

# Lesson 3.1



## UN Core Values and Competencies

### Lesson at a Glance

#### Aim

To introduce UN peacekeeping personnel to UN Core Values and Competencies.

#### Relevance

As an ambassador of the UN, you are expected to contribute your best.

There is **rich cultural and institutional diversity** between military, civilians and police. Organizational core values and competencies create **a shared language** about needs and expectations.

This lesson explains the UN Core Values and Competencies which guide the organizational culture.

#### Learning Outcomes

Learners will:

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

## Lesson Map

**Recommended Lesson Duration: 45 minutes total**

1-2 minutes per slide

Use short option learning activity

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Starting the Lesson	Intro Slides
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<b>Learning Activity 3.1.2: What UN Core Values and Competencies Mean</b>	
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<b>OPTIONAL: Additional Learning Activities</b>	See Resource
<b>Learning Activity 3.1.4: What are UN Values and Competencies?</b>	
<b>Learning Activity 3.1.5: Matching UN Values and Competencies</b>	

## The Lesson



### Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

## Learning Activity

## 3.1.1

### Values and Competencies

#### METHOD

Brainstorm

#### PURPOSE

To consider how values and competencies contribute to good job performance

#### TIME

5 minutes

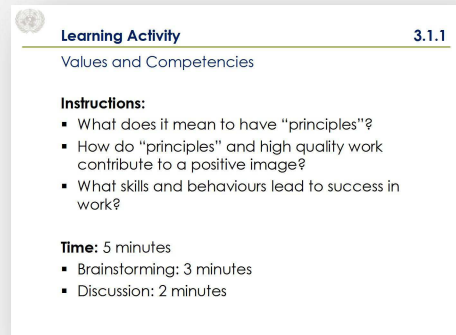
- Brainstorming: 3 minutes
- Discussion: 2 minutes

#### INSTRUCTIONS

- What does it mean to have “principles”?
- How do “principles” and high quality work contribute to a positive image?
- What skills and behaviours lead to success in work?

#### RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the sub-header "Values and Competencies" and the reference code "3.1.1". It lists the following instructions:

**Instructions:**


- What does it mean to have “principles”?
- How do “principles” and high quality work contribute to a positive image?
- What skills and behaviours lead to success in work?

**Time: 5 minutes**

- Brainstorming: 3 minutes
- Discussion: 2 minutes

## Definitions

### Slide 1



### 1. Definitions

- **Organizational Core Values:** shared principles and beliefs underpinning work of organization, and guiding actions and behaviours of staff
- **Organizational Core Competencies:** skills, attributes and behaviours important for all staff
- **Managerial Competencies:** skills, attributes and behaviours considered essential for staff with managerial/supervisory responsibilities

**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 definition of “competency” references “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



### 2. Why are UN Core Values and Competencies Important?

- Guides you as an ambassador of the UN
- Capitalizes on the key to UN success – quality of its personnel and managers
- Creates organizational culture and environment for personnel to contribute maximum potential
- Builds human resources capacity for the future



**Key Message:** UN Core Values and Competencies guide you as an ambassador for the UN.

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 21<sup>st</sup> century"* (Kofi Annan, Secretary-General 1997-2006).

UN Core Values and Competencies set standards for you and other peacekeeping personnel to:

- Know what is expected of you, and what you can expect of colleagues and managers
- Set goals you want to meet, in your own development and career path
- Be mutually accountable

## Learning Activity

## 3.1.2

### What UN Core Values and Competencies Mean

#### METHOD

Large group discussion

#### PURPOSE

To explore the meaning and importance of UN values and competencies

#### TIME

Short option: 10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

Longer option: 25 minutes


- Group work: 15 minutes
- Discussion: 10 minutes

#### INSTRUCTIONS

- Match images with UN values and competencies
- Discuss the meaning of each
- How do they guide you as a UN ambassador?
- How do they contribute to success of the mission?

#### RESOURCES

- Learning Activity instructions
- Photos (from Lesson 3.1)

 **Learning Activity** **3.1.2**

What UN Core Values and Competencies Mean

**Instructions:**

- Match images with UN values and competencies
- Discuss the meaning of each
- How do they guide you as a UN ambassador?
- How do they contribute to success of the mission?

**Time:** 10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes



 **Learning Activity 3.1.2**

Image 1





# UN Core Values

## Slide 3



### 3. UN Core Values

- Integrity
- Professionalism
- Respect for Diversity




**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**


- Demonstrate the values of UN
- Act without consideration of personal gain
- Resist undue political pressure
- Stand by decisions in the organization's interest
- Do not abuse power or authority
- Take prompt action in cases of unprofessional or unethical behaviour



**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

- Show pride in work and achievements
- Demonstrate professional competence
- Be conscientious and efficient in meeting commitments
- Be motivated by professional rather than personal concerns
- Show persistence when faced with challenges
- Remain calm in stressful situations



**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**

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for diverse points of view
- Examine own biases and behaviours
- Do not discriminate against any individual or group



**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

A presentation slide titled "4. UN Core Competencies" with a small UN logo in the top left corner. The slide lists eight competencies in two columns. Below the text is a 2x4 grid of eight small images: a hand holding a pen, a group of hands in a circle, a hand pointing to a greenboard with a diagram, a signpost for 'Success' and 'Failure', a handshake, a row of colorful pens, a laptop on a desk, and a red apple on books.

**4. UN Core Competencies**

- Communication
- Teamwork
- Planning and Organization
- Accountability
- Client Orientation
- Creativity
- Technological Awareness
- Commitment to Continuous Learning

**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

A slide titled 'Communication' with a list of five bullet points and an image of a tin can telephone. The slide has a small UN logo in the top left corner.

**Communication**


- Speak and write clearly
- Listen to others and respond appropriately
- Two-way communication
- Tailor language, tone, style
- Share information

A photograph of a tin can telephone with two cans connected by a string, set against a dark background.

**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



**Teamwork**

- Work collaboratively with colleagues
- Solicit input by genuinely valuing others' ideas
- Place team agenda before personal agenda
- Support group decisions
- Share credit, joint responsibility for shortcomings



**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



### Planning and Organizing

- Develop clear goals that are consistent with agreed strategies
- Identify priority activities and adjust as required
- Allocate appropriate time and resources for completing work
- Foresee risk and allow for contingencies
- Monitor and adjust plans as necessary
- Use time efficiently



**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



**Accountability**

- Take ownership of responsibilities and honour commitments
- Deliver outputs within prescribed time, cost and quality
- Operate in compliance with rules
- Support subordinates, provide oversight and take responsibility for delegated assignments
- Take responsibility for shortcomings



**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



### Client Orientation

- Consider all "clients" and seek their point of view
- Establish and maintain productive partnerships
- Identify clients' needs and provide solutions
- Monitor the clients' environment and anticipate problems
- Keep clients informed of progress or setbacks in projects
- Meet timelines for delivery of products or services to clients



**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



**Creativity**

- Actively seek to improve services
- Offer new and different options to meet client needs
- Promote and persuade others to consider new ideas
- Take calculated risks – think “outside the box”
- Take an interest in new ideas
- Do not be bound by traditional approaches



**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**



**Technological Awareness**

- Keep abreast of available technology
- Understand applicability and limitations of technology
- Actively seek to apply technology to appropriate risks
- Show willingness to learn new technology



**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



### Commitment to Continuous Learning

- Keep abreast of new developments
- 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



**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

## Managerial Competencies

### Slide 16



### 5. Managerial Competencies

- Leadership
- Vision
- Empowering Others
- Building Trust
- Managing Performance
- Judgment/Decision-Making



**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

## Learning Activity

## 3.1.3

### Continuous Learning

#### METHOD

Brainstorm

#### PURPOSE

To consider the importance of continuous learning

#### TIME

5 minutes

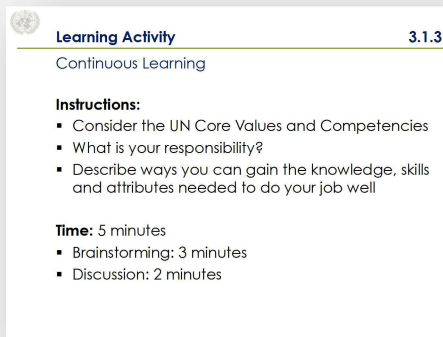
- Brainstorming: 3 minutes
- Discussion: 2 minutes

#### INSTRUCTIONS

- Consider the UN Core Values and Competencies
- What is your responsibility?
- Describe ways you can gain the knowledge, skills and attributes needed to do your job well

#### RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the sub-heading "Continuous Learning" and the identifier "3.1.3". It contains the following text:

**Instructions:**

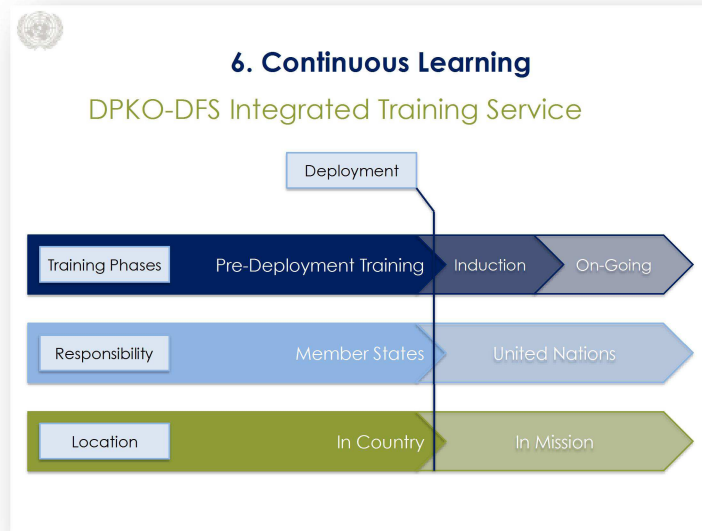
- Consider the UN Core Values and Competencies
- What is your responsibility?
- Describe ways you can gain the knowledge, skills and attributes needed to do your job well

**Time:** 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

## Continuous Learning

### Slide 17



**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 mandatory training standards for UN peacekeeping training. These are meant to equip UN peacekeeping personnel with the minimum requirements needed for mandate implementation.

Please see the website for more details on training standards:  
<http://research.un.org/en/peacekeeping-community/Training>



Slide 18

**DPKO-DFS Best Practices & Training**

<b>Integrated Mission Training Centres (IMTCs)</b>	<ul style="list-style-type: none"> <li>▪ Induction Training</li> <li>▪ Ongoing Training</li> </ul>	
<b>Knowledge Sharing Tools</b>	<ul style="list-style-type: none"> <li>▪ After Action Reviews</li> <li>▪ Lessons Learned</li> <li>▪ Surveys of Practice</li> <li>▪ End of Assignment Reports</li> </ul>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Best Practice Officers</li> <li>▪ Communities of Practice</li> <li>▪ Peacekeeping Resource Hub (<a href="http://research.un.org/en/peacekeeping-community">http://research.un.org/en/peacekeeping-community</a>)</li> <li>▪ Policy &amp; Practice Database – UN access only (<a href="http://ppdb.un.org">http://ppdb.un.org</a>)</li> <li>▪ Inspira (<a href="http://inspira.un.org">http://inspira.un.org</a>)</li> </ul>	

**Key Message:** The contexts in which the UN deploys peacekeeping personnel are constantly evolving. Learning from experience contributes to more effective peacekeeping. DPKO uses a **learning cycle** to record lessons from experience.

Peacekeeping personnel benefit from using guidance and sharing knowledge. They can:

- Identify other people struggling with similar challenges
- Learn how others approached similar problems or issues
- Read what predecessors did in a particular job
- Benefit from institutional thinking on a subject

**Four main kinds of guidance are: policies, Standard Operating Procedures (SOPs), guidelines and manuals.**

- **Policy:** institutional position or direction on a topic in UN peacekeeping; compliance is required
- **Standard Operating Procedures (SOPs):** instruction on how to do a task or follow a process; compliance is required
- **Guidelines:** suggested course, aiming to streamline a particular set of tasks; compliance is expected.
- **Manual:** detailed information and “how-to's” for procedures important to peacekeeping personnel; compliance is expected

**A fifth kind is Mission Specific Guidance.**

All official **DPKO and DFS guidance is in one repository**, the Policy and Practice Database. It is only accessible from the UN network: <http://ppdb.un.org>.

Official peacekeeping guidance documents are accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>.

**Knowledge Sharing tools include After Action Reviews, Lessons Learned, Surveys of Practice and End of Assignment Reports.**

Other resources support knowledge sharing, include:

- The Policy and Practice Database (<http://ppdb.un.org>)
- Best Practice Officers who work in the mission and at HQ
- Communities of practice, networks through which people working on similar issues and subjects in different missions can be in touch and stay connected

### **A “living example” of learning from experience: Protection of Civilians (POC)**

#### **Policy and Direction:**

- 1999, the first POC mandate for UNAMSIL (SCR 1270) from Security Council
- 2009, baseline guidance, Operational Concept for POC from DPKO-DFS

#### **Rollout and Training:**

- Core pre-deployment training modules and specialized pre-deployment training developed and revised
- Training of Trainers in MONUSCO and MINUSCA

#### **Operations:**

- New practices include a) early warning response mechanisms in the DRC, b) mission-wide protection strategies in South Sudan and Mali
- New challenges arise, e.g. a) civilians seek protection inside UNMISS compound, b) the UN becomes a target in Mali

#### **Lessons:**

- Lessons learned studies (internal and external)
- End of assignment reports
- Report of the High Level Panel on Peace Operations

#### **Policy and Direction:**

- 2014, POC Guidance for Military Components from DPKO-DFS
- 2015, POC Policy from DPKO-DFS

The organizational learning cycle continues...

**Slide 19**




**Key Message:** Staff development services can help you find the best instructional resources to keep your job skills and knowledge up-to-date.

Resources are available from:

- UN Human Resources Portal (HR Portal)
- UN Institute for Training and Research (UNITAR)
- UN System Staff College (UNSSC)

## What Individual Peacekeeping Personnel Can Do

### Slide 20



#### 7. What Individual Peacekeeping Personnel Can Do

- Be an ambassador of the UN
- Uphold, demonstrate and strengthen UN Core Values and Competencies
- Build on UN Core Competencies through:
  - Training and learning activities
  - Coaching and mentoring
  - Feedback/appraisals
  - Lessons learned from experience

**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.

### Building 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.

## Lessons Learned from Experience

Documenting lessons from experience and contributing to continuous learning is part of your job. Otherwise, the UN cannot benefit from what you and other peacekeeping personnel learn.

Tips for peacekeeping personnel on knowledge management and guidance:

- Build on your peers' experience instead of "reinventing the wheel". The Policy and Practice Database (ppdb.un.org) and communities of practice help staff in missions share lessons and good practices and ensure that relevant recommendations from the field reach Headquarters as directly as possible. Take time to learn about these tools and their rich contents.
- Contribute to institutional knowledge. Share your insights and learning by writing your own after action review or end of assignment report.
- Use the communities of practice, which connect people in different missions.
- Talk to your Best Practices Officer in mission and systematically share your work.
- Search the Policy and Practice Database for relevant guidance or best practices documents when undertaking a new task or facing a particular challenge.
- Help identify "guidance gaps" for senior management and comment when a mission is developing new guidance.
- Comment on drafts when Headquarters develops new guidance.
- Give feedback to the Guidance team on existing policies and practices.



*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

### **Uphold 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

### **UN Core Values and Competencies guide you as an ambassador for the UN**

- 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.

### **Build UN Core Competencies through training, learning, coaching, mentoring, feedback, appraisals, lessons learned**

- Acquiring or developing a competency is not the result of a one-time event, but of an ongoing process involving:
  - Training and learning activities
  - Coaching and mentoring
  - Feedback/appraisals
  - Lessons learned from experience

**Evaluation**

**Notes on Use:** An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). 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
<b>Narrative</b>	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What are the 3 UN Core Values?	1. Integrity 2. Professionalism 3. Respect for Diversity
2. 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
3. Why are organizational Core Values and Competencies important to the UN, and to you?	UN Core Values and Competencies guide you as an ambassador for the UN. The UN Organization's greatest strength – and the key to its success – is the quality of its staff and managers. To

	<p>capitalize on this strength, there is a need to create an organizational culture and environment that enables staff to contribute to their maximum potential.</p> <p>UN Core Values and Competencies:</p> <ol style="list-style-type: none"> <li>1. Promote organizational culture that enables staff to contribute all they can, to a good purpose</li> <li>2. Build the organization's capacity for now and the future</li> <li>3. Set standards for you and other peacekeeping personnel to:             <ol style="list-style-type: none"> <li>a) know what is expected of you, and what you can expect of colleagues and managers</li> <li>b) set goals you want to meet, in your own development and career path</li> <li>c) be mutually accountable</li> </ol> </li> </ol>
<p>4. Name at least four ways that peacekeeping personnel develop Core UN Values and Competencies.</p>	<ol style="list-style-type: none"> <li>1. training and learning – formal, or self-directed</li> <li>2. coaching and mentoring, learning from role models</li> <li>3. through feedback on evaluations and appraisals</li> <li>4. learning lessons from on-the-job experience</li> </ol>



## Reference Materials

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

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- [United Nations Competencies for the Future Booklet](#)
- [United Nations Competency Development – A Practical Guide, 2010](#)
- [UN Staff Regulations \(ST/SGB/2012/1\)](#)
- [UN Staff Regulations and Rules \(ST/SGB/2011/1\)](#)

## 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: <http://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 Training Resources

UN peacekeeping training materials can be found on the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community/Training>

For general information on training or Peacekeeping Communities of Practice, please send an email to [peacekeeping-training@un.org](mailto:peacekeeping-training@un.org)

For additional information or support, please contact the Member States Support Team of the Integrated Training Service (ITS) in New York.

A number of online-based resources are also available for learning and staff development.

United Nations Institute for Training and Research:

<http://unitar.org>

United Nations System Staff College:

<http://unssc.org>

Inspira:

<http://inspira.un.org>

Human Resources Portal:

<https://hr.un.org>