

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

The Lesson	Pages 3-29
Starting the Lesson	Intro Slides
Learning Activity 3.1.1: Values and Competencies	
Definitions	Slide 1
Why are UN Core Values and Competencies Important?	Slide 2
Learning Activity 3.1.2: What UN Core Values and Competencies Mean	
UN Core Values	Slides 3-6
UN Core Competencies	Slides 7-15
Managerial Competencies	Slide 16
Learning Activity 3.1.3: Continuous Learning	
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What Individual Peacekeeping Personnel Can Do	Slide 20
Summary	Page 30
Learning Evaluation	Pages 31-32
OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 3.1.4: What are UN Values and Competencies?	
Learning Activity 3.1.5: Matching UN Values and Competencies	

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

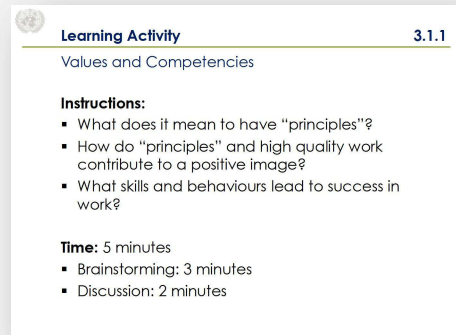
- Brainstorming: 3 minutes
- Discussion: 2 minutes

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 screenshot shows a white card with a grey border. At the top left is a small circular logo. The title 'Learning Activity' is in bold, followed by 'Values and Competencies' in a smaller font. The number '3.1.1' is in the top right corner. Below the title, the word 'Instructions:' is in bold, followed by three bullet points: 'What does it mean to have “principles”?', 'How do “principles” and high quality work contribute to a positive image?', and 'What skills and behaviours lead to success in work?'. Below this, the word 'Time:' is in bold, followed by two bullet points: 'Brainstorming: 3 minutes' and '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 21st 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 grid of eight small images: a hand holding a pen, a group of hands in a circle, a hand pointing at a greenboard with a diagram, a signpost for 'Success' and 'Failure', a handshake, a row of colorful pens, a person at a computer, 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 white rectangular slide with a small UN logo in the top left corner. The title 'Communication' is in green. Below it is a bulleted list of five items. In the bottom right corner is a black and white photograph of a tin can telephone with two cans and a string.

Communication

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



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

A presentation slide titled "5. Managerial Competencies" with a list of six competencies and a "FOLLOW THE LEADER" sign image.

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

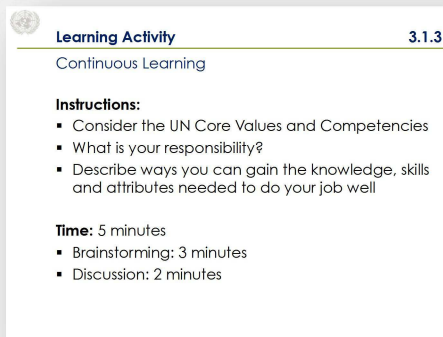
- Brainstorming: 3 minutes
- Discussion: 2 minutes

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

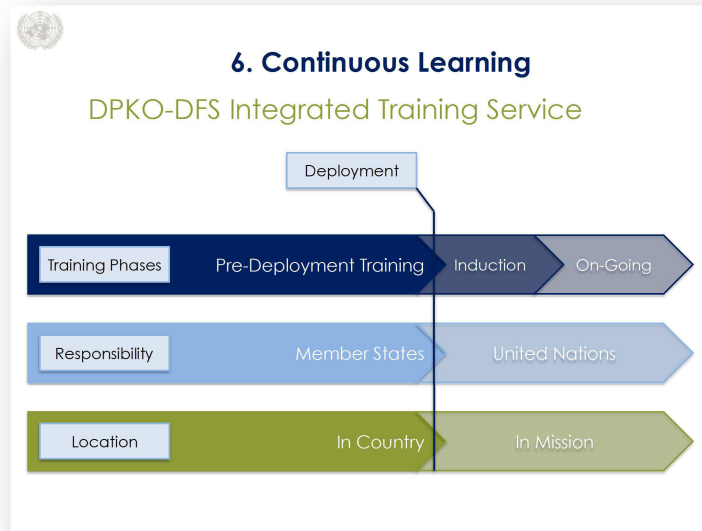


The thumbnail shows a document titled "Learning Activity" with the sub-heading "Continuous Learning" and the identifier "3.1.3". It lists the following instructions:

- 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

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

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
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What are the 3 UN Core Values?	<ol style="list-style-type: none"> 1. Integrity 2. Professionalism 3. Respect for Diversity
2. Name the 8 UN Core Competencies.	<ol style="list-style-type: none"> 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"> 1. Promote organizational culture that enables staff to contribute all they can, to a good purpose 2. Build the organization's capacity for now and the future 3. Set standards for you and other peacekeeping personnel to: <ol style="list-style-type: none"> a) know what is 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
<p>4. Name at least four ways that peacekeeping personnel develop Core UN Values and Competencies.</p>	<ol style="list-style-type: none"> 1. training and learning – formal, or self-directed 2. coaching and mentoring, learning from role models 3. through feedback on evaluations and appraisals 4. learning lessons from on-the-job experience

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

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>

Module 3: Individual Peacekeeping Personnel

Lesson 3.1



UN Core Values and Competencies



Relevance

- Rich cultural and institutional diversity between military, police, civilian
- Organizational Core Values and Competencies create a shared language



Learning Outcomes

Learners will:

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



Lesson Overview

1. Definitions
2. Importance
3. UN Core Values
4. UN Core Competencies
5. Managerial Competencies
6. Continuous Learning
7. What Individual Peacekeeping Personnel Can Do



Values and Competencies

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



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



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





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



3. UN Core Values

- Integrity
- Professionalism
- Respect for Diversity





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





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





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





4. UN Core Competencies

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





Communication

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





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





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





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





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





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





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





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





5. Managerial Competencies

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





Learning Activity

3.1.3

Continuous Learning

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

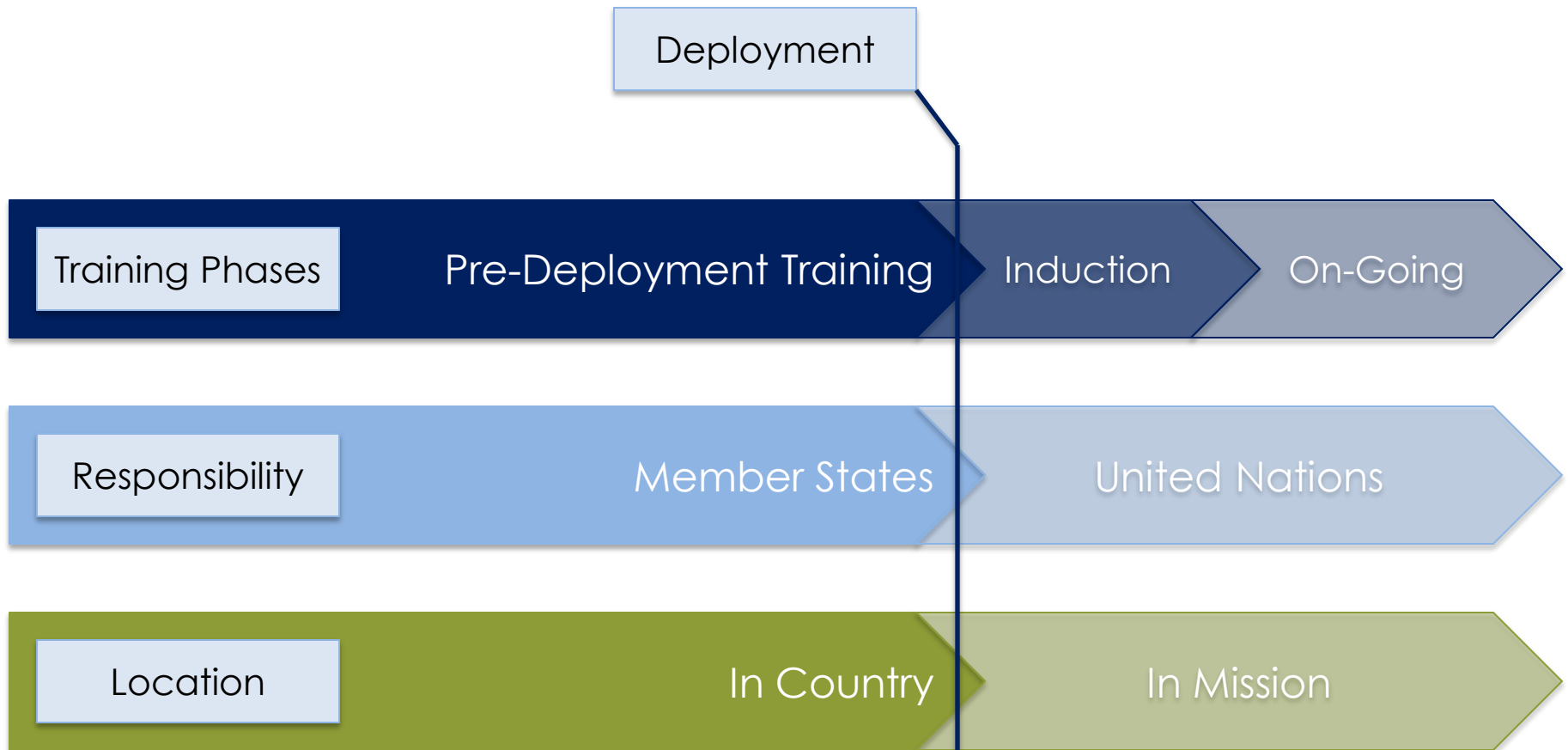
Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes




6. Continuous Learning

DPKO-DFS Integrated Training Service





DPKO-DFS Best Practices & Training

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



UN Learning & Staff Development



<https://hr.un.org>



<http://unitar.org>



UNITED NATIONS
SYSTEM STAFF COLLEGE

<http://unssc.org>



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



Summary of Key Messages

- Uphold UN Core Values – integrity, professionalism, respect for diversity
- UN Core Values and Competencies guide you as an ambassador of the UN
- Build UN Core Competencies – training, learning, coaching, mentoring, feedback, appraisals, lessons learned



Questions



Learning Activity

Learning Evaluation

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	Values and Competencies	Brainstorm	5 minutes
3.1.2	What UN Core Values and Competencies Mean	Large group discussion	10-25 minutes
3.1.3	Continuous Learning	Brainstorm	5 minutes
3.1.4	What are UN Values and Competencies?	Brainstorm, discussion	45 minutes
3.1.5	Matching UN Values and Competencies	Exercise, discussion	45 minutes

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

Note on use: Up to this point, references have been made throughout the CPTM to UN peacekeeping personnel representing the UN as “ambassadors” – as well as an emphasis on “the duty to protect”. In modules 1 and 2, the key messages were reinforced from the perspective of the contributing to the positive image of the UN as a whole, and implementing the mission mandate. In Module 3, these key messages are also reinforced, with a focus on what this actually means for the individual peacekeeping personnel – both in their professional and private lives. Lessons 3.1 to 3.5 in particular emphasize these key messages in relation to UN Core Values and Competencies, conduct and discipline, zero tolerance for sexual exploitation and abuse, and protection of the environment. This learning activity can be used to bridge-in from a focus on the UN’s or mission’s image and reputation, and how the individual impacts on this through their actions and inactions – both private and professional.

Preparation

- Decide on the groups. The timing for the activity is short. It is best to deliver this learning activity to the group as a whole.
- Prepare a flip-chart sheet or a board to record points from discussion.
- Prepare key points on the discussion questions. Be prepared to clarify. Carry out research on the definition of “principle”, “skill” and “behaviour”. Decide on how your key points will bridge-in to Lesson 3.1. Review the content in Lesson 3.1 for ideas – particularly the content on the importance of organizational values and competencies.
- Consider the link to content in Modules 1 and 2 – particularly content on representing the UN as an “ambassador.” You should reinforce this. Link it to discussion on “principles” and “positive image”.
- Prepare to draw on your own experiences of how you have been successful and unsuccessful in your work, making a link to principles, knowledge, skills and attitudes/abilities. Use your experience as an instructor to highlight key points on the importance of a “commitment to continuous learning” for progress in job performance.

Instructions

1. Introduce the activity. The purpose of the exercise is to introduce UN Core Values and Competencies, looking first at the relevance of principles, skills and behaviours to successful job performance. High standards in principles and behaviours are applicable to both the professional and private lives of individual peacekeeping personnel. Module 3 will reflect this in more detail as it covers different topics.
2. Ask participants the discussion questions:
 - a) What does it mean to have “principles”?
 - b) How do “principles” and high quality work contribute to a positive image (of the UN and the individual)?
 - c) What skills and behaviours lead to success in work (especially UN peacekeeping work)?
3. Summarize key points received. Share the key points you have prepared – only where these have not been covered by the brainstorming.
4. End the exercise with a bridge-in on the importance of organizational values and competencies. Use content in Lesson 3.1

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

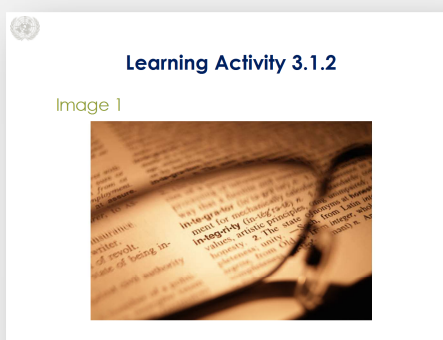
- Group work: 15 minutes
- Discussion: 10 minutes

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)



Note on use: References have been made throughout the CPTM to UN peacekeeping personnel representing the UN as “ambassadors” – as well as an emphasis on “the duty to protect”. This learning activity also focuses on individual peacekeeping personnel as “UN ambassadors”.

Learning Activity 3.1.2 on What UN Core Values and Competencies Mean is similar to Learning Activity 3.1.4 on What are UN Values and Competencies? The difference is that Learning Activity 3.1.4 goes more in-depth when it comes to the definitions. Learning 3.1.4 is also best delivered in the place of Lesson 3.1, using the same content. Decide on which one you would want to deliver – you cannot deliver both.

This learning activity should be delivered as an integrated part of Lesson 3.1, as the correct responses to the group work are contained in the content of the lesson. Deliver the related slides and content for the lesson immediately after. The learning activity also links with the brainstorming outcomes from Learning Activity 3.1.1 on Values and Competencies – so consider how you will bridge-in earlier discussions with those that arise from this learning activity.

One of the UN Core Competencies has its own learning activity as part of Lesson 3.1 – this is Learning Activity 3.1.3 on Continuous Learning. Consider combining this learning activity with Learning Activity 3.1.3 – when it comes to content on UN Core Competencies in this learning activity, you can wait to carry out the brainstorming for “commitment to continuous learning” as part of Learning Activity 3.1.3. Another UN Core Competency has its own dedicated lesson – Lesson 3.2 on Respect for Diversity.

Preparation

- Make sure you are familiar with the UN Core Values and Competencies. Find the complete handbook online, and review it before the exercise. Note the following sources:
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
https://hr.un.org/sites/hr.un.org/files/Un_competency_development_guide.pdf
- Select the UN Core Values for discussion. Choose the UN Core Competencies that you want to discuss. In the time available, you will not be able to cover all UN Core Competencies. Choose ones that seem particularly relevant for peacekeeping personnel.
- Select different photo examples for each UN Core Value and Competency you have selected. You may wish to use the pre-selected images that are provided. These images are the same as those on the slides for Lesson 3.1.
- Decide if you will deliver this learning activity in small groups, or to the group as a whole.
- Decide on whether you will project and distribute as handouts the selected images. You may wish to project the images as slides if you deliver this learning activity to the group as a whole. You will need printouts of the images for the group work. Print out enough copies of the handouts.

- Decide on the different table groups. Decide on which UN Core Value or Competency they will work on – or whether they will work on all the UN Core Values and Competencies selected for the learning activity.
- Organise the printed handouts. Participants in the same group will work on the same image. Divide the materials into sets for each group. Have them ready in a folder for rapid distribution.
- Prepare a flip-chart sheet or a board to record points from discussion.
- Prepare key points on the discussion questions. Remember that this learning activity is linked to the content in Lesson 3.1. Prepare to share your key points on the questions in stages as you deliver the lesson.

Instructions

1. Introduce the activity. Participants have been assigned groups to complete tasks. Images will be used to prompt discussion on the meaning of each of the UN Core Values and Competencies selected. The learning activity is an integrated part of Lesson 3.1, so the correct responses will be delivered in stages as the lesson goes on.
2. Participants must work through the following tasks:
 - a) Match images with UN values and competencies
 - b) Discuss the meaning of each UN Core Value and Competency
 - c) Discuss how the UN Core Values and Competencies guide you as a UN ambassador
 - d) Discuss how the UN Core Values and Competencies contribute to success of the UN peacekeeping mission
3. Watch the time. Ask the groups to come together after the allocated minutes. Ask for responses from participants on the first task: Match images with UN values and competencies. Allow groups to provide responses. Provide the correct responses if needed.
4. Ask for responses from participants on the second task: Discuss the meaning of each UN Core Value and Competency. Summarise responses from participants. Use the flip-chart to take notes. As an integrated part of the lesson, provide the correct responses for the definitions using the content from Lesson 3.1.
5. When it comes to content on UN Core Competencies, consider beginning with the following question: What does it mean to be competent in the identified area? Collect responses and share your key points. Move on, asking the group what each competency means. Ask for further clarifications to explain their points. Use specific questions as prompts. For example:
 - a) What does it take to be a good communicator?
 - b) How do peacekeeping personnel show a client orientation?
 - c) How would you know from someone's actions or behaviour that they are demonstrating that value or competency?
 - d) In competency language, what performance indicator would you use? (A performance indicator is an action or behavior you can see. The specifics listed under each value and core competency are performance indicators).As an integrated part of the lesson, provide the correct responses for the definitions of each competency using the content from Lesson 3.1.

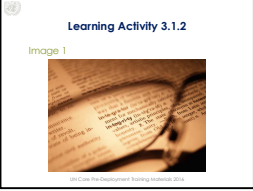
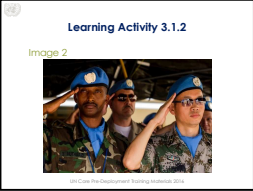
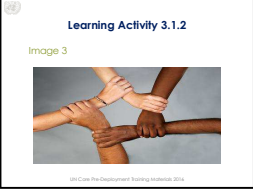
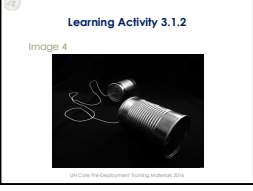
6. At the end of delivering the related content in Lesson 3.1, ask participants to reflect on what the UN Core Values and Competencies mean for UN peacekeeping personnel and for the mission as a whole. Invite comments.
7. Summarise and close. Highlight the following:
 - a) The UN expects all UN personnel to live out the UN Core Values and demonstrate the UN Core Competencies – in private as well as in professional life.
 - b) UN Core Values and Competencies help UN peacekeeping personnel in their role as “UN ambassadors”
 - c) As earlier lessons have covered, living out the UN Core Values and demonstrating the UN Core Competencies helps reinforce the legitimacy and success of a UN peacekeeping mission. Failing to do so has the opposite effect.

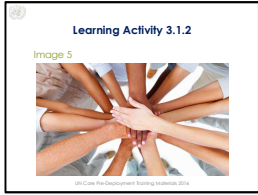
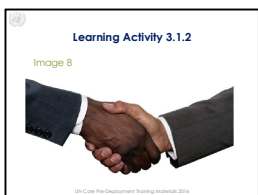
Variations



- Get participants with experience in UN peacekeeping to facilitate this session.
- Ask participants from different backgrounds to share the equivalent values and competencies from their professional backgrounds – in military, police, and different civilian fields.

3.1.2 Photos: What UN Core Values and Competencies Mean

Available as part of presentation slides for the lesson, or as slides for the learning activity.

Photo Number	Description
<p>1.</p>  <p><small>UN Core Pre-Deployment Training, Maldives 2014</small></p>	<p>UN Core Value: Integrity</p>
<p>2.</p>  <p><small>UN Core Pre-Deployment Training, Maldives 2014</small></p>	<p>UN Core Value: Professionalism</p>
<p>3.</p>  <p><small>UN Core Pre-Deployment Training, Maldives 2014</small></p>	<p>UN Core Value: Respect for Diversity</p>
<p>4.</p>  <p><small>UN Core Pre-Deployment Training, Maldives 2014</small></p>	<p>UN Core Competency: Communication</p>

<p>5.</p>  <p>Learning Activity 3.1.2 Image 5</p>	<p>UN Core Competency: Teamwork</p>
<p>6.</p>  <p>Learning Activity 3.1.2 Image 6</p>	<p>UN Core Competency: Planning and Organization</p>
<p>7.</p>  <p>Learning Activity 3.1.2 Image 7</p>	<p>UN Core Competency: Accountability</p>
<p>8.</p>  <p>Learning Activity 3.1.2 Image 8</p>	<p>UN Core Competency: Client Orientation</p>
<p>9.</p>  <p>Learning Activity 3.1.2 Image 9</p>	<p>UN Core Competency: Creativity</p>

<p>10.</p> <p>Learning Activity 3.1.2</p> <p>Image 10</p>  <p><small>UN Core Pre-Deployment Training Materials 2014</small></p>	<p>UN Core Competency: Technological Awareness</p>
<p>11.</p> <p>Learning Activity 3.1.2</p> <p>Image 11</p>  <p><small>UN Core Pre-Deployment Training Materials 2014</small></p>	<p>UN Core Competency: Commitment to Continuous Learning</p>

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

Note on use: This learning activity is linked to Learning Activity 3.1.2 on What UN Core Values and Competencies Mean. Consider combining this learning activity with Learning Activity 3.1.2 – when it comes to content on UN Core Competencies in Learning Activity 3.1.2, you can wait to carry out the brainstorming for “commitment to continuous learning” as part of this learning activity.

Preparation

- Decide on the groups. The timing for the activity is short. It is best to deliver this learning activity to the group as a whole.
- Prepare a flip-chart sheet or a board to record points from discussion.
- Make sure you are familiar with the UN Core Values and Competencies. Find the complete handbook online, and review it before the exercise. Note the following sources:
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
https://hr.un.org/sites/hr.un.org/files/Un_competency_development_guide.pdf
- Prepare key points on the UN Core Competency, “commitment to continuous learning”. Review the content in Lesson 3.1.
- Prepare to draw on your own experiences of how you have been successful and unsuccessful in your work, making a link to principles, knowledge, skills and attitudes/abilities. Use your experience as an instructor to highlight key points on the importance of a “commitment to continuous learning” for progress in job performance.

Instructions

1. Introduce the activity. The purpose of the exercise is to introduce the UN Core Competency, “commitment to continuous learning.”
2. Ask participants the main discussion questions:
 - a) What do you think is expected of UN personnel when it comes to the UN Core Values and Competencies? (The UN expects all UN personnel to live out the UN Core Values and demonstrate the UN Core Competencies – in private as well as in professional life)
 - b) How can you gain the knowledge, skills and attributes needed to do your job well?
 - c) What does it mean to be committed to continuous learning?
3. Summarize key points received. Share the key points you have prepared – only where these have not been covered by the brainstorming.
4. End the exercise with a bridge-in on the related content on this competency in Lesson 3.1.

Learning Activity

3.1.4

What are UN Values and Competencies?

METHOD

Brainstorm, discussion

PURPOSE

To establish UN expectations of all peacekeeping personnel on the UN 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

INSTRUCTIONS

- What is meant by each UN Core Value and Competency?

RESOURCES

- Learning Activity instructions
- Activity material

Note on use: Learning Activity 3.1.2 on What UN Core Values and Competencies Mean is similar to Learning Activity 3.1.4 on What are UN Values and Competencies? The difference is that Learning Activity 3.1.4 goes more in-depth when it comes to the definitions. Learning 3.1.4 is also best delivered in the place of Lesson 3.1, using the same content. Decide on which one you would want to deliver – you cannot deliver both.

For senior leadership, adapt this learning activity to cover the UN Core Values and Competencies – then focus the discussion on UN Managerial Competencies. One of the UN Core Competencies has its own dedicated lesson – Lesson 3.2 on Respect for Diversity.

Preparation

- Read over the UN Core Values and Competencies in Lesson 3.1. Reflect on related points covered in Module 1 and Module 2 so far. Identify those to bridge into the lesson. Examples:
 - 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.
- Make enough copies of the Learning Activity Material to distribute as handouts to participants.
- Choose two different coloured pens.
- Prepare two flip-charts: one with “Values” at the top, and one with “Competencies” at the top. This will be used to record points on the meaning for the UN Core Values and Competencies. Make sure groups have flip-chart stands and sheets.
- Prepare another flip-chart or slide with examples of the UN Core Values, such as:
 - **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
- Remember that this learning activity is linked to the content in Lesson 3.1. Prepare key points. Be prepared to deliver the correct responses to the discussion question using the lesson slides.

Instructions

1. Introduce the activity, noting points from Module 1 and Module 2 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 competenciesThis exercise explores these. The UN expects all of its personnel not just to know these, but to live them.

2. Start with discussion on the UN Core Values. Ask participants to reflect on what they have learned so far and know about the UN. Ask the question: What do they think are the three UN Core Values? Encourage all to respond. Some participants may know them. If they name them, draw this part of the exercise to a close. Underline the three UN Core Values with one of the coloured pens.
3. Share your key points. "Values" can seem abstract. Go over the examples on the flip-chart prepared with these. These are examples of how the three UN Core Values translate into action.
4. Task table groups to brainstorm specifics for each of the three UN Core Values. The goal is to stimulate reflective thinking. Use the following questions as prompts:
 - a) What do these three UN Core Values look like in real life?
 - b) How are they demonstrated and evaluated?
5. Collect points from groups on each of the three values, and note them on the flip-chart sheet with the heading "Values".
6. Distribute the handouts. Refer them to the sections which simply list the UN Core Values and Competencies. Encourage participants to read and think about both the UN Core Values and Competencies. Encourage them to work on remembering them.
7. Move on to the discussion on the UN Core Competencies. Show the slide with the UN Core Competencies, and read them. Refer participants to the detailed section of the handout. Task participants to take several minutes to read over the handout, then discuss in table groups what the UN Core Competencies mean for peacekeeping personnel. Ask them to draw on their learning and experience. Use specific questions as prompts, such as:
 - a) "Client orientation": Who are the clients? (The people in a host country).
 - b) "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).
 - c) "Creativity": How can peacekeeping personnel be creative in their work (An example covered in Module 2 such as UN peacekeeping personnel using a photo to capture information about a crisis or incident in order to make a report).
8. Let table groups know when they have several minutes left. Invite groups to share points, and note them on the flip-chart with the heading "Competency".
9. Summarize the points generated in the discussions. Highlight the importance of all peacekeeping personnel knowing, living by and demonstrating the UN Core Values and Competencies. Invite questions and respond to them. Close the exercise.

Variations

With senior managers and leaders, adjust the exercise to focus on the UN Managerial Competencies.

3.1.4 Learning Activity Materials: What are UN Values and Competencies?

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

UN CORE VALUES

- integrity
- professionalism
- respect for diversity

UN CORE COMPETENCIES

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

UN MANAGERIAL COMPETENCIES

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

UN CORE VALUES – in detail

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 Organization'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

UN CORE COMPETENCIES – in detail

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 organizational 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 organizational 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 Organization’s strategy and the work unit’s goals
- Generates and communicates broad and compelling organizational direction, inspiring others to pursue that same direction
- Conveys enthusiasm about future possibilities

UN MANAGERIAL COMPETENCIES – in detail

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 Organization
- 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

Learning Activity

3.1.5

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

TIME

45 minutes

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

INSTRUCTIONS

- Consider the UN Core Values and Competencies
- How would you demonstrate each competency?

RESOURCES

- Learning Activity instructions

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:
 - a) The values and competencies are inter-linked. They support and reinforce each other.
 - b) All apply in peacekeeping, as they do in all other parts of UN work.
 - c) Competencies may seem abstract, but they are practical guides. Memorize them.
 - d) 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.



Learning Activity 3.1.2

Image 1





Learning Activity 3.1.2

Image 2





Learning Activity 3.1.2

Image 3





Learning Activity 3.1.2

Image 4





Learning Activity 3.1.2

Image 5





Learning Activity 3.1.2

Image 6





Learning Activity 3.1.2

Image 7





Learning Activity 3.1.2

Image 8





Learning Activity 3.1.2

Image 9





Learning Activity 3.1.2

Image 10





Learning Activity 3.1.2

Image 11



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 <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Explain the difference between "values" and "competencies".	<p>Values:</p> <ul style="list-style-type: none"> ▪ 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 <p>Values are not usually directly observable. They show in how people act.</p> <p>Competencies:</p> <ul style="list-style-type: none"> ▪ skills and abilities ▪ knowledge, skills, attitudes ▪ ways of working –associated with successful performance in a job <p>Competencies are directly observable. People can demonstrate and observe them.</p>
2. What are the 3 UN Core Values?	<ol style="list-style-type: none"> 1. Integrity 2. Professionalism 3. Respect for Diversity
3. Name the 8 UN Core Competencies.	<ol style="list-style-type: none"> 1. Communication 2. Teamwork

	<ol style="list-style-type: none"> 3. Planning and organization 4. Accountability 5. Client Orientation 6. Creativity 7. Commitment to Continuous Learning 8. Technological Awareness
<p>4. Why are organizational core values and competencies important to the UN, and to you?</p>	<p>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.</p> <p>UN Core Values and Competencies:</p> <ol style="list-style-type: none"> 1. Promote organizational culture that enables staff to contribute all they can, to a good purpose 2. Build the organization's capacity for now and the future 3. Set standards for you and other peacekeeping personnel to: <ol style="list-style-type: none"> a) know what is 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
<p>5. Name at least four ways that peacekeeping personnel develop core UN Core Values and Competencies.</p>	<ol style="list-style-type: none"> 1. training and learning – formal, or self-directed 2. coaching and mentoring, learning from role models 3. through feedback on evaluations and appraisals 4. learning lessons from on-the-job experience

More ways to evaluate learning

- **Mix and Match – Evaluating Learning on UN Core Values.** Do the interactive evaluation at tables and with the full group.
 1. 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.

2. Note that lesson 3.2 gives more depth on respect for diversity – use coverage in this lesson to bridge to the next.
3. 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.
4. 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.
8. 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**

1. Divide the group into teams, 6-8 people each.
2. 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 out 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
9. Mix the order of the eight competency areas.
 10. Keep careful track of time – and keep all parts of the evaluation moving quickly, for energy.
 11. 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.
1. Copy enough forms for participants.
 2. 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.
 3. 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.
 4. 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.
 5. 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.
 6. 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.
 7. 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?

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