most comprehensive, objective global approach for evaluating the conservation status of plant and animal species. It is one of IUCN's flagship initiatives and contains a great deal of useful content available through the www.iucnredlist.org website and other products. In Sri Lanka, working in partnership with the Standard Chartered Bank, 2,000 coffee table books were produced for the corporate customers of the bank on the threatened species of Sri Lanka. This re-packaged content of the Red List was shared as a gift that would help make these corporations more aware of biodiversity in Sri Lanka.

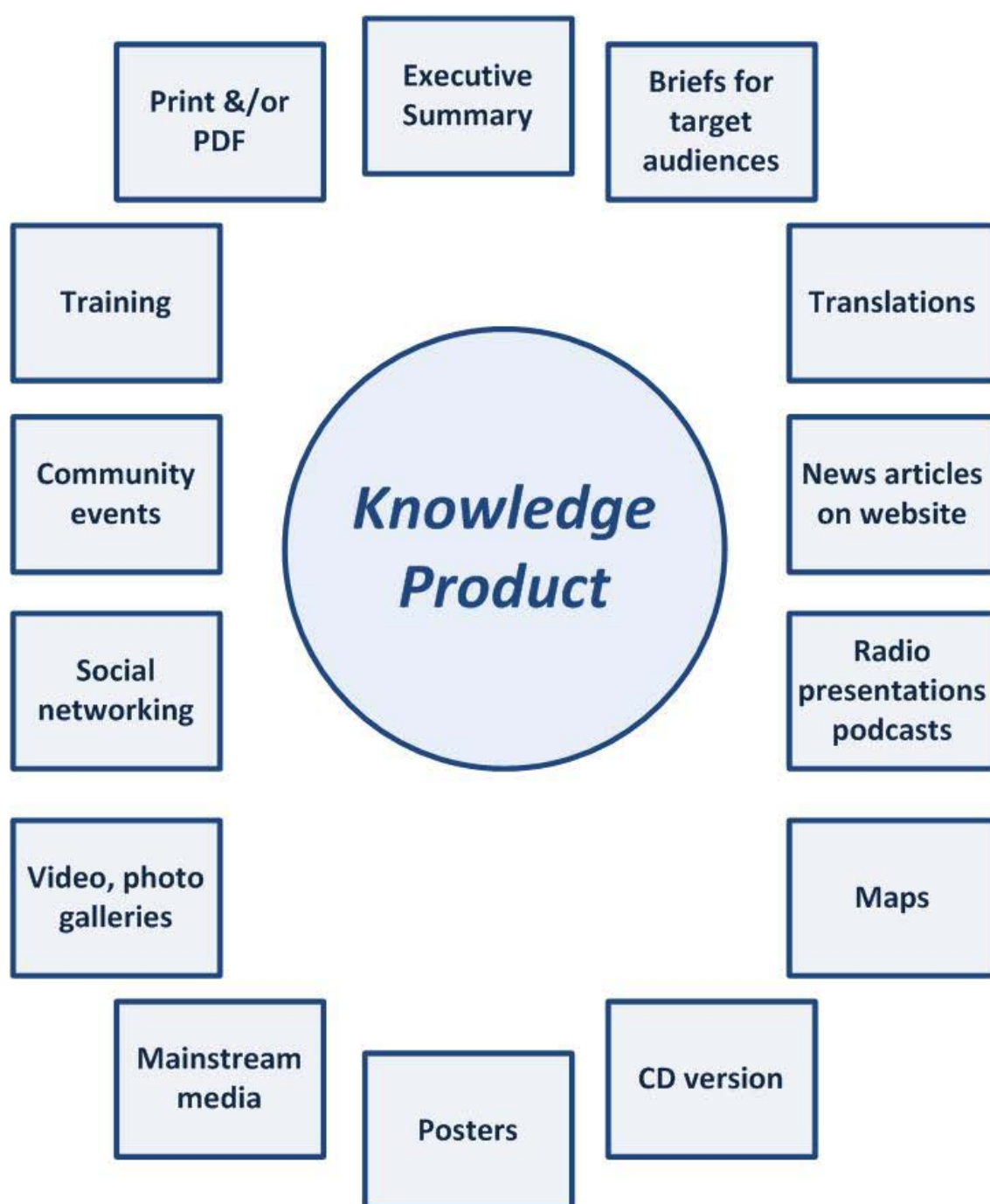# Knowledge Product Support Package

Figure 17: The impact of knowledge products can be enhanced with planned support packages.

Recommendation	2.2	Develop support packages and processes for knowledge products to maximize their exposure, relevance and application to target audiences.

2.3 Translations

"Translation into local languages is what works – it has an impact when it is in local languages."
"Communicators can translate technical knowledge to help lay people and all staff."
"I need an understanding of what tools, publications and videos are available in local language of that country, province. Local language resources are so well received on the ground."
"How do we communicate with indigenous groups with different languages?"
"How are people involved in communications across the region working on dealing with illiterate people or those distant from computers to communicate worldwide."

Translation of knowledge products can be time consuming (the WANI toolkit for example took one year to translate it into Chinese but was necessary to have influence), needs at least one person to coordinate and oversee the process, needs resources to ensure quality assurance of the translation and any re-production work for layout and printing. However, this can sometimes be the missing link to really making an impact.

It may not be necessary that all products are translated into other languages, it could be that all is needed is an executive summary or key components of the knowledge product. Perhaps an audio translation could be helpful? Can images or audio visual products help get the message across? IUCN should also look outside of our organization to see if there are resources that are available to share translation support with other organizations. Pooling knowledge products can reduce the need to reinvent the wheel. Use of translation tools can help translate content, though need human quality assurance to be built into the process.

We need to be careful also in our choice of language, that we do not alienate people by using inappropriate language such as scientific terms and acronyms if it will not be understood by the receiver. How would an outsider interpret something like: "MFF, LLS and WANI all support the CPA and TPAs of IUCN and can help deliver on the SP of the CBD developed at the COP 10, though we mustn't forget to include CEPA as a cross-cutting priority."

Randy Olson (2009) has written a book called 'Don't be such a scientist' (http://www.dontbesuchascientist.com/) which highlights the need for scientists not only to believe having scientific facts will generate the necessary results, but there needs to be engaging communications as well.

Recommendation	2.3	Establish a continually improved system for translation that emphasizes accuracy and efficiency.

2.4 Knowledge Management and Finance

"The financial model is a problem. People don't share because they are running around chasing money."
"Funding model doesn't encourage or facilitate sharing between regional programmes or regional and country programmes. Doesn't make sense on practical level, makes sense on financial level."
"Each person is responsible for chasing funds, it's time consuming."
"We should share information about funding success. Improve poor proposal writing practices."

Several people surveyed point out the financial model is a hindrance to sharing as people have to spend a lot of time in chasing funding, sometimes leading to a feeling of competing for funding and cross-billing each other for work. The IUCN Asia and HQ Financial managers could look at how the financial model in IUCN may be a barrier to good knowledge management practices and identify potential solutions to overcome this.

There seemed a need to provide capacity building and tools to help project managers with their fiscal management requirements. This can be viewed throughout the complete financial management process from exploring potential funding avenues, project proposal writing, reporting and auditing. One recommendation was to develop automated financial reporting process for programme and project managers, so that instead of them initiating a financial report by emailing someone in the finance team, who then prepares the report and sends it to the project manager, the system could provide automated monthly financial reports to each project manager.

Sharing of good and bad examples of project proposal writing and sharing of expertise can be a very important skill set for all project and programme managers to have, supported through annual training updates.

Recommendation	2.4	Explore how IUCN's finance model can be applied to encourage knowledge development and sharing.

2.5 Knowledge Management and policy influence

Many project and programme managers mentioned work on influencing policy or helping with the implementation of policy. There is potentially a very useful piece of work to explore the methods and effectiveness of influencing policy at various scales and the connections between global, regional, national and local policies. The Global Policy Unit of IUCN could develop close connections with the Asia Region to discuss policy approaches and collaboration as well as sharing of best practice policy development.

Recommendation	2.5	Explore greater synergies between the Global Policy Unit and the work on policy influence being conducted throughout Asia.

2.6 Time to think, share, learn and develop

"We have systems and procedures that take a long time. A lot of administration time. 273 annual results in Asia. Needs to be simpler."
"Does African Region have work on Grasslands? I don't have time to go looking."
"'Real work' may not allow me to spend that much time to learn."
"I don't have time to read."
"No one has all the time to read email documents."
"Quick responses do not allow time for reading and review."
"Should have enough time to reflect on how you will add to knowledge, not just replicating."
"Few produce scientific articles – time constraints. Spare time activity."

Many people mentioned a lack of time as a hindrance to doing anything beyond their 'real work' or having time to do things like learning from others, personal development, writing or ideation. As an organization that prides itself on being a knowledge-based organization, it would seem important that time is available to engage in such work. Google has a 20% time policy, where staff are free to work on any new project they would like to for 20% of their working time (Google, 2006). This does not mean that they are sitting around doing nothing

for one day per week, but they have the flexibility to work on new ideas, collaborate with others and develop new work.

So, if it's important to make time available to do this type of work, but people don't feel they currently have the time, one of the first questions to ask is 'where does time go?' This question is explored further in Appendix 6.

Email overload is a genuine time management problem, referred to specifically under the technology section: 3.4 Reducing email overload.

Recommendation	2.6	Encourage staff to review and revise work practices and processes which can assist them in setting aside time devoted to long-term planning, ideation, personal development, sharing and learning.

2.7 Recording IUCN's longer term work

"How are we recording longer term work? Environmental work is thought of in decades."

IUCN began in 1948. It has a long history in the international and local environment arena, though it can be difficult to systematically identify the results that have been made. The longest serving member of IUCN staff in Asia goes back to 1986, so that tacit institutional knowledge still doesn't cover several decades of IUCN's work. It is the knowledge which has been made explicitly available through documents and publications which now provide us with our primary understanding of IUCN's history. How will someone in 2030 know what IUCN has been doing in 2010? Will they understand what a TPA 4 is? What is being systematically recorded and archived to ensure there is an institutional record that goes beyond what is in the heads of long-serving staff or volunteers. Think about what computers looked like in 1990 and the kinds of technology that was used to save information – it is extremely challenging to access this content today. Hard copies of publications still remain the only secure way to adequately archive materials.

A process of identifying what are the key pieces of information that need to be recorded and kept for long-term reference and record should be instigated. This can be supported through discussions with the Global Communications Unit, particularly the Publications Unit and Library, as well as the Information Management Group.

Recommendation	2.7	Review how we in IUCN are systematically recording longer term work to enable historic access and recording of IUCN's impact over long timeframes.

3. Technology

*Applying the most suitable **technology** to enable best knowledge management practices.*

3.1 Supporting connections through One Programme

"I regularly go to the Knowledge Network for information."
"I have worked for IUCN for two years and have never used the Knowledge Network."
"Knowledge Network does not have everything you need. e.g. search 'coral reefs' I should be able to access past IUCN projects on coral reefs."
"I didn't find the knowledge network useful. Didn't battle it long enough. I uploaded one wrong document and couldn't get rid of it, I got scared and ran away."

The technological tools IUCN provides its staff are a critical part of the effectiveness of knowledge management practices. The Information Management Group (IMG) are primarily responsible for providing these IT support tools and there are major initiatives in the pipeline. Staff are waiting for these tools and hope that they will provide the functions that are lacking in the current IT systems.

The Knowledge Network is one of the IT systems IUCN uses, which has varying degrees of utilization across the secretariat. Some use it regularly, others have tried and become frustrated with it so did not persist, whilst some people have never felt it necessary to use it. The IT systems under development need to ensure they help the staff and other people in IUCN to do what they need to do or else we will potentially end up with another Knowledge Network situation.

With IUCN's One Programme approach, it is necessary to have IT systems that help people to store, sort, access and analyse information and knowledge throughout the Union. This technology should consider how to automate some processes and help people to catalogue data and access the most important content. Automated systems can also help connect people with similar profiles.

A few of the key points people expected to see through the new IT systems include:
- Project management tools to help with processes, tools, budgeting and financial management models, donor requirements, reporting templates, dashboard of key measures.
- Project information, including full life cycle of project and supporting documentation. A quickly accessible overview of each project, contact people and status of implementation. This applies to past, current and planned projects.
- Strong search function – people are used to using Google and expect the same type of functionality with other search tools. People would also like a clear logical structure to the taxonomy used to order content. This coupled with a virtual help desk to assist you in finding what you are looking for in case you cannot find it yourself.
- Forums to interact with other people across the Union, to share questions, comments and know what other people are working on.
- Key programme, policy and HR documents easily accessible.
- Document and publications repository to store and access materials useful for delivering their projects.
- Directories of expertise to help find and connect with the various people across the Union.

We should be able to answer questions raised by programme staff such as:
- What is Africa doing with grasslands management?
- How are other mountain countries managing their ecosystems?
- How to manage migratory bird breeding habitat?

Whilst the current IT systems may not have been very useful for helping to answer some of the questions listed above, there are other means of searching out this information. People need to take personal responsibility for knowledge management and look for connections across the Union using whichever method is necessary. Efforts should be made to remove barriers or bottlenecks to knowledge sharing as they are identified.

Recommendation	3.1	Establish better systems to capture information about programmes and projects within IUCN to enable better search functionality across the Union to find connections and strengthen collaboration within IUCN's One Programme approach.

3.2 Knowledge Management and Social Networking

Figure 18: Social networking sites can be strategically used to help promote our work, engage with people and receive new content about what other people are doing. (Hall, 2010)

Strategic use of social networking can help to share the work that IUCN is doing, engage with people already involved in the work we are doing or share an interest, encourage others to further promote our resources or news through 'social pollination', and also provide an avenue to learn about what other organizations and people are working on.

Social networking sites cover very diverse topics and media (Figure 18) and IUCN is engaging with this more and more. An example of how the Commission on Education and Communication has used social networking is available from:
http://www.iucn.org/about/union/commissions/cec/?6208/Follow-CEC-Online

The Mangroves for the Future Initiative has worked on some social networking initiatives already including:
Facebook Group: http://www.facebook.com/home.php#!/group.php?gid=51166683840
Blog: http://morvenna-estebanjmae.blogspot.com/
Photo library: http://picasaweb.google.com/thailand.mff
Videos: http://www.youtube.com/user/mffthailand

Other programmes within IUCN may also consider using social networking sites as a tool. The Global Communications Unit has guidelines for how to use social networking tools and can assist in helping to explain how these tools can be applied.

It would be beneficial for all of IUCN to share good content at the programmatic level such as videos, photographs, major news stories with the Global Communications Unit so that they can integrate this into the pool of resources promoted globally, such as the IUCN YouTube Channel: http://www.youtube.com/user/iucn

Recommendation	3.2	Explore strategic use of social networking tools to complement knowledge management practices and reach out to a wider audience.

3.3 IUCN website

Short links

The IUCN website was mentioned by many staff as both a channel by which they share information and how they search for information. Several parts of the Asia section of the IUCN website contain a great amount of content, though it may be difficult to access. Short link URLs can help direct people to particular sections of the website and are easier to use for promotions. e.g. the short link: http://iucn.org/Asia/ELG can be used instead of: http://iucn.org/about/union/secretariat/offices/asia/regional_activities/elg/

There was some confusion regarding the use of URL short links. To help clarify this matter, the IUCN policy is provided below.

Domain names and URL shortcuts

The domain names for the IUCN website are www.iucn.org and its French and Spanish equivalent www.uicn.org. For branding and technical reasons no other domain names should be used to promote the IUCN website or any web section hosted under it.

To help units and projects promote their respective web sections, URL shortcuts in the form of www.iucn.org/name can be created; for example www.iucn.org/marine or www.uicn.org/sur. To ease the management of URL shortcuts only one shortcut can be offered to each unit or project. If needed, sub shortcuts in the form of www.iucn.org/name/name can be created for sub sections of units or project web sections; for example www.iucn.org/ssc/antelope.

To request a new domain shortcut URL please contact webmaster@iucn.org

Web Peer Review Process

The website needs to be continually reviewed and developed, which can benefit from constructive peer review and recommendations. A peer review process can be managed by the Asia Regional Communications Coordinator to establish twice yearly reviews and updates of the website. At the beginning of a set week, Communications officers across Asia with web content responsibilities are given a country or programme section of the IUCN Asia website to review (e.g. www.iucn.org/pakistan or www.iucn.org/asia/mekong_dialogues) and provide constructive feedback using a template checklist. Feedback is given by the end of the week and discussion between the respective communications officers responsible for the website. Repeat the process six months later including follow up reporting on actions taken on the prior recommendations.

Recommendation	3.3	Encourage peer reviews of Asian pages of IUCN website to consider new ways of presenting the content and learning from one another.

3.4 Ongoing review and adoption of appropriate technologies to help deliver the programme

Reducing email overload

"I am bombarded by email."
"Email is used as a way of recording proof you have communicated, a record of a decision. There is a belief it's done if it's been emailed – silly way of operating."
"English is not our first language so reading emails takes longer."
"You have to be ruthless with email."
"Scanning articles and emailing big files around to everyone is not helpful."
"Group emails are ineffective."

"I spend 15 days in the field and 15 days in the office, so can't respond instantly to all emails."
"I find it helpful to get an email telling me about new resources."
"Too much information creates a problem. No one has all the time to read email documents. Don't
bombard everyone with too much information. People need to be focused."

Email is one of the most widely used knowledge management tools. It helps us to contact people around the world, share documents, initiate and maintain contacts, share links and virtually anything that we want to communicate with other people electronically. Email does have its challenges as too many emails can lead people to feel overwhelmed and unable to keep up. It is a limited method of communication, dry in terms of emotion and able to be misinterpreted. Expectations of response times from the sender to the recipient can be unrealistic, de-railing other important tasks. It was regularly mentioned that people are bombarded by email and it takes up a significant amount of their time. Email is a tool and should be managed that way, not that email should decide how you manage your work. It is up to each person to choose how they wish to manage email as a sender and a recipient, with some tips in Appendix 7 to help manage email and information overload.

Software tools and training for GIS mapping
"We collect spatial data and present it in map form."
"We show the changes we have made through mapping."
"Global licensing package to GIS mapping software and training would be very helpful."

Mapping tools can be very helpful in recording and presenting changes on the landscape, particularly for project managers. Whilst some staff have access and expertise in mapping, it was mentioned that they would like to have this access centralized as well as training support so that mapping tools can be utilized across the region.

IMG can help with providing access to some free and some fee-paying mapping software.

Better management of photo resources
Photographs are a valuable resource for presenting and sharing information. There are several tools available for managing photographs which could be used by individuals, teams or IUCN as a whole. It is important that photographs of high quality taken during the course of work with IUCN are brought into a central pool so that they can be of benefit to the broader Union. It is not necessary for every photograph taken to be accessible to everyone – this would be overwhelming!

Three examples of how photos can be managed are covered below. IMG are developing new approaches to managing IUCN photo libraries as part of the development of the IUCN IT tools.

Google Picasa
Google Picasa is a free web tool which can help to store, sort and edit photographs. It is available free with a gmail account and has been used effectively by the Mangroves for the Future programme (http://picasaweb.google.com/thailand.mff). It can be a useful tool for individuals and projects to manage photo resources and share their best images with the Global Communications Unit.

Flickr
IUCN has a flickr account where they publish sets of photographs on specific topics (http://www.flickr.com/photos/iucnweb/sets/). New photo sets can be created in collaboration with the Global Communications Unit.

IUCN Photo Library in Knowledge Network

The IUCN Photo Library in the Knowledge Network provides a searchable database for storing and sharing files that are of a high quality, suitable for use in publications. Instructions for its use have been provided by the Publications unit who are responsible for managing this tool:

From the landing page of the Knowledge Network look at the left hand bar under Resources. There you will find Photolibrary. Click on here to get to the description, then click on **start your search** to go to the search page for images.

Under **Click here** you have instructions of how to provide images.

The IUCN Photo Library is a searchable database of photographs and illustrations provided by IUCN staff for use free of charge for IUCN publications, reports, presentations etc., and occasionally for use by outside entities for press releases, feature articles in magazines - but on no condition for commercial or private purposes.

We welcome new photos from IUCN staff. Photos donated to the photo library should be 300dpi and at least 10x15cm in size for use in publications - less if for use on the web only.

The copyright is retained by the photographer if the photos are taken privately and is retained by IUCN if taken during the course of the employees work with IUCN.

Photos that are donated to the photo library must be accompanied by the relevant information otherwise they have no long-term value. The minimum information required is:
- Geographical location
- Date picture taken
- Name of specific places/sites
- Name of people in the picture if applicable
- Common and/or scientific name of species

Access to the photolibrary is via the Knowledge Network. Normally all staff should have access to this with their own password.
http://intranet.iucn.org/kb/app/progs/inmagic/help.cfm

Photos and relevant information should be sent to Cindy Craker (Cynthia.craker@iucn.org) who does the cataloguing.

Powerpoint presentation repository

Several staff mentioned that they were regularly asked to represent IUCN across a range of topics, particularly in national offices. They may not be a subject matter expert on the topic being presented, but it can be helpful to have quick access to ready made presentations on a range of topics. These programme packs could include factsheets, Powerpoint presentations or resources on key programmatic areas of work for IUCN. These should always be used with caution, but better than trying to start from scratch.

There are some tools available to share Powerpoint presentations, such as SlideShare which has been used by the CEC: http://www.slideshare.net/IUCNCEC There may be a need for such a repository to be built into the tools being developed by IMG.

Technology – more than just a computer

Technology can be used in many forms to help us to gather and share environmental knowledge and should be considered in all of its available applications. Technology is more than just a computer and can extend for example to use of mobile phones, cameras, video cameras, GPS linked with GIS mapping tools, iPhone applications and probably many other ways technology can be applied to help us do our work.

Recommendation	3.4	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.

Next steps

The next steps required following this knowledge management study and subsequent report include:

- Review of knowledge management report by management in the Asia Region with feedback
- Development of detailed action plan on recommendations by the Asia Region and other groups as appropriate (refer to Asia Knowledge Management Action Plan document)
- Presentation of a Brown Bag Lunch at IUCN HQ of results of the study
- Circulation of knowledge management report within IUCN staff in the Asia Region
- Publish report on IUCN website for general circulation
- Ongoing implementation of agreed action plan

Acknowledgements

Summary of Recommendations for Knowledge Management in the IUCN Asia Programme

People	
1.1	Provide on-going training support for IUCN staff across the Asia Region in project management, people management and technical training relevant to their programmatic responsibilities.
1.2	Support IUCN staff to have basic common knowledge competencies in IUCN's Institutional knowledge, Policy and Procedural knowledge, Networked knowledge and Technical knowledge.
1.3	Provide support for knowledge management awareness raising tools and capacity building within the Asia region.
1.4	Encourage discussion within IUCN on: 'What is IUCN's knowledge niche and how can knowledge management support that niche?'
1.5	Explore new ways to connect IUCN secretariat staff in Asia with colleagues working in other offices of IUCN.
1.6	Review how knowledge management appears in the terms of references and workplans of staff within IUCN Asia Region and consider the need for new targets to incorporate knowledge management responsibilities.
Processes	
2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.
2.2	Develop support packages and processes for knowledge products to maximize their exposure, relevance and application to target audiences.
2.3	Establish a continually improved system for translation that emphasizes accuracy and efficiency.
2.4	Explore how IUCN's finance model can be applied to encourage knowledge development and sharing.
2.5	Explore greater synergies between the Global Policy Unit and the work on policy influence being conducted throughout Asia.
2.6	Encourage staff to review and revise work practices and processes which can assist them in setting aside time devoted to long-term planning, ideation, personal development, sharing and learning.
2.7	Review how we in IUCN are systematically recording longer term work to enable historic access and recording of IUCN's impact over long timeframes.
Technology	
3.1	Establish better systems to capture information about programmes and projects within IUCN to enable better search functionality across the Union to find connections and strengthen collaboration within IUCN's One Programme approach.
3.2	Explore strategic use of social networking tools to complement knowledge management practices and reach out to a wider audience.
3.3	Encourage peer reviews of Asian pages of IUCN website to consider new ways of presenting the content and learning from one another.
3.4	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.

References

Brown, S.J. (1999) *Knowledge for health care practice: A guide to using research evidence.* Philadelphia : W.B. Saunders.

Creech, H. (2004) Mobilizing *IUCN's knowledge to secure a sustainable future – The IUCN Knowledge Management Study*, IISD

Dannyphoto80 (n.d.) Butterflies, Dreamtime.com

IUCN (2010) *'Love. Not Loss'* http://www.youtube.com/watch?v=BvIdwOEzreM

KnowledgeThoughts.com (2007) *KM Inspiration Part 1* http://www.youtube.com/watch?v=PcwO47ujCs4&feature=related

Lotus Development Corporation (2000) *Discover What You Know* http://www.youtube.com/watch?v=f_x78XLBBVM

Mangroves for the Future (2011) *Mangroves for the Future* http://www.mangrovesforthefuture.org/ http://www.youtube.com/watch?v=f_x78XLBBVM

Milton Bradley (2010) *'Guess Who?'* in Simcoe.com Tonight's Game 'Guess Who?' http://www.simcoe.com/simcoe/article/830009

Milton, Nick (2009) *Lessons Learned as part of Knowledge Management* http://www.youtube.com/watch?v=JPB7WmERzkQ

Milton, Nick (2010a) *Definition of Lessons Learned* http://www.youtube.com/watch?v=rHoVQSBrjGo

Milton, Nick (2010b) *The Lessons Learned Handbook*, Chandos Publishing, Oxford

Shaw, Glenna (2003) *Are you a presentation master chef or a short order cook?* http://www.pptmagic.com/articles/chef.htm

Hesselink, F.J. et. al. (2007) *Communication, Education and Public Awareness, a toolkit for the Convention on Biological Diversity*, Montreal

Google (2006) *Google's "20 percent time" in action* http://googleblog.blogspot.com/2006/05/googles-20-percent-time-in-action.html

Covey, Stephen (1989) *The Seven Habits of Highly Effective People*, Free Press

Hall, Mark (2010) *7 Ways to Demonstrate Your Expertise and Increase Sales* http://mytwoandahalfcents.com/?p=309

Schenk et. al., (n.d.) *Our take on 'how to talk about Knowledge Management',* Anecdote

Vpublic (n.d.) Iceberg, Dreamstime.com

Wikimedia Commons (2006a) *Toolbox* http://commons.wikimedia.org/wiki/File:20060513_toolbox.jpg?uselang=en-gb

Wikimedia Commons (2006b) *Recumbent Bicycle* http://commons.wikimedia.org/wiki/File:Recumbent_bicycle_Toxy_CL.jpg

Wikimedia Commons (2009) *Balance Bike* http://commons.wikimedia.org/wiki/File:Balance_bike.jpg

Wikimedia Commons (2010) *Clown Fish in Warsaw Zoo 2010* http://commons.wikimedia.org/wiki/File:Clown_Fish_in_the_Warsaw_Zoo_2010.jpg

Appendices

Appendix 1: Survey questions used in interviews

Interview Number:
Name:
Position title:
Gender:
Office location:
Contact details: email, telephone, postal address, Skype:

1. Which projects are you involved with: global, regional, national, local (check box):

2. What is the title and project numbers you are working on?

3. What change are you trying to influence through the programme?

4. What knowledge do you need to do your work?

5. Where do you prefer to go to access knowledge to help you do your work?

6. What knowledge will you share with others about your project?

7. What resources do you invest in knowledge management?

8. Would you like to know about other IUCN projects?

9. If yes, what would you like to know about other IUCN projects?

10. On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge that you need in a format and timeframe that you need?

11. Any other comments or recommendations that you have regarding knowledge management and your project?

Appendix 2: IUCN Asia staff surveyed

Name	Position	Office	Method of Survey
Hamid Sarfraz	Programme Coordinator	IUCN Pakistan, Islamabad	Skype/ OCS interview
Christoph Muziol	Programme Coordinator	IUCN Laos, Vientiane	Completed survey online
Shamen Vidanage	IUCN Sri Lanka PC	Colombo	Skype/ OCS interview
Jake Brunner	IUCN Vietnam PC	Hanoi	Face-to-face interview
Laxmi Amatya	IUCN Nepal PM	Kathmandu	Skype/ OCS interview
Zhuang Hao	IUCN China PC	Beijing	Skype/ OCS interview
JS Rawat	IUCN India Senior Forest Officer,	New Delhi	Completed survey online
Tawatchai Rattanasorn	IUCN Thailand PM	Bangkok	Face-to-face interview
Ganesh Pangare,	Coordinator Regional Water and Wetlands Programme, ELG1	Bangkok	Face-to-face interview
Peter Neil	Coordinator Regional Forest Programme and Climate Change Programme,ELG1	Bangkok	Completed survey online
Naomi Doak	Programme Officer, Regional Protected Areas Programme, ELG1	Bangkok	Face-to-face interview
Shiranee Yasaratne	Coordinator, Regional Business and Biodiversity Programme	Bangkok	Face-to-face interview
Saima Baig	Coordinator, Regional Environmental Economics Programme, ELG2	Colombo	Face-to-face interview
Raquibul Amin	Coordinator, Regional Ecosystem Management Programme, ELG2	Colombo	Face-to-face interview
Maeve Nightingale	Coordinator, Regional Marine and Coastal Programme, ELG2	Colombo	Face-to-face interview
Robert Mather	Head Country Group 1	Bangkok	Face-to-face interview
TP Singh	Head ELG1	Bangkok	Face-to-face interview
Ali Raza Rizvi	Head ELG2	Colombo	Face-to-face interview

Kent Jingfors	Regional Programme Coordinator	Bangkok	Face-to-face interview
Niaz Ahmed Khan	Country Representative, IUCN Bangladesh	Dhaka	Completed survey online
Lindsay Mulder	Regional Finance Director	Bangkok	Face-to-face interview
Donald Macintosh	Coordinator, Mangroves for the Future Initiative	Bangkok	Face-to-face interview
Janaka De Silva	Programme Manager, Mangroves for the Future Initiative	Bangkok	Face-to-face interview
Zabardast Khan Bangash	Project Manager, Balochistan Partnerships for Sustainable Development	Quetta	Skype/ OCS interview
Rezaul Karim	Team Leader, Community Based Sustainable Management of Tanguar Haor	Dhaka	Skype/ OCS interview
Bushra Nishat	Project Manager Bangladesh, Transboundary Water Dialogues	Dhaka	Skype/ OCS interview
Michael Dougherty	Regional Communications Coordinator,	Bangkok	Face-to-face interview
Anshuman Saikia	Deputy Regional Programme Coordinator	Bangkok	Face-to-face interview
Edwina Hollander	Regional Communications Officer	Bangkok	Face-to-face interview
Zakir Hussain	Director, Constituency Development and Coordination	Bangkok	Face-to-face interview
Rumana Imam	Regional Human Resources Manager	Bangkok	Face-to-face interview
Jana Esteban	Knowledge Management Officer, MFF	Bangkok	Face-to-face interview
Contacted but unable to interview			
Patti Moore	Coordinator Regional Environmental Law Programme, Ecosystems and Livelihoods Group (ELG) -1	Bangkok	Emailed survey

Shah Murad Aliani	Country Representative, IUCN Pakistan	Karachi	Emailed survey
Ranjith Mahindapala	Country Representative, IUCN Sri Lanka	Colombo	Emailed survey
Mahmood Akhtar Cheema	Project Manager, Murhee Protected Landscape Project,	Islamabad	Emailed survey
Ahmed Saeed	Project Manager, National Impact Assessment Programme,	Islamabad	Emailed survey
Nidhi Nagabhatla	Project Manager, India, Transboundary Water Dialogues	Dhaka	Emailed survey
Wei Juan	Project Manager, Nokia LLS China Project	Beijing	Emailed survey
Somsak Soonthornnawaphat	IUCN Thailand Programme Manager and MFF Thailand Coordinator	Bangkok	Emailed survey
William Schaedla	Director TRAFFIC South East Asia	Selangor, Malaysia	Emailed survey
Kong Kim Sreng	IUCN Cambodia PM	Phnom Penh	Emailed survey
Istiak Sobhan	IUCN Bangladesh PC	Dhaka	Emailed survey

Appendix 3: People, Processes and Technology approaches to Knowledge Management

Knowledge management can be approached from three main angles: people, processes and technology which are expanded on below and used as the basis for recommendations.

People

At the heart of IUCN's knowledge bank is the people who make up the secretariat, commissions, member organisations and wider networks. The tacit knowledge held within the minds and experiences of the thousands of people within this wider IUCN family is where the largest portion of the knowledge is held and accessible. This tacit knowledge is sometimes transformed into explicit knowledge which becomes more accessible through knowledge products such as documents, books, databases, websites or videos that can be more widely shared and stored. This tacit/explicit, people/products breakdown is similar to an iceberg (figure 19) with very little of what we know is visible as knowledge products, perhaps like the 20% of an iceberg that shows above the water's surface, the bulk of knowledge is held in the tacit knowledge of people's experience and knowledge that is not visible (Brown 1999, Schenk et. al., n.d.). Knowing where to find the right person or right product can be the biggest challenge.

This survey focused mostly on the secretariat staff involved in programme and project management within the Asia Region of IUCN, so the responses and recommendations are mostly related to this audience. There may be additional knowledge management needs and approaches for the other people involved in the wider IUCN family not touched upon in this report.

Summaries of key points raised during the study and recommendations relating to people are covered in section 1.
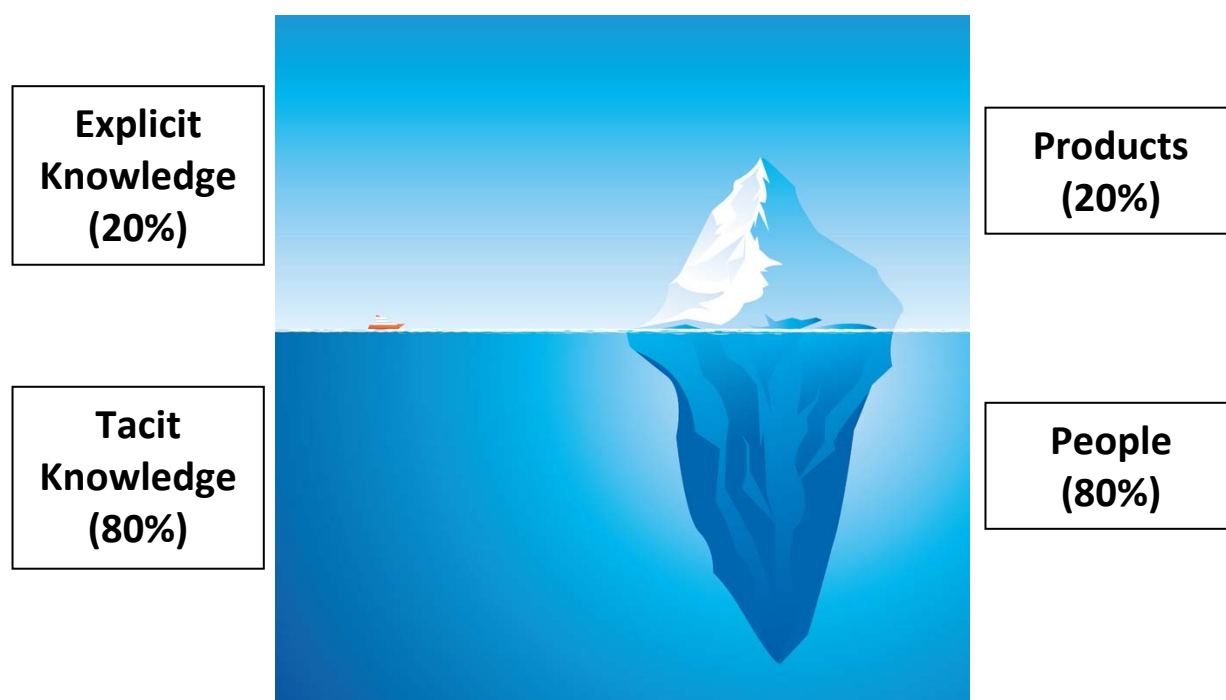

Figure 19: The IUCN knowledge iceberg (Vpublic, Dreamstime.com)

Processes

Processes can help make knowledge management practices clearer, more effective and efficient. Processes can relate to both tacit knowledge (stored in people's heads) and explicit knowledge (codified knowledge in databases or documents) and should help people to perform core tasks. When we analyse where there are knowledge gaps or challenges, it could be due to unclear, outdated or incomplete processes. Knowledge management needs organic and ad hoc knowledge practices, as well as systematic and planned processes. It can be helpful to establish cyclical processes that can be implemented with minimal additional effort required. Like a butterfly is a part of a cyclical process of laying eggs, hatching into a caterpillar, becoming a pupa and then hatching as a butterfly to lay eggs and begin the cycle again (see figure 20); cyclical processes can be built into the way that we manage knowledge. Summaries of key points raised during the study and recommendations relating to processes are covered in section 2.
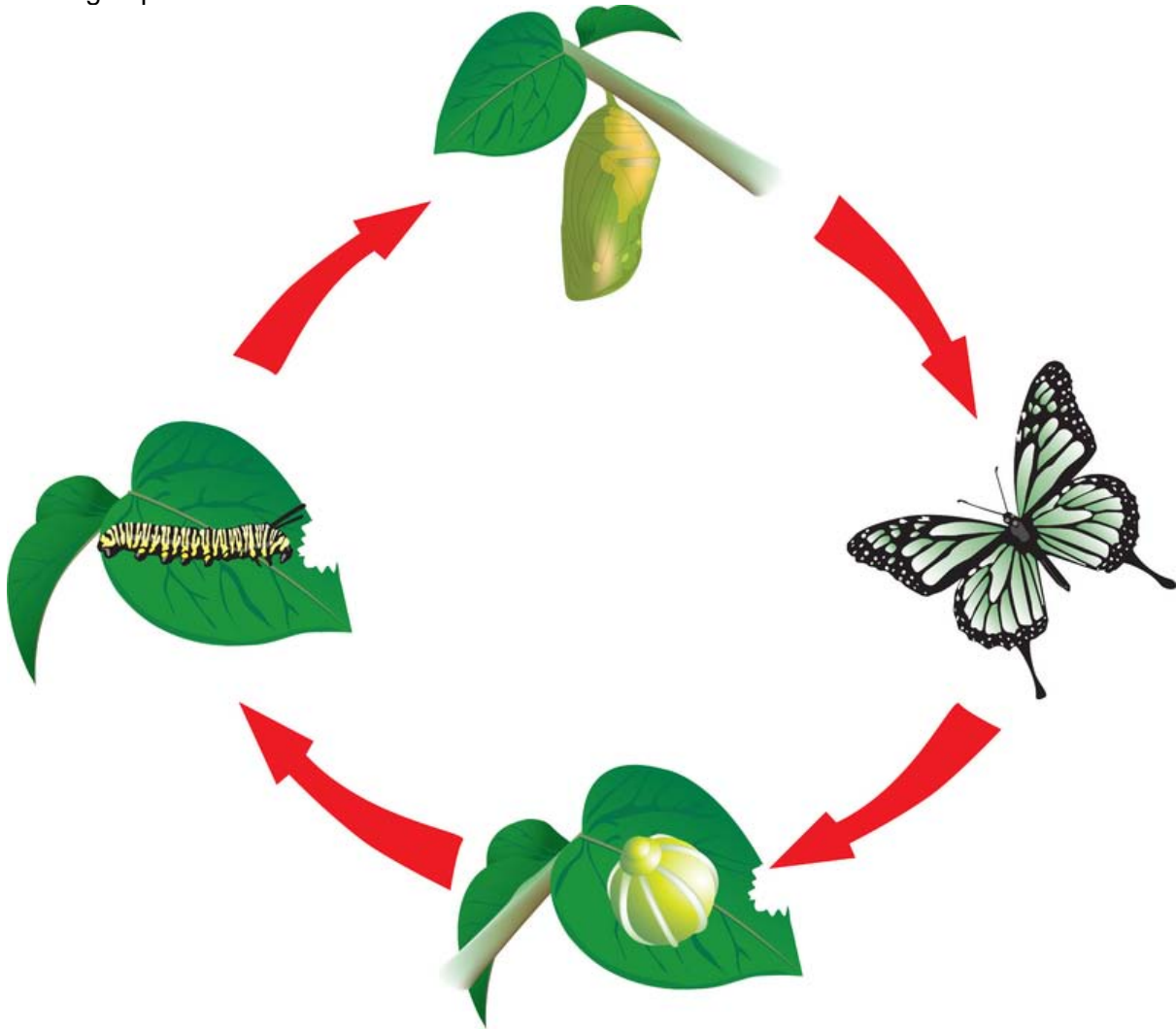

Figure 20: Like the continual life cycle of a butterfly, cyclical processes can be built into work processes to help improve knowledge management practices. (Dannyphoto 80, Dreamstime.com)

Technology

The clown fish and sea anemone have a symbiotic relationship (Figure 21). The sea anemone is poisonous to fish, which it catches and eats. The clown fish however, has developed immunity to the stings of the anemone, allowing it to reside safely away from predators within the anemone. In return the clown fish feeds on small invertebrates and helps to keep the anemone clean and healthy. So what does this have to do with technology?

Figure 21: The clown fish and sea anemone have a symbiotic relationship, like knowledge management and technology have a symbiotic relationship. Wikimedia Commons (2010)

Like the clown fish and sea anemone, knowledge management and technology have a symbiotic relationship. We use technology to help support production and sharing of knowledge, whilst technology alone will not produce knowledge, so needs the knowledge management input to make useful content.

There are many applications for technology in supporting knowledge management. Like a mechanic would select the right tool to fix a particular part of a car (figure 22), knowledge workers should ensure they are using the right technological tool for the task. Summaries of key points raised during the study and recommendations relating to technology are covered in section 3.

Figure 22: A mechanic chooses the right tool to fix a car, so should a knowledge worker choose the right technological tool for the task. Wikimedia Commons (2006a)

Appendix 4: Staff in Asia, years of employment and office location

Table 1: Number of IUCN staff per country in Asia

Country	Number of staff
Bangladesh	38
Cambodia	6
China	7
India	9
Lao People's Democratic Republic	18
Nepal	13
Pakistan	106
Sri Lanka	36
Thailand (includes Asia Regional Office)	51
Viet Nam	9
Total	293

Table 2: Number of years average employment with IUCN per country in Asia

Country	Number of years average employment with IUCN
Bangladesh	5.1
Cambodia	5.7
China	1.6
India	0.7
Lao People's Democratic Republic	3.8
Nepal	6.5
Pakistan	6.3
Sri Lanka	5.4
Thailand (includes Asia Regional Office)	6.3
Viet Nam	6.2
Total Average	5.55

Table 3: Number of years average employment with IUCN per country in Asia

Number of years working with IUCN	Number of employees
0 (less than one year)	46
1	33
2	47
3	29
4	12
5	17
6	9
7	11
8	14
9	10
10	8
11	2
12	6
13	7
14	9
15	13
16	6
17	4

18	1
19	5
20	2
22	1
24	1
Total	293

IUCN Asia staff years of employment with IUCN
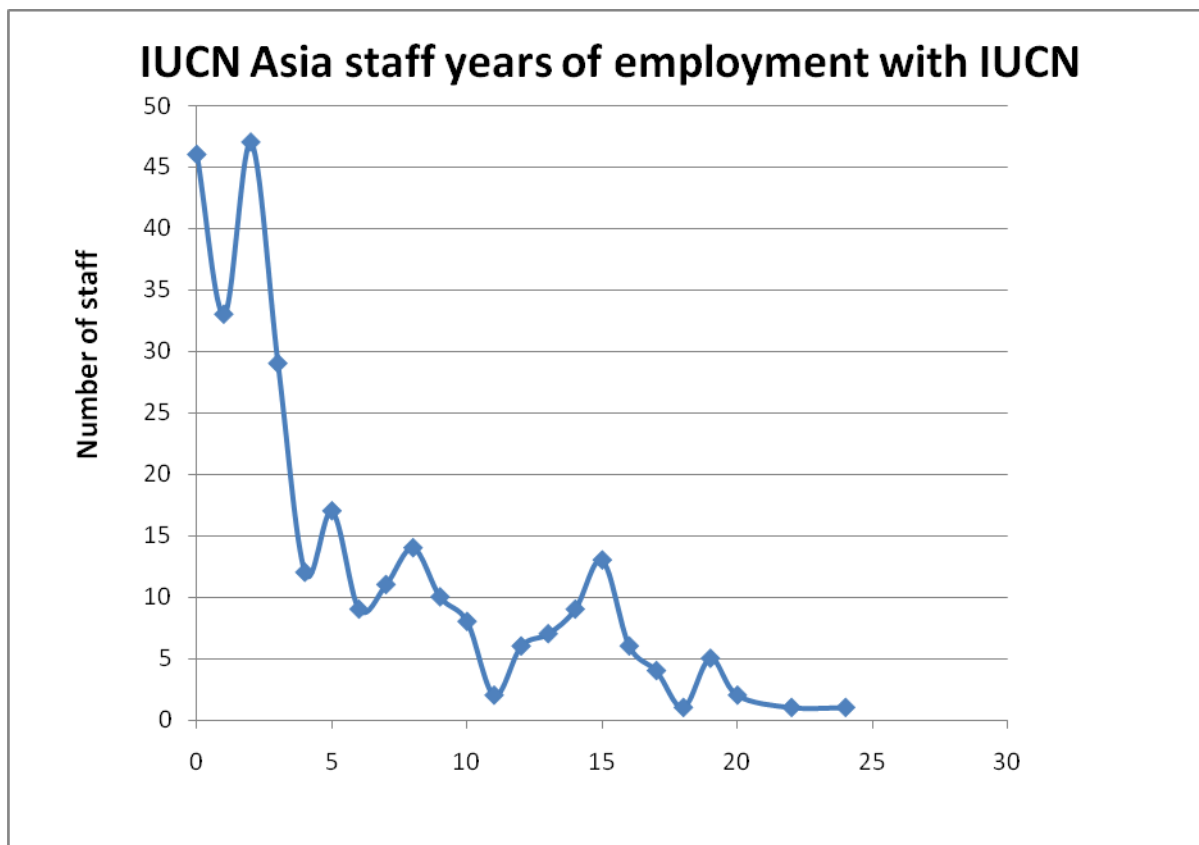
Table 4: Category of staff in Asia Region

Category	Number of staff with IUCN Asia
Management	27
Professional	137
Service	5
Support	124
Total	293

Appendix 5: Lessons Learned

What are lessons learned?

Lessons learned can be considered as a recommendation for future action, based on experience, to replicate success or improve processes for the future.

A lesson is not learned unless something changes, otherwise it is only a lesson identified. A lesson learned should be something you could teach to another person.

For an explanation of lessons learned watch these short YouTube videos from knowledge management consultant Nick Milton:
http://www.youtube.com/watch?v=JPB7WmERzkQ (Milton, 2009)
http://www.youtube.com/watch?v=rHoVQSBrjGo (Milton, 2010a)

It is helpful to use a process to capture, share, store and apply lessons learned, such as the process outlined in figure 23.

Figure 23: A lessons learned process
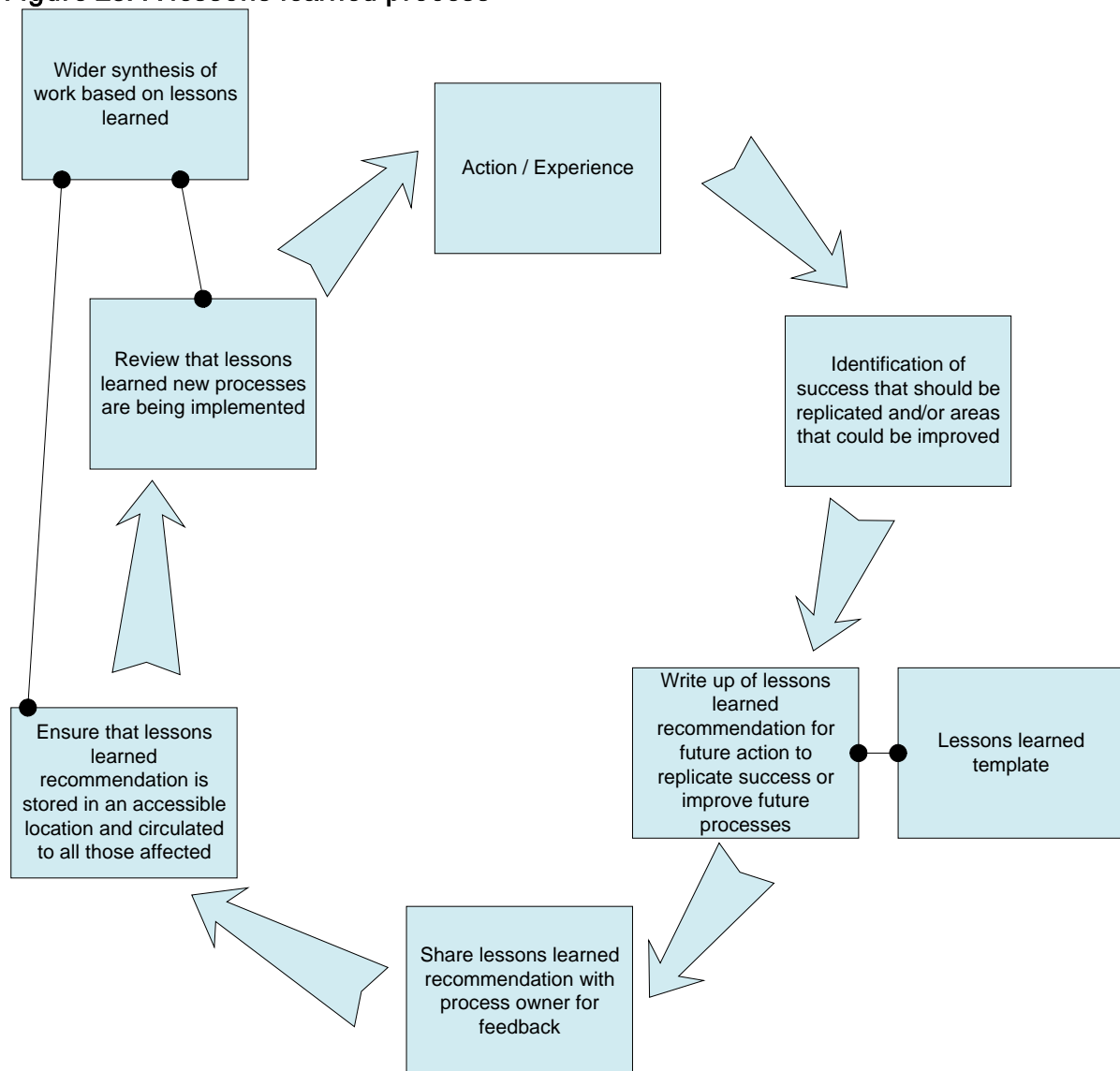
Gathering lessons learned

Three main approaches to gathering lessons learned:

1. Through facilitated face-to-face workshops where guiding questions are asked and people share their experiences to identify lessons learned about the subject.
2. Through the regular reporting requirements mechanism.
3. Through the voluntary contribution of people in an ad-hoc manner, as opportunities arise to contribute lessons learned.

Some questions to help get people thinking about lessons learned

Consider the types of issues and challenges which many people may be facing and use this to tease out the tacit knowledge people carry with them, to turn it into explicit knowledge which can be widely accessible.

When reviewing a project consider undertaking an After Action Review as a way of quickly gathering information based on experience:

- What was supposed to happen?
- What actually happened?
- What were the differences?
- What should be done in the future?

Some lessons learned about lessons learned

There can be challenges to implement a lessons learned process. Common reasons why lessons learned processes may fail (and should be considered in forward planning for IUCN in how to manage lessons learned) include:

- There is no request or requirement to capture lessons learned or people responsible for the process
- There is no clear guidance on what a lesson learned is and how to record it (see below for a sample lessons learned template)
- There is no central place to store and access lessons learned or an expectation that people should look to lessons learned before starting a project
- The lessons learned documents are of low quality, too long, out-of-date, irrelevant
- There is no facilitated support to capture the lessons learned from project managers
- People perceive the lessons don't apply to them
- People want to get things done, don't have time to look at lessons learned documents

(Milton, 2010)

Sample Lessons Learned Template

Title:

Introduction

Context / Challenges

What change occurred?

Lessons Learned

Follow up

For further information (contacts, links, file names, photographs etc.)

Appendix 6: Effective time management

Stephen Covey (1989), author of 'the 7 habits of highly effective people' developed the Urgent/Important matrix to help map out the tasks we have and how we spend our time (see figure 24). It is easy to get swept up into the matters which seem 'urgent and important' – that email which has just popped into your inbox, the meeting you need to go to, that new task you've been given which has to be completed by the end of the day. Some of these are actually urgent and not important to the overall work you need to deliver. Not every email is of critical importance, not every interruption from a colleague needs your engagement and actually fits better in the 'urgent and not important' category. The fourth box is the place where we may escape if there are too many 'urgent and important' tasks thrown at us. The little time wasting activities, some phone calls, things that are not at all related to our work. What will be of most benefit are those items which are 'important but not urgent'. This is where the planning, preparation, ideation, long-term thinking and personal development happens, which can help us to reduce the number of urgent and important tasks and free up some of our time.
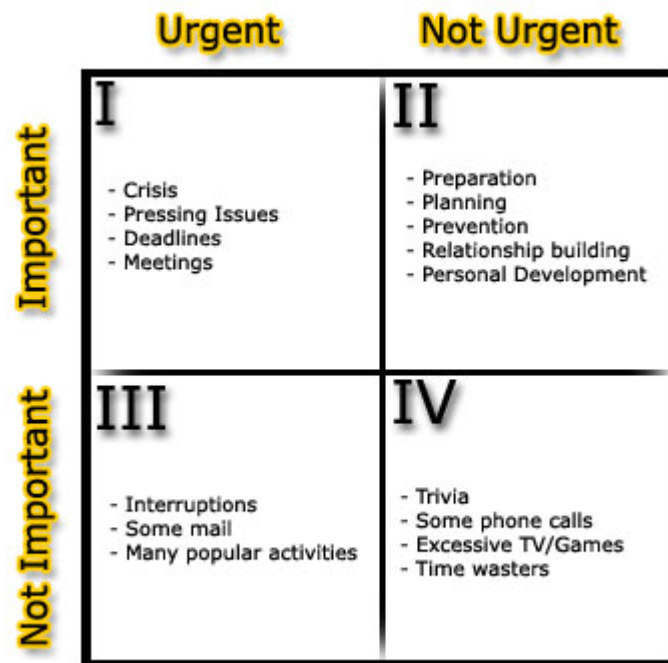

Figure 24: The 'Urgent/Important matrix helps map out how our time is applied to tasks.

In order to ensure that time is made available for the important work we need to complete, staff could try applying this approach to their work.
1. Write down the list of tasks and development work you would like to complete in the coming week.
2. List them in each section of the boxes as you think appropriate.
3. Share your list with a colleague to get their feedback and help you to refine the ways we are working.
4. Plan out your list at the start of each day, working on one of the important and not urgent tasks at the start of each day and allocating time for the other tasks. Allow extra time for each task to accommodate interruptions and genuine urgent and important tasks.

5. Identify what processes could help you to reduce unnecessary time wasters and give you more time to work in the 'important not urgent' quadrant.
6. Tick off your list of achievements as you go and celebrate your new-found time!

Some tools are available to provide overviews to measure how much time is spent on which activities. See an example recently circulated by the global human resources management group at: http://www.paymo.biz/
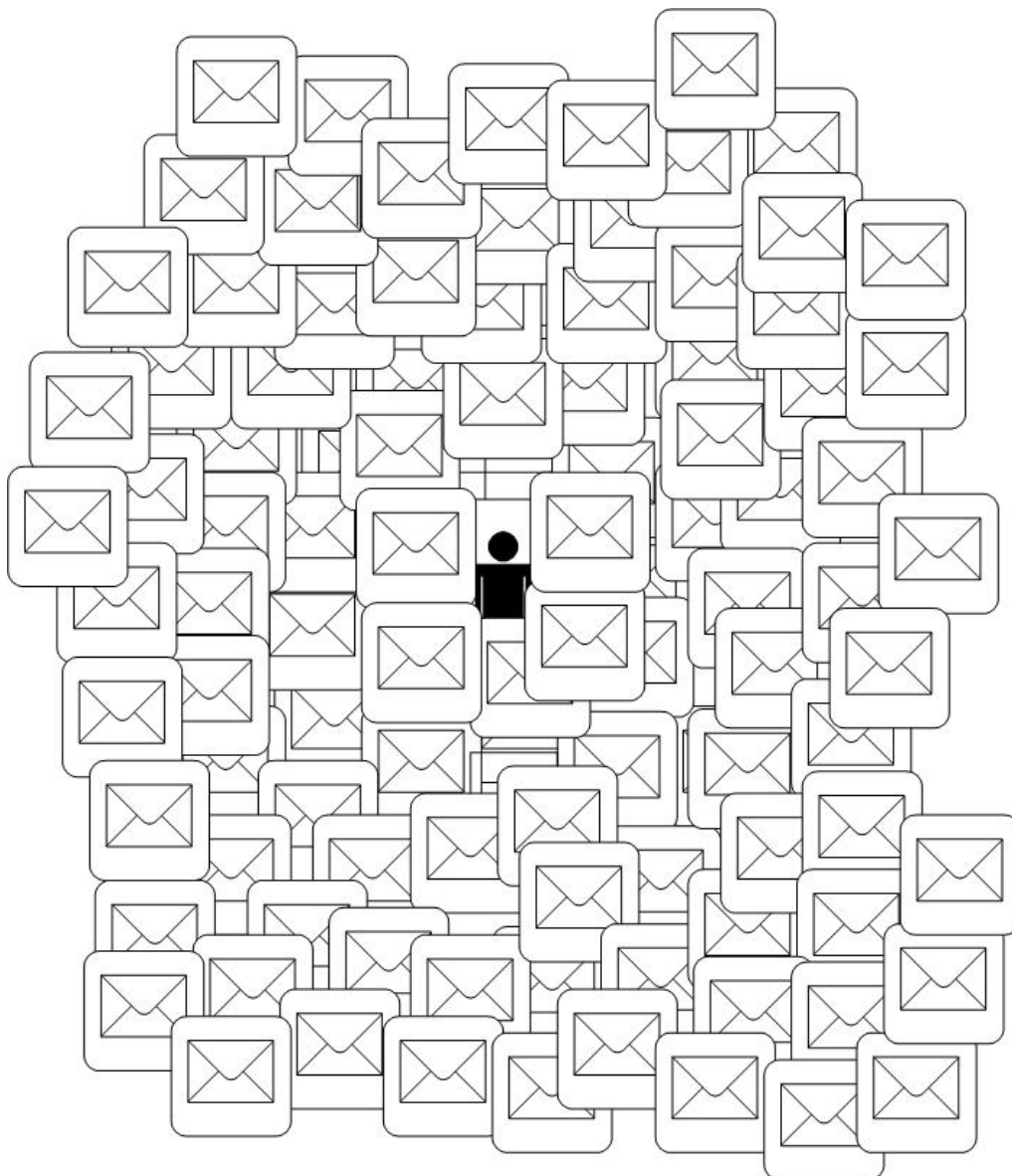
Appendix 7: Managing email overload

Figure 25: Email overload is a problem many IUCN staff face. This is what 100 emails would look like.

10 Tips for managing the email beast!

<u>As a sender:</u>

- Ask yourself if you really need to send the email. If it is a small point, very complex point or might be misunderstood, it may be better to try to contact the person directly in person, using an instant messaging system like Skype or Office Communicator System (OCS), or phone the person. Perhaps social networking tools or forums can be more helpful for reaching out to people. Choose the right knowledge tool for the job.
- Can you write the point of your message in 3-5 sentences, being as brief and clear as possible, so that the recipient of the email knows what is expected of them as a result of receiving the email. If there is a specific task required of someone, try including their name so they know exactly what they need to do.

- Do you really need to send the email to all of the people in the list? If you have received an email from someone who has sent it to a group, can you just reply to the sender instead of replying to all?
- If the matter is urgent, you can try sending an email, but understand you may not receive a response in time. You may need to follow up with other means of communication. If someone hasn't responded to your email in time, don't just send another email a day later, try contacting them another way.
- Be clear in your subject line so that people will know from the first glance what your email is about. If you have multiple points to raise with someone that could be confused, try sending them under several emails if necessary so that they can action them accordingly.

<u>As a recipient:</u>
- Don't have your email on all of the time. Allocate some hours of the day when you will work on your emails and otherwise switch it off so that you can have dedicated attention to other tasks.
- Review the group of emails and decide then what you will do with each of them. If it will take less than two minutes of your time to prepare a response, better to do it straight away. If you need to gather more information or discuss with other people, make a note of it so that you can follow up later.
- Be ruthless! Decide what is important and what is not. You don't have time to read every document and link you receive. Unsubscribe yourself from newsletters or email distribution lists you don't read.
- Don't feel that you are expected to respond to every email within seconds.
- If you need to send lengthy documents or large files use links or try websites that facilitate transferring large files.