3.1

UN Core Values and Competencies

Lesson at a Glance

Aim

To introduce peacekeeping personnel to UN Core Values and Competencies.

Relevance

- A peacekeeping operation involves rich cultural and institutional diversity between military, civilian and police
- Organizational Core Values and Competencies create a shared language about needs and expectations

Peacekeeping personnel work in a very **mixed institution. People come from different:**

- **National cultures**
- **Professional and institutional cultures - military, civilian and police**

Cultural diversity is a hallmark of the UN.

UN Core Values and Competencies guide an organizational culture. They enable UN personnel to contribute their best.

Learning Outcomes

Learners will:

- List UN Core Values and Competencies
- Explain their importance
- Describe different ways peacekeeping personnel gain UN Core Competencies

Lesson Map

Duration: 45 minutes total

20 minutes: presentation

25 minutes: interactive exchange or activity

The Lesson	Pages 3-25
Starting the Lesson	Intro Slides
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The Lesson

Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Aim
- Relevance
- Learning Outcomes
- Lesson Overview

Definitions

Slide 1

Key Message: UN Core Values and Competencies give a shared language about UN expectations

Ask participants to explain the difference between core value and core competency. Brainstorm examples of each. Answers will give openings to cover lesson content.

UN Core Values

Core Values: shared principles and beliefs that underpin work of an organization. They guide actions and behaviours of its personnel.

The three UN Core Values are:
- Integrity
- Professionalism
- Respect for diversity

UN Core Values are in agreement with the UN Charter and with the core values in Article I of Staff Regulations.

The UN references are to "skills, attributes and behaviours". Introduce this to participants clarify what differences are between them.

UN Core Competencies

Competency: skills, attributes and behaviours directly related to successful performance on the job.

Core Competencies: skills, attributes and behaviours **important** for all personnel.

Managerial Competencies: skills, attributes and behaviours essential for personnel with managerial or supervisory responsibilities.

The eight UN Core Competencies are:
- Communication
- Teamwork
- Planning and Organization
- Accountability
- Client Orientation
- Creativity
- Commitment to Continuous Learning
- Technological Awareness

The six UN Managerial Competencies are:
- Leadership
- Vision
- Empowering Others
- Building Trust
- Managing Performance
- Judgment/Decision-Making

Core and managerial competencies apply to all occupations.

Importance

Slide 2

Key Message: The UN's greatest strength is its people. Quality personnel and managers are key to its success.

To be strong, the UN needs to enable all personnel to contribute.

Organizational core values and competencies are **important. They create an organizational culture that enables staff to contribute to their maximum potential.**

They also **build human resources capacity for the future, including for future challenges.**

"*…A shared view of the standards we are trying to achieve will assist us in our continuing efforts to prepare the Organization to meet the challenges of the 21st century*" (Kofi Annan, Secretary-General 1997-2006).

UN Core Values

Slide 3

Key Message: The UN has three Core Values:

1. Integrity
2. Professionalism
3. Respect for Diversity

For each UN Core Value and UN Core Competency, ask participants to brainstorm the definitions and specific actions to take in order to demonstrate it. Present content to reflect the UN organizational approach to each.

Slide 4

Integrity means...

- to demonstrate the values of UN in daily activities and behaviours
- to act without consideration of personal gain
- to resist undue political pressure in decision-making
- to stand by decisions in the organization's interest, even if they are unpopular
- not to abuse power or authority
- to take prompt action in cases of unprofessional or unethical behaviour

UN Core Pre-Deployment Training Materials 2016

Key Message: UN Core Value number 1: Integrity.

- Demonstrates values of UN in daily activities and behaviours
- Acts without consideration of personal gain
- Resists undue political pressure in decision-making
- Does not abuse power or authority
- Stands by decisions in the Organization's interest, even if unpopular
- Takes prompt action in cases of unprofessional or unethical behaviour

Slide 5

Professionalism means…

- to show pride in work and in achievements
- to demonstrate professional competence and mastery of subject matter
- to be conscientious and efficient in meeting commitments, to observe deadlines and to achieve results
- to be motivated by professional rather than personal concerns
- to show persistence when faced with difficult problems or challenges
- to remain calm in stressful situations

UN Core Pre-Deployment Training Materials 2016

Key Message: UN Core Value number 2: Professionalism.

- Shows pride in work and achievements
- Demonstrates professional competence and mastery of subject matter
- Conscientious and efficient in meeting commitments, observing deadlines and achieving results
- Motivated by professional rather than personal concerns
- Shows persistence when faced with difficult problems or challenges
- Remains calm in stressful situations

Slide 6

Respect for diversity means…

- to work effectively with people from all backgrounds
- to treat all people with dignity and respect
- to treat men and women equally
- to show respect for and understanding of diverse points of view in daily work and decision-making
- to examine own biases and behaviours to avoid stereotypical responses
- not to discriminate against any individual or group

UN Core Pre-Deployment Training Materials 2016

Key Message: UN Core Value number 3: Respect for Diversity.

- Works effectively with people from all backgrounds
- Treats all people with dignity and respect
- Treats men and women equally
- Shows respect for and understanding of diverse points of view in daily work and decision-making
- Examines own biases and behaviours to avoid stereotypical responses
- Does not discriminate

UN Core Competencies

The three UN Core Values come to life through eight UN Core Competencies. Clarify the definition of "competency" with learners. Ask the question: What does it mean to be "competent"? Recall that UN Core Competencies help with successful job performance. The UN expects all personnel to model standards in these eight areas.

Slide 7

Key Message: The UN identifies eight Core Competencies for all staff, including peacekeeping personnel:
1. Communication
2. Teamwork
3. Planning and Organization
4. Accountability
5. Client Orientation
6. Creativity
7. Technological Awareness
8. Commitment to Continuous Learning

The degree of detail you can cover with participants depends on available time. Based on your learning needs assessment, focus on priorities. Learners will be familiar with brainstorming. Get them to guide you through the group's knowledge base on this subject and others in Module 3. How does a person demonstrate competence in each of the eight areas?

Consider dividing participants into eight groups, assigning each one with a different UN Core Competency. Task groups to prepare a briefing for other participants. Get the groups to brief on all the UN Core Competencies.

Use your experience and draw on participants who have served in peacekeeping missions to explain how the eight competencies come to life in practice. Focus on what each means in a peacekeeping context.

Slide 8
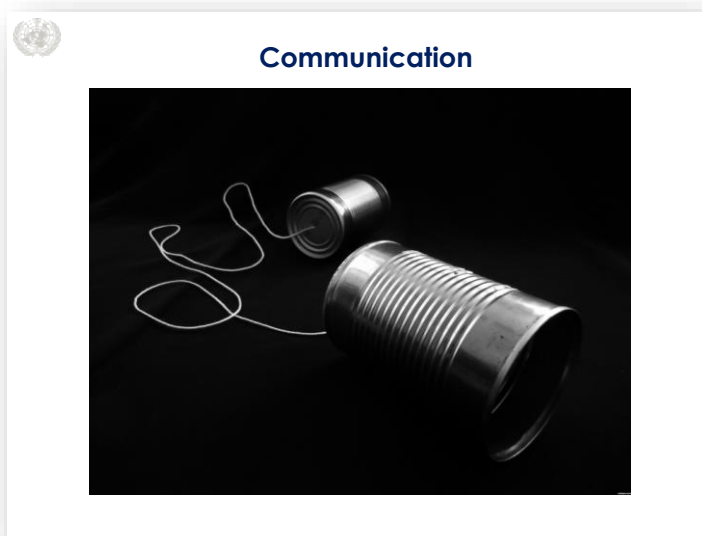
Key Message: UN Core Competency number 1: Communication.

- Speaks and writes clearly and effectively
- Listens to others, correctly interprets messages from others and responds appropriately
- Asks questions to clarify, and exhibits interest in having two-way communication
- Tailors language, tone, style and format to match audience
- Demonstrates openness in sharing information and keeping people informed

Slide 9

Key Message: UN Core Competency number 2: Teamwork.

- Works collaboratively with colleagues to achieve organizational goals
- Solicits input by genuinely valuing others' ideas and expertise
- Places team agenda before personal agenda
- Supports and acts in accordance with final group decisions, even when such may not reflect one's own
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings

Slide 10

Key Message: UN Core Competency number 3: Planning and Organization.

- Develops clear goals that are consistent with agreed strategies
- Identifies priority activities and assignments, adjusts priorities as required
- Allocates appropriate amount of time and resources for completing work
- Foresees risk and allows for contingencies when planning
- Monitors and adjusts plans and actions as necessary
- Uses time efficiently

Slide 11

Key Message: UN Core Competency number 4: Accountability.

- Takes ownership of all responsibilities and honours commitments
- Delivers outputs for which one has responsibility within prescribed time, cost and quality standards
- Operates in compliance with organizational regulations and rules
- Supports subordinates, provides oversight and takes responsibility for delegated assignments
- Takes personal responsibility for his or her own shortcomings and those of the work unit, where applicable

Slide 12
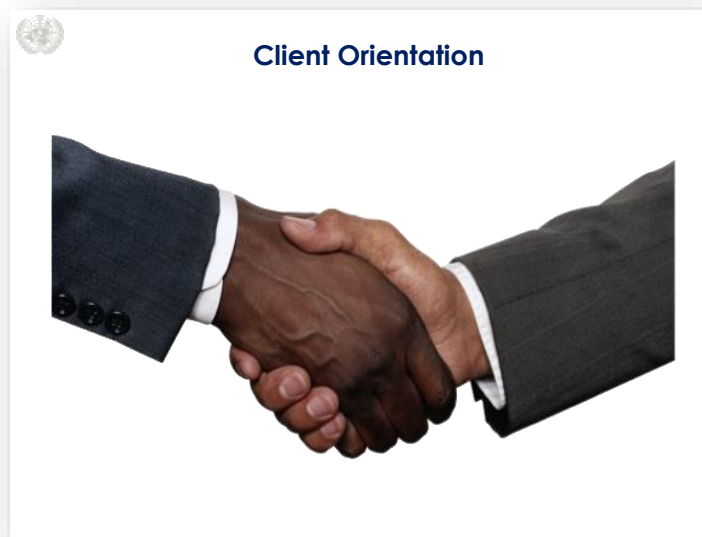
Key Message: UN Core Competency number 5: Client Orientation.

- Considers all "clients" and seeks their point of view
- Establishes and maintains productive partnerships with clients
- Identifies clients' needs and matches them to appropriate solutions
- Monitors ongoing developments inside and outside the clients' environment to keep informed and anticipate problems
- Keeps clients informed of progress or setbacks in projects
- Meets timeline for delivery of products or services to clients

Slide 13

Key Message: UN Core Competency number 6: Creativity.

- Actively seeks to improve programmes or services
- Offers new and different options to solve problems or meet client needs
- Promotes and persuades others to consider new ideas
- Takes calculated risks on new and unusual ideas; thinks "outside the box"
- Takes an interest in new ideas and ways of doing things
- Not bound by current thinking or traditional approaches

Slide 14

Key Message: UN Core Competency number 7: Technological Awareness.

- Keeps abreast of available technology
- Understands applicability and limitations of technology to the work
- Actively seeks to apply technology to appropriate risks
- Shows willingness to learn new technology

Slide 15

Key Message: UN Core Competency number 8: Commitment to Continuous Learning.

When deployed, peacekeeping personnel need to learn a lot, and quickly. **Commitment to continuous learning** is a relevant UN Core Competency. Core pre-deployment training introduces peacekeeping personnel to "the basics". Continuing to learn is the responsibility of individual peacekeeping personnel.

UN personnel committed to continuous learning:
- Keep abreast of new developments in own occupation or profession
- Actively seek to develop oneself professionally and personally
- Contribute to the learning of colleagues and subordinates
- Show willingness to learn from others
- Seek feedback to learn and improve

Slide 16
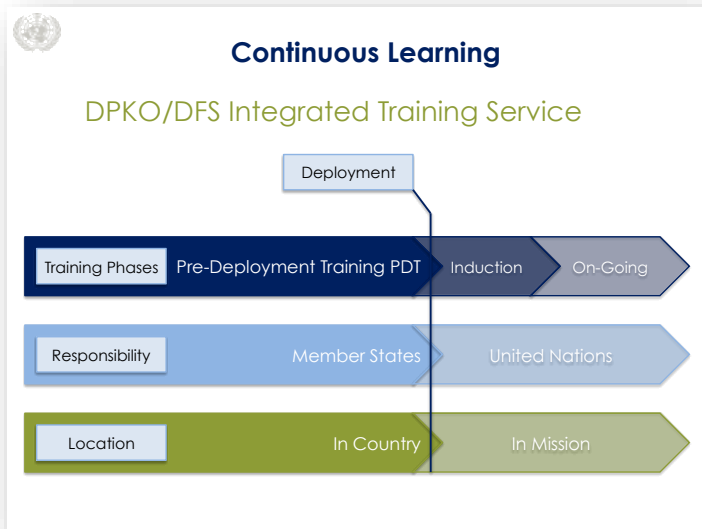
Key Message: The **Integrated Training Service** (ITS) supports UN peacekeeping operations and Member States in training civilian, military and police. ITS is under both the Department of Peacekeeping Operations (DPKO) and the Department of Field Support (DFS).

ITS provides standardized training materials and key courses. These support peacekeeping personnel to implement the **mission mandate**. They include:
- **Pre-deployment training**
- **Induction training**
- **On-going training**

The DPKO **Civilian Training** and **Development Section** give information and resources on Civilian Training and Career Development in UN peacekeeping.

Please see the website for more details: http://research.un.org/en/peacekeeping-community/Training

Slide 17
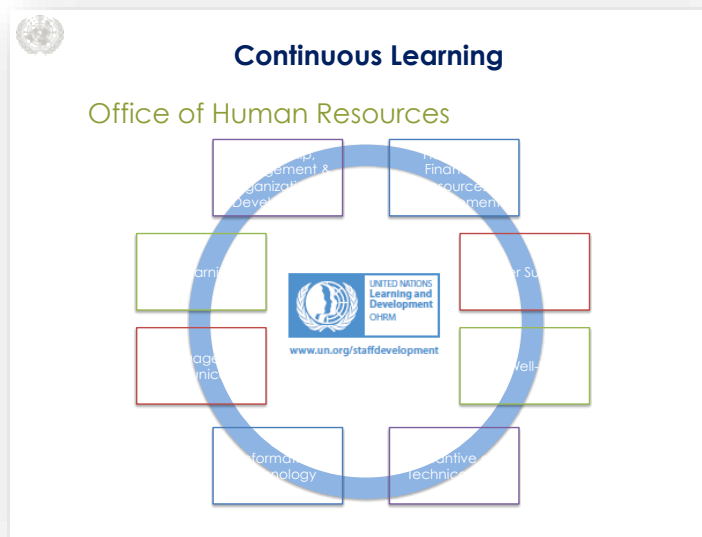
Key Message: The UN Office of Human Resource Management (OHRM):
- Helps staff use competencies in daily work
- Plans for continuous learning and development

UN.Skillport: UN.SkillPort is OHRM's on-line learning solution. It fits with the instructor-led curricula OHRM offers, letting you learn anytime and anywhere. More than 3,000 courses and 15,000 books are available online. Self-register at **https://un.skillport.com/skillportfe/register.action**.

Human resources training: Staff Development Services can help you find the best instructional resources to keep your job skills and knowledge up-to-date.

Managerial Competencies

Slide 18

Key Message: The six managerial competencies detail what the UN expects of managers.
1. Leadership
2. Vision
3. Empowering Others
4. Building Trust
5. Managing Performance
6. Judgment/Decision-Making

What Individual Peacekeeping Personnel Can Do

Slide 19
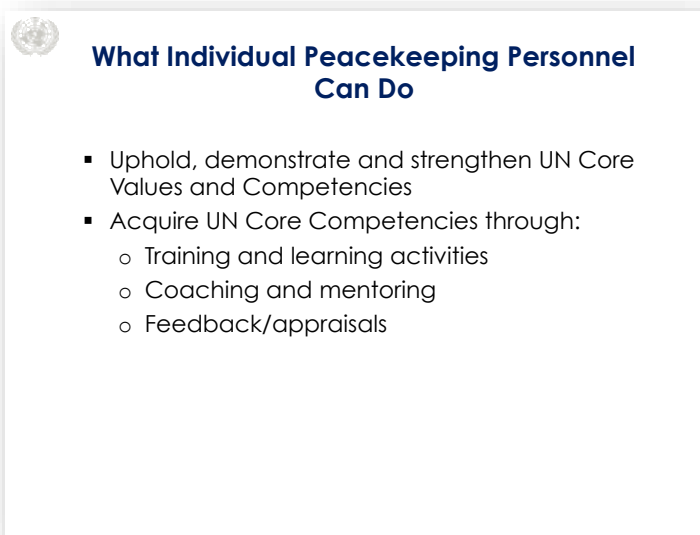
Key Message: Peacekeeping personnel must live UN Core Values and Competencies. This means support, demonstrate and strengthen them.

Upholding UN Core Values

Peacekeeping personnel represent the UN. As ambassadors, peacekeeping personnel uphold UN Core Values and use them to guide actions and behaviour.

Gaining UN Core Competencies

UN Core Competencies develop and strengthen throughout a career, in a continuing process.

- **Training and learning:** The UN has aligned learning and career development programmes to support personnel in building and strengthening competencies.
- **Coaching and mentoring:** Participating in training courses is one important way to develop competencies. Experience, coaching and feedback are also necessary.
- **Individual learning:** Self-directed learning is continuous, outside of and beyond core pre-deployment training.

Feedback and Appraisals

Use and observe UN Core Competencies in daily work. Monitor your own work. Invite feedback from colleagues and managers or commanders. Raise staff development and performance management issues in regular meetings.

Get participants to self-assess on each Core Value and Core Competency. Suggest a scale of 1-10, 1 for "not at all" and 10 for "fully capable". Ask them to be realistic; think of it as a reality check: the information is personal, not to be shared. See the adapted exercise in the Learning Evaluation section. A formatted self-assessment is included.

Summary

UN Core Values and Competencies

- The three UN Core Values are:
  1. Integrity
  2. Professionalism
  3. Respect for Diversity
- The eight UN Core Competencies are:
  1. Communication
  2. Teamwork
  3. Planning and Organization
  4. Accountability
  5. Client Orientation
  6. Creativity
  7. Commitment to Continuous Learning
  8. Technological Awareness

Importance

- The UN Organization's greatest strength – and the key to its success – is the quality of its staff and managers. To capitalize on this strength, there is a need to create an organizational culture and environment that enables staff to contribute to their maximum potential.

Different ways peacekeeping personnel gain UN Core Competencies

- Acquiring or developing a competency is not the result of a one-time event, but of an ongoing process involving:
  o Training and learning activities
  o Coaching and mentoring
  o Feedback/appraisals
- The Integrated Training Service (ITS) of DPKO/DFS provides standardized training materials and key courses in support of the pre-deployment, induction and ongoing training of peacekeeping personnel
- UN SkillPort is the online learning solution offered by the Office of Human Resources Management (OHRM)

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.1.1	What are UN Values and Competencies?	Brainstorm, discussion	45 minutes
3.1.2	Matching UN Values and Competencies	Exercise, discussion	45 minutes
3.1.3	Bringing Values and Competencies to Life	Guided discussion	25 minutes

3.1.1 What are UN Values and Competencies?

Note on use: for senior people, cover basic values and competencies and focus discussion on managerial competencies. You don't need to spend too much time on "Respect for Diversity", which has a dedicated lesson.

Method

Large and small group brainstorm, discussion

Purpose

To establish UN expectations of all peacekeeping personnel on core values and competencies

Time:

45 minutes

Introduction	3-5 minutes
Large group brainstorm on values	5 minutes
Small group brainstorm on values specifics	5 minutes
Sharing in plenary and consolidation	5 minutes
Large group brainstorm on competencies	7 minutes
Small group reading, discussion on meaning	8-10 minutes
Reports and discussion	10-15 minutes

Preparation

- Read over the UN values and competencies. Reflect on related points covered to this point in core pre-deployment training, such as integrity. Identify those to bridge into the lesson.   Example:
  - UN Charter
  - Universal Declaration of Human Rights
  - High personal and professional standards expected of peacekeepers
  - The importance of integrity and professional conduct, influence on legitimacy
- Decide on working groups.
- Copy handouts – one page with the core values in detail, one with the competencies – copied back to back.
- Prepare one flip-chart with Values at the top, and one with Competencies – Meaning for Peacekeepers, to record points. Make sure groups have flip-chart stands and sheets. Prepare a flip-chart or slide with examples:

   Integrity: honest and having strong moral principles; does not abuse power or authority

   Professionalism: Demonstrate competence and skill; show pride in work and achievements

Respect for diversity: treat men, women and different ethnic and cultural groups equally
- Prepare a slide with the names of the core competencies.

Instructions

1. Introduce the activity, noting points in the course so far where the theme of values and competencies has been covered. The UN has set: a) three core values, b) eight core competencies, c) seven managerial competencies. This exercise explores those. The UN expects all staff not just to know these, but to live them.
2. Start with values. Ask participants to reflect on what they have learned so far and know about the UN. What do they think are the three core values? Encourage all to respond and note all points. Some participants may know the core values. If they name them, draw this part of the exercise to a close. Underline with a different colour pen the three values.
3. Values can seem abstract. Go over the examples of how these translate into action. Task table groups to brainstorm specifics for each of the values. The goal is to stimulate reflective thinking.
   - What do these look like in real life?
   - How are they demonstrated and evaluated?
4. Collect points from groups on each of the three values, and note them on the flip-chart sheet.
5. Give handouts. Encourage people to read and think about both the values and competencies, until they know them by heart.
6. Move to the competencies. Show the slide with core competencies, and read them. Refer people to the handout with details. Task people to take several minutes to read over the handout, then discuss in table groups what the core competencies mean for peacekeepers. Give several examples:
   - "Client orientation": Who are the clients? The people in a host country.
   - "Teamwork": what does it mean to place the team agenda before a personal agenda? Collaborate with all other partners in a mission to achieve the mandate.
   - "Creativity": an example may already have been covered – peacekeepers using a photo to make a report about a crisis instead of taking time to make a sitrep.
7. Let table groups know when they have several minutes left. Invite groups to share points, and note them on the Competency flip-chart.
8. Summarize the importance of all peacekeepers knowing and living by core UN values and competencies. Invite questions and respond to them. Close the exercise.

Variations

- With senior managers and leaders, adjust the exercise to focus on managerial competencies.

Support for Learning Activity 3.1.1 and 3.1.2 – UN Values and Competencies

CORE VALUES

- **integrity**
- **professionalism**
- **respect for diversity**

CORE COMPETENCIES

- communication
- teamwork
- planning and organizing
- accountability
- creativity
- client orientation
- commitment to continuous learning, technological awareness

MANAGERIAL COMPETENCIES

- leadership
- vision
- empowering others
- building trust
- managing performance
- judgement/ decision-making

Organisational Core Values

Organisational values are the shared principles and beliefs that underpin the work of an organisation and guide actions and behaviours of the staff.

Integrity
- Demonstrates the values of the United Nations in daily activities and behaviours
- Acts without consideration of personal gain
- Resists undue political pressure in decision-making
- Does not abuse power or authority
- Stands by decisions made in the Organisation's interests, even if unpopular
- Takes prompt action in cases of unprofessional or unethical behaviour

Professionalism
- Shows pride in work and achievements
- Demonstrates professional competence and mastery of subject matter
- Is conscientious and efficient in meeting commitments, observing deadlines and achieving results
- Is motivated by professional rather than personal concerns
- Shows persistence when faced with difficult problems or challenges
- Remains calm in stressful situations

Respect for Diversity
- Works effectively with people from all background
- Treats all people with dignity and respect
- Treats men and women equally
- Shows respect for and understanding of diverse points of view and demonstrates this understand in daily work and decision-making

- Examines own biases and behaviours to avoid stereotypical responses
- Does not discriminate against any individual or group

CORE COMPETENCIES

Communication
- Speaks and writes clearly and effectively
- Listens to others, correctly interprets messages from others and responds appropriately
- Asks questions to clarify and exhibits interest in having two-way communication
- Tailors language, tone, style and format to match the audience
- Demonstrates openness in sharing information and keeping people involved

Teamwork
- Works collaboratively with colleagues to achieve organisational goals
- Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others
- Places team agenda before personal agenda
- Supports final group decisions and acts accordingly, even when they may not entirely reflect own position
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings

Planning and Organizing
- Develops clear goals that are consistent with agreed strategies
- Identifies priority activities and assignments, adjusts priorities as required
- Allocates appropriate amount of time and resources for completing work
- Foresees risk and allows for contingencies when planning
- Monitors and adjusts plans and actions as necessary
- Uses time efficiently

Accountability

- Takes ownership of all responsibilities and honours commitments
- Delivers outputs for which one has responsibility within prescribed time, cost and quality standards
- Operates in compliance with organisational regulations and rules
- Supports subordinates, provides oversight and takes responsibility for delegates assignments
- Takes personal responsibility for his/her own shortcomings and those of the work unit, where applicable

Client Orientation

- Considers all to whom services are provided to be "clients", seeks to see things from clients' point of view
- Establishes and maintains productive partnerships with clients by gaining their trust and respect
- Identifies clients' needs and matches them to appropriate solutions
- Monitors ongoing developments in and out of clients' environment to keep informed and anticipate problems
- Keeps clients informed of progress or setbacks in projects
- Meets timeline for delivery of products or services to client

Creativity

- Actively seeks to improve programmes or services
- Offers new and different options to solve problems or to meet clients' needs
- Promotes and persuades others to consider new ideas
- Takes calculated risks on new and unusual ideas; thinks "outside the box"
- Is not bound by current thinking or traditional approaches

Technological Awareness

- Keeps abreast of available technology

- Understands applicability and limitations of technology to the work of the office
- Actively seeks to apply technology to appropriate tasks
- Shows willingness to learn new technology

Commitment to Continuous Learning
- Keeps abreast of new developments in own occupation/profession
- Actively seeks to develop oneself professionally and personally
- Contributes to the learning of colleagues and subordinates
- Shows willingness to learn from others
- Seeks feedback to learn and improve

Vision
- Identifies strategic issues, opportunities and risks
- Clearly communicates links between the Organisation's strategy and the work unit's goals
- Generates and communicates broad and compelling organisational direction, inspiring others to pursue that same direction
- Conveys enthusiasm about future possibilities

Managerial Competencies

Leadership
- Serves as a role model that other people want to follow
- Empowers others to translate vision into reality
- Is proactive in developing strategies to accomplish objectives
- Establishes and maintains relationships with a broad range of people to understand needs and gain support
- Anticipates and resolves conflicts by pursuing mutually agreeable solutions

- Drives for change and improvement; does not accept the status quo
- Shows the courage to take unpopular stands

Empowering Others

- Delegates responsibility, clarifies expectations, and gives staff autonomy in important areas of their work
- Encourages others to set challenging goals
- Holds others accountable for achieving results related to their area of responsibility
- Genuinely values all staff members' input and expertise
- Shows appreciation and rewards achievement and effort
- Involves others when making decisions that affect them

Managing Performance

- Delegates the appropriate responsibility, accountability and decision-making authority
- Makes clear that roles, responsibilities and reporting lines are clear to each staff member
- Accurately judges the amount of time and resources needed to accomplish a task and matches task to skills
- Monitors progress against milestones and deadlines
- Regularly discusses performance and provides feedback and coaching to staff
- Encourages risk-taking and supports creativity and initiative
- Actively supports the development and career aspirations of staff
- Appraises performance fairly

Building Trust

- Provides an environment in which others can talk and act without fear of repercussion
- Manages in a deliberate and predictable way
- Operates with transparency; has no hidden agenda

- Places confidence in colleagues, staff members and colleagues
- Gives proper credit to others
- Follows through on agreed upon actions
- Treats sensitive or confidential information appropriately

Judgement/Decision-making

- Identifies the key issues in a complex situation, and comes to the heart of the problem quickly
- Gathers relevant information before making a decision
- Considers positive and negative impacts of decisions prior to making them
- Takes decisions with an eye to the impact on others and on the Organisation
- Proposes a course of action or makes a recommendation based on all available information
- Checks assumptions against facts
- Determines that the actions proposed will satisfy the expressed and underlying needs for the decision
- Makes tough decisions when necessary

3.1.2 Matching UN Values and Competencies

Method

Exercise, discussion

Purpose

To establish the inter-linked set of UN core values and competencies, reinforce relevance and importance to peacekeepers

Timing

45 minutes

Introduction and set-up	5 minutes
Small group work	20 minutes
Reports and discussion	15 minutes
Summary and close	5 minutes

Preparation

- Prepare coloured cards, with a value, core and managerial competency on each. Mix up sets of the cards for working groups. Prepare folders to hand out the sets of cards.
- Decide on working groups.
- Copy handouts of the UN values and competencies.

Instructions

1. Introduce the activity. The UN has established core values and competencies for staff. It expects all peacekeepers to know them, and live them. Groups will have about 20 minutes to consider a mixed set of values and competencies, and consider how to demonstrate the competencies.
2. Distribute the sets of cards. Remind each group to agree on who will report, and make sure the same person isn't reporting all the time.
3. Task the groups to discuss the content of the cards. Separate *values* from *competencies*. Discuss what demonstrating a competency means. How can you tell if a person has a particular competency, or embodies a value?
4. Invite each group to share thoughts and work. Do others agree? Invite questions.
5. Distribute the handouts. Reinforce a number of key messages:
   - The values and competencies are inter-linked. They support and reinforce each other.
   - All apply in peacekeeping, as they do in all other parts of UN work.
   - Competencies may seem abstract, but they are practical guides. Memorize them.

- This exercise introduces the values and competencies. Peacekeepers need to continue to deepen their knowledge of them, as part of continuous learning, to steadily improve and strengthen delivery of services to UN standards.

Variations

- Give each group one value or competency, and specifics. Task them to discuss the set from a peacekeeper's perspective, and put the cards in order of *highest priorities for peacekeepers.* Prepare by posting blank flip-chart sheets to the wall. Alternatively, have groups post organized sets when ready. Get groups to explain reasons for prioritization. Some groups may find all specifics equally important. Reinforce that understanding.

3.1.3 What UN Values and Competencies Mean

Method

Large group discussion

Purpose

To explore the meaning and importance of UN values and competencies

Time

25 minutes

Preparation

- Make sure you are familiar with the UN values and competencies. Find the complete handbook on line and scan it before the exercise.
- Select the UN values and core competencies that you want to discuss. In the time available, you won't be able to cover them all. Choose ones that seem particularly relevant for peacekeepers.

Instructions

- Introduce the activity.
- Begin by asking the group what the first competency means.
  - What does it mean to be competent in the identified area? What does it take to be a good communicator? How does a peacekeeper show a client orientation?
  - How would you know from someone's actions or behaviour that they are demonstrating that value or competency? In competency language, what performance indicator would you use? A performance indicator is an action, behaviour you can see. The specifics listed under each value and core competency are performance indicators.
- Encourage other participants to build on the first comments. Summarize additional points from support material.
- When between 5 and 10 minutes is left, ask people to reflect on what these mean for peacekeepers. Invite comments. Emphasize that the UN expects all staff to live these values and demonstrate these competencies in private as well as professional life. As earlier lessons have covered, doing so helps reinforce the legitimacy and success of a peacekeeping operation. Failing to do so has the opposite effect.

Variations

- Get participants with experience in peacekeeping to facilitate this session.

- Ask participants from different backgrounds to share the equivalent values and competencies from their professional spheres – military, police, different civilian fields.

Evaluation

Notes on Use: Type of learning evaluation questions are:
1) Narrative

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation for Lesson 3.2 has the same first question – ask it in one of the two places.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 3.1	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. Describe different kinds of diversity common in a peacekeeping mission, and explain the importance of common UN values. Explain why shared core values and competencies are important.	Different kinds of diversity • people from many different countries and cultures • people from different professional cultures – military, civilian, police • people with different personalities, preferences, ways of doing things, beliefs, religions, age, sex Shared UN core values and competencies: • they connect people at an important level that enables them to work together on hard tasks in tough environment • they reinforce the basic identity of the UN • the UN employs peacekeepers; as they deploy to UN missions, they become part of that organizational identity

	• the UN assigns staff responsibility to a) learn, absorb and act by these values, b) develop and show these competencies c) hold other UN staff accountable for doing the same
2. Explain the difference between values and competencies.	Values: • sense of right and wrong, preferences about how things should be done • things you believe are important in how you live and work • important and lasting ideals • values guide actions and behaviour Values are not usually directly observable. They show in how people act. Competencies: • skills and abilities • knowledge, skills, attitudes • ways of working –associated with successful performance in a job Competencies are directly observable. People can demonstrate and observe them.
3. What are the 3 core UN values?	1. Integrity 2. Professionalism 3. Respect for Diversity
4. Name the 8 UN core competencies.	1. Communication 2. Teamwork 3. Planning and organization 4. Accountability 5. Client Orientation 6. Creativity 7. Commitment to Continuous Learning 8. Technological Awareness
5. Name the 6 UN managerial competencies?	1. Leadership 2. Vision 3. Empowering Others 4. Building trust

	5. Managing performance 6. Judgement, decision-making

6. Why do organizational core values and competencies matter to the UN, and to you?	1. Promote organizational culture that enables staff to contribute all they can, to good purpose
	2. Build the organization's capacity for now and the future
	3. Set standards for you and other peacekeepers to
	   a) know what's expected of you, and what you can expect of colleagues and managers
	   b) set goals you want to meet, in your own development and career path
	   c) be mutually accountable

7. Name at least four ways that peacekeepers develop core UN values and competencies.	1. draw on the knowledge and experience they bring to peacekeeping, and keep on learning 2. training and education – formal, or self-directed 3. coaching and mentoring, learning from role models 4. learning on-the-job, from experience 5. through feedback on evaluations and appraisals 6. through honest reflection and self-awareness, always analyzing experience to improve and grow

More ways to evaluate learning

Mix and Match – Evaluating Learning on Core UN Values

Do the interactive evaluation at tables and with the full group.

- Print or write core competencies for each value on a separate piece of paper – large type, three or so per page and cut so people can read and move them around easily. Mix up the order and prepare one set for each table or small group.   Include the three values as well as all the competencies in the mixed set. The evaluation set is formatted, below.

- Note that lesson 3.2 gives more depth on respect for diversity – use coverage in this lesson to bridge to the next.
- Prepare three flip charts and write a core value across the top of each, large letters – Integrity, Professionalism, Respect for Diversity. Post them on three different walls of the room.
- Give each group a set of mixed statements.   Go over the task and agree on times.
    - Put the right competencies with each value.
    - Put them in priority order for peacekeeping. Groups are to discuss and agree on prioritization, tape the set on a separate flip-chart in priority order, highest first.
    - All groups post flip-charts on the walls, putting the same sets together.
    - Compare the sequences groups have prioritized for each value. Discuss patterns, differences. Probe reasons – make learners think about the content, not just take it in.
- Give the group immediate evaluation feedback. Use the evaluation to encourage learning, set a positive tone. Values and competencies are a foundation. Draw on them as you finish the course. Use them to reinforce and remind course participants of things they have learned in pre-deployment training, and need to take forward to their work as peacekeepers.

Mix and Match – Evaluating Learning on Eight UN Core Competencies

- Follow the same steps outlined for using this method of learning evaluation on UN core values.
- Assign different ones to groups, so it doesn't take so long – review all sets in plenary.
- If you don't want to use up paper, consider the alternative evaluation method on UN competencies, below.

Mix and Match – Evaluating Learning on Six Managerial Competencies

- Follow the same steps outlined for UN core values and competencies.
- Cover managerial competencies with all groups, even if only in brief - not just courses with managers participating. Spend more time on this set with the latter groups.

The Competency Competition – Evaluating Eight UN Competencies

- Divide the group into teams, 6-8 people each.
- Explain the competition and the rules.
    COMPETITION: who can accurately name most competencies in each set in the fixed time
    RULES:

- each group stays quiet until the instructor rings the starting bell
- instructor name the topic and rings the bell, keeps to time – try 3 minutes, if not enough, give 5
- groups have to stop immediately on next hearing the bell
- instructor reads each competency and asks which groups have it – groups keep track of their scores
- at direction of the instructor, groups call our their scores
- instructor keeps track on a flip-chart or board of scores for each set, for total scores
- the team that gets the highest total score wins

- Mix the order of the eight competency areas.
- Keep careful track of time – and keep all parts of the evaluation moving quickly, for energy.
- Give a small or symbolic prize to the winning teams.

Self-Assessment on UN Values and Competencies

Values are personal as well as professional. People develop competencies when life motivates them, and they motivate themselves. Taking time to reflect on one's own competence levels and capacity in key areas can be a strong motivator.

- Copy enough forms for participants.
- Explain the purpose – to help each person take stock, assess their own levels of capacity in key areas, as part of continuing learning about this subject. People don't need to share self-assessments with others – they may want to discuss them.
- Give people forms, and some quiet time. Self-assessments can be homework, but for some groups better to include the evaluation exercise in class time.
- Some people will do the self-assessment and know what they need to work on. They won't want to talk about it. Ask those people to work on a learning strategy to strengthen priority competencies.
- For other people, talking about the self-assessment is key to learning. They want to share profiles, compare strengths and weaknesses or gaps. Sharing self-assessment insights can be important to a team where people will work together. Those with stronger capacity can mentor those with less.
- The instructor has to approach shared use of self-assessments with care. No-one should be pressed to share self-assessments they want to keep private. Some may want only the instructor to see them, to help prepare stronger learning plans to address gaps. Ask the group. Respect people's responses.
- Debriefing of the evaluation exercise is important. **Do a group debrief as a minimum. Do individual student debriefings as required. Get views on what**

each set of competencies means in peacekeeping. Prepare with prompt questions that push on what these mean in peacekeeping, e.g.:

- **Teamwork:** Based on Modules 1 and 2, what different teams are peacekeepers part of in the field? How do the competencies apply in the complex structure of a peacekeeping operation?
- **Client Orientation:** Who are a peacekeeping mission's clients? Brainstorm a comprehensive list. What meaning does that give to the rest of the competencies in this set? How do peacekeepers show client orientation?

- This last part of the evaluation also gives a chance to informally evaluate learning from Modules 1 and 2.

Support for Learning Evaluation 3.1

Integrity

Demonstrates the values of the United Nations in daily activities and behaviours

Acts without consideration of personal gain

Resists undue political pressure in decision-making

Does not abuse power or authority

Stands by decisions that are in the Organisation's interests, even if they are unpopular

Takes prompt action in cases of unprofessional or unethical behaviour

Professionalism

Shows pride in work and achievements

Demonstrates professional competence and mastery of subject matter

Is conscientious and efficient in meeting commitments, observing deadlines and achieving results

Is motivated by professional rather than personal concerns

- Shows persistence when faced with difficult problems or challenges
- Remains calm in stressful situations

Respect for Diversity

Works effectively with people from all background

Treats all people with dignity and respect

Treats men and women equally

Shows respect for and understanding of diverse points of view and demonstrates this understand in daily work and decision-making

Examines own biases and behaviours to avoid stereotypical responses

Does not discriminate against any individual or group

Expanded Core Competencies

Note that Communications is also stressed in lesson 3.2 which expands attention to the value of Respect for Diversity.

Communication
- Speaks and writes clearly and effectively
- Listens to others, correctly interprets messages from others and responds appropriately
- Asks questions to clarify and exhibits interest in having two-way communication
- Tailors language, tone, style and format to match the audience
- Demonstrates openness in sharing information and keeping people involved

Teamwork
- Works collaboratively with colleagues to achieve organisational goals
- Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others
- Places team agenda before personal agenda
- Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings

Planning and Organizing
- Develops clear goals that are consistent with agreed strategies
- Identifies priority activities and assignments, adjusts priorities as required
- Allocates appropriate amount of time and resources for completing work
- Foresees risk and allows for contingencies when planning
- Monitors and adjusts plans and actions as necessary
- Uses time efficiently

Accountability
- Takes ownership of all responsibilities and honours commitments
- Delivers outputs for which one has responsibility within prescribed time, cost and quality standards
- Operates in compliance with organisational regulations and rules
- Supports subordinates, provides oversight and takes responsibility for delegates assignments

- Takes personal responsibility for his/her own shortcomings and those of the work unit, where applicable

Client Orientation
- Considers all those to whom services are provided to be "clients" and seeks to see things from clients' point of view
- Establishes and maintains productive partnerships with clients by gaining their trust and respect
- Identifies clients' needs and matches them to appropriate solutions
- Monitors ongoing developments inside and outside the clients' environment to keep informed and anticipate problems
- Keeps clients informed of progress or setbacks in projects
- Meets timeline for delivery of products or services to client

Creativity
- Actively seeks to improve programmes or services
- Offers new and different options to solve problems or to meet clients' needs
- Promotes and persuades others to consider new ideas
- Takes calculated risks on new and unusual ideas; thinks "outside the box"
- Is not bound by current thinking or traditional approaches

Technological Awareness
- Keeps abreast of available technology
- Understands applicability and limitations of technology to the work of the office
- Actively seeks to apply technology to appropriate tasks
- Shows willingness to learn new technology

Commitment to Continuous Learning
- Keeps abreast of new developments in own occupation/profession
- Actively seeks to develop oneself professionally and personally
- Contributes to the learning of colleagues and subordinates
- Shows willingness to learn from others
- Seeks feedback to learn and improve

Support for Self-Assessment on UN Core Values and Competencies

You can get participants to do this self-evaluation at two levels, general and detailed. Choice depends on the group, learning needs and time.

General Self-Assessment

- Use a ten point scale, from *not at all* at 1 to *excellent* at 10.
- Direct participants to put a check-mark or x under the number they think matches their current capacity on each value and area of competence.
- The self-assessment is subjective – people are their own subjects.
- Encourage learners to take time to reflect, and be honest – it's about them.
- Format and copy self-assessment forms for the group, including bottom part for courses with managers.

	Rating Scale – from 1 NOT AT ALL to 10 EXCELLENT									
	1	2	3	4	5	6	7	8	9	10
Core Values										
Integrity										
Professionalism										
Respect for Diversity										
Core Competencies										
Communication										
Teamwork										
Planning and Organizing										
Accountability										
Creativity										
Client Orientation										
Commitment to Continuous Learning										
Technological Awareness										

For Managers, Supervisors

	Rating Scale – from 1 NOT AT ALL to 10 EXCELLENT									
	1	2	3	4	5	6	7	8	9	10
Managerial Competencies										
Leadership										
Vision										
Empowering Others										
Building Trust										
Managing Performance										
Judgement/Decision-Making										

Detailed Self-Assessment on Core UN Values and Competencies

The detailed self-assessment is a good basis for setting learning strategies to strengthen competencies, fill gaps and address priorities. The approach is adapted from the DACUM method, Developing A Curriculum, designed for distance technical education. The continuum of evaluation works best for the competencies.

0 – know nothing about this

1 – can barely do this at all

2 – can do this to standard only with help, supervision

3 – can do this to a good standard usually, without help

4 – can do this well, consistently, no supervision

5 - excel at this

6 – can teach others

	Rating Scale – ALONG A CONTINUUM FROM 0 Not at All to 6 Can Teach Others						
	0	1	2	3	4	5	6
Core Values							
Integrity							
- Demonstrates the values of the United Nations in daily activities and behaviours							
- Acts without consideration of personal gain							
- Resists undue political pressure in decision-							

making								
- Does not abuse power or authority								
- Stands by decisions that are in the Organisation's interests, even if they are unpopular								
- Takes prompt action in cases of unprofessional or unethical behaviour								
Professionalism								
- Shows pride in work and achievements								
- Demonstrates professional competence and mastery of subject matter								
- Is conscientious and efficient in meeting commitments, observing deadlines and achieving results								
- Is motivated by professional rather than personal concerns								
- Shows persistence when faced with difficult problems or challenges								
- Remains calm in stressful situations								
Respect for Diversity								
- Works effectively with people from all backgrounds								
- Treats all people with dignity and respect								
- Treats men and women equally								
- Shows respect for and understanding of diverse points of view and demonstrates this understand in daily work and decision-making								
- Examines own biases and behaviours to avoid stereotypical responses								
- Does not discriminate								

against any individual or group							
- Works effectively with people from all background							
Core Competencies							
Communication							
- Speaks and writes clearly and effectively							
- Listens to others, correctly interprets messages from others and responds appropriately							
- Asks questions to clarify and exhibits interest in having two-way communication							
- Tailors language, tone, style and format to match the audience							
- Demonstrates openness in sharing information and keeping people involved							
- Speaks and writes clearly and effectively							
Teamwork							
- Works collaboratively with colleagues to achieve organisational goals							
- Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others							
- Places team agenda before personal agenda							
- Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position							
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings							
Planning and Organizing							

- Develops clear goals that are consistent with agreed strategies							
- Identifies priority activities and assignments, adjusts priorities as required							
- Allocates appropriate amount of time and resources for completing work							
- Foresees risk and allows for contingencies when planning							
- Monitors and adjusts plans and actions as necessary							
- Uses time efficiently							
- Develops clear goals that are consistent with agreed strategies							
Accountability							
- Takes ownership of all responsibilities and honours commitments							
- Delivers outputs for which one has responsibility within prescribed time, cost and quality standards							
- Operates in compliance with organisational regulations and rules							
- Supports subordinates, provides oversight and takes responsibility for delegates assignments							
- Takes personal responsibility for his/her own shortcomings and those of the work unit, where applicable							
Creativity							
- Considers all those to whom services are provided to be "clients" and seeks to see things from clients' point of view							
- Establishes and maintains productive partnerships							

with clients by gaining their trust and respect							
- Identifies clients' needs and matches them to appropriate solutions							
- Monitors ongoing developments inside and outside the clients' environment to keep informed and anticipate problems							
- Keeps clients informed of progress or setbacks in projects							
- Meets timeline for delivery of products or services to client							
Technological Awareness							
- Keeps abreast of available technology							
- Understands applicability and limitations of technology to the work of the office							
- Actively seeks to apply technology to appropriate tasks							
- Shows willingness to learn new technology							
Technological Awareness							
- Keeps abreast of available technology							
- Understands applicability and limitations of technology to the work of the office							
- Actively seeks to apply technology to appropriate tasks							
- Shows willingness to learn new technology							
Commitment to Continuous Learning							
- Keeps abreast of new developments in own occupation/profession							

	0	1	2	3	4	5	6
- Actively seeks to develop oneself professionally and personally							
- Contributes to the learning of colleagues and subordinates							
- Shows willingness to learn from others							
- Seeks feedback to learn and improve							
- Keeps abreast of new developments in own occupation/profession							

For Managers, Supervisors

	Rating Scale – ALONG A CONTINUUM FROM 0 Not at All to 6 Can Teach Others						
	0	1	2	3	4	5	6
Core Competencies for Managers							
Vision							
- Identifies strategic issues, opportunities and risks							
- Clearly communicates links between the Organisation's strategy and the work unit's goals							
- Generates and communicates broad and compelling organisational direction, inspiring others to pursue that same direction							
- Conveys enthusiasm about future possibilities							
Leadership							
- Serves as a role model that other people want to follow							
- Empowers others to translate vision into reality							
- Is proactive in developing strategies to accomplish							

objectives							
- Establishes and maintains relationships with a broad range of people to understand needs and gain support							
- Anticipates and resolves conflicts by pursuing mutually agreeable solutions							
- Drives for change and improvement; does not accept the status quo							
- Shows the courage to take unpopular stands							
Empowering Others							
- Delegates responsibility, clarifies expectations, and gives staff autonomy in important areas of their work							
- Encourages others to set challenging goals							
- Holds others accountable for achieving results related to their area of responsibility							
- Genuinely values all staff members' input and expertise							
- Shows appreciation and rewards achievement and effort							
- Involves others when making decisions that affect them							
Managing Performance							
- Delegates the appropriate responsibility, accountability and decision-making authority							
- Makes clear that roles, responsibilities and reporting lines are clear to each staff member							
- Accurately judges the amount of time and							

resources needed to accomplish a task and matches task to skills								
- Monitors progress against milestones and deadlines								
- Regularly discusses performance and provides feedback and coaching to staff								
- Encourages risk-taking and supports creativity and initiative								
Building Trust								
- Provides an environment in which others can talk and act without fear of repercussion								
- Manages in a deliberate and predictable way								
- Operates with transparency; has no hidden agenda								
- Places confidence in colleagues, staff members and colleagues								
- Gives proper credit to others								
- Follows through on agreed upon actions								
- Treats sensitive or confidential information appropriately								
Judgement, Decision-Making								
- Identifies the key issues in a complex situation, and comes to the heart of the problem quickly								
- Gathers relevant information before making a decision								
- Considers positive and negative impacts of decisions prior to making them								
- Takes decisions with an eye to the impact on others and on the								

Organisation								
- Proposes a course of action or makes a recommendation based on all available information								
- Checks assumptions against facts								
- Determines that the actions proposed will satisfy the expressed and underlying needs for the decision								
- Makes tough decisions when necessary								

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines (also known as the Capstone Doctrine)
- United Nations Competencies for the Future Booklet
  https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf
- United Nations Competency Development – A Practical Guide, 2010
  http://jobs.unrwa.ps/newrec/JDSC/UN%20Competency%20Development%20-%20A%20Practical%20Guide.pdf

Additional Resources

UN Information

The website for UN peacekeeping: http://www.un.org/en/peacekeeping/

UN Documents

UN documents can be found on: http://www.un.org/en/documents/index.html
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: ppdb.un.org (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: https://www.youtube.com/user/unitednations

Additional Information

The PIP provides information on the mission and the local context:
http://peacekeepingresourcehub.unlb.org

Additional Training Resources

UN.SkillPort is the UN Office of Human Resource Management's (OHRM) on-line learning solution. More than 3,000 courses and 15,000 books are available on line. UN personnel are encouraged to self-register at:
https://un.skillport.com/skillportfe/register.action