



# UN COMPETENCY DEVELOPMENT - A PRACTICAL GUIDE

CLIENT ORIENTATION  
COMMUNICATION  
TEAMWORK  
ACCOUNTABILITY  
CREATIVITY  
BUILDING  
TRUST  
EMPOWERING  
OTHERS  
JUDGEMENT/DECISION-MAKING  
TECHNOLOGICAL AWARENESS  
COMMITMENT TO  
CONTINUOUS LEARNING

**VISION**

UNITED NATIONS  
CORE VALUES  
INTEGRITY  
PROFESSIONALISM  
RESPECT FOR  
DIVERSITY

LEADERSHIP  
PLANNING  
& ORGANIZING  
MANAGING  
PERFORMANCE

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This guide will be updated and modified from time to time. Comments and suggestions for modification of provisions of this Guide or for additional provisions should be addressed to the Director, LDS, OHRM, Department of Management.

Version 1.0 April 2010.

Dear Colleagues,

It is with pleasure that I introduce DM's new publication, UN Competency Development – A Practical Guide.

The term “competency” may be defined as a combination of skills, attributes and behaviours that are directly related to successful performance on the job. They are important for all staff, regardless of occupation, function, or level.

The UN competencies were launched in 2002, when the Secretary-General commissioned a project to build human resources capacity through the introduction of organizational core values and competencies which are essential for all staff. Further, additional managerial competencies were introduced, required by those who manage the performance of others. These competencies have been used as a foundation for our human resources framework, including systems such as recruitment, placement, development and performance appraisal.

This guide, an initiative from the Learning, Development and HR Services Division in OHRM, is meant to serve as a practical, hands-on resource for UN staff members and managers. The Guide allows each individual staff member to take a more strategic approach towards his/her own learning and development. It is also meant as a tool to help managers in coaching and developing their team members.

I hope that you will, through the competency of Commitment to Continuous Learning, embrace the process of self-appraisal thoughtfully, and with an eye towards your professional goals.

We are committed to being your partners in this process.

A handwritten signature in blue ink, appearing to read 'Catherine Pollard', with a stylized flourish at the end.

Catherine Pollard

*Assistant Secretary General for Human Resources Management*



# CONTENTS

<b>1. Introduction .....</b>	<b>1</b>
I. Creating Your Development Plan .....	3
II. Identifying Your Development Needs .....	3
<b>2. The Development Activities .....</b>	<b>9</b>
<b>Core Values</b>	
I. Integrity .....	11
II. Professionalism .....	19
III. Respect for Diversity .....	29
<b>Core Competencies</b>	
IV. Communication .....	41
V. Teamwork .....	55
VI. Planning & Organizing .....	65
VII. Accountability .....	75
VIII. Client Orientation.....	85
IX. Creativity .....	97
X. Technological Awareness.....	109
XI. Commitment to Continuous Learning .....	117
<b>Managerial Competencies</b>	
XII. Vision.....	129
XIII. Leadership .....	137
XIV. Empowering Others.....	147
XV. Managing Performance .....	155
XVI. Building Trust.....	163
XVII. Judgement / Decision Making .....	171
<b>3. The UN Competencies and OHRM Centrally Coordinated Programmes .....</b>	<b>181</b>



# 1

## INTRODUCTION

This Development Guide has been designed to provide UN Staff Members with guidance on how to develop behaviours and skills within specific UN competency areas, through a variety of methods including formal training, on the job development, job simulations, observation, feedback, informal coaching, reading, and audio visual references.

The Guide will help you create a personal development plan tailored to your individual needs. It offers advice on the type of development activities available to you in your current job, and also helps you to identify how you can develop in areas that are not tested in your daily work environment. A wide range of suggestions are offered, with the goal of allowing you to select those developmental activities which suit your particular development needs and learning style, enabling you to build a more personalized, targeted development plan.

Development material is offered at various levels to help you build on current performance or to bridge the gaps if you are looking towards a future career move. The guide has been designed to work alongside the UNSkillport.com development process, and many of the activities and resources referred to within this guide can be accessed through this site.

Staff members at all levels within the Organization may find it useful to use this Guide to help set a clear development plan following:

- A recent performance review;
- Receiving feedback from a manager, colleague, peer or staff member;
- Input from a coach or mentor;
- A self evaluation of strengths and weakness, or career aspirations; or,
- Feedback following an interview.

This Guide can also be used by managers as a reference tool to help them support their team members in setting development plans, or preparing for a career move. It can also be used to help managers give guidance to their staff members on how they might address any areas of development identified during performance review. This can help to ensure that the performance review process remains constructive and focused on building skills for the future.

We hope that you find this Guide to be a valuable aid to your future development, and that it helps you to fulfill your potential, and achieve your career aspirations within the United Nations.

*“I know I can count on each of you to bring these Compacts to life with real results in the year ahead. They are now there to guide us in addressing the enormous challenges we face.”*

*“I want the world to see that the United Nations is becoming a more performance-driven Organization that sets clear goals within specific timeframes, communicates them widely, and reports the results openly;”*

*Secretary-General BAN Ki-moon  
12 February 2010  
Compact Signing Ceremony*



# I. Creating Your Development Plan

This Guide is designed to help you set a personal development plan, and steer your own development.

Personal development is defined as:

*“the development of yourself, by yourself, through a deliberate process of learning from experience.”*

It is most effective when development needs are clearly assessed, activities are planned, and a structured process is followed for their implementation. This section of the Guide is designed to help you construct a clear, individually tailored development plan which will give you the best opportunity for reaching your development goals.

## II. Identifying Your Development Needs

### Feedback from Colleagues

Effective development starts with a sound assessment of development needs, which in turn enables plans to target specific areas of behaviour where change is required. Useful sources of information to help assess your development needs could include:

- A recent performance review;
- Feedback from a manager, colleague, peer or staff member;
- Input from a coach or mentor;
- A self evaluation of strengths and weakness, or career aspirations; or,
- Feedback following a job interview.

If you have already received very specific feedback from one of these sources which links to one of the UN competencies, then you may well be able to use that information directly in your development plan.

However, if the feedback you have received is vague, or you are unclear to which competency it relates, or if you do not understand or accept the feedback, then it may be helpful to go back to the person who initially provided that feedback (providing it is feasible to do so) and ask them to clarify and elaborate on their observations. It is important to do this constructively, stressing that your aim is to understand and learn from their feedback to help guide your future development, rather than to challenge it. During this discussion, consider asking the following kinds of questions:

- Can you tell me exactly what I did to leave you with that impression of me?
- What was the exact situation that I was in when you made that observation?
- What did I do that you feel was less effective?

- Why do you feel that it was less effective?
- What do you feel I could have done instead?
- How do you feel that I could best develop my behaviour in this area?

Even if you feel that the feedback is unfair, it is best not to challenge it. The aim here is to learn how your behaviour is perceived by others, even if you feel the feedback provider has misread your intentions. Remember that input from others which challenges your own self-perceptions can be extremely valuable in opening you up to new developmental opportunities that you have not previously recognized.

## **Self-Evaluation**

In addition to the feedback that you may receive from others, it is helpful to complement this with a self evaluation of your development needs. You will benefit from acknowledging your own weaknesses so that you can actively plan for how you intend to overcome them.

# THE UNITED NATIONS COMPETENCY FRAMEWORK

- **CORE VALUES**
- **CORE COMPETENCIES**
- **MANAGERIAL COMPETENCIES**

## CORE VALUES

### INTEGRITY

- Upholds the principles of the United Nations Charter.
- Demonstrates the values of the United Nations, including impartiality, fairness, honesty and truthfulness, in daily activities and behaviours.
- Acts without consideration of personal gain.
- Resists undue political pressure in decision-making.
- Does not abuse power or authority.
- Stands by decisions that are in the Organization's interest even if they are unpopular.
- Takes prompt action in cases of unprofessional or unethical behaviour.

### PROFESSIONALISM

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

### RESPECT FOR DIVERSITY

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

**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 informed.

**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.
- Builds consensus for task purpose and direction with team members.
- Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position.
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings.

**PLANNING & 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 risks and allows for contingencies when planning.
- Monitors and adjusts plans and actions as necessary.
- Uses time efficiently.

**ACCOUNTABILITY**

- Takes ownership for 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/her own shortcomings and those of the work unit, where applicable.

**CLIENT ORIENTATION**

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

## **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 and interest in new ideas and new ways of doing things.
- 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.

**LEADERSHIP**

- Serves as a role model that other people want to follow.
- Empowers others to translate vision into results.
- 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 sure 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 staff when they make mistakes.
- 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 or repercussion.
- Manages in a deliberate and predictable way.
- Operates with transparency, has no hidden agenda.
- Places confidence in colleagues, staff members and clients.
- 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 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.

# 2

# THE DEVELOPMENT ACTIVITIES

# PURPOSE

As you review each core value or competency in the following sections, it is helpful to consider how this Guide will be useful to you over the course of your UN career.

As noted in the Introduction, this guide is meant to practically support you, as a UN staff member, in developing the values and competencies needed to be successful in your job, and your broader career, within the Organization. The majority of the recommendations in this guide are self-directed. However, if you have any questions about how any of these activities may be undertaken within the context of UN Regulations and Rules, we encourage you to seek counsel from your manager, Executive Office or OHRM. The UN Competency Framework is relevant and important in a range of your daily human resource activities:

- To more effectively manage your career development, both as an individual staff member and for those of you with supervisory responsibilities, in your role as manager;
- In your learning goals and personal development plan (DP) as part of the Organization’s new performance management and development system;
- As you write your application and to help you prepare for job interviews;
- To give more specific, constructive feedback to colleagues and team members;
- To more effectively coach those who come to you for mentoring.

This Chapter of the Guide introduces each UN core value, competency and managerial competency, and positive and negative indicators for each. While not intended to specifically define each according to how to rank/assess each competency, included are parameters to help both managers and staff assess themselves and their teams according to how proficient you are in each area.

## You will also find four ways to develop your skills:

**Learning by Doing:** on the job activities, job simulations and job aids



**Learning through Training:** training courses



**Learning by Listening/Watching:** observing others, video based development



**Learning by Reading:** books and skill briefs





# INTEGRITY

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

UNITED NATIONS  
 CORE VALUES  
**INTEGRITY**  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

## CORE VALUE: INTEGRITY

### The competency of Integrity is a core value for the United Nations:

- An ability to work honestly, openly, impartially and in accordance with the values of the United Nations is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

#### Positive Indicators

- Upholds the principles of the United Nations Charter.
- Demonstrates the values of the United Nations, including impartiality, fairness, honesty and truthfulness, in daily activities and behaviors.
- Acts without consideration of personal gain.
- Resists undue political pressure in decision-making.
- Does not abuse power or authority.
- Stands by decisions that are in the Organization's interest even if they are unpopular.
- Takes prompt action in cases of unprofessional or unethical behavior.

#### Negative Indicators

- Interprets principles and ethics flexibly without justification.
- Seeks personal gain.
- Compromises too readily when under pressure.
- Favors certain issues, individuals or groups in a subjective way.
- Not reliable.
- May be dishonest.

## STAFF MEMBER

### You are required to demonstrate this value in your work:

- An ability to work honestly, openly, impartially and in accordance with the values of the United Nations is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little interest in organizational values, and does not use them to regulate personal behaviour</li> <li><input type="checkbox"/> Does not stand firm against acting without thoughts of personal gain, and is willing to be flexible when political pressure being applied</li> <li><input type="checkbox"/> Allows actions and decisions to be swayed by the interests of staff and other parties, rather than focusing primarily on those of the Organization</li> <li><input type="checkbox"/> Does not recognize or address behaviour in self and others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally tries to behave broadly in line with general organizational values</li> <li><input type="checkbox"/> Resists acting with thoughts of significant personal gain, but may find it harder to resist political pressure on some occasions</li> <li><input type="checkbox"/> Generally acts and makes decisions in the interests of the Organization, but seeks to balance this with the interests of staff and other parties</li> <li><input type="checkbox"/> Generally points out where any behaviour in others appears to be significantly less ethical or to lack in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to ensure that personal behaviour broadly complies with the values of the Organization</li> <li><input type="checkbox"/> Acts without thoughts of personal gain, and generally seeks to resist political pressure wherever possible</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively seeks to understand the values of the Organization, monitor personal behaviour to ensure that it supports them</li> <li><input type="checkbox"/> Explicitly acts without thoughts of personal gain, and stands strong when political influence is applied</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests, checking any potentially controversial issues with more senior managers</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity, and positively promotes the importance of integrity wherever possible</li> </ul>

## MANAGER

### You are required to demonstrate this value in your work:

- An ability to work honestly, openly, impartially and in accordance with the values of the United Nations is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little interest in organizational values, and does not use them to regulate personal behaviour</li> <li><input type="checkbox"/> Does not stand firm against acting without thoughts of personal gain, and is willing to be flexible when political pressure being applied</li> <li><input type="checkbox"/> Allows actions and decisions to be swayed by the interests of staff and other parties, rather than focusing primarily on those of the Organization</li> <li><input type="checkbox"/> Does not recognize or address behaviour in self and others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally tries to behave broadly in line with general organizational values</li> <li><input type="checkbox"/> Resists acting with thoughts of significant personal gain, but may find it harder to resist political pressure on some occasions</li> <li><input type="checkbox"/> Generally acts and makes decisions in the interests of the Organization, but seeks to balance this with the interests of staff and other parties</li> <li><input type="checkbox"/> Generally points out where any behaviour in others appears to be significantly less ethical or to lack in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to ensure that personal behaviour broadly complies with the values of the Organization</li> <li><input type="checkbox"/> Acts without thoughts of personal gain, and generally seeks to resist political pressure wherever possible</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively seeks to understand the values of the Organization, monitor personal behaviour to ensure that it supports them</li> <li><input type="checkbox"/> Explicitly acts without thoughts of personal gain, and stands strong when political influence is applied</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests, checking any potentially controversial issues with more senior managers</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity, and positively promotes the importance of integrity wherever possible</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this value in your work:

- An ability to work honestly, openly, impartially and in accordance with the values of the United Nations is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows little interest in organizational values, and does not use them to regulate personal behaviour</li> <li><input type="checkbox"/> Does not stand firm against acting without thoughts of personal gain, and is willing to be flexible when political pressure being applied</li> <li><input type="checkbox"/> Allows actions and decisions to be swayed by the interests of staff and other parties, rather than focusing primarily on those of the Organization</li> <li><input type="checkbox"/> Does not recognize or address behaviour in self and others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally tries to behave broadly in line with general organizational values</li> <li><input type="checkbox"/> Resists acting with thoughts of significant personal gain, but may find it harder to resist political pressure on some occasions</li> <li><input type="checkbox"/> Generally acts and makes decisions in the interests of the Organization, but seeks to balance this with the interests of staff and other parties</li> <li><input type="checkbox"/> Generally points out where any behaviour in others appears to be significantly less ethical or to lack in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to ensure that personal behaviour broadly complies with the values of the Organization</li> <li><input type="checkbox"/> Acts without thoughts of personal gain, and generally seeks to resist political pressure wherever possible</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively seeks to understand the values of the Organization, monitor personal behaviour to ensure that it supports them</li> <li><input type="checkbox"/> Explicitly acts without thoughts of personal gain, and stands strong when political influence is applied</li> <li><input type="checkbox"/> Ensures all actions and decisions are taken in the Organization's best interests, checking any potentially controversial issues with more senior managers</li> <li><input type="checkbox"/> Identifies and acts to address any behaviour in self or others which is unethical or lacking in integrity, and positively promotes the importance of integrity wherever possible</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Obtain a copy of the United Nations Charter. Make sure that you are fully conversant with the principles within the Charter. Construct a list of the principles which you believe are particularly relevant to your role or your team, and discuss them at a staff meeting or one on one with your team. If there any areas that you are not sure about make a point of learning about these immediately. In all of your dealings as a United Nations representative, ensure that you demonstrate your commitment to the Charter.
- Seek feedback from your manager or colleagues regarding their perceptions of your honesty, ethics and integrity in relation to your professional ethics or codes of conduct. It is important that you try to address any issues of concern as appropriate.
- Devote some time, possibly at your next team meeting, to discuss with your team members what they see as ethically important in their job and any concerns they have.
- It might be useful to develop a written code of ethics for your team or unit within the Organization and make sure that everyone is aware of and committed to this. Make sure that it is consistent with United Nations ethical standards.
- Investigate professional organizations, working groups, and committees both internal and external to the United Nations that are relevant to your occupational group, and consider becoming involved for your professional development. Obtain a copy of any professional ethics or standards you are bound by as a member of the group. Make sure that you are fully conversant with this document. In all of your dealings as a United Nations representative ensure that you also honour your professional ethics. Be sure to familiarize yourself with the Administrative Instruction on Outside Activities (ST/AI/2000/13).
- Attend sessions at professional conferences devoted to debating current ethics within your field or profession. Information obtained through attending such conferences could also be passed on to or discussed with relevant others within the United Nations.
- Make sure that you do not promise to do something unless you truly believe that you can deliver it. You will find that it is very difficult to gain the trust of others if you break promises to them.
- If someone provides you with confidential or sensitive information or you regularly work in an environment in which there is confidential or sensitive information readily accessible, make sure that you treat it as such. Think about how you have felt when someone else has broken your trust in the past by passing on information or looking at personal paper work and use this as a motivator for keeping confidences in the future.
- Failing to meet deadlines can often be seen by other people as unreliability and can contribute to a lack of trust. For that reason it is important that you evaluate your time management skills and address any development needs in this area. For example, if you are invited to attend a meeting endeavour to be 5 minutes early and well prepared as a sign of respect, trustworthiness and reliability.
- Do not blame others for your errors, instead accept responsibility for the error and fixing the mistake.
- Seek opportunities to work on projects with ethical considerations either inside or outside work.
- Before taking action on an important issue, seek feedback on your intended approach from a colleague whose integrity you respect.

# Learning through Training

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There are a number of development programmes available for the Core Value of Integrity. Further details of these can be found on the United Nations eLearning platform, UNSkillport.com. Programmes include:



## ***Core UN Training Programmes Addressing Integrity***

- Ethics and professional knowledge
- Organisational scope of critical thinking
- Leading without authority



## ***Mandatory UN Training***

- Integrity Awareness Programme
- Prevention of Workplace Harassment, Sexual Harassment, and Abuse of Authority in the Workplace

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

# Learning by Listening/Watching

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- Think about someone whom you trust or view as particularly ethical and try to identify what they did or do to make you feel this way. Bear this in mind for your own dealings with others and consider trying to emulate their style.
- Attend or join appropriate United Nations or professional bodies which promote and regularly discuss ethics and are bound by codes of conduct.



## ***CD Roms***

The Influential Manager (CD Rom) Edited by Gareth Lewis published by Pergamon Open Learning

# Learning by Reading



Go to a bookshop or a library and choose one or two books to read on integrity and ethics from the reading list below. You may also identify other relevant titles.



## **Recommended Reference Books**

- **The Accountable Organization: Reclaiming Integrity, Restoring Trust;** (2004) by John Marchica; Consulting Psychologists Press - This book shows how to identify an organization's values and purpose, integrate them into a strategic plan, and develop a focused road map for execution that provides clarity, defines performance standards, and much more.
- **High Performance with High Integrity;** (2008) by Ben W. Heineman Jr.; Harvard Business School Publishing - Concise and insightful, this book provides a corporate blueprint for creating a culture of integrity through exemplary leadership, transparency, incentives, and processes, not just rules and penalties.
- **A Better Way to Think About Business: How Personal Integrity Leads to Corporate Success;** (1999) by Robert C. Solomon ; Oxford University Press (US) - How and why to make "integrity" a core corporate value.
- **Integrity Works: Strategies for Becoming a Trusted, Respected and Admired Leader;** (2005) by Dana Telford and Adrian Gostick; Gibbs Smith - A leader who wants to be trusted, followed and admired must act with integrity. Harvard researcher and lecturer Dana Telford and bestselling author Adrian Gostick explain ten principles of integrity that are proven to enhance loyalty and the bottom line.
- **Managing By Accountability: What Every Leader Needs to Know about Responsibility, Integrity and Results;** (2007) by M. David Dealy and Andrew R. Thomas; Greenwood Publishing - Using stories from front line experiences and examples from successful leaders, this book demonstrates how leaders who embark on a management philosophy of personal accountability imbue their organizations with qualities of integrity and responsibility.
- **The Integrity Advantage: How Taking the High Road Creates a Competitive Advantage in Business;** (2003) by Adrian Gostick and Dana Telford; Gibbs Smith - Prominent business leaders from some of North America's most respected companies discuss the role integrity has played in their successes, and offer examples of the importance of integrity in business today.
- **Corporate Integrity: Rethinking Organizational Ethics and Leadership;** (2005) by Marvin T. Brown; Cambridge University Press - With a strong sense of integrity as wholeness, this text explores key challenges facing modern businesses as they try to respond ethically to cultural, interpersonal, organizational, civic and environmental challenges.
- **Building Reputational Capital: Strategies for Integrity and Fair Play That Improve the Bottom Line;** (2004) by Kevin T. Jackson; Oxford University Press (US) - This practical guide reveals basic principles of integrity and fairness with which firms can build an enduring reputation. The author outlines the advantages of a superior reputation, describes the vital role the firm's leader must play.
- **The Bottom Line on Integrity: 12 Principles for Higher Returns;** (2004) by Quinn McKay; Gibbs Smith - Written for both managers and MBA students, this thorough, thought-provoking book empowers you to provide strategies and solutions for defining the standard of integrity in your company, and start applying them today.

- **Managing Enterprise Information Integrity: Security, Control and Audit Issues;** (2005) by IT Governance Institute - Containing definitions and distinctions to focus on the meaning of information integrity, and a framework identifying key attributes, this document identifies and validates key dimensions of information integrity and key information integrity risk areas.
- **Essentials of Business Ethics: Creating an Organization of High Integrity and Superior Performance;** (2009) by Denis Collins; John Wiley & Sons (US) - Based on more than two decades of consulting, teaching, and research, the author of this nuts-and-bolts book provides you with practical “how-to” examples and best practices on every area of managing ethics inside your organization.
- **The Balanced Company: A Theory of Corporate Integrity;** (2002) by Muel Kaptein and Johan Wempe; Oxford University Press (UK) - This text presents a cohesive overview of the most important theories and insights in the field of business ethics. It also tailors these theories to the situations in which organizations function.
- **Managing Corporate Reputation & Risk: A Strategic Approach Using Knowledge Management;** (2003) by Dale Neef; Elsevier Science and Technology Books, Inc. - This text explains how leading companies are combining knowledge and risk management techniques with emerging international integrity guidelines in order to create an ‘ethical framework.’
- **The Speed of Trust: The One Thing That Changes Everything;** (2006) by Stephen R. Covey; Free Press

### **Recommended SkillBriefs (available through UNSkillport.com)**

- **Understanding Integrity:** Explore ways of creating integrity in business.
- **Demonstrating Your Integrity:** Learn how to think and act with integrity.
- **Acting with Integrity:** Learn more about honesty, impulse control, and reliability.
- **How to Demonstrate Integrity:** Discover three important ways you can demonstrate integrity.
- **Understanding Trust:** Explore how building trust can help in taking risks.
- **Meeting Ethical Standards:** Study how to make sure you do the right thing.
- **Ethical Traits of Critical Thinkers:** Distinguish the ethical traits that characterize critical thinkers

### **Other Reference Books**

- **Business Ethics: A Guide for Managers** (1996) by E.P. Tierney published by Kogan Page
- **Ethical Leadership** by S. Connack and T. James published by IPD
- **Trust in the Balance: Building Successful Organizations on Results, Integrity and Concern** (1997) by R.B Shaw published by Jossey-Bass
- **Competitive and Ethical** (1998) by G. Wyburd published by Kogan Page
- **Ethique et Management** by K. Blanchard and V. Peale published by Organization (French)
- **Morale de la Competitivite** by O. Gelinier published by Hommes et Techniques (French)



# PROFESSIONALISM

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
**PROFESSIONALISM**  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE VALUE: PROFESSIONALISM

**The competency of Professionalism is a core value for the United Nations:**

- An ability to work a calm, competent and committed manner is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Positive Indicators

- Shows pride in work and in 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.

### Negative Indicators

- Less motivated than others to achieve.
- Appears less knowledgeable to others about subject matter / field.
- Complacent about achievements.
- Sets easy targets and personal objectives.
- Allows pressure to get to him/her.
- Tends to find it hard to bounce back after set-backs / difficult challenges.

## STAFF MEMBER

### You are required to demonstrate this value in your work:

- An ability to work a calm, competent and committed manner is critical for all staff members.
- All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently does not manage to deliver on commitments made, letting deadlines slip</li> <li><input type="checkbox"/> Pays little attention to the quality of work, and allows substandard work to be delivered on occasion</li> <li><input type="checkbox"/> Is prone to respond quite emotionally when in difficult situations, finding it hard to remain calm and confident when under pressure</li> <li><input type="checkbox"/> Does not overtly manage professional standards through own and others work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally honours commitments where possible, but may sometimes let things slip due to other pressures</li> <li><input type="checkbox"/> Generally maintains key quality standards wherever time and resources allow</li> <li><input type="checkbox"/> Can become flustered when in difficult situations, and finds it hard to remain calm and confident at all times</li> <li><input type="checkbox"/> Seeks to maintain own professional standards through daily work and activities, but does not encourage professionalism in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to honour all key commitments made, meeting any critical deadlines</li> <li><input type="checkbox"/> Seeks to ensure that key quality standards are maintained in all work delivered</li> <li><input type="checkbox"/> Generally manages to remain calm and confident in difficult situations, but may let internal tensions show on rare occasions</li> <li><input type="checkbox"/> Seeks to maintain professional standards in self and others through daily work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always honours any commitments made, meeting all deadlines and exceeding all expectations</li> <li><input type="checkbox"/> Takes personal pride in all work delivered, seeking to raise the quality standard as far as is practically possible</li> <li><input type="checkbox"/> Remains calm and confident in difficult situations, projecting an air of professional competence</li> <li><input type="checkbox"/> Seeks to raise professional standards in self and others through daily work and activities</li> </ul>

## MANAGER

### You are required to demonstrate this value in your work:

- An ability to work a calm, competent and committed manner is critical for all staff members. All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently does not manage to deliver on commitments made, letting deadlines slip</li> <li><input type="checkbox"/> Pays little attention to the quality of work, and allows substandard work to be delivered on occasion</li> <li><input type="checkbox"/> Is prone to respond quite emotionally when in difficult situations, finding it hard to remain calm and confident when under pressure</li> <li><input type="checkbox"/> Does not overtly manage professional standards through own and others work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally honours commitments where possible, but may sometimes let things slip due to other pressures</li> <li><input type="checkbox"/> Generally maintains key quality standards wherever time and resources allow</li> <li><input type="checkbox"/> Can become flustered when in difficult situations, and finds it hard to remain calm and confident at all times</li> <li><input type="checkbox"/> Seeks to maintain own professional standards through daily work and activities, but does not encourage professionalism in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to honour all key commitments made, meeting any critical deadlines</li> <li><input type="checkbox"/> Seeks to ensure that key quality standards are maintained in all work delivered</li> <li><input type="checkbox"/> Generally manages to remain calm and confident in difficult situations, but may let internal tensions show on rare occasions</li> <li><input type="checkbox"/> Seeks to maintain professional standards in self and others through daily work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always honours any commitments made, meeting all deadlines and exceeding all expectations</li> <li><input type="checkbox"/> Takes personal pride in all work delivered, seeking to raise the quality standard as far as is practically possible</li> <li><input type="checkbox"/> Remains calm and confident in difficult situations, projecting an air of professional competence</li> <li><input type="checkbox"/> Seeks to raise professional standards in self and others through daily work and activities</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this value in your work:

- An ability to work a calm, competent and committed manner is critical for all staff members. All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently does not manage to deliver on commitments made, letting deadlines slip</li> <li><input type="checkbox"/> Pays little attention to the quality of work, and allows substandard work to be delivered on occasion</li> <li><input type="checkbox"/> Is prone to respond quite emotionally when in difficult situations, finding it hard to remain calm and confident when under pressure</li> <li><input type="checkbox"/> Does not overtly manage professional standards through own and others work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally honours commitments where possible, but may sometimes let things slip due to other pressures</li> <li><input type="checkbox"/> Generally maintains key quality standards wherever time and resources allow</li> <li><input type="checkbox"/> Can become flustered when in difficult situations, and finds it hard to remain calm and confident at all times</li> <li><input type="checkbox"/> Seeks to maintain own professional standards through daily work and activities, but does not encourage professionalism in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to honour all key commitments made, meeting any critical deadlines</li> <li><input type="checkbox"/> Seeks to ensure that key quality standards are maintained in all work delivered</li> <li><input type="checkbox"/> Generally manages to remain calm and confident in difficult situations, but may let internal tensions show on rare occasions</li> <li><input type="checkbox"/> Seeks to maintain professional standards in self and others through daily work and activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always honours any commitments made, meeting all deadlines and exceeding all expectations</li> <li><input type="checkbox"/> Takes personal pride in all work delivered, seeking to raise the quality standard as far as is practically possible</li> <li><input type="checkbox"/> Remains calm and confident in difficult situations, projecting an air of professional competence</li> <li><input type="checkbox"/> Seeks to raise professional standards in self and others through daily work and activities</li> </ul>

# Suggested Development Activities

## Learning by Doing



- With a colleague or mentor, discuss a goal that you have been able to obtain despite considerable opposition, problems or barriers. Focus on how you followed through the course of action, what you might do differently and how this relates to your personal strengths and limitations in the area of persistence and motivation.
- Try to view challenges and setbacks from a problem-solving perspective, that is, look for solutions, rather than focusing on the problems and why things can not be done.
- Consider setting yourself a target to achieve every month. You should keep a record of the difficulties that you encounter on a day-to-day basis and how you aim to or did deal with them. Then review your progress at the end of each month.
- Take the time to list situations where you feel you did not achieve goals due to the setbacks that you encountered. Discuss with a mentor how you handled them and what you could have done differently to meet your objectives.
- Consider a work situation where you failed to meet an objective or goal. Then focus on all of the advantages, benefits and positive development that could have resulted had you succeeded.
- Consider how you might receive feedback from your manager or colleagues regarding how well you have coped with disappointments and setbacks and whether you persevered to achieve goals in the past.
- Take the time to examine your time management carefully. It is possible that you may be spending time on routine, repetitive tasks, that distract you from your main objectives. If so, look to delegate some aspects of your nonessential work. You might think of ways in which you create an extra half an hour a day for yourself. Try to plan ahead to reduce the likelihood of stress building by setting practical deadlines, learning to delegate and getting projects adequately resourced. Good time management is essential to stress management.
- Attempt to attend and participate in meetings to which you are invited, arriving on time and participating actively.
- Join and attend professional groups that are relevant to your role or profession. Subscribe to their publications and read them. Once you have read the appropriate articles, circulate them among interested others.
- It is important that you are being seen to work successfully. You could talk confidently about your work with your manager or colleagues without being unduly brash or immodest. Make sure that people realize how much pride you take in your work and notice your ideas and achievements.
- Let people know how motivated you are by looking for increased responsibility, development and challenge. You could potentially arrange a meeting with your manager to discuss whether there are any additional areas of responsibility that you could assume. Devote time and energy to developing a personal development plan for yourself - this guide is an excellent tool and resource.
- Continue your education and to develop your skills. Learning might include: university courses, OHRM/ UN training, subscriptions to appropriate magazines and publications, a book club with like-minded individuals, or forming a 'community of practice' with colleagues who hold similar roles or positions within the United Nations to share information and discuss current priorities.

- It may be helpful if you try to become aware of what causes you stress and the typical responses you have to stress, in order to learn to cope more effectively. Reflect on situations in the recent past where you have felt under undue stress and note down how you felt, what went through your mind and what you did. Evaluate whether you react similarly to different stress situations and which of your reactions proved useful and which unhelpful.
- Stress can sometimes be related to a lack of competence with respect to job relevant skills, which subsequently results in anxiety. Take the time to examine your confidence level on each aspect of your job and compare this with recent appraisal ratings. Try to determine if there are any areas where lack of skill or knowledge is contributing to concern or negative feelings. If there are, it is important that you try to address these.
- You could ask your colleagues or friends how they perceive your ability to handle pressure. Ask them to tell you in what ways do you respond well and in what ways do you respond less well. When under stress in the future, try to respond with more of the positive behaviours.
- Some people find it helpful to watch their diet as part of an overall drive towards increasing their professionalism. A well-balanced nutritional programme will enhance your emotional well being and contribute to maintaining the energy levels necessary to deal effectively with demanding and challenging situations.

### @ **Recommended Simulations (available through UNSkillport.com)**

- Professionalism and business etiquette simulation
- Doing business professionally simulation

### @ **Recommended Job Aids (available through UNSkillport.com)**

- **Projecting Professionalism:** Use this SkillEval to evaluate your current telephone manners.
- **Asking Questions Professionally:** Use this SkillGuide to enhance your ability to skillfully ask questions that will enable you to control telephone calls.
- **An Influential Image and a Positive Attitude:** Use this SkillGuide to help you focus on the attributes of a positive attitude, and to help you build a more influential image.

## Learning through Training



There are a number of development programmes available for the Core Value of Professionalism. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Professionalism**

- Standard business etiquette
- Business etiquette for managers

- Communication business etiquette
- Etiquette at the business meeting
- Handle calls with confidence and professionalism
- The organizational scope of critical thinking
- Improving your image (within the career support module)
- Advancing your administrative career
- Advancing service expertise
- The profession of selling
- Recognising safety procedures, effective communication and professional behaviour

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



### *Video References*

**The Pressure's On – Managing Stress at Work** (2 x videos) published by BBC for Business

## Learning by Reading



Make sure that you are fully up to date with current business issues. Try reading relevant papers, articles and magazines to ensure that you are fully aware of new opportunities and developing practices. It is possible that you may be able to apply some of these ideas to your own work.

You might consider doing some reading on the topic of stress management and relaxation from the reading list below.



### *Recommended Reference Books*

- **Shift to Professional Paradise: 5 Steps to Less Stress, More Energy & Remarkable Results at Work;** (2008) by Vicki Hess; CornerStone Leadership Institute - Through real-world examples, exercises and interactive tools, this book will help your team develop skills for connecting more positively with customers and coworkers, improving team productivity and finding better solutions to workplace problems.

- **The Professional Services Firm Bible;** (2004) by John Baschab and Jon Piot; John Wiley & Sons (US) - Full of best practices, proven advice and practical techniques, this comprehensive guide allows you to assess current operations and develop a plan for realizing measurable productivity improvements in running a professional services organization.
- **Stress Management;** (2002) by Team Publications; Human Resource Development Press - This booklet will seek to test whether the definitions of stress are helpful in explaining stress, and seek to explore what implications this might have for each and every one of us.
- **Make Your Workplace Great: The 7 Keys to an Emotionally Intelligent Organization;** (2007) by Steven J. Stein; John Wiley & Sons (US) - Based on the author's proprietary and cutting-edge research, this book shows you how to implement the necessary changes to make your workplace a happier and more productive one.
- **Intrinsic Motivation at Work: What Really Drives Employee Engagement;** (2009) by Kenneth W. Thomas; Berrett-Koehler Publishers - By identifying four intrinsic rewards and explaining exactly how and why they build engagement, this book provides a diagnostic framework to evaluate which need boosting and how to boost them.
- **Getting Promoted: Real Strategies for Advancing Your Career;** (1999) by Harry E. Chambers; Perseus Books, L.L.C. - Use this guide's tips and tricks to motivate and improve yourself up the ladder to a promotion.
- **Since Strangling Isn't An Option...Dealing with Difficult People – Common Problems and Uncommon Solutions** by Sandra A. Crowe.
- **Managing differences: How to Build better relationships at home and at work;** (1996) by D. Dana; New York: M&T Books.
- **The Handbook of Conflict Resolution: Theory and Practice;** (2004) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.
- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by R. Fisher & W. Ury; New York: Penguin Books.
- **Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement;** (1995) by D.P Goleman; New York: Bantam Books.
- **In Over Our Heads: The Mental Demands of Modern Life;** (1994) by R. Kegan; Cambridge, MA: Harvard University Press.
- **Essentials of Negotiation, (2<sup>nd</sup> Ed);** (2007/1997) by R.J Lewicki, D.M. Saunders & J.W Minton; Boston: McGraw-Hill Irwin.

### **Recommended SkillBriefs (available through UNSkillport.com)**

- **The Five Characteristics of Professionalism:** Discover the five characteristics of professionalism.
- **Conveying a Quality Image via E-mail:** Learn how to convey a quality image via e-mail.
- **How to Create a Favourable Closing Impression:** Explore how to create a favourable closing impression.



- **How to Preserve a Professional Relationship:** Explore how to preserve a professional relationship.
- **Managing Stress:** Learn strategies for handling stress in support situations.
- **Recognizing the Contributors to Stress:** Learn to recognize the four general contributors to stress.
- **Three Techniques for Controlling Stress:** Learn to control stress by using these three techniques.
- **Changing Your Undesirable Behaviours:** Follow these four steps to change your undesirable behaviour.
- **Developing and Displaying Self-motivation:** Use these strategies to develop and display self-motivation.
- **Demonstrating Self-motivation:** Explore the characteristics associated with self-motivation.
- **How to Gain the Confidence of Others:** Use these techniques to gain the confidence of others.



### **Other Reference Books**

- **Becoming the Best** (1988) by B Popplewell and A Windsmith published by Gower
- **Stress for Success: The Proven Program for Transforming Stress into Positive Energy at Work** (1997) by J.E. Loehr published by Times Books
- **Building Your Own Rainbow: A workbook for career & life management** (1989) by B Hopson and M Scally published by Lifeskills Associates
- **In Search of Excellence** (1991) by T Peters and R Waterman published by Harper Collins
- **Wellness at Work: Building Resilience to Job Stress** by V. O'Hara published by New Harbinger Books
- **Jungle Rules** (1997) by J.P. Imlay and D. Hamilton published by Kogan Page
- **A Passion for Success** (1995) by Kazuo Inamori published by McGraw-Hill
- **Patterns of High Performance – Discovering the Ways People Work Best** (1993) by J.L. Fletcher published by Berrett-Koehler Publishers
- **Effective Time Management** (1988) by J Adair published by Pan Books Ltd



# RESPECT FOR DIVERSITY

CLIENT ORIENTATION  
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 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
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 OTHERS  
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LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

## CORE VALUE: RESPECT FOR DIVERSITY

**The competency of Respect for Diversity is a core value for the United Nations:**

- An ability to work effectively, respectfully and inclusively with people from different backgrounds and with different perspectives is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Positive Indicators

- Works effectively with people from all backgrounds.
- Treats all people with dignity and respect.
- Treats men and women equally.
- Shows respect for, and understanding of, diverse points of view and demonstrates this understanding in daily work and decision-making.
- Examines own biases and behaviors to avoid stereotypical responses.
- Does not discriminate against any individual or group.

### Negative Indicators

- Unable to relate to people from other backgrounds.
- Insensitive to the needs of individuals with different perspectives.
- May offend people from different backgrounds.
- Unable to view issues from the perspective of people with diverse viewpoints.

## STAFF MEMBER

### You are required to demonstrate this value in your work:

- An ability to work effectively, respectfully and inclusively with people from different backgrounds and with different perspectives is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works less effectively with people from different backgrounds</li> <li><input type="checkbox"/> Shows less respect for diverse views</li> <li><input type="checkbox"/> Does not consciously monitor own behaviour to ensure that it is free from bias and discrimination</li> <li><input type="checkbox"/> Does not recognize, nor point out, when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works with people from different backgrounds, seeking to treat all people with respect</li> <li><input type="checkbox"/> May sometimes not attend fully to all diverse viewpoints</li> <li><input type="checkbox"/> Generally tries to behave in a manner which is free from bias and discrimination</li> <li><input type="checkbox"/> Points out when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows respect towards people from different backgrounds</li> <li><input type="checkbox"/> Pays attention to diverse viewpoints</li> <li><input type="checkbox"/> Ensures own behaviour is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works effectively and respectfully with people from different backgrounds</li> <li><input type="checkbox"/> Actively seeks out and attends to more diverse viewpoints</li> <li><input type="checkbox"/> Questions own behaviour to ensure it is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered, positively encouraging others to show respect for diversity</li> </ul>

## MANAGER

### You are required to demonstrate this value in your work:

- An ability to work effectively, respectfully and inclusively with people from different backgrounds and with different perspectives is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works less effectively with people from different backgrounds</li> <li><input type="checkbox"/> Shows less respect for diverse views</li> <li><input type="checkbox"/> Does not consciously monitor own behaviour to ensure that it is free from bias and discrimination</li> <li><input type="checkbox"/> Does not recognize, nor point out, when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works with people from different backgrounds, seeking to treat all people with respect</li> <li><input type="checkbox"/> May sometimes not attend fully to all diverse viewpoints</li> <li><input type="checkbox"/> Generally tries to behave in a manner which is free from bias and discrimination</li> <li><input type="checkbox"/> Points out when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows respect towards people from different backgrounds</li> <li><input type="checkbox"/> Pays attention to diverse viewpoints</li> <li><input type="checkbox"/> Ensures own behaviour is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works effectively and respectfully with people from different backgrounds</li> <li><input type="checkbox"/> Actively seeks out and attends to more diverse viewpoints</li> <li><input type="checkbox"/> Questions own behaviour to ensure it is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered, positively encouraging others to show respect for diversity</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this value in your work:

- An ability to work effectively, respectfully and inclusively with people from different backgrounds and with different perspectives is critical for all staff members.

All staff members are required to demonstrate this value, irrespective of the nature of their role.

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works less effectively with people from different backgrounds</li> <li><input type="checkbox"/> Shows less respect for diverse views</li> <li><input type="checkbox"/> Does not consciously monitor own behaviour to ensure that it is free from bias and discrimination</li> <li><input type="checkbox"/> Does not recognize, nor point out, when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works with people from different backgrounds, seeking to treat all people with respect</li> <li><input type="checkbox"/> May sometimes not attend fully to all diverse viewpoints</li> <li><input type="checkbox"/> Generally tries to behave in a manner which is free from bias and discrimination</li> <li><input type="checkbox"/> Points out when bias is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows respect towards people from different backgrounds</li> <li><input type="checkbox"/> Pays attention to diverse viewpoints</li> <li><input type="checkbox"/> Ensures own behaviour is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered in the workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Works effectively and respectfully with people from different backgrounds</li> <li><input type="checkbox"/> Actively seeks out and attends to more diverse viewpoints</li> <li><input type="checkbox"/> Questions own behaviour to ensure it is free from bias and discrimination</li> <li><input type="checkbox"/> Challenges and addresses bias when it is encountered, positively encouraging others to show respect for diversity</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Attending local cultural events is also a great way to broaden your understanding of different cultures and perspectives.
- Continue your interest in other cultures and their values through books, magazines, films and television documentaries. Further to this, make an effort to attend film festivals or events hosted by other cultures to commemorate holidays and events.
- Attend UN language classes provided for a region/culture of interest.
- Alternatively attend cooking classes for a culture or country of interest. These are a great and creative way to gain insight into the every day life of people including rituals and customs.
- Make an effort to find out about cultural differences in social and business norms when dealing with colleagues to help you to learn how to modify your behaviour when this is appropriate. This can be done in a variety of ways, for example, taking your colleague out for coffee and discussing differences with them, reading books, searching the Internet for appropriate websites or contacting relevant cultural societies.
- Provide a platform for team members from other countries and cultures to educate others, for example, team lunches or meals, or if appropriate the team celebrating key cultural events with their team members from that country.
- If a conflict arises, try to see the issue from the other person's perspective before defending your own position. Make sure that you look at the conflict as a conflict of ideas or approaches, rather than of people and make every effort to remain neutral.
- When presenting to a diverse audience, pay particular attention to explaining things as simply as possible and avoid using jargon and complex words. When talking, regularly check that people have understood what you have been saying.
- Think about widening your social circle within the Organization. You can extend your social awareness by listening to people talk about their culture, by reading autobiographies, and by listening to people talking on radio and television about their experiences and lives.
- You may wish to consider attending evening classes in cross-cultural studies or the UN/OHRM training in cross-cultural communication to increase your knowledge and understanding of other cultures.
- Try to increase your self-awareness by making a list of behaviours that you find difficult to tolerate. Make a conscious effort to control your feelings when coming across people who illustrate these behaviours and try to engage them in conversation and get to know them better.
- Consider getting feedback from people from other cultures about how they see you and your culture. Try to put yourself in their shoes. Then talk through issues about how you see their culture.

- Practice being sensitive, not only to what people say but to how they are saying it and try to understand what the real message is that they are trying to communicate. Watch people's eyes, their face muscles, their posture, their movements and gestures for clues that will assist you. Unfortunately there is no sure dictionary to translate non-verbal behaviours into meanings, but they can give additional clues to what is going on within the speaker. This in turn can be useful when trying to motivate and develop less forthcoming staff.
- Consider seeking feedback from your colleagues about instances where you have reacted without consideration of others' feelings. Try to determine what caused you to react this way and try to be more aware of it in the future.
- In your own work unit, think about how much you listen to and understand those people with whom you work. How do you demonstrate concern and interest, and how do you react when a conflict arises? Think about what areas can you develop and change.

### @ **Recommended Simulations (available through UNSkillport.com)**

- Managing diversity in the workplace simulation

### @ **Recommended Job Aids (available through UNSkillport.com)**

- **A Model for Diversity:** Use this SkillGuide to review the four steps of the diversity model.
- **Checklist for Valuing Team Diversity:** Use this SkillEval to assist you when working with diverse styles and backgrounds.
- **Managing Diversity Action Plan:** Use this job aid to relate diversity initiatives to real-life goals and follow-through steps for managing diversity.
- **Valuing Diversity Action Plan:** Use this job aid to relate your knowledge to real-life goals and follow-through steps for valuing diversity.
- **Hallmarks of Effective Holistic Diversity:** Use this job aid to check the status of your company's approach to diversity.
- **Organizational Reasons to Value Diversity:** Use this job aid to determine an organization's reasons for undertaking a diversity effort, provide answers to the question "why?" as well as to identify benefits which relate to the bottom-line, making diversity more than just a "nice-to-have" initiative.
- **Diversity Do's and Don'ts:** Use this job aid to remind yourself of the things you should and should not do to help your company achieve business advantages from diversity.
- **Managing Diversity Self-Assessment Worksheet:** Use this job aid to reflect on your behaviours in managing diversity and for creating goals for development.
- **Organizational Diversity Strategies:** Use this job aid to determine to what degree your organization is implementing the strategies needed for a successful diversity effort.
- **Valuing Diversity Self-Assessment:** Use this job aid to give people the opportunity to reflect on their own behaviours in valuing diversity and creating goals for development.



## Learning through Training



There are a number of development programmes available for the Core Value of Professionalism. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Respect for Diversity**

- The reasons why diversity matters
- Planning a diversity initiative
- Managing diversity
- Diversity: the future
- Getting past clashes: valuing team diversity
- International communications



### **Peacekeeping Training Programmes**

- The impact of culture on communication
- The art of global communication
- Improve your cross cultural communication

Many of these programmes, and other similar programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



Try to identify a colleague or a friend who comes across as respectful, understanding and sensitive to other people's feelings. Discuss with this person how they go about interacting with people in this manner and try to pick up any useful tips which you could subsequently adopt to enhance your own style.



### **Video References**

**Managing Diversity** (Video – 23 mins) published by American Media

**Building the Transnational Team** (Video – 23 mins) published by TMA

# Learning by Reading

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Go to a good bookshop or a library and choose one or two books to read on understanding different cultures.

Read about and practise a range of different listening techniques. It is important that you try to understand people's ideas and views from their perspective without prejudging situations. Make an effort to try to avoid interrupting people while they are talking and wait until they have finished before you start to speak.



## **Recommended Reference Books**

- **Making Diversity Work: Seven Steps for Defeating Bias in the Workplace;** (2003) by Sondra Thiederman; Kaplan Publishing - This book offers practical ways for everyone to be more aware of their biases, stereotypes and negative attitudes. The author provides strategies for becoming aware of our biases, learning how to overcome them, and avoiding relapses.
- **Building on the Promise of Diversity: How We Can Move to the Next Level in Our Workplaces, Our Communities, and Our Society;** (2006) by R. Roosevelt Thomas, Jr.; AMACOM - Whether you let diversity be a drain on your organization or a dynamic contributor to your mission, vision and strategy, this action-oriented book will help leaders break out of the status quo and reinvigorate the can-do spirit of making things better.
- **Managing Diversity: Words into Actions;** (2006) by Gary Mulholland, Mustafa Özbilgin and Dianah Worman; CIPD Enterprises - Based on an action research study of nine organizations, this report explains how they used change management principles to motivate people and engage commitment before introducing diversity initiatives.
- **The Inclusion Breakthrough: Unleashing the Real Power of Diversity;** (2002) by Frederick A. Miller and Judith H. Katz; Berrett-Koehler Publishers - Offers a specific, tested, and proven methodology for achieving an "inclusion breakthrough" that will unleash the nearly boundless creativity and productivity of any firm's greatest resource: its people.
- **Managing Diversity: The Courage to Lead;** (2000) by Elsie Y. Cross; Greenwood Publishing - Drawing on her own experiences as an African American woman, Elsie Y. Cross presents a knowledgeable, reasoned explication of a complex and complete system of organizational change, and contributes to our understanding of gender and cultural problems.
- **Developing Competency to Manage Diversity: Readings, Cases & Activities;** (1997) by Taylor H. Cox, Jr. and Ruby L. Beale; Berrett-Koehler Publishers - Blending theory and practice in numerous examples and industry models, the authors of this toolkit look closely at every level of life in a participative organization, and deflate the fears and misperceptions that sabotage change.
- **Capitalizing On Workplace Diversity: A Practical Guide to Organizational Success Through Diversity;** (1996) by Richard Y. Chang; Richard Chang Associates - Learn how to successfully handle the challenges and reap the rewards of a diverse workplace. With practical how-to advice, this innovative guidebook helps create a diversity "vision," build commitment, ensure workforce capability, and reinforce success.

- **Dealing with Diversity;** (2003) by George B. Graen (ed); Information Age Publishing - This text examines the application of Leader-Member Exchange (LMX) theory to allow the transformation of well intentioned affirmative action programs from their reliance on surface-level diversity to a new reliance on deep-level diversity.
- **Redefining Diversity;** (1996) by R. Roosevelt Thomas, Jr.; AMACOM - Diversity in the workplace goes beyond race and gender--it goes to the heart of an organization's strategic planning.
- **The Diversity Scorecard: Evaluating the Impact of Diversity on Organizational Performance;** (2004) by Edward E. Hubbard; Elsevier Science and Technology Books, Inc. - Providing step-by-step instructions, worksheets and examples to help diversity executives and managers analyze and track the impact of their diversity initiatives, this book will also help them develop measures that focus on the past, present, and future.
- **The Diversity Training Handbook: A Practical Guide to Understanding & Changing Attitudes, 3rd Edition;** (2008) by Phil Clements and John Jones - Providing clear guidelines on diversity issues and on designing diversity training, this practical book includes techniques to bring about attitudinal change as well as advice on dealing with workplace racism, sexism and prejudice.
- **International Dimensions of Organizational Behavior;** (2001) by Nancy Adler, Southwestern College Publishing.
- **Culture and Organizations: Software of the Mind, Intercultural Cooperation and its importance of Survival;** (1991) by Gert Hofstede; London: McGraw-Hill.
- **When Culture Collide: Managing Successfully Across Cultures;** (2005) by Richard Lewis; Boston: Nicholas Brealey Publishing.
- **Managing Intercultural Conflict Effectively;** (2001) by Stella Ting-Toomey and John G. Oetzel; CA: Sage
- **Riding the Waves of Culture: Understanding Cultural Diversity in Global Business;** (1998) by Fons Trompenaars and Charles Hampden-Turner; London: Nicholas Breal
- **Turning Bricks into Jade: Critical Incidents for Mutual Understanding among Chinese and Americans;** (2000) by Mary M. Wang et al; Yarmouth, ME: Intercultural Press, Inc.
- **The New Japan: Debunking Seven Cultural Stereotypes;** (2002) by D. Matsumoto; Yarmouth, ME: Intercultural Press, Inc.
- **Third Culture Kids: The Experience of Growing Up Among Worlds** by David Pollock and Ruther E. Van Reken.
- **The Role of Culture and Perception in International Relations (Second Edition);** 1988 by Glen Fisher; Yarmouth, ME: Intercultural Press, Inc.
- **Into Africa: Intercultural Insights;** (1998) by Yale Richmond and Phyllis Gestrin; Yarmouth, ME: Intercultural Press, Inc.
- **Cultural Misunderstandings: The French-American Experience;** (1987) by Raymonde Carroll and Carol Volk; Chicago: University of Chicago Press.
- **From Nyet to Da: Understanding the Russians;** (1992) by Yale Richmond; Yarmouth, ME: Intercultural Press, Inc.

- **When Cultures Collide: Managing Successfully Across Cultures;** (2005) by Richard Lewis; Boston: Nicholas Brealey Publishing.
- **Blur;** (1998) by Stan Davis and Christopher Meyer
- **Competing with Integrity in International Business;** (1993) by Richard T. DeGeorge; OUP, Oxford.
- **Ethics Matters;** (2000) by Dawn-Marie Driscoll and W. Michael Hoffman; CBE, Bentley College.
- **Autobiography: The Story of My Experiments with Truth;** (1948/1983) by Mahondas K. Gandhi; New York: Diver.
- **Managing Cultural Differences;** (1996) by Philip R. Harris and Robert T. Moran; Gulf Publishing, Houston (4th Edition).
- **The Diversity Directive;** (1997) by Robert Hayles and Armida Mendez Russel; McGraw-Hill.
- **Culture and Organizations;** (1999) by G. Hofstede; McGraw-Hill.
- **Building Reputational Capital;** (2004) by Kevin T. Jackson; Oxford University Press
- **“White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies”;** (1988) by Peggy McIntosh; Wellesley College Center for Research on Women.
- **Kiss, Bow, or Shake Hands;** (1995) by Terry Morrison et al; Adams
- **The Borderless World: Management Lessons in the New Logic of the Global Marketplace;** (1999) by Kenichi Ohmae; Harper Business.
- **A Theory of Justice;** (1971) by John Rawls; Belknap Press of Harvard University Press.
- **A Manager’s Guide to Globalization: Six Keys to Success in a Changing World;** (1996) by Steven H. Rhinesmith, Ph.D; Business One Irwin.
- **EuroDiversity;** (2002) by George Simons; Butterworth Heinemann.
- **One World: The Ethics of Globalization;** (2004) by Peter Singer; Yale University Press.
- **Making Diversity Work;** (2003) by Sondra Thiederman; Dearborn Trade Publishing.
- **Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival;** (2004) by G. Hofstede & G.A Hofstede; New York: McGraw-Hill.
- **Dialogue and the Art of Thinking Together;** (1999) by W. Isaacs; New York: Currency Books.
- **Motivation and Personality;** (1970) by A. Maslow; New York: Harper and Row.

### **Recommended SkillBriefs (available through UNSkillport.com)**

- **Understanding Cultural Diversity:** Learn to avoid and to resolve cross-cultural conflict.
- **Myths about Diversity:** Explore various myths and facts about diversity.

- **Avoiding Diversity-related Disputes:** Learn to guard your company against diversity-related disputes.
- **Why Diversity Is Necessary:** Explore three factors for incorporating diversity.
- **Launching a Diversity Initiative:** Learn how to get your diversity initiative off to a good start.
- **Increasing Employee Satisfaction through Diversity:** Learn how to increase employee satisfaction through diversity.
- **The Evolution of Diversity:** Learn about the evolution of diversity.



### ***Other Reference Books***

- **Riding the Wave of Culture: Understanding Cultural Diversity in Global Business** (1997) by A. Trompenaars, C. Hampden-Turner and F. Trompenaars published by McGraw-Hill
- **Cross-Cultural Communication: A Practical Guide** (1996) by G. Barnard published by Cassell
- **Interculturele Communicatie** (1990) by D. Pinto (French)
- **The International Manger** (1991) by K Barham and D Oates published by Axe & Bottle



# COMMUNICATION

CLIENT ORIENTATION  
**COMMUNICATION**  
 TEAMWORK  
 ACCOUNTABILITY **VISION**  
 CREATIVITY  
 BUILDING  
**TRUST**  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
**COMMITMENT TO**  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: COMMUNICATION

The competency of Communication is likely to be important to your job performance if your key objectives involve any of the following:

- Advocating to, or influencing, others, either internally or externally
- Issuing instructions or directions to others, or conducting briefings
- Preparing written communications (e.g., reports, correspondence, emails)
- Delivering presentations
- Conducting negotiations or taking part in debates and discussions
- Providing technical advice or support

### Positive Indicators

- 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 informed.

### Negative Indicators

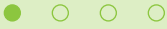



- Lacks confidence when talking.
- Produces writing that is vague or wordy.
- Uses inappropriate language.
- Tends to stick to one style of communication.
- Lacks expression during the interview.
- Loses the attention of the reader / audience at times.
- Tends to drift from one topic to another.
- Limited positive feedback from others on communication effectiveness.
- Withholds information without sufficient justification.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Participating in team discussions and debates
- Preparing written documents, reports, or correspondence
- Providing technical advice or support appropriate to your audience, either face to face, by telephone, by email, or in writing
- Delivering presentations to different audiences
- Promoting ideas, or presenting a convincing case with the aim of influencing others

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Never listens</li> <li><input type="checkbox"/> Misjudges the audiences needs</li> <li><input type="checkbox"/> Uses confusing jargon or terminology</li> <li><input type="checkbox"/> Cannot express views clearly &amp; concisely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Doesn't always listen attentively</li> <li><input type="checkbox"/> Can misjudge some audience's needs</li> <li><input type="checkbox"/> Sometimes uses confusing terminology</li> <li><input type="checkbox"/> Is not always totally clear &amp; concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally listens attentively</li> <li><input type="checkbox"/> Accurately judges most audience needs</li> <li><input type="checkbox"/> Generally avoids confusing terminology</li> <li><input type="checkbox"/> Usually communicates clearly &amp; concisely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asks questions and listens attentively</li> <li><input type="checkbox"/> Judges different audience needs accurately</li> <li><input type="checkbox"/> Simplifies complex technical information</li> <li><input type="checkbox"/> Always communicates clearly &amp; concisely</li> </ul>



## MANAGER

### You are required to demonstrate this competency in your work:

- Leading team discussions and debates
- Communicating instructions, directions or guidance to staff members, individually and in groups
- Preparing complex written documents, reports, or correspondence
- Targeting communications to address the needs of a wide range of different audiences, either face to face, by telephone, by email, or in writing
- Delivering high level presentations to, or negotiating with, internal and external audiences
- Engaging in advocacy and outreach work

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Neither seeks, nor listens to, others' views</li> <li><input type="checkbox"/> Communications are inappropriately pitched for audiences</li> <li><input type="checkbox"/> Lacks credibility and impact when communicating</li> <li><input type="checkbox"/> Communications always lack clarity &amp; structure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks, but may not always give attention to others' views</li> <li><input type="checkbox"/> Sometimes pitches communications inappropriately for the audience</li> <li><input type="checkbox"/> Style does not always convey confidence &amp; credibility</li> <li><input type="checkbox"/> Communications are not always clear, structured &amp; concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally seeks input from others &amp; listens attentively</li> <li><input type="checkbox"/> Accurately adapts communications suit most audiences</li> <li><input type="checkbox"/> Communicates with impact, generally conveying credibility &amp; confidence</li> <li><input type="checkbox"/> Usually communicates in a clear, structured &amp; concise manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always encourages others to contribute and attends fully to their views</li> <li><input type="checkbox"/> Effectively adapts communication style to suit all different audiences</li> <li><input type="checkbox"/> Communicates with impact, conveying credibility &amp; confidence</li> <li><input type="checkbox"/> Always communicates in a clear, structured &amp; concisely</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Communicating direction or strategy to managers
- Leading high level negotiations, often with external parties and involving complex, sensitive, or political issues
- Preparing high level written documents, reports, or correspondence
- Communicating with diverse audiences, including internal and external parties, and the media
- Representing the Organization formally and informally at events, including delivering high level presentations and public speaking engagements
- Engaging in high level advocacy work

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Style actively discourages open and consultative communications</li> <li><input type="checkbox"/> Does not attempt to adjust communication style or content to suit the needs of different audiences</li> <li><input type="checkbox"/> Becomes flustered, and messages get confused, when placed under pressure</li> <li><input type="checkbox"/> Does not represent the Organization effectively, lacking credibility and impact when communicating</li> <li><input type="checkbox"/> Communications always lack clarity &amp; structure, and is prone to be less concise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does little to encourage an open and consultative communication style to develop</li> <li><input type="checkbox"/> Does not always accurately adjust communication style and content to suit the audience</li> <li><input type="checkbox"/> Can let messages become confused, or lack composure when under pressure</li> <li><input type="checkbox"/> Does not always represent the Organization with confidence</li> <li><input type="checkbox"/> Can struggle to convey complex and sensitive information in a clear, structured &amp; concise manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally seeks to encourage an open and consultative communication style</li> <li><input type="checkbox"/> Seeks to adapt communication style and content to suit different audiences</li> <li><input type="checkbox"/> Maintains messages when under a reasonable amount of pressure</li> <li><input type="checkbox"/> Is a good representative, generally conveying credibility &amp; confidence</li> <li><input type="checkbox"/> Usually presents complex and sensitive information in a fairly clear, structured &amp; concise manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Role models an open, consultative communication style</li> <li><input type="checkbox"/> Is highly adaptable, switching communication style and content to suit different audiences</li> <li><input type="checkbox"/> Communicates effectively and with composure when under pressure</li> <li><input type="checkbox"/> Is ambassadorial, conveying credibility &amp; confidence</li> <li><input type="checkbox"/> Presents complex and sensitive information in a clear, structured &amp; concise manner</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Consider becoming involved in social bodies or committees within the Organization. Consider committees and societies that involve verbal presentations and public speaking (e.g. debating societies, community groups, etc.). Volunteer to act as spokesperson at meetings to get more practice. You could even volunteer to take on the secretarial role and take minutes. This should give you practice in summarizing ideas and conveying the meaning of decisions.
- After giving a verbal presentation, identify colleagues who are present who are recognized within the Organization as being effective communicators. Ask these people for feedback and attempt to incorporate their feedback into future verbal presentations.
- Consider finding a mentor/colleague who can help you experiment with presentation formats and delivery.
- Before producing a key piece of written communication, spend time identifying the main issues and the overall goal of your communication. You should give thought to the best way of structuring the information, (e.g., introduction, clearly headed paragraphs or main points, conclusions and recommendations). Then read aloud the finished article and if possible tape it for a more thorough review and self-criticism. Finally, having presented the report, seek feedback on how it was received in terms of structure, style and clarity.
- Look back at some of your own written communication and ask yourself how it could be made clearer and more concise. Is your communication jargon free with appropriate punctuation? Ask your manager or a colleague to critically evaluate your work and give you some tips on areas of improvement.
- When you write a letter or report for the Organization, try to think about what information the reader needs or wants to know. Review your work to remove irrelevant or inappropriate information and add anything that is missing.
- Before you send out any written communication, read it through to check that it makes sense, that it conveys the message you intend and that it contains the information required. Finally, check that the spelling and punctuation are correct.
- Practise and rehearse important presentations in front of a mirror. If possible, gain access to a video or at least an audio tape recorder, and record your presentation. Play it back and make a note of areas that didn't come across as well as they should have, then repeat the process and try again.
- When you make formal presentations as a UN representative ensure that you prepare well in advance. You should try to identify your objectives and what you hope to achieve, and then try to anticipate the audience's objectives and potential reaction to your presentation. You may wish to consider the use of visual aids or packages such as Microsoft PowerPoint to make the presentation more interesting. Finally, practice in advance rehearsing the content and style of delivery and being conscious of time management.
- When you are explaining something to someone, make sure that you pause to regularly check that they have understood what you have said. If they have not understood, try to identify what you need to alter to be more easily understood.
- After taking part in meetings, go through your own contribution and evaluate the degree to which you effectively communicated. Look at your behaviour in comparison with that of others present. Were you able to make contributions without being interrupted or interrupting others inappropriately? Did you speak firmly, clearly and economically?

## @ Recommended Simulations (available through UNSkillport.com)

- **Effective Listening Simulation:** Although relatively straightforward in theory, the process that transforms effective listening into successful communication requires great skill, awareness and practice.
- **Business Interpersonal Communication Skills Simulation:** Effective communication is a critical skill in today's business environment. People are expected to communicate with colleagues, customers, and management.
- **Team Interpersonal Communication Skills Simulation:** Interpersonal communication is an essential skill for the modern worker. Rarely does an employee work in complete isolation. People interact with customers, peers, teams, managers, and executives.

## @ Recommended Job Aids (available through UNSkillport.com)

- **The Communication Continuum**
- **Inter-team Communication:** Use this Skill Guide to learn about methods of inter-team communication.
- **Communication Style Reference Chart:** Use this Skill Guide as a quick reference to identify communication styles.
- **Your Communication Plan**
- **The Communication Process**
- **Written Communications Checklist**
- **Global Communications Checklist**
- **Tips for Non-Verbal Communication**
- **Practising Nonverbal Communication:** Use this Skill Guide to practice nonverbal communication.
- **Team Communication Tips:** Use this Skill Guide to help sharpen your team communication skills.
- **Project Communications Management Process Flow Diagram**
- **Key Words and Phrases for Effective Communication:** Use this Skill Guide as a quick reference to key words and phrases that will improve your business vocabulary.
- **Simultaneous Model of Communication:** Use this Skill Guide to help understand the simultaneous nature of communication.
- **Simple Model of Communication:** Use this Skill Guide to help understand the basic components of communication.
- **Communication Style Reference Chart:** Use this Skill Guide as a quick reference to identify the four basic communication styles. Use the Notes column to jot down the people you work with who fit into these categories.
- **Adaptive Communication Techniques:** Use this Skill Guide to steer you through the techniques involved in adaptive communication.
- **The Cross-cultural Communication Process**

- **Keys to Cross-cultural Communication**
- **Communication Do's and Don'ts:** Use this job aid for examples of what to do and what not to do where a language barrier exists.
- **The Characteristics of Communication Styles–Visual:** Use this job aid to identify people with a visual communication style.
- **The Characteristics of Communication Styles–Auditory:** Use this job aid to identify people with an auditory communication style.
- **The Characteristics of Communication Styles–Kinesthetic:** Use this job aid to identify people with a kinesthetic communication style.
- **Tips for Opening Up Communication:** Use this Skill Guide to remind you of tips for getting people to talk.
- **The Communication Process:** Use this Skill Guide to remind yourself of the characteristics of each stage of the communication process, and the action that you can take to make sure that the process works well.
- **Organizational Communication Skills:** Use this Skill Guide to learn how individuals can contribute to improving effective communications in the larger organization.
- **Recognizing Common Communication Barriers:** Use this Skill Guide to help you recognize common communication barriers.
- **Using Flexible Communication Styles:** Use this Skill Eval to learn how to have flexible communication styles that coincide with your customer's style.

## Learning through Training



There are a number of development programmes available for the Communication competency. Further details of these can be found on the United Nations Learning Management System that will give you access to UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Communication Skills**

- Communication business etiquette
- Communication skills and project management
- Improving your cross-cultural communications
- The communication of a shared vision
- Effective telephone technique
- Connecting and communicating
- Business writing essentials
- International communications
- Business grammar essentials
- Email essentials
- How to write and effective internal business case



## Peacekeeping Training Programmes

- International communications
- Getting the results you want: negotiating to win

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Identify some people in the Organization who you feel are excellent communicators. Take some time to review their style and use of grammar in their communication. If possible ask them about how they structure their communication and see which tactics you could adopt.
- In both formal and informal group situations, try to watch other people communicating and see what techniques, both verbal and non-verbal, that you could incorporate into your own communication.
- You could watch and listen to television and radio programmes involving confident communicators and try to remember to identify the differences between good and bad communication, for instance a speech made by the Secretary-General. Pay particular attention to differences in the content and structure of the message, as well as the style of delivery, both verbal and non-verbal.
- Listen to how good speakers vary the tone, pitch and volume of their voices to emphasise key points and keep the audience's attention. If at all possible, you could record yourself so that you can listen to how effectively you are doing this. It may also help to have a friend or colleague critique your performance.
- Get familiar with the key figures in the Organization and try to get to listen to them speak.



## Video References

**Loud and Clear – Speaking to Groups** (Video – 25 mins) published by the Industrial Group

**Effective Speaking** (Video – 24 mins) published by Training Direct

**Report Writing** (Video – 20 mins) published by Video Arts

## Learning by Reading



- Find an article which has relevance to your work in a professional journal or newspaper, for instance an article regarding recent UN operations. After reading it thoroughly and making notes, you should write a précis of the article summarising the key points under no more than 6 headings. Once completed, let your manager or a colleague read the précis and then get them to note down in writing any points of

confusion. At this point, you should re-read the original article and decide what amendments may be required to make it clearer and more easily understood.

- Procure a quality newspaper or journal and read the leading articles. Try to pay particular attention to the structure, grammar and punctuation. Additionally, you need to look at the style and clarity of the work, making sure that you check any words of which you are unsure, in a dictionary.
- It is possible to improve your vocabulary by reading, doing word games, such as crosswords or completing exercises published in magazines.
- You should join or rejoin your local library and attempt to read as widely as possible. It is important that you try to focus specifically on good quality literature.
- Attempt to become more familiar with the key figures in the Organization and try to read articles and letters that they have written. You should try and identify the best aspects of their writing and try to replicate these in your own communication.
- Choose one or two of the books listed below to read on communication skills.



### **Recommended Reference Books**

- **The Concise Adair on Communication and Presentation Skills;** (2003) by John Adair; Thorogood - This guide emphasizes the importance of listening closely to others and of relating information with clarity and conciseness.
- **Communication Highwire: Leveraging the Power of Diverse Communication Styles;** (2005) by Dianne Hofner Saphiere, Barbara Kappler Mikk and Basma Ibrahim DeVries; Intercultural Press - Use this unique guide to leverage staff diversity in the modern workplace. World-class intercultural trainers share strategies, techniques and tools for teaching how communication styles affect group success.
- **Internal Communications;** (2003) by James Farrant; Thorogood - Detailing how businesses can reap dividends in corporate energy and enhanced performance by managing internal communications, this book covers face-to-face, written, e-mail, web site, video, and team communications.
- **Communication in the Workplace;** (2007) by Baden Eunson; John Wiley & Sons (US) - Sharing insight about informal organizations, networking, and lost messages due to cultures of silence, this text helps you become an effective communicator by explaining how messages can be sent-and distorted-by differing channels.
- **Great Communication Secrets of Great Leaders;** (2003) by John Baldoni; McGraw-Hill - Great leadership begins with great communication. Who better to learn about great leadership from than the great leaders? The author has distilled the communication techniques of various great leaders into key strategies and solutions.
- **Leading Out Loud: Inspiring Change Through Authentic Communication, New and Revised Edition;** (2003) by Terry Pearce; John Wiley & Sons (US) - Providing concrete methods for improving communication, this book guides you through the internal work needed to create an honest and compelling vision, and demonstrates how you can find your authentic voice and articulate your messages with confidence.
- **Communicating In A Diverse Workplace: A Practical Guide to Successful Workplace Communication Techniques;** (1996) by Ann Kuga; Richard Chang Associates - Develop successful workplace communication techniques. This hands-on guidebook presents tools, techniques, and suggestions for effectively communicating in groups with members from different cultures, genders, ages, and geographic origins.

- **The Handbook of Negotiation and Culture;** (2004) by Michele J. Gelfand and Jeanne M. Brett (eds); Stanford University Press - Providing an in-depth review of negotiation theory, this book provides new insight into cross-cultural perspectives, questioning assumptions, expanding constructs, and identifying limits not apparent from working exclusively within one culture.
- **50 Communications Activities, Icebreakers, and Exercises;** (2008) by Peter R. Garber; Human Resource Development Press - Containing a wealth of insight, tips and guidance to prepare employees to become confident communicators, this book demonstrates just how important communication is to our success, relationships and happiness.
- **Communication in Organizations;** (2005) by Corinne Leech and Kate Williams; Elsevier Science and Technology Books, Inc. - Designed to be practical, stimulating and challenging, this workbook includes current management concepts, the changing legal framework in which managers operate and the impact of technology in the work environment.
- **International Dimensions of Organizational Behavior;** (2001) by Nancy Adler, Southwestern College Publishing.
- **Culture and Organizations: Software of the Mind, Intercultural Cooperation and its importance of Survival;** (1991) by Gert Hofstede; London: McGraw-Hill.
- **When Cultures Collide: Managing Successfully Across Cultures;** (2005) by Richard Lewis; Boston: Nicholas Brealey Publishing.
- **Managing Intercultural Conflict Effectively;** (2001) by Stella Ting-Toomey and John G. Oetzel; CA: Sage
- **Riding the Waves of Culture: Understanding Cultural Diversity in Global Business;** (1998) by Fons Trompenaars and Charles Hampden-Turner; London: Nicholas Brealey
- **Turning Bricks into Jade: Critical Incidents for Mutual Understanding among Chinese and Americans;** (2000) by Mary M. Wang et al; Yarmouth, ME: Intercultural Press, Inc.
- **The New Japan: Debunking Seven Cultural Stereotypes;** (2002) by D. Matsumoto; Yarmouth, ME: Intercultural Press, Inc.
- **Third Culture Kids: The Experience of Growing Up Among Worlds** by David Pollock and Ruth E. Van Reken.
- **The Role of Culture and Perception in International Relations (Second Edition);** 1988 by Glen Fisher; Yarmouth, ME: Intercultural Press, Inc.
- **Into Africa: Intercultural Insights;** (1998) by Yale Richmond and Phyllis Gestrin; Yarmouth, ME: Intercultural Press, Inc.
- **Cultural Misunderstandings: The French-American Experience; (1987) by Raymonde Carroll and Carol Volk;** Chicago: University of Chicago Press.
- **From Nyet to Da: Understanding the Russians;** (1992) by Yale Richmond; Yarmouth, ME: Intercultural Press, Inc.
- **Difficult Conversations: How to Discuss What Matters Most;** (1999) by Douglas Stone, Bruce Patton and Sheila Heen; NY: Penguin Books.
- **People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts;** (1979) by Robert Bolton; NY: Simon and Schuster.



- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by Roger Fisher and William Ury; NY: Penguin Books
- **Managing Your Boss;** (January 2005) by John Gabarro and John Kotter; Harvard Business Review.
- **Dealing with People you Can't Stand: How to Bring out the Best in People at their Worst;** (2002 ed) by Rick Brinkman and Rick Kirschner; McGraw-Hill
- **The Seven Habits of Highly Effective People;** (1999) by Stephen Covey; Simon and Schuster
- **101 Ways to Improve Your Communication Skills Instantly;** (1998) by Bennie Bough; Goalminds.
- **Emotional Intelligence: Why It Can Matter More Than IQ;** (1996) by Daniel Goleman; Bantam Books
- **Emotional Intelligence at Work;** (1998) by Hendrie Weisinger; Jossey Bass Inc.
- **Crucial Conversations: Tools for Talking when Stakes are High;** (2002) by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler and Stephen R. Covey; McGraw-Hill
- **People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts;** (1979) by Robert Bolton, Ph.D; New York: Simone & Schuster, Inc.
- **Feedback Toolkit: 16 Tools for Better Communication in the Workplace;** (1994) by Rick Maurer; Portland, OR: Productivity Press, 1994.
- **What Did You Say? The Art of Giving and Receiving Feedback;** (1991) by Charles Seashore, Edith Seashore and Gerald Weinberg; North Attleborough MA: DOUGLAS Charles Press.
- **Since Strangling Isn't An Option...Dealing with Difficult People – Common Problems and Uncommon Solutions** by Sandra A. Crowe.
- **Talk Less, Say More: Three Habits to Influence Others and Make Things Happen** by Connie Dieken
- **Influence: The Psychology of Persuasion** by Robert B. Cialdini
- **Managing differences: How to Build better relationships at home and at work;** (1996) by D. Dana; New York: M&T Books.
- **The Handbook of Conflict Resolution: Theory and Practice;** (2004) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.
- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by R. Fisher & W. Ury; New York: Penguin Books.
- **Interpersonal Conflict at Work and Psychological Outcomes: Testing a Model among Workers;** (2000) by M.R Frone; Journal of Occupational Health Psychology, 5, 246-255.
- **Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement;** (1995) by D.P Goleman; New York: Bantam Books.
- **Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival;** (2004) by G. Hofstede & G.A Hofstede; New York: McGraw-Hill.

## @ Recommended SkillBriefs (available through UNSkillport.com)

- **Understanding Communication:** Learn about the elements of communication.
- **Communication Styles:** Learn about different styles of communication.
- **Effective Communications:** Discover effective communications strategies.
- **Improving Communication:** Explore ways of improving communication in your organization.
- **Barriers to Communication:** Learn about barriers to communication.
- **Elements of the Communication Process:** Discover the key elements of the communication process.
- **Dimensions of Communication:** Explore the dimensions of communication.
- **Five Steps of Reciprocal Communication:** Learn five steps of reciprocal communication.
- **Establishing Empathy during Communication:** Find out how to establish empathy during communication.
- **Using Nonjudgmental Communication Strategies:** Learn how to use nonjudgmental communication strategies.
- **Choosing the Right Communication Channel:** Learn about the various communication channels.
- **Good Communication Practices:** Explore four good communication practices.
- **The Flow of Business Communication:** Find out how business communication flows in your company.
- **Using Technology to Boost Communication:** Learn how to use technology to boost communication.
- **Respecting Communications Zones:** Learn to respect and use communications zones.
- **Non-verbal Communication Techniques:** Explore non-verbal communication techniques for consultants.
- **Understanding Verbal and Non-verbal Communication:** Learn to properly use verbal and non-verbal communication.
- **Non-Verbal Communication on the Telephone:** Master positive non-verbal communication on the telephone.
- **The Components of Non-verbal Communication:** Discover the power of non-verbal communication.
- **Adapting Your Gender-based Communication Style:** Learn how to adapt your gender-based communication style.
- **The Cross-cultural Communication Process:** Explore the cross-cultural communication process.
- **Effective Cross-cultural Communication:** Learn how to communicate effectively across different cultures
- **Rank, Respect, and Status in Cross-cultural Communication:** Explore rank and respect in cross-cultural communication.
- **Using Communication Styles to Influence Communication:** Learn how to use communication styles to aid communication.



## **Other Reference Books**

- **Communication Skills – A Practical Handbook** (1993) published by The Industrial Society
- **Powerful Presentations – 50 Original Ideas for Making a Real Impact** (1997) by J.E and J.M published by Kogan Page
- **Mastering Business Communication** (1985) by L.A. Woolcott & W.R. Unwin published by Macmillan Master Series
- **Persuasive Reports and Proposals** (1997) by A. Leigh published by IPD
- **Quick Tips for Better Business Writing** (1995) by G. Blake published by McGraw-Hill
- **The Business Guide to Effective Speaking** (1985) by J. Dunchel & E. Parnham published by Kogan Page
- **Bien Parler en Public** by M. Lequenne published by Organization (French)
- **Guide de la Communication Ecrite** by Girselin, Carpentier, Maillardet and Ormaux published by Dunod (French)
- **Relaciones Humanas en la Empresa** by J. Kelly published by Ateneo (Spanish)



## TEAMWORK

CLIENT ORIENTATION  
 COMMUNICATION  
**TEAMWORK**  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
**TRUST**  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
**COMMITMENT TO**  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: TEAMWORK

The competency of Teamwork is likely to be important to your job performance if your key objectives involve any of the following:

- Working within an established team
- Supporting colleagues
- Sharing responsibility for decision making and results
- Encouraging others to contribute
- Forming a new team
- Collaborating with colleagues across work units, departments or divisions
- Establishing or developing a team culture, or standards of behaviour within a team

## Positive Indicators

- 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.
- Builds consensus for task purpose and direction with team members.
- Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position.
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings.

## Negative Indicators

- Rarely offers support to colleagues.
- Prefers to work alone.
- Emphasizes achieving personal goals.
- Shows limited consideration of the ideas and input of others.
- Prefers to act alone.
- Prepared to ignore / disrupt majority decisions.
- Takes the credit for team accomplishments, passes on responsibility for team limitations.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Working within an established team
- Supporting colleagues
- Sharing responsibility for decision making and results
- Encouraging others to contribute
- Collaborating with colleagues across work units, departments or divisions

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works independently with no collaboration</li> <li><input type="checkbox"/> Rarely consults other team members, preferring to rely on own judgements and views</li> <li><input type="checkbox"/> Pursues personal goals at the expense of the team agenda</li> <li><input type="checkbox"/> Refuses to share responsibility with, or support, team colleagues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates on key team activities when required</li> <li><input type="checkbox"/> Consults on some key team issues, seeking views from relevant team members</li> <li><input type="checkbox"/> Sometimes lets the pursuit of personal goals take precedence over the team agenda</li> <li><input type="checkbox"/> Shares responsibility with, and supports, team colleagues, only when there is some personal benefit</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates effectively within the team</li> <li><input type="checkbox"/> Consults within the team, seeking views from all team members and listening attentively to them</li> <li><input type="checkbox"/> Generally places the team agenda ahead of personal goals</li> <li><input type="checkbox"/> Shares responsibility with, and supports, team colleagues when time allows</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thrives on collaboration within the team</li> <li><input type="checkbox"/> Consults widely, seeking views from all interested parties within and outside the team and listening attentively to them</li> <li><input type="checkbox"/> Always places the team agenda ahead of personal goals</li> <li><input type="checkbox"/> Shares joint responsibility with, and supports, team colleagues</li> </ul>

## MANAGER

### You are required to demonstrate this competency in your work:

- Working within an established team
- Supporting colleagues
- Sharing responsibility for decision making and results
- Encouraging others to contribute
- Forming a new team
- Collaborating with colleagues across work units, departments or divisions
- Establishing or developing a team culture, or standards of behaviour within a team

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works independently and does not encourage others within the team to work collaboratively</li> <li><input type="checkbox"/> Rarely consults other team members, relying on own judgements and views when making decisions and paying little attention to any views expressed by team members</li> <li><input type="checkbox"/> Makes no attempt to define or promote any team goals, and does not encourage support and cooperation between team members</li> <li><input type="checkbox"/> Personally takes the credit for team successes, and finds team members to blame when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates personally, but does not encourage other team members to do likewise</li> <li><input type="checkbox"/> Consults on some key team issues, seeking views from relevant team members, but may not always take account of different viewpoints when making decisions</li> <li><input type="checkbox"/> Defines some team goals, but does not promote the need for cooperation and support in their achievement, letting team members focus primarily on their personal goals</li> <li><input type="checkbox"/> Sometimes shares the credit for team successes, but not always and tends to blame others in the team when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to encourage effective collaboration within the team</li> <li><input type="checkbox"/> Consults within the team, seeking views from all team members, listening attentively to them, and taking any relevant points into account when making decisions</li> <li><input type="checkbox"/> Defines team goals, encouraging team members to commit to these collectively and to support each other in their accomplishment</li> <li><input type="checkbox"/> Shares the credit for team successes, but may sometimes blame team members when things go wrong rather than taking personal responsibility for team failings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Role models and encourages effective collaboration within the team, addressing non-collaborative behaviour quickly</li> <li><input type="checkbox"/> Consults widely, seeking views from all interested parties within and outside the team, listening attentively, and taking all views into account in decisions</li> <li><input type="checkbox"/> Defines, articulates and regularly promotes team goals, encouraging supportive and cooperative behaviour ahead of competition</li> <li><input type="checkbox"/> Takes personal responsibility for team failings, never blaming others and always sharing the credit for successes</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Working within an established team
- Supporting colleagues
- Sharing responsibility for decision making and results
- Encouraging others to contribute
- Forming a new team
- Collaborating with colleagues across organizations, departments or divisions
- Establishing or developing a team culture, or standards of behaviour within a team or larger organizational entity

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works independently and does not encourage others within the department or division to work collaboratively, nor address harmful competition</li> <li><input type="checkbox"/> Rarely consults department or division staff outside their immediate circle, relying on own judgements and views when making decisions and paying little attention to views expressed by others</li> <li><input type="checkbox"/> Makes no attempt to define or promote any department or division goals, and does not encourage support and cooperation between staff</li> <li><input type="checkbox"/> Personally takes the credit for department or division successes, and finds staff members to blame when things go wrong, allowing the emergence of a blame culture</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally collaborates personally, but does not encourage others within the department or division to do likewise</li> <li><input type="checkbox"/> Consults on some key team issues, seeking views from relevant department or division staff, but may not always take account of different viewpoints when making decisions, and only refers to a smaller select group</li> <li><input type="checkbox"/> Defines some department or division goals, but does not promote the need for cooperation and support in their achievement, leaving staff to focus primarily on their personal goals</li> <li><input type="checkbox"/> Sometimes shares the credit for department or division successes, but not always, tending to blame staff when things go wrong and not addressing it when others pass on blame</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks to encourage effective collaboration and discourage competition within the department or division</li> <li><input type="checkbox"/> Consults within the team, seeking views from all department or division staff, listening attentively, and taking any relevant points into account when making decisions, but does not address it when others do not do likewise</li> <li><input type="checkbox"/> Defines department or division goals, encouraging staff to commit to these collectively and to support other department or division colleagues in their accomplishment</li> <li><input type="checkbox"/> Shares the credit for department or division successes, taking personal responsibility for any failings rather than blaming staff, but may not always quickly address it when others seek to pass on blame</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates a culture of collaboration within the department or division, role modelling collaborative behaviour, and addressing harmful competition quickly</li> <li><input type="checkbox"/> Consults widely, seeking views from all interested parties within and outside the department or division, listening attentively, taking all views into account in decisions, and ensures others do likewise</li> <li><input type="checkbox"/> Defines, articulates and regularly promotes department or division goals, encouraging a supportive and cooperative 'one department/division' culture to develop</li> <li><input type="checkbox"/> Takes personal responsibility for department or division failings, never blaming others, always sharing the credit for successes, and ensuring all other staff do likewise</li> </ul>



# Suggested Development Activities

## Learning by Doing



- Think carefully about the individuals who are part of your team and make an effort to understand their perspective and update yourself about their particular tasks and responsibilities. To help you to understand their perspective you should consider their position; imagine how they see themselves and how they see you.
- Make a list of all the groups that you have been involved with during your time in the Organization. How would you describe your role in these groups? Look at how much effort you put in, how much concern for others you showed, how much you helped to organize the group and what more you could have done and the merits of this.
- Discuss with a mentor/colleague your strengths and limitations with respect to teamwork. Make an action plan of specific goals that you identify in this area. This is likely to include each strength or weakness and specific activities that you could take part in to improve them. You should try to use this as a basis to encourage you to make more positive contributions to team activities.
- Think carefully about the team that you are in, choose as many adjectives as you can which describe it and then write a paragraph using these words to sum up your feelings about your team. Use this to help you focus on what you believe are the strengths and limitations of the team and as a prompt for team development.
- Consider organizing a team building event for you and your staff, perhaps with the help of an internal or external specialist. Try to plan a programme which will help the team to build on its strengths, work on its limitations and to become more aware of its interactions. You may wish to approach this in consultation with a specialist.
- Consider setting up a team or departmental bulletin board to keep people informed on issues of interest (work and non-work related).
- Try to practice the principle of “Management By Walking About” (MBWA). Make an effort not to always shut yourself away in your office, instead interact more with your colleagues, even if this is just to ask them how they are feeling or what they are working on.
- Visit exhibitions and open days to increase your awareness of new developments in the areas of teamwork and teambuilding.
- Get involved in activities outside work which involve teamwork, e.g., team sports, quiz teams, local committees.

### @ **Recommended Simulations (available through UNSkillport.com)**

- **Effective Use of Feedback for Teams Simulation:** Effective feedback is an essential element of successful teamwork. Periodic reviews and discussions of how the team is performing, how individuals are contributing to the team’s performance, and how the team is being managed, are all vital to ensuring that the team continues to perform at peak level.

## @ Recommended Job Aids (available through UNSkillport.com)

- **Maintaining a Positive Team Environment:** Use this job aid to help you identify any items that may be preventing you from effectively creating and maintaining a healthy, positive work environment for your team.
- **Five Key Aspects of a Quality Team Member:** Use this job aid to remind you of the five important aspects of a high performing team member.
- **Facilitating Team Member Participation:** Use this job aid to help you create a team environment that encourages member participation.
- **Managing Conflict:** Use this Skill Guide to prepare and debrief a conflict situation.
- **Action Steps for Creating a Teamwork Culture:** Use this Skill Guide to provide you with leadership strategies for building a teamwork culture.

## Learning through Training



There are a number of development programmes available for the Teamwork competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Teamwork**

- Results and teamwork without authority
- Establishing team and customer relationships
- Teamwork and emotional intelligence
- Effective teambuilding strategies
- Launching successful virtual and on-site teams
- Getting past clashes: valuing team diversity
- Participating in teams
- Participating in a project team
- Making teams work: capitalising on conflict
- Cultivating a high performing project team



### **Peacekeeping Training Programmes**

- Teambuilding curriculum
- Conflict in the workplace
- Working with and managing difficult people

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Identify a colleague or a friend who appears to be an effective team-worker. Watch and discuss with the person how they go about working with other people in a team. See if you can learn anything from them that will help you to enhance your own team-working skills.
- Observe teams in real life or on television programmes. Identify skills of individual members and how they contribute to team success. You may wish to identify a high profile team from the upper levels of the Organization and try to observe their behaviour in team situations



### Video References

- **Team Working – Working Effectively in a Team:** (2 x Videos – 29 mins; 8 mins) published by BBC for Business
- **Team Player:** (Video – 21 mins) published by Melrose
- **Team Leading – Becoming an Effective Team Leader:** (2 x videos – 27 mins; 37 mins) published by BBC for Business

## Learning by Reading



- You could consider reading the book *Management Teams: Why they Succeed or Fail* by Meredith Belbin and complete the questionnaire that is in it to identify your own team role. Then try explaining the concept of Team Types to members of your team and ask them to identify their roles. See if you agree with each other's results and discuss the implications for your team.
- Read accounts of projects that involved teamwork, such as scientific discoveries, mountaineering expeditions and industrial award winners. There should be many such articles available describing UN missions or activities.
- Select a book on team working from the list below. Go to a bookshop or library and get this book. Make sure you read it thoroughly, rather than just leafing through it.



### Recommended Reference Books

- **Teamwork is an Individual Skill: Getting Your Work Done When Sharing Responsibility;** (2001) by Christopher M. Avery, Meri Aaron Walker and Erin O'Toole Murphy; Berrett-Koehler Publishers - Learn the individual skills vital to the success of every team.
- **Cross-Functional Teams: Working with Allies, Enemies, and Other Strangers;** (2003) by Glenn M. Parker; John Wiley & Sons (US) - Offering concrete advice and inspiration to team leaders, team members, and senior management, this book provides a tool kit of assessment surveys, worksheets, checklists, and even sample training programs to help launch and sustain effective teams.

- **Workplace Wars and How to End Them: Turning Personal Conflict into Productive Teamwork;** (1994) by Kenneth Kaye; AMACOM - Shows how to build the kind of teamwork that recognizes conflict quickly, deals with it constructively, and parlays it expertly into creativity and growth.
- **Teamwork Training;** (2005) by Sharon Boller; ASTD - Helping you to cultivate teamwork within a team or an organization, this book explains how to define and assess key competencies, get senior management to buy into your training plan, and implement a winning team training strategy for your organization.
- **Teamwork from the Inside Out Field Book: Exercises and Tools for Turning Team Performance Inside Out;** (2003) by Susan Nash and Courtney Bolin; Consulting Psychologists Press - This field book offers hands-on learning that is both interactive and inspiring for consultants and coaches, team leaders, and team members trying to build and be part of a cohesive team.
- **Working Relationships: Using Emotional Intelligence to Enhance Your Effectiveness with Others, Revised Edition;** (2008) by Bob Wall; CPP Inc. - Focusing exclusively in the power of EQ to influence success regardless of job type, level of education, or scope of responsibility, this book offers a classic toolkit for mastering the personal characteristics and social abilities of EQ.
- **Managing Your Boss;** (January 2005) by John Gabarro and John Kotter; Harvard Business Review.
- **Harnessing the Science of Persuasion;** (October 2001) by Robert Cialdini; Harvard Business Review.
- **Emotional Intelligence: Why It Can Matter More Than IQ;** (1996) by Daniel Goleman; Bantam Books
- **Feedback Toolkit: 16 Tools for Better Communication in the Workplace;** (1994) by Rick Maurer; Portland, OR: Productivity Press, 1994.
- **What Did You Say? The Art of Giving and Receiving Feedback;** (1991) by Charles Seashore, Edith Seashore and Gerald Weinberg; North Attleborough MA: DOUGLAS Charles Press.
- **Difficult Conversations: How to Discuss What Matters Most;** (1999) by Douglas Stone, Bruce Patton and Sheila Heen; NY: Penguin Books.
- **The Speed of Trust: The One Thing That Changes Everything;** (2006) by Stephen R. Covey; Free Press
- **Since Strangling Isn't An Option...Dealing with Difficult People – Common Problems and Uncommon Solutions** by Sandra A. Crowe.
- **The Handbook of Conflict Resolution: Theory and Practice;** (2004) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.

### **Recommended Skill Briefs (available through UNSkillport.com)**

- **Understanding Teamwork:** Learn about purpose, teamwork, and systems.
- **It's All About Teamwork:** Company bullies get the boot to make way for teamwork.
- **Initiating Teamwork:** Discover how to initiate effective team work.
- **Four Reasons New Teams Struggle:** Discover the four reasons new teams struggle.
- **Facilitating Teamwork:** Learn how to facilitate teamwork.
- **Techniques for Supporting Your Teammates:** Learn the techniques for supporting your teammates.

- **Creating a Positive Team Environment:** Learn how to create a positive team environment.
- **Organizational Teamwork:** Learn how teams help companies to prosper.
- **Helping to Establish Team Roles:** Learn how to establish team roles.
- **The I of Teamwork:** Good teamwork opens the door to new ideas.
- **The Virtue in Teamwork:** Patience and understanding are powerful tools.
- **How to Optimize Team Meetings:** Learn how to optimize team meetings.
- **Seven Practices That Make Teams Successful:** Discover seven practices that make teams successful.
- **How to Resolve Conflict:** Uncover the methods of conflict resolution.
- **Dealing with Difficult Teammates:** Explore how to deal with difficult teammates.
- **Proactive Team Members:** Discover the advantages of proactive behavior within teams.
- **Team Collaboration Techniques:** Learn how team members can work more collaboratively together.
- **Promoting a Collaborative Team Environment:** Learn how to create a collaborative team environment.
- **Working Effectively with Agreeable People:** Learn how to work effectively with agreeable people.



### **Other Reference Books**

- **Build That Team!** (1997) Edited by S. Smith published by Kogan Page
- **Management Teams – Why They Succeed or Fail** (1981) by C.M. Belbin published by Heinemann: London
- **Working in Teams** (1995) by A. Hardingham published by IPD
- **Team Organization: An enduring competitive advantage** (1994) by D Tjosvold published by Wiley
- **Getting Things Done When You Are Not in Charge** by G.M. Bellman published by Berrett-Koehler Publisher
- **Effective Team Building** (1987) by J Adair published by Pan (London)
- **Teams at the Top** (1997) by J.R. Katzenbach published by McGraw-Hill
- **Haga De Su Equipo Un Ganador** by Abetas published by Abetas (Spanish)
- **Team Management** by C. Magerison and D. McCann published by Inter editions (French)



# PLANNING AND ORGANIZING

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
**PLANNING  
 & ORGANIZING**  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: PLANNING AND ORGANIZING

The competency of Planning and Organizing is likely to be important to your job performance if your key objectives involve any of the following:

- Setting goals and targets for yourself or others
- Prioritising the delivery of work
- Adjusting work or project priorities to take account of changing circumstances
- Organising the time and resources necessary to deliver work
- Setting detailed project plans, or plans for an area or service
- Monitoring the delivery of work against a plan
- Delivering one's own workload in an organized and time efficient manner

### Positive Indicators

- 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 risks and allows for contingencies when planning.
- Monitors and adjusts plans and actions as necessary.
- Uses time efficiently.

### Negative Indicators

- No clear system of priorities.
- Appears disorganized and unsystematic.
- Organizes impractical work schedules.
- Unrealistic about time scales.
- Efforts get sidetracked.
- Deadlines not met.
- Tasks not completed.
- No checks on activities.
- Unwilling to change plans to meet new demands.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Delivering one's own workload in an organized and time efficient manner
- Setting goals and targets for oneself
- Prioritizing the delivery of one's own work
- Adjusting work priorities to take account of changing circumstances
- Setting detailed plans for one's day to day work
- Monitoring one's own delivery against a plan

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Never sets goals and plans for work to be delivered, or sets goals that are too vague to be useful</li> <li><input type="checkbox"/> Has poor time management, regularly allowing deadlines to slip, or taking on too much work to be able to deliver to schedule</li> <li><input type="checkbox"/> Refuses to adjust plans when circumstances change, sticking to initial plans even when these are no longer appropriate</li> <li><input type="checkbox"/> Does not monitor delivery against plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sets general goals and plans for work to be delivered when required to do so</li> <li><input type="checkbox"/> Sometimes lets time management slip, and can be prone to let deadlines slip, or take on too much work to be able to deliver to schedule</li> <li><input type="checkbox"/> Generally resists adjusting plans when circumstances change, but may do so if pushed</li> <li><input type="checkbox"/> Monitors delivery against plans in an unstructured manner and as a result may miss opportunities to take action to keep things on schedule</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates effectively within the team</li> <li><input type="checkbox"/> Consults within the team, seeking views from all team members and listening attentively to them</li> <li><input type="checkbox"/> Generally places the team agenda ahead of personal goals</li> <li><input type="checkbox"/> Shares responsibility with, and supports, team colleagues when time allows</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always sets clear, measurable goals and plans to guide the delivery of all work</li> <li><input type="checkbox"/> Makes highly effective use of time, never missing deadlines or being too busy to deliver to schedule</li> <li><input type="checkbox"/> Willingly adjusts plans to take account of changes in circumstances</li> <li><input type="checkbox"/> Uses plans and goals actively to monitor performance and takes remedial action when things start to slip</li> </ul>



## MANAGER

### You are required to demonstrate this competency in your work:

- Setting goals and targets for yourself, others, and your work unit
- Prioritizing the delivery of the work of your unit
- Adjusting work or project priorities to take account of changing circumstances
- Organizing the time and resources necessary to deliver work
- Setting detailed project plans, and plans for your work unit or service
- Monitoring the delivery of work against a plan
- Delivering one's own workload in an organised and time efficient manner

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Never sets goals and plans for own work, and goals set for others are often too vague to be useful</li> <li><input type="checkbox"/> Has poor time management, regularly allowing deadlines to slip, or overloading others with too much work so they are unable to deliver to schedule</li> <li><input type="checkbox"/> Refuses to adjust own and others' plans when circumstances change, sticking to initial plans even when these are no longer appropriate</li> <li><input type="checkbox"/> Does not monitor own or other's delivery against plans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sets general goals and plans for work to be delivered by others when formally required to do so, but not for own work</li> <li><input type="checkbox"/> Sometimes lets time management slip, and can be prone to let deadlines slip, or overload others with too much work so they are unable to deliver to schedule</li> <li><input type="checkbox"/> Generally resists adjusting own and others' plans when circumstances change, but may do so if pushed</li> <li><input type="checkbox"/> Monitors own and other's delivery against plans in an unstructured manner and as a result may miss opportunities to take action to keep things on schedule</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sets clear and measurable goals and plans for key areas of work to be delivered by others, but not for own work</li> <li><input type="checkbox"/> Generally makes good use of own and others' time, but may occasionally let less critical deadlines slip or overload others so they are too busy to be able to deliver to schedule</li> <li><input type="checkbox"/> Adjusts own and others' plans to take account of changes in circumstances when it is necessary to do so</li> <li><input type="checkbox"/> Keeps a general watch on own and other's progress against plans, and takes action to try and keep things on schedule</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always sets clear, measurable goals and plans to guide own work and the delivery of others</li> <li><input type="checkbox"/> Makes highly effective use of own and others' time, never missing deadlines or overloading others so they are too busy to deliver to schedule</li> <li><input type="checkbox"/> Willingly adjusts own and others' plans to take account of changes in circumstances</li> <li><input type="checkbox"/> Uses plans and goals actively to monitor own and others' performance and takes remedial action when things start to slip</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Setting goals and targets for your department or division, and for key managers within it
- Prioritizing the delivery of your department or division's work in line with strategy
- Adjusting strategic priorities to take account of changing circumstances
- Ensuring the effective use of time and resources within the department or division
- Approving detailed project plans set by department or divisional managers
- Monitoring the delivery of outcomes against the departmental or divisional plan

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<p><input type="checkbox"/> Never sets goals and plans for the department or division, or for managers within the area, and any goals agreed are too vague and unspecific to be useful</p> <p><input type="checkbox"/> Makes poor use of staff and budgets, with little consideration of key priority areas when allocating resources</p> <p><input type="checkbox"/> Refuses to adjust departmental or divisional plans when circumstances change, sticking to initial plans even when these are no longer appropriate</p> <p><input type="checkbox"/> Does not monitor departmental or divisional performance against plans, or that of key managers, and therefore fails to identify where performance is slipping and take action to address it</p>	<p><input type="checkbox"/> Sets general goals and plans for the work of the department or division only when formally required to do so, and let's key managers set their own delivery goals</p> <p><input type="checkbox"/> Sometimes makes less effective use of staff and budgets, struggling to prioritise key areas for resources to be targeted or make best use of limited funds</p> <p><input type="checkbox"/> Generally resists adjusting departmental or divisional plans when circumstances change unless pushed, and does not proactively review plans to ensure they remain relevant</p> <p><input type="checkbox"/> Monitors some key areas of departmental or divisional performance in an unstructured manner, but may miss other areas, and be slow to identify and act when delivery slips</p>	<p><input type="checkbox"/> Sets clear and measurable goals and plans for key areas of departmental or divisional work, but may not always translate these into individual goals for all key managers</p> <p><input type="checkbox"/> Generally makes good use of staff and budgets, ensuring sufficient resources are available for delivering key priority areas</p> <p><input type="checkbox"/> Adjusts departmental or divisional plans to take account of changes in circumstances when it is necessary to do so, but does not proactively review plans to ensure they remain relevant</p> <p><input type="checkbox"/> Keeps a general watch on the performance of the department or division, and key managers, and takes action to try and keep things on track</p>	<p><input type="checkbox"/> Always sets clear, measurable goals long and short term goals and plans to guide the work of the department or division, and key managers within it</p> <p><input type="checkbox"/> Makes highly effective use of staff and budgets, making difficult decisions to target resources towards the delivery of key strategic priorities</p> <p><input type="checkbox"/> Willingly adjusts departmental or divisional plans and priorities to take account of changes in circumstances and regularly review existing plans to ensure they remain relevant</p> <p><input type="checkbox"/> Uses plans, targets and objectives actively to monitor the performance of the department or division, and key managers, and takes fast remedial action when required</p>

# Suggested Development Activities

## Learning by Doing



- Next time you have an assignment to complete, make an effort to ensure that there is a clear deadline. It is important that you make an indication of the time that you think will be necessary for completing the work and try to stick to this time allocation.
- Consider listing all of the resources that you might need to achieve your goals and targets at work. Then write against each the key people within the Organization who can help you to achieve these.
- Take the time to talk through in detail, with your manager or a colleague, a recent project, for which you have had planning responsibility. Discuss aspects, such as what you did well and what you could have done better, and consider ways that you can change your approach on your next project.
- For the next meeting you hold, or you attend, check well in advance to make sure that there is an agenda with indications of what preparation is needed to be made by those people attending. If a detailed agenda is not available you should consider trying to ensure that the provision of one becomes a regular practice.
- Make a list of your goals both within and outside the Organization. You should then consider them at three different stages:
  - six months from now
  - twelve months from now
  - five years from now
- It is important that you make your goals realistic and measurable, whilst ensuring that you have set targets which are challenging yet attainable. The better you know where you are going, the more likely you are to get there.
- Consider creating a step-by-step action plan for achieving each of the goals that you have set yourself. Detail exactly what you have to do / develop and the difficulties that you will have to overcome to achieve these goals. Aim to implement these plans and review your progress against them in a specified time, for instance six months.
- Ask some members of your team for feedback on how you plan projects. Ask them what it is that you do well and what you could do better with regards to project planning.
- Make time to discuss with the UN management services/IT learning regarding how you could use computers or computer applications to help with your planning and organising.
- When you are in the process of delegating tasks, it is important that you clearly identify the goals that are to be achieved. Make sure that you communicate these to the people concerned and check that they are clear about what is required.
- Consider reviewing with your team how well the progress of different tasks is monitored. You should discuss possible areas for improvement and think of ways to involve other people in quality checking.
- Review the results of your last three-team meetings. Were action plans produced? Were all team members clear about their individual and overall goals? Plan the next meeting to respond accordingly.
- Before starting out on a complex project, consider what elements of that project could go wrong or otherwise fail to be delivered. Draw up, with the help of your manager, contingency plans to overcome these possible problems.

## @ Recommended Job Aids (available through UNSkillport.com)

- **Action Planning:** Use this Skill Guide to solve problems by action planning
- **Action Planning:** Use this Skill Eval as an aid to planning your own professional development, and as a general tool for planning projects.
- **Planning Your Outcomes:** Use this Skill Guide to define your issues, outcomes, objections, and counters for negotiations.
- **Six Sigma Management and Planning Diagrams**
- **Inputs to Scope Planning**
- **Quality Planning Tools and Techniques**
- **Planning a Presentation:** Use this Skill Guide when planning a presentation in your workplace.
- **Succession Planning Assessment**
- **Planning Assessment:** Use this Skill Guide to help distinguish your learning capabilities, your actual capabilities and the results you produce while working towards meeting change goals.
- **Process-improvement Planning and Implementation Guide:** Use this Skill Guide to plan out your actions in selecting and implementing a process improvement.
- **How the Role of Management Affects Short-term Planning:** Use this Skill Guide to identify how the role of management affects short-term planning.
- **Project Resource Planning:** Use this Skill Eval to check that you have adequate resources to complete the project on schedule.
- **Resource Planning Factors:** Use this Skill Eval to check that you've accounted for all the resources you will require.
- **Progressive Goal Planning:** Use this Skill Guide to plan your proposed performance goals for the year.
- **Planning for a Future Crisis:** Use this Skill Guide for reminders and examples of the three steps for planning for a future crisis.

## Learning through Training



There are a number of development programmes available for the Planning and Organizing competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Planning and Organizing**

- Succession planning strategies
- Project planning

- Six Sigma management and planning tools
- Succession planning overview
- Programme planning
- Developing and deploying strategic plans
- Planning project scope
- Planning for quality
- Introduction to requirements planning
- Initiating and planning a project

### **Peacekeeping Training Programmes**

- Strategic planning curriculum
- Project management curriculum

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



### **Video References**

- **The Pursuit of Efficiency** (Video – 24 mins) published by Training Direct
- **Planning: Tools and Techniques** (Video – 2 hrs) published by Training Direct
- **Targeting for Performance** (Video – 30 mins) published by Melrose

## Learning by Reading



- Read about useful planning and time management techniques, for instance network planning and critical path analysis. You could then practice by applying a simple critical path analysis to a project that you are about to start.
- Get one or two books from the reading list below to read on planning and setting objectives.

### **Recommended Reference Books**

- **151 Quick Ideas to Manage Your Time;** (2006) by Robert E. Dittmer; Career Press, Inc. - Presenting 151 quick and easy ways to meet the challenges in our daily lives, this book will help you to do more in less time, take control of your schedule, and create a new balance between your work and your family life.

- **The Personal Efficiency Program: How to Get Organized to Do More Work in Less Time, Third Edition;** (2004) by Kerry Gleeson; John Wiley & Sons (US) - Designed to address the evolving demands of the modern workplace, this labour-saving, stress-busting, career-boosting guide will help you get organized at work, get more done, and carve out more time to do what you really want to do.
- **Upgrade Your Life: The Lifehacker Guide to Working Smarter, Faster, Better, 2nd Edition;** (2008) by Gina Trapani; John Wiley & Sons (US) - Dedicating each chapter to a specific problem in the digital age, this practical book will show you how to deal with the daily onslaught of incoming email, manage multiple computers, get your data on the go, tackle your to-do list faster, and more.
- **The Seven Habits of Highly Effective People: Restoring the Character Ethic;** (1989) by Stephen R. Covey; Franklin Covey - Presenting a principle-focused approach to problem-solving, this book offers a revolutionary program to breaking the patterns of self-defeating behaviour that keep us from achieving our goals and reaching our fullest potential.
- **Organizing and Participating in Meetings (OSTA Series);** (2002) by Judith Leigh; Oxford University Press (UK) - In two sections, this book gives step-by-step guidance on what happens at both formal and informal meetings and how to participate productively. Topics include telephone meetings, online meetings, video conferencing, creating agendas, and much more.
- **The Human Aspects of Project Management: Organizing Projects for Success, Volume One;** (1995) by Vijay K. Verma; Project Management Institute - Using organizational and human resource skills to effectively integrate project resources and functions.
- **Project Management for Dummies;** (2001) by Stanley E. Portny; John Wiley & Sons - This book provides the new project manager with information on how to develop schedules, build a project team, work within a budget, manage risk and uncertainty, and how to use technology to stay on track within a project.
- **Global Project Management Handbook: Planning, Organizing, and Controlling International Projects, Second Edition;** (2006) by David I. Cleland and Roland Gareis (eds); McGraw-Hill - Packed with charts, tables, figures, and case histories from many different countries, this step-by-step guide demonstrates how PM concepts and techniques can be applied in various political, cultural, and geographical settings.
- **The Fast Forward MBA in Project Management, Third Edition;** (2008) by Eric Verzuh; John Wiley & Sons (US) - Featuring descriptions of key concepts, tips on real-world applications, case studies, and warnings on how to avoid pitfalls, this guide offers access to the cutting-edge ideas and hard-won wisdom of one of today's leading experts on project.
- **The Complete Book of Business Plans: Simple Steps to Writing Powerful Business Plans, Second Edition;** (2006) by Joseph A. Covello and Brian J. Hazelgren; Sourcebooks - Providing readers with more than a dozen brand-new business plans, this book includes revised and updated information on how to get started, what questions to ask and how to finalize a business plan that will get you off the ground and running.
- **The Multinational Firm: Organizing Across Institutional and National Divides;** (2001) by Glenn Morgan, Peer Hull Kristensen and Richard Whitley (eds); Oxford University Press (UK) - A scholarly view of merging transnational governance of organizations.
- **A Grammar of Organizing;** (2007) by Maria Bengtsson, Tomas Müllern, Anders Söderholm and Nils Wählin; Edward Elgar Publishing - Offering an up-to-date overview of the latest developments within organization theory, this fascinating book provides a new, innovative perspective on the organizational challenges now facing companies in complex and dynamic business situations.
- **Emergency Planning Implementation Manual;** (1992) by The MARCOM Group; The MARCOM Group

- A guide to Emergency Planning.

- **Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within, Third Edition;** (2005) by William J. Rothwell; AMACOM - Updated and expanded to reflect the latest trends and best practices in succession management, this authoritative book presents strategies for creating a complete, systematic succession planning program.
- **Getting Things Done;** (2001) by David Allen; Penguin Press – Don't get his audio book – it is abridged and leaves out too much of value. This is good for getting motivated to set up time management systems and then detailing how to do it. He's a find writer as well.
- **First Things First;** (2003) by Stephen Covey; Free Press – Very good for looking at time in relation to your guiding principles and life purpose and goals.
- **Managing Management Time;** (1984) by William Oncken; Prentice-Hall – Unfortunately it is out of print so only used copies are available on-line but it is one of the very best and highly recommended.
- **The Seven Habits of Highly Effective People;** (1999) by Stephen Covey; Simon and Schuster
- **Time Management From the Inside Out – The Foolproof System for Taking Control of Your Schedule – And Your Life;** (2004) by Julie Morgenstern; Henry Holt.
- **Never Check E-mail In the Morning: And Other Unexpected Strategies for Making Your Work Life Work;** (2004) by Julie Morgenstern; Fireside.

### @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **Project Planning and Management:** Learn about the project management process.
- **Planning a Project:** Learn about planning a project.
- **Project Planning Phase Outputs and Milestones:** Discover the project planning phase outputs and milestones.
- **Planning for Resource Needs:** Learn to use WBS to identify project resource requirements.
- **Planning for Future Project Development:** Use these strategies to plan for future project development.
- **The Transition Planning and Resource Planning Processes:** Learn about these two program planning processes.
- **Inputs and Tools of Risk Response Planning:** Discover the Plan Risk Responses inputs and tools.
- **Leveraging Planning and People:** Learn to leverage business planning to support execution.
- **Contingency Planning:** Learn how to use the contingent response strategies.
- **Planning for a Future Crisis:** Learn how to plan for a future crisis.
- **Outputs of Communications Planning:** Explore the outputs of communications planning.
- **Cost Planning Activities:** Explore seven cost planning activities.
- **An Introduction to Financial Planning:** Get a brief introduction to financial planning.



## **Other Reference Books**

- **Target Setting** (1998) by I. Lawson published by The Industrial Society
- **Make Things Happen** (1997) by S. Smith published by Kogan Page
- **Goal Directed Project Management** (1998) by E.S. Turner, K.V. Grude, T. Haug and J.R. Turner published by Kogan Page
- **Effective use of time** (1989) by R Pernet published by Industrial Society
- **Managing Your Time** (1995) by I. Maitland published by IPD
- **The Successful Manager's Guide to Business Planning** (1996) by D. Freemantle published by McGraw-Hill
- **A Manager's Book of Checklists** (1988) by D Rowntree published by Corgi
- **Como Organizar Productivamente Su Tiempo Y Su Lugar De Trabajo De Acuerdo Con Su Estado Personal** (1991) by S. Schelenger and R. Roesch published by Norma (Spanish)
- **Tout ce que vous n'apprendrez pas a Harvard** by M.H. McCormack published by Rivages/ Les echos (French)
- **La Dimension du Temps-delegation et Prise de Decision** by P. Dufourman-telle (French)
- **Le Guide Pratique de la Gestion du Temps** by C. Guilloux and J.F. Nerot published by Organization (French)



## ACCOUNTABILITY

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
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 CREATIVITY  
 BUILDING  
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UNITED NATIONS  
 CORE VALUES  
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 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: ACCOUNTABILITY

The competency of Accountability is likely to be important to your job performance if your key objectives involve any of the following:

- Adhering to organizational rules, regulations or standards
- Taking responsibility for the delivery of a service
- Taking responsibility for the achievement of quality standards
- Taking responsibility for costs or budgets
- Delegating activities to others whilst retaining responsibility for them
- Addressing delivery standards within an area or work unit

## Positive Indicators

- Takes ownership for 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/her own shortcomings and those of the work unit, where applicable.

## Negative Indicators

- Defers responsibility.
- Does not deliver on commitments.
- Produces poor quality work.
- Unaware of standards that need to be achieved.
- Takes longer than is efficient to achieve quality.
- Compromises standards easily, cuts corners.
- Unconcerned with the standards of other people's work once it has been delegated.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Working within organizational rules, regulations or standards
- Delivering a service to others
- Maintaining quality standards
- Addressing quality or delivery standards in your own work

### Checklist of behaviours typical of each rating level for Staff Members





<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids taking personal ownership when issues arise by blaming others</li> <li><input type="checkbox"/> Pays little attention to quality when delivering work</li> <li><input type="checkbox"/> Shows no regard for organizational rules and regulations</li> <li><input type="checkbox"/> Makes no effort to address personal shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes avoids taking full ownership when issues arise, or takes time to accept responsibility</li> <li><input type="checkbox"/> Seeks to maintain minimum quality standards when delivering work</li> <li><input type="checkbox"/> Generally adheres to the more important organizational rules and regulations</li> <li><input type="checkbox"/> When asked, takes responsibility for addressing personal shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts full ownership and responsibility when issues arise</li> <li><input type="checkbox"/> Seeks to achieve high quality standards in the work delivered</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit</li> <li><input type="checkbox"/> Takes responsibility for addressing personal shortcomings without instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly accepts full ownership and responsibility for issues, admitting to problems even before they have emerged</li> <li><input type="checkbox"/> Continually strives to raise quality standards in the work delivered</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit, seeking to learn about rules which impact one's work</li> <li><input type="checkbox"/> Proactively identifies and addresses personal shortcomings and continually seeks to raise personal standards of work</li> </ul>

## MANAGER

### You are required to demonstrate this competency in your work:

- Ensuring that organizational rules, regulations or standards are adhered to
- Taking overall responsibility for the delivery of a service
- Taking responsibility for the achievement of quality standards within a work unit
- Taking responsibility for costs or budgets
- Delegating activities to others whilst retaining responsibility for them
- Addressing delivery standards within a work unit

### Checklist of behaviours typical of each rating level for Managers





<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids taking personal ownership when issues arise in own area by blaming staff and others</li> <li><input type="checkbox"/> Pays little attention to the quality of work delivered by self and staff</li> <li><input type="checkbox"/> Shows no regard for organizational rules and regulations and encourages staff to cut corners</li> <li><input type="checkbox"/> Makes no effort to address personal or team shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes avoids taking full ownership when issues arise in own area, or takes time to accept responsibility</li> <li><input type="checkbox"/> Seeks to maintain minimum quality standards for work delivered by self and staff</li> <li><input type="checkbox"/> Generally adheres to the more important organizational rules and regulations, and encourages staff to support them</li> <li><input type="checkbox"/> When asked, takes responsibility for addressing personal or team shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts full ownership and responsibility when issues arise in own area</li> <li><input type="checkbox"/> Seeks to achieve high quality standards in the work delivered by self and staff</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit, stressing their importance to staff</li> <li><input type="checkbox"/> Takes responsibility for addressing personal and team shortcomings without instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly accepts full ownership and responsibility for issues in own area, admitting to problems even before they have emerged</li> <li><input type="checkbox"/> Continually strives to raise quality standards in the work delivered by self and staff</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit, seeking to learn about rules which impact team's work and encouraging staff to support them</li> <li><input type="checkbox"/> Proactively identifies and addresses personal and team shortcomings and continually seeks to raise standards of personal and team work</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Establishing, and managing adherence to, organizational rules, regulations or standards
- Taking responsibility for the delivery of a range of services
- Taking responsibility for the achievement of quality standards across a department or division
- Taking overall responsibility for costs or budgets
- Taking responsibility for a wide range of activities delivered through others
- Addressing delivery standards within a department or division

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids taking personal ownership when issues arise in own area by blaming staff in the department or division</li> <li><input type="checkbox"/> Pays little attention to the quality of work delivered by department or division</li> <li><input type="checkbox"/> Shows no regard for organizational rules and regulations and does not promote them within the department or division</li> <li><input type="checkbox"/> Makes no effort to address personal, departmental, or divisional shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes avoids taking full ownership when issues arise in own area, or takes time to accept responsibility</li> <li><input type="checkbox"/> Seeks to maintain minimum quality standards for work delivered by department or division</li> <li><input type="checkbox"/> Generally adheres to the more important organizational rules and regulations, and promotes them within the department or division</li> <li><input type="checkbox"/> When asked, takes responsibility for addressing personal, departmental, or divisional shortcomings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts full ownership and responsibility when issues arise in own department or division</li> <li><input type="checkbox"/> Seeks to achieve high quality standards in the work delivered by department or division</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit, promoting them to staff within the department or division</li> <li><input type="checkbox"/> Takes responsibility for addressing personal, departmental or divisional shortcomings without instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly accepts full ownership and responsibility for issues in own department or division, admitting to problems even before they have emerged</li> <li><input type="checkbox"/> Continually strives to raise quality standards in the work delivered by department or division</li> <li><input type="checkbox"/> Upholds all organizational rules and regulations to the letter and spirit, learning about rules which impact department or division's work and encouraging staff to support them</li> <li><input type="checkbox"/> Proactively identifies and addresses personal, departmental or divisional shortcomings and continually seeks to raise standards work across the area</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Ask your manager or a colleague to identify an aspect of your unit's work that could benefit from some improvement. Generate as many ideas as possible that could increase quality and standards within this area and discuss the feasibility of these with your manager.
- At your next unit meeting, consider getting everyone to focus on areas where quality could be improved. Choose two or three of these and agree on action plans to raise standards. Following this you should use these plans to review your success at later meetings.
- With a mentor, focus on the changes that you have been responsible for within the Organization. You should discuss the outcomes of these and whether they have led to increased quality and higher standards. What might you do differently and how does this relate to your personal strengths and limitations?
- Take time to review with your team how well the progress of tasks is maintained. You need to discuss possible improvements and spend time trying to think of ways to involve other people in continuous quality improvement.
- Consider and discuss (with a mentor) a project which you feel did not achieve a satisfactory result. Look at what could have been achieved and think about what you could have done differently to facilitate a better outcome.
- Familiarise yourself with the Organization's approach to accountability. Are you and your unit working to these standards? If not, you need to determine what needs to be done to ensure that these standards are met.
- When you are required to review performance shortcomings with your staff, ensure that they are aware of expected performance standards.
- Critically review and/or evaluate a recent project, taking into account resources used, costs, the time scales and final outcome. Match this to initial forecasts and think about areas for possible improvement.
- If you notice yourself avoiding a task or problem, make a list of the reasons why and then try to tackle these one at a time.
- Consider trying to break projects and tasks into smaller units, then make a list of these and cross them off as you accomplish them.
- Be sure to review all projects and activities in which you are involved, and discuss them with your manager. Ensure that they all have measurable, specific, achievable outputs as their targets. In reviewing your mid and end of year performance with your manager, take time to review achievement of specific outputs.
- With the support of your manager, examine a project or scope of work where it has been especially challenging for you to achieve the objective. It is important that you critically review your own performance by asking questions such as, "what could I have done differently to ensure achievement of the end goal?"

## @ Recommended Simulations (available through UNSkillport.com)

- **Doing Business Professionally Simulation:** Everyday business activities require a determined effort to fulfil. Schedules must be kept; deadlines must be met. To ensure productivity remains on target, business professionals must possess refined skills in setting priorities, managing daily tasks, and maintaining personal accountability.

## @ Recommended Job Aids (available through UNSkillport.com)

- **Personal Accountability Plan:** Use this job aid as a reference to help you construct a complete plan for proposing a contribution or accountability.
- **Personal Accountability Map:** Use this job aid to map the alignment of your motivating personal values with the values practiced by your organization.
- **Personal Accountability Scorecard:** Use this job aid as a reference to help you prepare a personal accountability self-assessment.

## Learning through Training

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There are a number of development programmes available for the Accountability competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Accountability**

- Getting results by building relationships
- Career support (English and Spanish)
- Living a balanced life
- Overcoming overload: managing memory and time
- Working for your inner boss: personal accountability



### **Peacekeeping Training Programmes**

- Personal development curriculum

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Think of someone who's particularly effective in getting things done. Identify what they actually do.



### *Video References*

- **In Search of Quality** (2 x Videos – 20 mins, 30 mins) published by Video Arts
- **Winning Through Baldrige** (Video – 45 mins) published by Video Arts

## Learning by Reading



- Spend some time reading journal articles which discuss quality issues both within your own and other organizations.
- Choose one or two of the books listed below to read on quality and standards.



### *Recommended Reference Books*

- **The Power of Personal Accountability: Achieve What Matters to You;** (2004) by Mark Samuel and Sophie Chiche; Xephor - Presenting a structured approach, case studies, and exercises in a highly motivating manner, this book will help you learn from leading authorities in the human potential movement to be accountable for your own success.
- **Managing By Accountability: What Every Leader Needs to Know about Responsibility, Integrity and Results;** (2007) by M. David Dealy and Andrew R. Thomas; Greenwood Publishing - Using stories from front line experiences and examples from successful leaders, this book demonstrates how leaders who embark on a management philosophy of personal accountability imbue their organizations with qualities of integrity and responsibility.
- **Accountability Leadership: How to Strengthen Productivity Through Sound Managerial Leadership;** (2001) by Gerald A Kraines; Career Press, Inc. - The book's author presents a radical and revisionist point of view in support of hierarchy and accountability as tools to boost organizational productivity.
- **Winning with Accountability: The Secret Language Of High-Performing Organizations;** (2008) by Henry J. Evans; CornerStone Leadership Institute - Taking you step-by-step through various methods and tools you can use to help achieve your objectives, this book offers experienced guidance to you, your colleagues and your team to reach new levels of excellence and success.
- **The Accountable Leader: Developing Effective Leadership Through Managerial Accountability;** (2008) by Brian Dive; Kogan Page - Combining detailed guidance and international case studies with proven insight and practical summaries, this focused book gives you an effective blueprint for successful leadership in your company.

- **Beyond Planning: Creating a Strategy that Promotes Alignment, Agility, and Accountability;** (2005) by American Productivity & Quality Center; APQC - By examining organizations that are sustained by performance measurement systems and all-level accountability, this unique report details how they create and maintain business strategies that enable quick adaptability and provide a proven path for growth.
- **Creating the Accountable Organization: A Practical Guide To Performance Execution;** (2006) by Mark Samuel; Xephor - Written for leaders and change agents at any level within an organization who are ready to move to the next level of excellence and success, this practical book offers strategies and techniques for increasing both individual and shared accountability.
- **Accountability: Freedom and Responsibility Without Control;** (2002) by Rob Lebow and Randy Spitzer; Berrett-Koehler Publishers - Provides practical guidelines for transforming control-based operations into freedom-based work environments where managers take on the new role of Wise Counsels and employees design and fully own their jobs.
- **The Accountable Organization: Reclaiming Integrity, Restoring Trust;** (2004) by John Marchica; Consulting Psychologists Press - This book shows how to identify an organization's values and purpose, integrate them into a strategic plan, and develop a focused road map for execution that provides clarity, defines performance standards, and much more.
- **The Speed of Trust: The One Thing That Changes Everything;** (2006) by Stephen R. Covey; Free Press
- **The Seven Habits of Highly Effective People;** (1999) by Stephen Covey; Simon and Schuster
- **Emotional Intelligence: Why It Can Matter More Than IQ;** (1996) by Daniel Goleman; Bantam Books
- **Emotional Intelligence at Work;** (1998) by Hendrie Weisinger; Jossey Bass Inc.
- **In Over Our Heads: The Mental Demands of Modern Life;** (1994) by R. Kegan; Cambridge, MA: Harvard University Press.

### @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **Personal Accountability:** Learn about the characteristics of personal accountability.
- **Identifying Ways to Establish Authority and Accountability:** Learn to establish authority and accountability successfully.
- **The Accountability of Managers:** Learn how consistency helps ensure employee accountability.
- **Dealing with Accountability Issues:** Learn to develop leaders within your own team.
- **Your Inner Boss in Action:** Explore the concept of possessing an inner boss.
- **Planning to Put Your Inner Boss in Charge:** Explore how to win validation of your accountability plan.
- **Your Inner Boss and the Real World:** Learn to avoid conflicts between personal and organizational values.
- **Meeting Your Inner Boss:** Explore the concept of possessing an inner boss.
- **Performance Review with Your Inner Boss:** Learn how to present a self-assessment.





## **Other Reference Books**

- **Putting Total Quality Management to Work** (1993) by M. Sahkin and K.J. Kiser published by Berrett-Koehler Publishers
- **Assessing Business Excellence: A Guide to Self-Assessment** (1996) by L.J. Porter and S.J. Tanner published by Butterworth-Heinemann
- **In Search for Excellence** (1991) by T. Peters and R.H. Waterman published by Harper Collins
- **Trust in the Balance: Building Successful Organizations on Results Integrity and Concern** (1997) by R.B. Shaw published by Jossey-Bass
- **El Arte De Gestionar Y Planificar En Equipo** (1989) W.A. Randolph and B.Z. Posner published by Grijalbo (Spanish)
- **L'excellence; une Valeur Pervertie** by B. Ouvry-Vial published by Collection Autrement (French)
- **Organization et Motivation** by P. Morin published by Organization (French)



# CLIENT ORIENTATION

**CLIENT ORIENTATION**  
**COMMUNICATION**  
**TEAMWORK**  
**ACCOUNTABILITY**  
**CREATIVITY**  
**BUILDING**  
**TRUST**  
**EMPOWERING**  
**OTHERS**  
**JUDGEMENT/DECISION-MAKING**  
**TECHNOLOGICAL AWARENESS**  
**COMMITMENT TO**  
**CONTINUOUS LEARNING**

**VISION**  
**LEADERSHIP**  
**PLANNING & ORGANIZING**  
**MANAGING PERFORMANCE**

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

## CORE COMPETENCY: CLIENT ORIENTATION

The competency of Client Orientation is likely to be important to your job performance if your key objectives involve any of the following:

- Providing services to internal or external clients
- Providing support, advice or guidance to internal or external clients
- Liaising with internal or external clients to identify their needs
- Managing projects on behalf of internal or external clients
- Building partnerships internally or externally
- Representing the UN externally

### Positive Indicators

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

### Negative Indicators

- Limited awareness of client point of view.
- Only moderately concerned about helping others.
- Takes time to warm to people and establish relationships.
- Does not work as hard as colleagues to meet client needs.
- Little evidence of receiving positive client feedback.
- Lax in keeping clients informed.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Providing services to internal or external clients
- Providing support, advice or guidance to internal or external clients
- Liaising with internal or external clients to identify their needs
- Delivering projects on behalf of internal or external clients
- Building relationships with internal or external clients

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not recognise those to whom services are provided as clients</li> <li><input type="checkbox"/> Does not put effort into building relationships with clients</li> <li><input type="checkbox"/> Fails to identify client needs or to consider how these may best be met</li> <li><input type="checkbox"/> Pays little attention to communication with clients, frequently failing to keep them updated on the progress of current work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only regards external contacts to whom services are provided as clients</li> <li><input type="checkbox"/> Knows key clients and addresses their issues when they are raised</li> <li><input type="checkbox"/> Considers how needs may be met only when these are raised by clients</li> <li><input type="checkbox"/> Generally tries to keep clients informed of progress on any current work being undertaken</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers all those to whom services are provided as clients</li> <li><input type="checkbox"/> Builds strong relationships with established clients based on trust and respect</li> <li><input type="checkbox"/> Identifies client needs and considers how to best meet these</li> <li><input type="checkbox"/> Communicates openly with clients, keeping them informed of progress on any current work being undertaken</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers everyone who one comes into contact with at work as clients</li> <li><input type="checkbox"/> Proactively identifies clients and builds strong relationships with them based on trust and respect</li> <li><input type="checkbox"/> Proactively identifies current and anticipates emerging client needs and investigates how these may be met</li> <li><input type="checkbox"/> Communicates openly with clients, keeping them informed of progress and of any issues impacting them</li> </ul>

## MANAGER

### You are required to demonstrate this competency in your work:

- Providing services to internal or external clients
- Providing support, advice or guidance to internal or external clients
- Liaising with internal or external clients to identify their needs
- Managing projects on behalf of internal or external clients
- Building partnerships internally or externally
- Representing the UN externally

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not recognise, nor encourage staff to see, those to whom services are provided as clients</li> <li><input type="checkbox"/> Does not put effort into building relationships with clients, nor encourage staff to do so</li> <li><input type="checkbox"/> Pays little attention to identifying client needs and gives little direction to staff as to how this should be done</li> <li><input type="checkbox"/> Pays little attention to communication with clients by self or staff, frequently failing to keep them updated on the progress of current work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Only regards external contacts to whom services are provided as clients, and encourages staff to do likewise</li> <li><input type="checkbox"/> Knows key clients, addressing their issues when they are raised and encouraging staff to build good client relationships</li> <li><input type="checkbox"/> Considers how needs may be met when these are raised by clients, but does not encourage staff to actively explore client needs</li> <li><input type="checkbox"/> Generally tries to keep clients informed of progress on any current work being undertaken, or encourages staff to do so</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers all those to whom services are provided as clients, and encourages staff to do likewise</li> <li><input type="checkbox"/> Builds strong relationships with established clients based on trust and respect, and encourages staff to do the same</li> <li><input type="checkbox"/> Identifies client needs and considers how to best meet these, encouraging staff to do likewise</li> <li><input type="checkbox"/> Communicates openly with clients, keeping them informed of progress on any current work being undertaken and encourages staff to do the same</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Considers everyone who one comes into contact with at work as clients, and ensures staff do likewise</li> <li><input type="checkbox"/> Proactively identifies clients, builds strong relationships with them based on trust and respect and role modelling effective relationship building to staff</li> <li><input type="checkbox"/> Proactively identifies current and anticipates emerging client needs, investigates how these may be met and coaching staff on how to do the same</li> <li><input type="checkbox"/> Communicates openly with clients, keeping them informed of progress and of any issues impacting them, and ensuring staff do the same</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Leading the delivery of services to internal or external clients
- Liaising with key internal or external clients to identify their needs
- Overseeing the delivery of projects on behalf of internal or external clients
- Building strategic partnerships internally or externally
- Representing the UN externally

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not recognise own role in managing delivery of a customer service, nor encourage staff to see those to whom services are provided as clients</li> <li><input type="checkbox"/> Does not recognize the importance of building effective relationships with clients, and leaves this to staff</li> <li><input type="checkbox"/> Takes no personal role in identifying client needs, leaving this to staff to do as they see fit</li> <li><input type="checkbox"/> Leaves communication with clients to staff, with little guidance on how it should be done, and no attempt to stress its importance across the division or department</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages staff to consider external contacts to whom services are provided as clients</li> <li><input type="checkbox"/> Understands the importance of building effective relationships with clients, encouraging staff to do so and occasionally meeting with key clients oneself</li> <li><input type="checkbox"/> Considers the key needs of major clients, but largely leaves need identification to staff to do as they see fit</li> <li><input type="checkbox"/> Keeps key clients informed of progress on any major work being undertaken, but does little to ensure more frequent client communication from staff in the department or division</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages staff to consider all those to whom services are provided as clients and to see their role as providing a customer service</li> <li><input type="checkbox"/> Builds strong relationships with key clients based on trust and respect, and encourages staff understand the importance of building effective client relationships</li> <li><input type="checkbox"/> Identifies the needs of key clients and groups of clients, considering how the department or division can best meet these</li> <li><input type="checkbox"/> Communicates openly with key clients, and encourages departmental or divisional staff to maintain regular contact with clients regarding current work and any other relevant issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds a culture of client service across the department or division, ensuring all staff consider everyone they come into contact with at work as clients</li> <li><input type="checkbox"/> Proactively identifies new clients, builds strong partnerships with them based on trust and respect, role models effective relationship building to staff and encourages staff to provide regular client contact</li> <li><input type="checkbox"/> Proactively works with the department or division to identify current and emerging client needs across client sectors, and build strategies for how these may be met</li> <li><input type="checkbox"/> Ensures effective, open and regular communication flow between department or divisional staff and clients on the progress of current work and any other relevant issues, and takes personal responsibility for communicating with key clients or with any client when a major issue emerges</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Develop a client satisfaction survey to assess how satisfied your clients are with the service they receive. It would be useful to ask them what changes they would like to be made to the service that you provide.
- Identify what your clients actually want from you or your unit. Think about what you believe are your clients' needs and then ask them what their needs are. Then you should note the areas of difference between the two and seek to rectify them.
- Take time to try to put yourself in your clients' shoes - if a client complains about something, think about it from their perspective. Try to think of it as an opportunity to improve your client service, rather than as a problem that has to be faced.
- At your next team meeting, brainstorm a list of who your units' clients are. Then come up with a list of ways to improve the service you provide to them. Consider implementing the best of these.
- If you receive a complaint from a client, you might like to consider taking responsibility for fully investigating the situation and resolving the issue as soon as possible.
- It is important that you make sure that your staff is fully aware of the need for commitment to good client service. If necessary, make an effort to help them understand how to meet client needs and try to provide them with the resources they need to ensure that this happens.
- At the end of a project or piece of work, contact the client (the person the work was done for) to get feedback from them on their satisfaction with what was done. If there are any areas of dissatisfaction, follow up to make sure that these are resolved.
- Try to gather as much information as you can regarding your clients in the Organization. The sort of information that would be useful could include UN Press Releases, internal memos and Unit Reports. You can also make an effort to arrange meetings with your clients purely to get to know their needs better.
- Think about a time when you felt unhappy as a client with the service that you received from someone. Try to identify why you were unhappy and what they could have done differently. Having thought about this, make an effort to bear this in mind when dealing with your own clients.
- Consider setting objectives for yourself and your team with respect to client service, for instance the average time taken to deal with a client complaint. It is important that you reward people who consistently provide good client service.

### @ *Recommended Simulations (available through UNSkillport.com)*

- **Providing Customer Service Simulation:** The art of effective customer service requires anticipating your customers' needs and expectations in addition to working with them to handle and solve any and all of their present issues or requests.
- **Building Improved Work Relationships Simulation:** Business doesn't take place in a vacuum. In order to succeed, employees at every level must forge relationships with both internal and external customers.

- **Internal Customer Service: Conflict and Complaints Simulation:** Complaints are an inherent part of customer service, and this is especially true of internal customer service. No matter the level of vigilance, problems will arise, and when they do, they must be greeted with quick and effective responses to ensure that business can proceed.
- **Consulting with the Internal Client Simulation:** Internal consultants have become more and more prevalent in the business world today. Rather than hiring an outside firm, many companies are building their own internal consulting units.

## @ **Recommended Job Aids (available through UNSkillport.com)**

- **Client Types:** Use this Skill Guide to help you to identify the six different types of client.
- **Identifying the Client:** Use this Skill Guide to help you identify the clients for your project.
- **Initiating the Relationship:** Use this Skill Guide to answer some basic questions about the customer.
- **Internal Customers Network Map:** Use this Skill Guide to create a map of your internal customers.
- **Working Towards Agreement:** Use this Skill Guide to prepare yourself to work towards agreement with the client.
- **Client Communication Plan:** Use this Skill Guide to learn how to create a client communication plan specifying what the client needs to know, how communication with the client will take place, and when key information will be delivered.
- **Learning if Products and Services Meet Customers' Expectations:** Use this Skill Guide to obtain information from customers about their current satisfaction with service/products and future expectations.
- **Meeting Customers' Expectations:** Use this Skill Guide to learn about customers' expectations and how to meet them.
- **Fulfilling Your Customer's Needs:** Use this Skill Guide to verify your customer's needs, evaluate options, and create solutions.
- **Listening to and Reacting to Customers' Needs:** Use this Skill Guide to determine what products and services matter the most to customers and whether you are meeting their needs.
- **Anticipating Customers' Expectations:** Use this Skill Guide to ask questions that anticipate your customers expectations.
- **Customer Complaint Log:** Use this Skill Guide as a tool to track complaints
- **Handling Client Complaints:** Use this job aid to help you to deal effectively with the complaints that you receive from your clients.
- **Resolving Conflicts During the First Contact with the Customer:** This Skill Guide provides tips on how to resolve conflicts quickly during the first contact with the customer.
- **Analysing a Customer Service Problem:** Use this Skill Eval to analyse a customer service problem so that customer service will improve.



- **Solving Problems Jointly with an Angry Customer:** Use this Skill Guide to reduce a customer's anger and obtain their cooperation in solving problems by staying neutral.
- **Maintaining and Sharing Customer Feedback:** Use this Skill Guide to keep a record of customer feedback.
- **Making Our Customers Business Partners:** Use this Skill Eval to identify ways we develop and strengthen partnership relationships with our customers.
- **Internal Customer Service Strategy:** Use this Skill Guide to help you create an internal customer service strategy statement.
- **Internal Customer Questionnaire:** Use this Skill Guide to create a questionnaire you can use to determine the needs of internal customers.

## Learning through Training



There are a number of development programmes available for the Client Orientation competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Client Orientation**

- Team and customer relationships
- Getting results by building relationships
- Consulting with the external client
- Consulting with the internal client
- Establishing a relationship with internal clients
- Customer relationships management
- How to excel at customer service
- Managing a customer service oriented culture
- Measuring customer satisfaction



### **Peacekeeping Training Programmes**

- Consulting skills curriculum

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



Identify someone in the Organization who is very client service orientated. Try to go to meetings with them and watch how they deal with their clients. Talk to them about how they ensure they meet their clients' needs and think about how you might adopt some of their techniques.



### *Video References*

- **Client and Professional – Working Together** (Video – 33 mins) published by Melrose
- **Building Customer Relations** (2 x Videos – 25 mins each) published by Training Direct

## Learning by Reading



Select and read a couple of books regarding client service form the list below.



### *Recommended Reference Books*

- **Caring for the Customer, Fourth Edition;** (2003) by Howard Senter; Elsevier Science and Technology Books, Inc. - Well-structured and easy to follow, this workbook will enable managers to explain the meaning and significance of customer care, identify internal and external customers, identify customers' expectations, provide an effective lead for the team, and more.
- **Delivering Knock Your Socks Off Service;** (2001) by Ron Zemke and Bobette Hayes Williamson; AMACOM - In practical, easy to follow steps, this self-study program teaches trusted techniques and positive approaches that will inspire you to believe in the value of customer care and give you the skills and style to deliver it.
- **50 Activities for Achieving Excellent Customer Service;** (2003) by Darryl S. Doane and Rose D. Sloat; Human Resource Development Press - Designed to validate, complement, support and reinforce your training programs, this manual provides activities that will raise the creativity, interaction, participation, knowledge, and skill level of those who have primary contact with customers.
- **Perfect Phrases for Customer Service: Hundreds of Tools, Techniques, and Scripts for Handling Any Situation;** (2005) by Robert Bacal; McGraw-Hill - Use this solution-oriented guide to get up and running with everything you need to keep customers happy and loyal. This book gives you the tools to interact with customers more effectively so that the company, the customer, and you, all benefit.
- **Customer Service in an Instant: 60 Ways to Win Customers and Keep Them Coming Back;** (2008) by Keith Bailey and Karen Leland; Career Press, Inc. - Filled with real world, practical advice gathered from Fortune 500 companies, small businesses and entrepreneurs, this book shows you the essential skills you need to create the kind of service partnerships that lead to both satisfied customers and staff.

- **How You Do...What You Do: Create Service Excellence That Wins Clients For Life;** (2008) by Bob Livingston; McGraw-Hill - Imparting a clear, step-by-step blueprint for transforming your culture, attitudes, and behaviors, this book gives you practical tools for transforming your approach to serving clients by strengthening “how you do what you do.”
- **Customer Service for Dummies, 3rd Edition;** (2006) by Karen Leland and Keith Bailey; John Wiley & Sons (US) - Presenting up-to-date advice on such fundamentals as help desks, call centers, and IT departments, this unbeatable guide shows readers how to take stock of their customer service strengths and weaknesses, create useful customer surveys, and much more.
- **The Ultimate Customer Support Executive: Unleash the Power of Your Customer;** (2006) by Phil Verghis; Silicon Press - By successfully merging people, processes and technology, this clear blueprint for unleashing the power of the customer unveils the secrets of getting--and keeping--customers for life in this hyper-competitive world.
- **Customer Care Excellence: How to Create an Effective Customer Focus, 5th Edition;** (2008) by Sarah Cook; Kogan Page - In a clear, practical language, this book explains how gaining customer commitment and motivating employees to deliver an excellent service at all your company's touch points can ensure successful results and satisfied customers.
- **A Complaint is a Gift: Using Customer Feedback as a Strategic Tool;** (1996) by Janelle Barlow and Claus Moller; Berrett-Koehler Publishers - Learn to respond positively to negative feedback.
- **Making Rain: The Secrets of Building Lifelong Client Loyalty;** (2003) by Andrew Sobel; John Wiley & Sons - Learn to build client loyalty that lasts a lifetime.
- **The Customer Rules: The 14 Indispensable, Irrefutable, and Indisputable Qualities of the Greatest Service Companies in the World;** (2009) by C. Britt Beemer and Robert L. Shook; McGraw-Hill - Distilling profitable lessons on how to achieve strong customer loyalty, this in-depth guide offers practical advice on how to build a robust company culture based on the concept of unsurpassed customer-service designed to increase your market share.
- **Customer Equity: Building and Managing Relationships as Valuable Assets;** (2001) by Robert G. Blattberg, Gary Getz and Jacquelyn S. Thomas; Harvard Business School Publishing - Evaluate customer financial values and assets in the digital marketplace.
- **Managing Customer Relationships: A Strategic Framework;** (2004) by Don Peppers and Martha Rogers; John Wiley & Sons (US) - With an emphasis on customer strategies and building customer value, this high-powered reference guide provides a definitive overview of what it takes to keep customers coming back for years to come.

### @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **Identifying the Client:** Study the four questions to ask to determine your clients.
- **Identifying Your Ideal Customer:** Discover how to profile your ideal customer.
- **Identifying “Clients” and Decision Makers:** Study the range of people affected by your actions.
- **Defining Key Customers:** Learn how to define who your key customers are.
- **The Customers and Users:** Learn how to identify customers and users.

- **How To Acquire and Maintain Your Customer Base:** Explore how to acquire and maintain your customer base.
- **Listening to the Customer:** Explore ways to improve quality by listening to the customer.
- **Negotiating with Internal Customers:** Learn skills for negotiating with internal customers.
- **Understanding the Customer Voice:** Learn about capturing the voice of the customer.
- **Understanding Customer Input:** Learn to rank customer input.
- **How Customers Perceive You:** Learn four value perceptions that customers may have of you.
- **Understanding Customer Perception:** Explore differences between customer perceptions.
- **Identifying What the Customer Wants:** Learn the benefits that customers want.
- **Understanding What the Customer Wants:** Explore factors that can determine the success of a product.
- **Understanding Customers' Needs:** Master three ways of understanding what customers need.
- **Identifying Critical Customer Needs:** Learn to capture critical customer needs.
- **Customers' Needs:** Learn about customers' needs.
- **Customer Needs:** Use POSIT to learn about your customer.
- **Understanding Customers' Expectations:** Find out how to deal with customers' expectations.
- **Meeting and Exceeding Your Customers' Expectations:** Learn how to meet and exceed your customers' expectations.
- **Tuning In to Customers' Values:** Get to know the core and changing values of your customers.
- **Creating Customer Loyalty:** Learn how to create customer loyalty.
- **Monitoring Customer Satisfaction:** Monitor customer satisfaction by following these steps.
- **Ensuring Customer Satisfaction:** Learn to interact confidently to please the customer.
- **Handling Client Feedback:** Learn how to handle client feedback successfully.
- **Understanding Customer Complaints:** Learn to address customer complaints appropriately.
- **Difficult Customers:** Examine the characteristics of difficult customers.
- **De-escalating Customer Conflicts:** Find out how to successfully de-escalate customer conflicts.
- **The Time-consuming Customer:** Learn to handle three types of time-consuming customers.
- **Customer-communication Procedure:** Explore three elements of the customer-communication procedure.
- **ISO's Customer Focus Requirements:** Explore ISO's customer focus requirements.
- **Evaluating Internal Customer-related Processes:** Are your internal customer service processes up to the task?

- **Strategic Planning for Customer Satisfaction:** Learn how to implement a successful strategic project plan.
- **Customer-focused Strategies:** Discover key customer-focused strategies in banking.
- **Ethical Responsibilities to Clients and Customers:** Explore ethical obligations a business owes to its customers.



### **Other Reference Books**

- **Customers as Partners – Building Relationships That Last** (1994) by C.R. Bell published by Berrett-Koehler Publishers
- **Beyond Negotiation** (1991) by J Carlisle and R Parker published by John Wiley & Sons
- **Incredible Customer Service – The Final Test** (1994) by D. Freemantle published by McGraw Hill
- **Customer Service** (1987) by M Peel published by Kogan Page
- **People Talk – the Skills of Positive Communication and Customer Care** (1997) by J.James published by The Industrial Society
- **The Complete Guide to Client Service** (1989) by L. Lash published by Wiley
- **Total Customer Satisfaction** (1992) by J Horovitz and M Jurgens-Panak published by Financial Times and Pitman



# CREATIVITY

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
**CREATIVITY**  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: CREATIVITY

**The competency of Creativity is likely to be important to your job performance if your key objectives involve any of the following:**

- Developing new programmes or services
- Improving existing programmes or services
- Adapting existing programmes or services for application in new and different environments
- Finding new solutions to address operational or strategic problems
- Participating in projects to develop organizational structures, systems or strategy
- Working on activities, or in environments, which are new for the UN
- Responding to the demands of stakeholders for new approaches to be adopted

### Positive Indicators

- 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 new ways of doing things.
- Is not bound by current thinking or traditional approaches.

### Negative Indicators

- Is slow to produce new ideas.
- Views problems in a conventional way.
- Accepts the status quo.
- Problem solving lacks creativity.
- Thinks in a traditional manner.
- Is cautious with new approaches.
- Produces few alternatives.
- Accepts outdated working methods.
- Suggestions are not taken up by others.
- Little experience of creativity at work.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Developing new programmes or services
- Improving existing programmes or services
- Adapting existing programmes or services for application in new and different environments
- Finding new solutions to address operational problems
- Responding to the demands of stakeholders for new approaches to be adopted

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is resistant to any suggestions to improve services or programmes, and avoids getting involved</li> <li><input type="checkbox"/> Resists involvement in projects which involve the development of a new programme or service</li> <li><input type="checkbox"/> Never takes risks, relying instead on established solutions to problems.</li> <li><input type="checkbox"/> Never generates creative ideas or comes up with new approaches</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes helps improve services or programmes, but may resist some significant changes</li> <li><input type="checkbox"/> Prefers to work on established services or programmes, rather than developing new areas</li> <li><input type="checkbox"/> Prefers to avoid taking risks, and tends to rely on established solutions to problems</li> <li><input type="checkbox"/> Rarely generates creative ideas or comes up with new approaches</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively contributes when opportunities arise to improve services or programmes</li> <li><input type="checkbox"/> Willingly takes on projects involving the development of a new programme or service</li> <li><input type="checkbox"/> Takes some risks, remaining cautiously open to less established ways of solving problems</li> <li><input type="checkbox"/> Sometimes generates creative ideas, or comes up with new approaches</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively seeks out opportunities to continually improve services or programmes</li> <li><input type="checkbox"/> Actively seeks out opportunities to work on projects involving the development of a new programme or service</li> <li><input type="checkbox"/> Takes risks and seeks to try out less established ways of solving problems</li> <li><input type="checkbox"/> Generates frequent creative ideas and thinks outside the box</li> </ul>







## MANAGER

### You are required to demonstrate this competency in your work:

- Managing the development of new programmes or services
- Managing projects to improve existing programmes or services
- Adapting existing programmes or services for application in new and different environments
- Finding new solutions to address operational or strategic problems
- Participating in projects to develop organizational structures, systems or strategy
- Working on activities, or in environments, which are new for the UN
- Responding to the demands of stakeholders for new approaches to be adopted

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Resists any suggestions to improve services or programmes, and discourages others from identifying opportunities for, or contributing to, continual change</li> <li><input type="checkbox"/> Resists the management of projects which involve the development of a new programme or service</li> <li><input type="checkbox"/> Never takes risks and strongly discourages others from risk taking, relying instead on established solutions to problems.</li> <li><input type="checkbox"/> Never generates creative ideas or comes up with new approaches, and discourages all creativity in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes takes up opportunities to improve services or programmes, but does not encourage others to contribute to continual improvement</li> <li><input type="checkbox"/> Prefers to manage established services or programmes, rather than developing new areas</li> <li><input type="checkbox"/> Prefers to avoid taking risks, discouraging others from risk taking and tending to rely on established solutions to problems</li> <li><input type="checkbox"/> Rarely generates creative ideas or comes up with new approaches, and only rewards more pragmatic creativity in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively responds to opportunities to improve services or programmes, encouraging others to contribute to continual improvement</li> <li><input type="checkbox"/> Willingly takes on the management of projects involving the development of a new programme or service</li> <li><input type="checkbox"/> Takes some risks, remaining cautiously open to less established ways of solving problems, and rewarding prudent risk taking by others</li> <li><input type="checkbox"/> Sometimes generates creative ideas, or comes up with new approaches, and encourages a degree of creativity in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively identifies opportunities to improve services or programmes, encouraging others to identify opportunities for, and contribute to, continual improvement</li> <li><input type="checkbox"/> Actively seeks out opportunities to manage projects involving the development of a new programme or service</li> <li><input type="checkbox"/> Takes risks and rewards risk taking in others, seeking to try out less established ways of solving problems</li> <li><input type="checkbox"/> Generates frequent creative ideas, thinking outside the box and encouraging creativity in others</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Leading and championing the development of new programmes or services
- Leading and championing projects to improve existing programmes or services
- Leading and championing projects to adapt existing programmes or services for application in new and different environments
- Generating new solutions to address strategic problems
- Leading in projects to develop organizational structures, systems or strategy
- Leading the delivery of activities, or working in environments, which are new for the UN
- Responding to the demands of internal and external stakeholders for new approaches to be adopted

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Resists any opportunities to improve services or programmes, and discourages others in the department or division from engaging in continual change</li> <li><input type="checkbox"/> Resists the leadership of projects which involve the development of a new programme or service, focusing only on delivering established services</li> <li><input type="checkbox"/> Never takes risks and strongly discourages departmental or divisional staff from any risk taking, instead insisting that established solutions to problems are used</li> <li><input type="checkbox"/> Never generates creative ideas or comes up with new approaches, and actively discourages any creativity in departmental or divisional staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates any more pragmatic opportunities to improve services or programmes, but does not encourage others to engage in continual improvement</li> <li><input type="checkbox"/> Prefers to lead established services or programmes, generally contributing more to managing current delivery rather than creating new approaches to reshape the future</li> <li><input type="checkbox"/> Prefers to avoid taking risks, discouraging departmental or divisions staff from risk taking and encouraging a reliance on established solutions to problems</li> <li><input type="checkbox"/> Rarely generates creative ideas or comes up with an unorthodox approach, and does not encourage creativity within the departmental or divisional staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positively advocates opportunities to improve services or programmes, and encourages others to pursue continual improvement</li> <li><input type="checkbox"/> Willingly takes on the leadership of projects involving the development of a new programme or service, and attempts to define the impact of alternative options on the future</li> <li><input type="checkbox"/> Takes some risks, and rewards prudent risk taking in others, encouraging staff to strike a balance between established approaches and new ways of solving problems</li> <li><input type="checkbox"/> Sometimes generates creative ideas, or comes up with less conventional approaches, and encourages a degree of creativity in others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively seeks and champions opportunities to improve services or programmes, generating a culture of restlessness and continual improvement</li> <li><input type="checkbox"/> Actively seeks out opportunities to lead projects involving the development of a new programme or service, and creates a vision of what could be in the future</li> <li><input type="checkbox"/> Takes risks and creates a culture which rewards risk taking in others and encourages staff to try out less established ways of solving problems</li> <li><input type="checkbox"/> Generates frequent and radical creative ideas, thinking outside the box and building a culture which encourages creativity and exploration</li> </ul>

# Suggested Development Activities

## Learning by Doing



- Review areas of your life which have become routines, such as the way you work with a colleague, the way you handle your in-tray, the functions you use on your desktop computer, etc. Experiment with new ways of handling each of these.
- Get feedback from your colleagues on how you solve problems. Do you tend to come up with new ideas? If not, try to think about this next time a problem presents itself - don't just go for a solution that you've used in the past; see this as an opportunity to come up with new ways to approach the issue.
- At your next team meeting introduce the concept of brainstorming, for example, on any issues facing the team and possible solutions to these, or different approaches that could be taken to the major repetitive, routine procedures in your department. Do not criticise / evaluate ideas at first - encourage the flow of as many ideas as possible.
- When you face problems or issues at work, make a table with a list of possible solutions down the page and your objectives across the page. Fill out the table with your ideas about how each possible solution would meet (or not meet) your objectives. Use this process to help you identify the solution which appears most likely to achieve the results that you want.
- Identify someone you know who is particularly good at coming up with ideas. Talk to them about how they do this. Do they have any tips to help you become more creative?
- Ask your manager to give you responsibility for an aspect of your department's work that would benefit from some improvement. At the top of a piece of blank paper, clearly state the issue to be tackled. Try and fill the paper with ideas, (whether practical or not). Do not evaluate these until you have finished the list. Once you have generated all the ideas that you can, get a highly creative colleague to review your thoughts and add any additional alternatives. It can be useful to reflect on the ideas that you missed and from this to consider how you might broaden your thinking in future.
- Take an issue that is concerning you at work; find out how this sort of problem is being dealt with by other department / companies. See if you could use any of these ideas to resolve your problems.
- Look at other functions within your organization and identify unusual but successful processes and procedures. Try applying these in your own department.
- Write down on a piece of paper a problem that is currently worrying you and leave the piece of paper with a pencil by your bed. On waking, with a rested mind, write down as many possibilities as you can think of for dealing with it. Get other people involved with the problem to comment on your ideas.
- Approach problems differently - for example, instead of putting your problem on paper in written form, draw it out. Chart your problem and illustrate different aspects of it; turn it into a motion picture in your mind.
- Take an issue in your home life, such as what to do on your next holiday for instance. Be creative: write down as many possible solutions as you can think of, no matter how outrageous. Aim to fill a whole sheet of paper with ideas.
- With a mentor/colleague, focus on any changes for which you have been responsible at work. Discuss how you dealt with these situations, what you might have done differently, and how your experience

relates to your personal strengths and limitations in the area of flexibility and creativity. How rigid were you in your approach? Were you open to new ideas and alternatives? How could you have handled the situation better?

- Focus on a change which you decided not to make and now regret. What would the advantages and benefits have been of making this change?
- Make a list of interests you could develop outside of work that give you the opportunity of experimenting with new skills. Choose one or two of these and make time to take them up.
- Take a non-technical work issue and discuss it fully with acquaintances outside work (your partner, friends and relatives). Listen to their perspectives on the best way to approach and achieve it. Explore the possibilities of applying these to the situation concerned.
- Make a list of five common problems that arise at work. For each of these, write down as many different ways of approaching the problem as you can. Contrast each of these with current work practices. Are these realistic alternatives? Could you modify / incorporate these into your existing approach?
- Identify a colleague or friend whom you regard as open to new approaches and different ways of doing things. Talk to them about your job objectives and the different ways in which you could meet these. Could you change your current approach? Think through all the changes that you would anticipate both at home and at work over the next six months. List all the things you can do now to adapt and prepare.

### @ **Recommended Simulations (available through UNSkillport.com)**

- **Creativity and Innovation in the Workplace Simulation:** Whether you realize it or not, creativity and innovation are critical components of most organizations. Creativity doesn't pertain only to new inventions or reworked designs.

### @ **Recommended Job Aids (available through UNSkillport.com)**

- **Best Practices for Innovation Leaders:** Use this job aid as a guide to the characteristics of an innovation leader and the best practices for attracting and nurturing innovators.
- **Characteristics of an Innovation Culture:** Use this job aid as a reference to the five characteristics of an innovation culture.
- **Creative and Innovative Styles**
- **Models of Creativity**
- **Creativity and Innovation Table:** Use this Skill Guide to steer through an innovative idea in your organization.
- **Ways to Practice Divergent Thinking:** Use this Skill Guide to catalyse yourself to develop your creativity by breaking away from daily routine and doing things differently.
- **Ten Commandments for Managing Creative People:** Use this Skill Guide to create a management philosophy that is based on inculcating creative thinking at all levels of hierarchy.
- **Ways to Enhance Team Creativity:** Use this Skill Guide for ways to enhance your team's creativity; to initiate methods that encourage creativity in your professional and personal lives.
- **Four-step Process for Brainstorming:** Use this Skill Guide to brainstorm effectively with your team.

## Learning through Training



There are a number of development programmes available for the Creativity competency. Further details of these can be found on the United Nations eLearning platform, Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Creativity**

- The Foundations of Creativity and Innovation
- Brainstorming and Promoting Creative Thinking
- Generating Creative and Innovative Ideas
- Project Requirements and Defining Scope
- Leadership Essentials: Leading Innovation

## Learning by Listening/Watching



- Identify some people in the Organization who you feel are highly creative. Try to hear them speak as much as possible, or read papers that they have written, in order to better understand the thinking process they use in generating new ideas and approaches. If possible, ask them about how they generated some of their more creative ideas, and see if there are any tactics that you could adopt.
- Check the TV listings to watch and listen to creative people (e.g. scientists, writers) talk about how they approach their work. Try to understand the many different ways of being creative.



### **Video References**

- **Creative Thinking Techniques** (video) published by Management Milestones Series, Maxim Training Systems Ltd
- **Use Your Head: The Tony Buzan Guide to Mind-Mapping and Creative Thinking** (video) published by Tony Buzan, BBC Enterprises Ltd.

## Learning by Reading



- Read as widely as you can around an issue which has relevance to your work, using the internet and UN library to try and get as many different perspectives on the issue as you can. As you read about the different approach that have been taken to the issue, make notes about the pros and cons of each, and rate each approach for its creativity.
- Attempt to become more familiar with the key thought leaders in the Organization and try to read articles that they have written in which they set out their creative thinking. Try and identify the best aspects of their innovation and the processes that they go through in generating new ideas and perspectives, and see if you can replicate these in your own thinking.

- Read not only books directly about creativity, but also autobiographies of people recounting creative periods / acts, e.g. Barnes Wallis and the bouncing bomb. Do also read biographies of successful entrepreneurs and business “tycoons”. Look at their approaches to various opportunities, how they handled risky alternatives and the extent to which they experimented with new and unorthodox ways of doing things.
- Go to a good bookshop or a library and choose one or two books to read on creativity and innovation from the reading list below.



### **Recommended Reference Books**

- **Innovation Leaders: How Senior Executives Stimulate, Steer and Sustain Innovation;** (2008) by Jean-Philippe Deschamps and Jean-Philippe Deschamps; John Wiley & Sons (UK); Illustrated by many company examples and case stories from a broad range of industries in the US and Europe, this book is a systematic presentation of innovation drivers and their implications in terms of what leaders need to do to make it work.
- **Getting to Innovation: How Asking the Right Questions Generates the Great Ideas Your Company Needs;** (2007) by Arthur B. VanGundy; AMACOM; Offering the tools to help every company tap into its most inspired thinking, this detailed guide will help you take the critical first step in formulating creative and useful ideas.
- **Closing the Innovation Gap: Reigniting the Spark of Creativity in a Global Economy;** (2009) by Judy Estrin; McGraw-Hill; Presenting a framework for understanding the process of sustainable innovation, this book describes what will be required to reignite the spark of innovation in business, education, and government--ensuring our long-term success in the global economy.
- **Innovation Leaders;** (2008) by Tim Jones; Infinite Ideas; A collection of the profiles of the top 20 companies from the most recent assessment, this book highlights why and how these companies are leaders in their fields, what are the respective innovation drivers and which organizations are the ones to watch.
- **The New Leader: Bringing Creativity and Innovation to the Workplace;** (2002) by Gregory P. Smith; Chart Your Course International; This new and informative book provides proven methods and specific techniques on how to transform bureaucracies into innovative enterprises, as well as how to how to eradicate unproductive environments that sap potential.
- **Innovation to the Core: A Blueprint For Transforming the Way Your Company Innovates;** (2008) by Peter Skarzynski and Rowan Gibson; Harvard Business Press; Drawing on a wealth of stories and examples while including numerous frameworks, checklists, and probing questions, this book shows how companies of every stripe have overcome the barriers to successful, profitable innovation.
- **Payback: Reaping the Rewards of Innovation;** (2006) by James P. Andrew, Harold L. Sirkin and John Butman; Harvard Business School Publishing; Based on the authors' work with hundreds of executives and innovators, as well as the research and analysis of a team of Boston Consulting Group consultants, this breakthrough book will help leaders build companies that create large paybacks over time.
- **Innovation and Imagination at Work, 2nd Edition;** (2004) by Australian Institute of Management; McGraw-Hill Australia; For those companies seeking to use innovation as a business driver, this book presents the thoughts of leading management thinkers and practitioners on how to create innovative organizations.

- **The Innovative Leader: How to Inspire Your Team and Drive Creativity;** (2007) by Paul Sloane; Kogan Page; Stressing the importance of innovation and creativity in modern business to help organizations secure competitive advantage, this book shows how to apply methods of innovation and creativity to the individual, to business peers, and to the organization.
- **Managing Innovation, Design and Creativity, Second Edition;** (2008) by Bettina von Stamm; John Wiley & Sons (UK); Built around a collection of up-to-date case studies, this book offers insights into how innovation and knowledge of innovation management has evolved since the beginning of the millennium.
- **Knowledge Networks: Innovation Through Communities of Practice;** (2004) by Paul Hildreth and Chris Kimble (eds); IGI Global; This text draws on the experience of people who have worked with Communities of Practice and allows them to present their combined wisdom in a form that is accessible to a wide audience.
- **The Innovation Superhighway: Harnessing Intellectual Capital for Sustainable Collaborative Advantage;** (2003) by Debra M. Amidon; Elsevier Science and Technology Books, Inc.; This thought-provoking book provides global insights into how you can use knowledge processes and tools to sustain high levels of innovation among all stakeholders to gain a competitive positioning.
- **Innovator's Toolkit: 10 Practical Strategies to Help You Develop and Implement Innovation;** (2009) by Harvard Business School Press; Harvard Business Press; Providing jargon-free, useable, practical tools and advice, this handy guide offers you field-tested techniques and tips to ensure the successful development and implementation of your innovation.
- **Managing Creativity and Innovation;** (2003) by Harvard Business School Publishing; Harvard Business Press; Innovation is an undisputed catalyst for company growth. This ground-breaking guide explores the manager's role in sparking organizational creativity and offers insight into what managers and leaders must do to increase successful innovation.
- **Global Innovation;** (2002) by Ned Hamson and Robert Holder; John Wiley & Sons; Fast track route to mastering global innovation.
- **The Way of Innovation: Master the Five Elements of Change to Reinvent Your Products, Services, and Organization;** (2008) by Kaihan Krippendorff; F + W Publications; Explaining how you can adapt and thrive by recognizing, understanding, and utilizing the ancient Asian approach to innovation, this guide provides the strategies you need to lead the way to a more productive and profitable future.
- **Innovation Training;** (2004) by Ruth Ann Hattori and Joyce Wycoff; ASTD; This book will help you create training programs that foster an organization that "thinks" and acts with more creativity, collaborates more effectively, and implements new ideas more rigorously.
- **The Innovation Zone: How Great Companies Re-Innovate For Amazing Success;** (2009) by Thomas M. Koulopoulos; Nicholas Brealey Publishing; Debunking the approach that innovation is just great products, this book demonstrate how the author's Six Lessons of Innovation can be learned, refined, and developed by leaders and organizations into core competencies for success.
- **Leadership for Innovation: How to Organize Team Creativity and Harvest Ideas;** (2007) by John Adair; Kogan Page; Setting out practical ways for bringing about change in organizations, this guide will help you to inspire your team to go that one step further and generate the kind of ideas that are the foundations of future success.
- **Make, Create, Innovate: A Quest for Innovation At Work;** (2006) by Greg Kinnaird; Marshall Cavendish; If you have ever wondered how to initiate the innovative spirit amongst your peers or teams, this practical book shows you the lessons learned by four fictional characters (personality types) as they journey on the path to the magic land of innovation.



- **The Handbook of Conflict Resolution: Theory and Practice;** (1981) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.
- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by R. Fisher & W. Ury; New York: Penguin Books.
- **Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement;** (1995) by D.P Goleman; New York: Bantam Books.
- **Dialogue and the Art of Thinking Together;** (1999) by W. Isaacs; New York: Currency Books.
- **In Over Our Heads: The Mental Demands of Modern Life;** (1994) by R. Kegan; Cambridge, MA: Harvard University Press.
- **Essentials of Negotiation, (2nd Ed);** (2007/1997) by R.J Lewicki, D.M. Saunders & J.W Minton; Boston: McGraw-Hill Irwin.
- **Learning as Transformation: Critical Perspectives on a Theory in Progress;** (2004) by J. Mezirow; San Francisco: Jossey-Bass.

### @ *Recommended Skill Briefs (available through UNSkillport.com)*

- **Creativity and Innovation at Work:** Learn to discern the creative from the innovative.
- **Creating Environments for Innovation:** Discover the attributes of creative work places.
- **Characteristics and Actions of an Innovation Leader:** Explore characteristics of an innovation leader.
- **A Business Innovation Culture:** Explore characteristics of a business innovation culture.
- **The Strategic Innovation Process: Learn the five phases of the strategic innovation process.**
- **Sustaining and Disruptive Innovations:** Explore differences between types of strategic innovations.
- **Strategic Innovation Characteristics:** Explore the characteristics of strategic innovation.
- **Smart Innovation: What to Do with Old Ideas:** Learn what to do with your old ideas.
- **Building on Creative Ideas:** Discover how to turn good ideas into brilliant ideas.
- **Innovation and Continuous Improvement:** Learn about innovation and continuous improvement methods.
- **Encouraging Innovation:** Discover methods for encouraging innovation during change.
- **Fostering Innovation through Coaching:** Learn how to customize coaching to foster innovation.





## **Other Reference Books**

- **Build Your Own Rainbow** (1984) by B. Hopson. & M. Scally published by Lifeskills Associates
- **Lateral Thinking for Management: A Handbook** (1982) by E. De Bono published by Penguin: Harmondsworth
- **Creative Thinking and Brainstorming** (1981) by J. Robinson published by Gower
- **Riding the Waves of Change - Developing Managerial Competencies for a Turbulent World** (1990) by G. Morgan published by Jossey-Bass
- **Thriving on Chaos** (1987) by T. Peters published by Pan Books
- **Risk Taking** (1990) by H.S. Kindler published by Kogan Page Ltd
- **The Naked Entrepreneur** (1990) by D. Robinson published by Kogan Page Ltd
- **Key Issues in Creativity, Innovation & Entrepreneurship** (1989) by B.G. Whiting and G.T. Soloman published by Bearly Ltd.



# TECHNOLOGICAL AWARENESS

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## CORE COMPETENCY: TECHNOLOGICAL AWARENESS

**The competency of Technological Awareness is likely to be important to your job performance if your key objectives involve any of the following:**

- Using new technology, hardware, and software packages to complete key tasks
- Investigating and evaluating new technology, hardware, and software packages to be used to support key work activities
- Providing support to others in how to use and apply new technology, hardware and software
- Developing or managing new office systems or procedures which use technology
- Ensuring the effective and cost effective use of technology within a department or division

### Positive Indicators

- 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.

### Negative Indicators

- Limited knowledge about technology.
- Little interest in finding out about technology.
- Not proactive in applying technology to work.
- Limited understanding of the applicability of technology to work.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- Using new technology, hardware, and software packages to complete key tasks
- Investigating and evaluating new technology, hardware, and software packages to be used to support key work activities
- Providing support to others in how to use and apply new technology, hardware and software
- Developing new office systems or procedures which use technology

### Checklist of behaviours typical of each rating level for Staff Members

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows no interest in developments in relevant new technology, even when informed of them</li> <li><input type="checkbox"/> Strongly resists any suggestions that more effective use of new technology may enhance office activities</li> <li><input type="checkbox"/> Resists all new technology, and is reluctant to learn about how to apply it even when it is necessary for the role</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pays attention to developments in relevant new technology only when informed of them</li> <li><input type="checkbox"/> Is rather cautious in considering how more effective use of new technology may enhance office activities</li> <li><input type="checkbox"/> Only learns about how to make best use of technology when it is necessary for the role</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally tries to remain aware of developments in relevant new technology</li> <li><input type="checkbox"/> Is open to consider how more effective use of new technology may enhance office activities</li> <li><input type="checkbox"/> Is generally open to new technology, and learns how to make best use of key packages and tools</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Proactively keeps up to date with developments in relevant new technology</li> <li><input type="checkbox"/> Actively considers how all office activities could be enhanced through more effective use of technology</li> <li><input type="checkbox"/> Is open to, and learns about how to make best use of, new technology</li> </ul>

## MANAGER

### You are required to demonstrate this competency in your work:

- Using new technology, hardware, and software packages to complete key tasks
- Investigating and evaluating new technology, hardware, and software packages to be used to support key work activities
- Providing support to others in how to use and apply new technology, hardware and software
- Developing or managing new office systems or procedures which use technology

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<p><input type="checkbox"/> Shows no interest in developments in relevant new technology, even when informed of them, and discourages team members from keeping up to date with technology</p> <p><input type="checkbox"/> Strongly resists all suggestions by team members that more effective use of new technology may enhance office activities</p> <p><input type="checkbox"/> Resists all new technology, is reluctant to learn about how to apply it even when it is necessary for the role, and does not encourage team members to learn about and apply new systems</p>	<p><input type="checkbox"/> Pays attention to developments in relevant new technology only when informed of them, and does not encourage team members to keep up to date with technology</p> <p><input type="checkbox"/> Is rather cautious in considering how more effective use of new technology may enhance office activities, or when team members suggest new applications</p> <p><input type="checkbox"/> Only learns about how to make best use of technology when it is necessary for the role, and does not encourage team members to learn more about key systems</p>	<p><input type="checkbox"/> Generally tries to keep self and team members aware of developments in relevant new technology</p> <p><input type="checkbox"/> Is open to consider how more effective use of new technology may enhance office activities, and responds positively when team members make suggestions for new applications</p> <p><input type="checkbox"/> Is generally open to new technology, learns how to make best use of key packages and tools and encouraging team members to do the same</p>	<p><input type="checkbox"/> Proactively keeps self and team members up to date with developments in relevant new technology</p> <p><input type="checkbox"/> Actively considers how all office activities could be enhanced through more effective use of technology, as well as encouraging team members to suggest new applications</p> <p><input type="checkbox"/> Is open to new technology, learning about how to make best use of it, and setting up learning processes to encourage team members to adopt it</p>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Using new technology, hardware, and software packages to complete key tasks
- Investigating and evaluating new technology, hardware, and software packages to be used to support key work activities
- Providing support to others in how to use and apply new technology, hardware and software
- Developing or managing new office systems or procedures which use technology
- Ensuring the effective and cost effective use of technology within a department or division

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<p><input type="checkbox"/> Shows no interest in developments in relevant new technology, even when informed of them, and discourages team members from keeping up to date with technology</p> <p><input type="checkbox"/> Strongly resists all suggestions by team members that more effective use of new technology may enhance office activities</p> <p><input type="checkbox"/> Resists all new technology, is reluctant to learn about how to apply it even when it is necessary for the department or division's work, and discourages staff from learning about, and applying, new systems</p>	<p><input type="checkbox"/> Pays attention to developments in relevant new technology only when informed of them, and does not encourage department or division staff to keep up to date with technology</p> <p><input type="checkbox"/> Is rather cautious in considering how more effective use of new technology may enhance department or division activities, or when staff suggest new applications</p> <p><input type="checkbox"/> Only learns about how to make best use of technology when it is necessary for the department or division, and does not actively encourage staff to learn more about key systems</p>	<p><input type="checkbox"/> Generally tries to keep self and department or division staff aware of developments in relevant new technology</p> <p><input type="checkbox"/> Is open to consider how more effective use of new technology may enhance department or division activities, and responds positively when staff make suggestions for new applications</p> <p><input type="checkbox"/> Is generally open to new technology, learns how to make best use of key packages and tools and encouraging department or division staff to do the same</p>	<p><input type="checkbox"/> Proactively keeps self up to date with developments in relevant new technology, and ensures that the department or division remains at the leading edge in technology use</p> <p><input type="checkbox"/> Actively considers how all department or division activities could be enhanced through more effective use of technology, as well as encouraging staff to suggest new applications</p> <p><input type="checkbox"/> Is open to new technology, learning about how to make best use of it, and setting up learning processes to encourage staff to quickly and effectively adopt it</p>

# Suggested Development Activities

## Learning by Doing



- Make an effort to identify individuals in other parts of the Organization who are in your industry sector. You should set up a network and exchange thoughts and views on technological issues within your own field of specialization.
- Identify an area of your work relating to technology that would be of interest to other people in your field of specialization and write an article for a relevant UN publication.
- Review your current level of technological awareness and identify any key gaps by talking to someone who is technologically aware and comparing your level of knowledge to theirs. Set yourself the task of researching and studying one of these areas and report back to others in your field who would be interested.
- Consider establishing specialist discussion groups within the Organization, where relevant and topical technological issues are reviewed and discussed monthly or quarterly.
- Identify any areas of current or future technological knowledge or skill which you feel may be critical to success in your job. It is important that you place special emphasis on developing the ones that give the Organization a competitive advantage..
- Try to get involved in a technologically demanding project, where you will have to use and update your technological skills and knowledge.
- Talk to people who are involved in technologically advanced tasks and projects in your field. Ask them to take the time to explain what is involved, in an effort to enhance your understanding of the area.
- Ask your colleagues for feedback on your strongest and weakest technological areas. Try to build on your strengths as well as develop your skills and knowledge gaps.

### @ *Recommended Job Aids (available through UNSkillport.com)*

- **Developing a Technology Plan:** Use this SkillGuide as a checklist for developing a technology plan.
- **Business and Technology Management Checklist:** Use this SkillGuide to help your organization lead and manage knowledge workers.
- **Environmental Scanning Sheet:** Technological: Use this SkillGuide as an assessment to continually monitor the technological environment on a quarterly basis.

## Learning through Training



- There are a number of development programmes available for the Technological Awareness competency. Further details of these can be found on the United Nations eLearning platform, **UN Skillport.com**. Programmes include:



## **Core UN Training Programmes Addressing Technological Awareness**

- Industry overview: information technology
- Understanding technical professions
- IT professional curricula
- IT professional certification
- Desktop curricula
- Desktop certification
- Web Site Design - Principles
- Adobe Dreamweaver CS3 Website Development
- Adobe Photoshop CS3
- Adobe Illustrator CS3
- ECDL/ICDL 4 Module 1: Concepts of Information Technology (IT)
- ECDL/ICDL 4 Module 2: Using the Computer and Managing Files
- ECDL/ICDL 4 Module 3: Word Processing with Microsoft Word 2003
- ECDL/ICDL 4 Module 4: Spreadsheets with Microsoft Excel 2003
- ECDL/ICDL 4 Module 5: Database with Microsoft Access 2003
- ECDL/ICDL 4 Module 6: Presentations with Microsoft PowerPoint 2003
- ECDL/ICDL 4 Module 7: Information and Communication
- Microsoft Office 2003: New Features
- Microsoft Office 2003: Getting Started
- Microsoft Office 2003: Beginning Word
- Microsoft Office 2003: Advanced Word
- Microsoft Office 2003: Beginning Excel
- Microsoft Office 2003: Advanced Excel
- Microsoft Office 2003: Beginning PowerPoint
- Microsoft Office 2003: Advanced PowerPoint
- Microsoft Office 2003: Beginning Access
- Microsoft Office 2003: Advanced Access
- Microsoft Office 2003: Beginning Project Professional
- Microsoft Office 2003: Advanced Project Professional
- Microsoft Office 2003: Visio for Beginners

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.



## Learning by Listening/Watching



- Identify someone in your organization who is well respected as being technologically aware. Try and talk to them about how they keep up to date with their technological skills and knowledge.

## Learning by Reading



You may consider taking out a subscription to a technological journal in your field of specialism, or try to identify a library that stocks such a journal, so that you can keep up to date with technological advancements in your field. It is quite important that you make sure that you read the latest books on technological advancements in your field.



### *Recommended Reference Books*

- **The Global Internet Economy;** (2003) by Bruce Kogut (ed); The MIT Press - Comparing the experiences of seven countries, this book analyzes the rise of the Internet and its impact on changing national institutions. It also analyzes specific Internet sectors and regulations across countries.
- **IT Success: Towards a New Model for Information Technology;** (2007) by Michael Gentle; John Wiley & Sons (UK) - Using real-world examples and a case study, this book proposes a new model for IT in which the traditional client/vendor relationship is replaced by a shared risk/reward partnership geared towards workable results over time.
- **An Executive's Guide to Information Technology: Principles, Business Models, and Terminology;** (2007) by Robert Plant and Stephen Murrell; Cambridge University Press - A concise review of the most important aspects of information technology from a business perspective, this book provides a clear definition for each term, as well as an unbiased appraisal of its business value proposition.
- **Technology as Experience;** (2007) by John McCarthy and Peter Wright; The MIT Press - Drawing on the pragmatism of such philosophers as John Dewey and Mikhail Bakhtin, this book provides a clearer understanding of human-computer interaction in order to measure the fullness of technology's potential to be more than merely functional.
- **IS Management Handbook, 7th Edition;** (2000) by Carol V. Brown, ed., with Heikki Topi; CRC Press - This book is packed with well-written, knowledgeable, understandable, and comprehensive management know-how—definitely a keeper!
- **Managing Business in a Multi-Channel World: Success Factors for E-Business;** (2006) by Timo Saarinen, Markku Tinnilä and Anne Tseng; IGI Global - Written to help managers understand how forward-thinking organization can best build competitive advantage from new multi-channel e-business models, this innovative text provides insights into how best to utilize the Internet as a business channel.

## @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **The Five Stages of Technology Planning:** Explore the five stages of technology planning.
- **Understanding High-technology Professionals:** Explore attributes of high-technology professional employees.
- **Understanding Learning Technologies:** Explore technologies used to support learning.
- **The Trouble with Technology:** Explore the issues that arise when using technology.
- **Using Technology to Boost Communication:** Learn how to use technology to boost communication.
- **Monitoring the Technology Environment:** Learn why you must monitor the technology environment.
- **How Technology Advances Affect Managers:** Find out how technology advances affect new managers.
- **Communications and Technology:** Discover the impact technology has had on communications.
- **Three Technologies that Encourage Internet Use:** Explore three technologies that encourage Internet Use.
- **Technology and Legal and Regulatory Factors:** Discover the impact of technology and regulatory factors.
- **Focus Areas for Technology Development:** Explore key focus areas for technology development.

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 COMMITMENT TO  
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LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

COMMITMENT TO  
 CONTINUOUS LEARNING

## CORE COMPETENCY: COMMITMENT TO CONTINUOUS LEARNING

The competency of Commitment to Continuous Learning is likely to be important to your job performance if your key objectives involve any of the following:

- Providing expert or professional advice which needs to be kept current
- Working in a professional field where new approaches are continually emerging
- Holding responsibility for the learning and development of others
- Being relatively new to the UN or your current post and needing to understand the organization, department or role in more depth
- Having current development needs which would enhance your performance
- Having career aspirations which will require you to develop new skills
- Being motivated to learn more and develop yourself

### Positive Indicators

- 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.

### Negative Indicators

- Limited knowledge about area of expertise.
- Struggles to keep up to date.
- Not proactive in undertaking developmental tasks.
- Struggles to keep up to date.
- Reluctant to help others to learn.
- Little positive feedback about specialist knowledge.
- Defensive with feedback from others.
- Not an authority.

## STAFF MEMBER

### You are required to demonstrate this competency in your work:

- You provide expert or professional advice which needs to be kept current
- You work in a professional field where new approaches are continually emerging
- You are relatively new to the UN or your current post and need to understand the organization, department or role in more depth
- You have current development needs which would enhance your performance
- You have career aspirations which will require you to develop new skills
- You are motivated to learn more and develop yourself

### Checklist of behaviours typical of each rating level for Staff Members




<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes no actions to keep professional knowledge up to date</li> <li><input type="checkbox"/> Does no self-reflection to identify personal development needs, and does not seek feedback</li> <li><input type="checkbox"/> Does not have any current personal development goals or plans</li> <li><input type="checkbox"/> Does not attempt to learn from others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes takes up opportunities which are presented to update professional knowledge</li> <li><input type="checkbox"/> Uses feedback to identify personal development needs, but does not self-reflect more generally</li> <li><input type="checkbox"/> Has some personal development goals but not a clearly targeted development plan</li> <li><input type="checkbox"/> Learns from others when the opportunity presents itself</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes up every relevant opportunity which is presented to update professional knowledge</li> <li><input type="checkbox"/> Uses feedback and self-reflection to identify development needs</li> <li><input type="checkbox"/> Has a clear development plan focused on improving current performance</li> <li><input type="checkbox"/> Values learning from others and seeks to do so whenever possible</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out opportunities and takes any which present themselves to update professional knowledge</li> <li><input type="checkbox"/> Seeks out feedback and uses self-reflection to identify development needs</li> <li><input type="checkbox"/> Has a clear development plan focused on current and emerging development needs, and regularly reviews progress against it</li> <li><input type="checkbox"/> Values learning from others, actively seeking out people who can help build knowledge or understanding</li> </ul>

## MANAGER

### You are required to demonstrate this competency in your work:

- Your area provides expert or professional advice which needs to be kept current
- You manage professionals where new approaches are continually emerging in their fields
- You have responsibility for the learning and development of others
- You are relatively new to the UN or your current post and need to understand the organization or department in more depth
- You have current development needs which would enhance your performance
- You have career aspirations which will require you to develop new skills
- You are motivated to learn more and develop yourself

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes no actions to keep own or staff's professional knowledge up to date</li> <li><input type="checkbox"/> Does no self-reflection to identify personal development needs, and neither seeks nor gives feedback</li> <li><input type="checkbox"/> Does not have any current personal development goals or plans, and does not encourage staff to set development plans</li> <li><input type="checkbox"/> Does not encourage staff to learn from each other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sometimes takes up opportunities which are presented to update own and staff's professional knowledge</li> <li><input type="checkbox"/> Uses feedback to identify personal development needs, but does not self-reflect more generally nor give developmental feedback to staff</li> <li><input type="checkbox"/> Has some personal development goals but no clear development plan, and does not help staff set personal development plans</li> <li><input type="checkbox"/> Encourages staff to learn from each other, but not from others outside the team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes up every relevant opportunity which is presented to update own and staff's professional knowledge</li> <li><input type="checkbox"/> Uses feedback and self-reflection to identify development needs, and gives developmental feedback to staff</li> <li><input type="checkbox"/> Has a clear development plan focused on improving current performance, and encourages staff to regularly plan their own development</li> <li><input type="checkbox"/> Encourages staff to learn from others within and outside the team whenever possible</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out opportunities and takes any which present themselves to update own and staff's professional knowledge</li> <li><input type="checkbox"/> Seeks out feedback and uses self-reflection to identify development needs, and gives staff regular developmental feedback</li> <li><input type="checkbox"/> Has, and regularly review progress against, a clear development plan and regularly holds discussions to build development plans with each staff member</li> <li><input type="checkbox"/> Encourages staff to learn from others within and outside the team, setting up forums to help ensure this occurs</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- You lead an area which provides expert or professional advice which is constantly developing
- You lead a department or division of diverse professionals engaged in fields where new approaches are continually emerging
- You have responsibility for creating a learning culture within your department or division
- You feel you need to understand the Organization, or departments and divisions which impact your area, in more depth
- You have current development needs which would enhance your performance
- You have career aspirations which will require you to develop new skills
- You are motivated to learn more and develop yourself

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes no action to learn about the professional fields within the department or division, or to encourage staff to keep their professional knowledge up to date</li> <li><input type="checkbox"/> Does not use self-reflection or feedback to identify personal development needs, and makes no attempt to encourage feedback within the department or division</li> <li><input type="checkbox"/> Does not have any current personal development goals or plans, and does not encourage staff within the department or division to set development plans</li> <li><input type="checkbox"/> Has not set up any activities or processes to encourage staff to learn from each other, and makes no effort to encourage such learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learns about different professional fields when opportunities present themselves, and generally encourages staff to keep their professional knowledge up to date</li> <li><input type="checkbox"/> Uses feedback and self-reflection to identify personal development needs, but does not give developmental feedback to staff nor encourage it's use within the department or division</li> <li><input type="checkbox"/> Has some personal development goals but no clear development plan, and allows managers to take their own approach to setting development plans for their staff</li> <li><input type="checkbox"/> Encourages staff to learn from each other, but has not established any formal processes to enable this to happen in a systematic manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes up every opportunity to update own professional knowledge and learn about fields represented in the department or division, and encourages staff to do likewise</li> <li><input type="checkbox"/> Uses feedback and self-reflection to identify development needs, gives developmental feedback to staff, and encourages managers to provide regular developmental feedback to all staff</li> <li><input type="checkbox"/> Has a clear development plan focused on improving current performance, and ensures that all managers meet their staff to regularly set and review their develop plans</li> <li><input type="checkbox"/> Encourages staff to learn from others within and outside the team whenever possible, and has defined a range of processes to encourage this to happen</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out and sets up opportunities to update own professional knowledge and learn about other fields represented in the department, division, or wider organization, and ensures staff do likewise</li> <li><input type="checkbox"/> Builds a culture which values development by seeking out feedback, using it alongside self-reflection to identify own development needs, giving staff regular developmental feedback, and ensuring all managers provide regular developmental feedback to their staff</li> <li><input type="checkbox"/> Fully engages in the develop process personally (has, and regularly review progress against, a clear development plan) and ensures all managers regularly meet with staff to build, and review progress against, development plans</li> <li><input type="checkbox"/> Stresses the value of learning from others within and outside the team, has set up a range of processes to allow this (e.g. forums, mentoring, coaching), and follows up with managers to ensure they are actively used throughout the department/division.</li> </ul>

## Learning by Doing



- Try to identify individuals in other organizations within your industry sector and set up a network so that you can exchange thoughts and views on topical issues within your own field of specialization.
- If it is relevant, become a member of a professional body or society that can help to support your continuous learning needs.
- Identify an area of your work that would be of interest to other people within your field of specialization and write an article to be printed in a relevant UN publication.
- Take the time to review your current level of knowledge and identify any key gaps. Set yourself the task of researching and studying one of these areas and report back to other people in your field of specialization who might also be interested in developing their knowledge in this area.
- Consider establishing specialist discussion groups in the Organization, where relevant and topical issues are reviewed and discussed monthly or quarterly.
- Identify any areas of current or future technical or commercial knowledge or skill which you feel may be critical to success in your job. Identify any which could give the Organization a comparative advantage or that could have an impact on the Organizational strategy and place special emphasis on developing these.
- In an effort to ensure that you are continually learning, it is important that you make sure that you read the latest literature in your field.
- Get involved in a technically demanding project where you will be required to use and update your technical skills and knowledge.
- Ask your colleagues for feedback on your strongest and weakest technical areas. It is important that you try to build on your strengths as well as develop the areas where there may be gaps in your knowledge.
- Take some time to list your knowledge development goals over three different stages:
  - six months from now
  - twelve months from now
  - five years from now
- You need to make sure that your goals are both realistic and measurable and set targets which are challenging yet attainable. Finally, create a step-by-step action plan for each of these goals and detail exactly what you need to do to develop in these areas of knowledge.
- Examine the UN Staff Development Programme Handbook, looking for any programmes that might be stimulating or challenging for you. Make sure that you focus on the programmes that are most relevant to your field of specialization or position.

## @ **Recommended Job Aids (available through UNSkillport.com)**

- **Establishing Learning Objectives:** Use this job aid to review the guidelines and examples of establishing effective learning objectives.
- **Create a Learning Plan:** Use this SkillGuide as a tool to create a learning environment where people share similar learning experiences.
- **Developing a Self-directed Learning Plan:** Use this SkillGuide to help you create a self-directed learning plan.
- **Learning Continuously:** Use this job aid to learn methods of continuous learning so that you can share your knowledge with customers.
- **Knowing about Learning Styles:** Use this job aid to discover more about how people learn.
- **Determining Learning Style:** Use this SkillEval to determine your learning style.
- **Learning Preferences Guidelines:** Use this SkillGuide to review the three types of preferences for receiving information.
- **Learning Cycles:** Use this SkillGuide to review the innovation and knowledge-sharing cycles for knowledge management.
- **Travelling the Learning Curve:** Use this SkillGuide as a reference to examine the learning curve.
- **The Process for Adaptive Learning:** Use this SkillGuide to help you identify a problem and its cause. Decide on corrective action based on this cause using the process for adaptive learning.
- **Maslow's Stages of Learning:** Use this SkillGuide as a reference to help you remember Maslow's stages of learning.
- **Bloom's Levels of Learning:** Use this job aid to review verb use at each level of learning.
- **Learning Maximizer for Older Employees:** Use this SkillGuide to set up learning programs for silent generation and baby boom workers at your firm.
- **Is This a Learning Organization?** Use this SkillEval to determine whether your organization has any of the characteristics of a learning organization.
- **Learning Organization Assessment:** Use this SkillEval to evaluate your organization's progress in becoming a learning organization.
- **A Learning Organization Checklist:** Use this SkillEval to determine whether your organization has any of the characteristics of a learning organization.
- **Creating a Learning Environment:** Use this SkillGuide to create an environment in which your team can learn.



## Learning through Training



There are a number of development programmes available for the Continuous Learning competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Indeed, all of the training programmes provided by the UN will help to develop personal skills and awareness and will therefore contribute towards continuous learning for participating staff members. Specific programmes focused around personal development include:



### **Core Continuous Learning Training Programmes**

- Career Support (English and Spanish)
- Achieving balance in your professional and personal life
- Living a balanced life
- The potential of self-directed learning



### **Peacekeeping Training Programmes**

- Personal development curriculum

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Consider talking to people who are involved in technical tasks and projects in your field. If possible, get them to explain what is involved, as this will help to enhance your understanding of the area.
- Identify someone in the Organization who is well respected as a specialist in their field and talk to them about how they keep up to date with their skills and knowledge.



### **Video References**

- **To Boldy Go – To a Bolder Goal** (Video – 11 mins) published by Melrose.

# Learning by Reading

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- If possible take out a subscription to a professional journal in your field of specialization, or try to identify a library that stocks such a journal, so that you can keep up to date with advancements in your field.
- It is important that you make sure that you are fully up to date with current business and organizational issues. Read relevant papers, articles and magazines to ensure that you are fully aware of new opportunities and developing practices. When you read you should ask yourself if there are any ideas that you could apply to your work.
- Consider setting yourself a target to improve your knowledge in one particular area of your work every month. Make a note in your diary of six main areas and allocate one per month starting tomorrow. Steps to achieve this could entail reading a relevant chapter in a specialist textbook or journal each month.
- Identify one or two books to read from the reading list below and set aside a particular time each day or week to read from these.



## **Recommended Reference Books**

- **50 Activities For Self-Development: A Companion Volume to The Unblocked Manager;** (1990) by Dave Francis and Mike Woodcock; Human Resource Development Press - While exploring aspects of managerial competence, this book focuses on increasing management effectiveness by applying new principles of management education to individual managers and groups.
- **How to Be an Even Better Manager;** (2004) by Michael Armstrong; Kogan Page -Covering 50 key aspects of management, this clear-cut book provides sound guidelines to help anyone to develop a broad base of managerial skills and knowledge, and contains chapters on managing people, project management, and enhancing personal skills.
- **The Concise Time Management and Personal Development;** (2003) by John Adair and Melanie Allen; Thorogood - Written for managers and business leaders at all levels, this practical book offers valuable tools, techniques and a framework for continuing personal development useful for appraisals, interviews, and planning career progression or a change of direction.
- **Strategic Career Management: Developing Your Talent;** (2008) by Jane Yarnall; Elsevier Science and Technology Books, Inc. - Written from the organizational perspective, this book takes a practical approach to help you make strategic career management work both for the talent you want to retain and for the organization they work in.
- **25 Best Practices in Learning & Talent Development;** (2007) by Nick van Dam; e-Learning for Kids Foundation - Featuring a concise collection of best practices that have been implemented within leading enterprises and business schools around the world, this fresh, new book offers a universe of ideas for all involved in the field of learning and talent development.
- **Understanding Action Learning;** (2007) by Judy O'Neil and Victoria J. Marsick; AMACOM - Combining top-shelf research with real-world experience, this book discusses several different approaches to learning and enables the reader to make an informed decision about which one or combination to use in his or her organization.

- **ASTD Handbook for Workplace Learning Professionals;** (2009) by Elaine Biech (ed); ASTD - Bringing together authors who represent the best practitioners in the field, this go-to resource and reference guide is packed full of key methodologies, practices, and procedures on training design and delivery, analyzing needs, e-learning, and more.
- **Discovery: Extraordinary Results from Everyday Learning;** (2005) by John Drysdale; Cyan Communications Ltd. - Drawing on original research, interviews, and experience working with successful businesspeople across a wide range of companies, this guide explains that valuable lessons can be found in unexpected places simply by knowing how and where to look.
- **Leaders: Start to Finish: A Road Map for Developing and Training Leaders at all Levels;** (2005) by Anne Bruce; ASTD - For any organization determined to build world-class leaders in today's competitive marketplace, this is a hands-on, how-to, no-nonsense reference and informative guide for developing and training leadership in cutting-edge environments, large and small.
- **Handbook of Organizational Learning and Knowledge;** (2001) by Meinolf Dierkes (ed) and et al.; Oxford University Press (UK) - This comprehensive resource examines all the intricacies of organizational learning, and its path for the future.
- **Learning in Tough Economic Times: How Corporate Learning is Meeting the Challenges;** (2009) by The American Society for Training & Development; ASTD - Presenting compelling information on best practices organizations are using to cope with financial uncertainty, this study provides real data, ideas, and tools you can implement to be a strategic partner and help position your organization for success.
- **Learning as Transformation: Critical Perspectives on a Theory in Progress;** (2004) by J. Mezirow; San Francisco: Jossey-Bass.

### @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **The Learning Culture and the Benefits of Feedback:** Explore the learning culture and the benefits of feedback.
- **Understanding Continuous Learning:** Learn how continuous learning is good for business.
- **Understanding the Learning Curve:** Learn how to traverse the learning curve.
- **Understanding Your Learning Strategy:** Discover your own learning style.
- **Understanding Learning Options:** Explore learning needs and learning options.
- **The Five Levels of Learning:** Explore the five levels of learning.
- **Understanding Maslow's Learning Cycle:** Explore Maslow's four-stage learning cycle.
- **Understanding Self-directed Learning:** Explore some aspects of self-directed learning.
- **Understanding Self-directed Learning Material:** Learn about effective self-directed learning material.
- **When to Use Self-directed Learning:** Explore the factors to consider for self-directed learning.
- **Identifying Self-directed Learning Competencies:** Learn about competencies needed for self-directed learning.

- **Understanding Self-directed Learning at Work:** Discover components of self-directed learning at work.
- **Troubleshooting Self-directed Learning:** Explore possible problems with your self-directed learning program.
- **Exploring Self-directed Learning:** Discover the basic characteristics of self-directed learning.
- **Common Practices of Learning Organizations:** Discover the common practices of learning organizations.
- **Characteristics of a Learning Organization:** Discover the three characteristics of a learning organization.
- **Learning from Feedback:** Learn to advance your career by capitalizing on feedback.
- **Understanding the Learning Process:** Explore how the learning process can help in times of change.
- **Encouraging Learning:** Explore ways to encourage the development of new knowledge.
- **Fostering a Positive Attitude toward Learning:** Learn how to approach learning with a more positive attitude.
- **Leadership and Learning:** Explore traits that support performance improvement.
- **Understanding Corporate Culture and Learning:** Learn how corporate culture influences individual improvement.
- **Identify Management Roles in a Learning Organization:** Explore management roles and skills in learning organizations.
- **Identifying a Learning Culture:** Discover factors that point to a learning management culture.
- **Building Learning Relationships:** Learn to identify the right people for the right questions.
- **Understanding Learning Plans:** Explore the components of a self-directed learning plan.
- **A 3-step Approach to Adaptive Learning:** Discover a 3-step approach to adaptive learning.
- **Creating Your Learning Strategy:** Explore the learning strategy section of a learning plan.
- **Establishing Your Learning Objectives:** Learn how to set effective learning objectives.
- **Identify Your Learning Needs:** Explore the career assessment section of a learning plan.
- **Learning from Your Mistakes:** Mistakes can be useful! Find out how to learn from them.
- **Adult Learning and Resistance:** Discover how to overcome resistance to learning in adults.
- **Learning Actively:** Master the three skills involved in active listening.
- **Opportunities for Learning:** Explore formal and non-formal learning opportunities.
- **Learning Styles, Curves, and Levels:** Explore the characteristics of learning.
- **Four Types of Learning Styles:** Learn about the four types of learning styles.



## Other Reference Books

- **Building Personal Effectiveness for Business Success** (1998) by P.R. Timm published by Logan Page
- **Creating Your Future – Personal Strategic Planning for Professionals** (1992) by GL. Morrisey published by Berrett-Koehler Publishers
- **A Manager's Guide to Self Development** (1994 – 3rd Ed.) by M. Pedler, J. Burgoyne and T. Bodyell published by McGraw-Hill
- **Cadres et Dirigeants Efficaces** by T. Gordon published by Belfond (French)
- **La Gestion de Soi** by A-M. Laprote-Castelneau and B. Laporte-Darbans published by ESF (French)



There are a number of Internet based web-sites that provide a useful source of information about publications, training opportunities and resources, as well as on-line training. Although the quality of these web-sites does vary some examples of interesting web-sites include:

- **ask Eric – Educational Resources Information**

<http://www.accesseric.org:81/>

This is the largest education database on the World Wide Web. It contains more than 850,000 records of journal articles, research reports, curriculum and teaching guides, conference papers and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations.

- **TeleCampus – An International Online Course Database**

<http://www.telecampus.edu>

TeleCampus is a distance learning network in the Canadian province of New Brunswick. It has created an international online course database of more than 9,000 courses. The database contains the most comprehensive listing of fully online courses available anywhere. It includes public and private sources at all levels from more than 15 countries and includes only those courses that can be completed fully on-line.

- **WEBWOMBAT**

<http://www.webwombat.com.au/intercom/newsprs/index.htm>

This web-site links you to 3,000 online newspapers, world phone directories and world maps.



CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

**VISION**

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

**VISION**

## MANAGERIAL COMPETENCY: VISION

**The competency of Vision is likely to be important to your job performance if your key objectives involve any of the following:**

- Building strategies for a team, department or division which address key issues, opportunities and risks
- Aligning local strategy with organizational directions
- Communicating, and winning support for, strategic direction
- Exploring future possibilities and directions

### Positive Indicators

- 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.

### Negative Indicators


- Focuses on detail at the expense of the broader picture.
- Gets bogged down in detail, can't see the forest for the trees.
- Fails to anticipate future needs.
- Takes a short-term view.
- Does not think strategically.
- Views the future in a simplistic way.
- Focuses on short-term goals.
- Thinks in a narrow way.
- Struggles to enthuse others about strategic direction.

## MANAGER

### You are required to demonstrate this competency in your work:

- Building strategies for a team or work unit which address key issues, opportunities and risks
- Ensuring local strategies are consistent with organizational directions
- Communicating, and winning support for, strategic direction
- Exploring future possibilities and directions

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Gives little attention to strategic issues and future possibilities, focusing only on what is immediately operationally significant</li> <li><input type="checkbox"/> Focuses only on what is significant locally, and pays little attention to wider organizational strategy when developing plans</li> <li><input type="checkbox"/> Does not communicate any strategic directions with staff, and makes no attempt to get staff to consider strategic issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritises operational issues, but does give some consideration to strategic issues and future possibilities</li> <li><input type="checkbox"/> Focuses on developing local strategy, but takes action where this conflicts with organizational strategy</li> <li><input type="checkbox"/> Outlines key strategic directions to staff, encouraging them to take an interest in broader goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies strategic issues, balancing them against shorter term operational needs, and considers future possibilities</li> <li><input type="checkbox"/> Ensures that local plans are consistent with wider organizational strategy</li> <li><input type="checkbox"/> Communicates the strategic direction positively with staff, inspiring them to pursue it</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly identifies and prioritises strategic issues, opportunities and risks, contemplating the future positively</li> <li><input type="checkbox"/> Proactively seeks to understand organizational strategy and assimilate it within local plans</li> <li><input type="checkbox"/> Communicates the strategic direction frequently and positively with staff, inspiring them to pursue it, and encouraging them to contribute to the strategic debate</li> </ul>







## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Building strategies for a department or division which address key issues, opportunities and risks
- Aligning department or division strategies with organizational directions
- Communicating, and winning support for, strategic direction and change
- Exploring future possibilities and directions

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Gives little attention to strategic issues and future possibilities for the department or division, focusing only on what is immediately operationally significant</li> <li><input type="checkbox"/> Focuses only on what is significant for the department or division, and pays little attention to wider organizational strategy when developing plans</li> <li><input type="checkbox"/> Does not communicate any strategic directions for the department or division with staff, and makes no attempt to get staff to consider strategic issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritises operational issues, but does give some consideration to strategic issues and future possibilities for the department or division</li> <li><input type="checkbox"/> Focuses on developing departmental or divisional strategy, but takes action where this conflicts with organizational strategy</li> <li><input type="checkbox"/> Outlines key strategic directions for the department or division to staff, encouraging them to take an interest in broader goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies strategic issues, balancing them against shorter term operational needs within the department or division, and considers future possibilities</li> <li><input type="checkbox"/> Ensures that department or division plans are consistent with wider organizational strategy</li> <li><input type="checkbox"/> Communicates the strategic direction of the department or division positively with staff, inspiring them to pursue it</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly identifies and prioritises strategic issues, opportunities and risks, contemplating the future of the department or division positively</li> <li><input type="checkbox"/> Proactively seeks to understand organizational strategy and assimilate it within department or division plans</li> <li><input type="checkbox"/> Communicates the strategic direction of the department or division frequently and positively with staff, inspiring them to pursue it, and encouraging them to contribute to the strategic debate</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- Ensure that you know the mission and vision statements for both your unit and the United Nations as a whole. Without this understanding you are likely to find it difficult to be able to set appropriate strategies that fit with those of the Organization.
- Get to know your own unit thoroughly, including its history and how that affects current practice, its products or services, its organizational structure and allocation of employees, its ownership and sources of funding and its technology. You should also try to find out about the current state, future developments and comparison with other units, its personnel policy in relation to recruitment, development and succession planning, and its general ethos, public image and community relationships. Similarly, you could study other units within the Organization to see how yours differs.
- Make sure that you understand the future long-term plans for your own unit. Talk to your manager about the goals that are involved and how it is that they will be reached. Finally, communicate these to your team outlining the course of action the unit and the Organization as a whole is planning to take.
- Take time to discuss key current issues that are affecting your unit and the Organization as a whole with colleagues. It is important that you try to take a global approach ensuring that you consider a wide range of factors, for instance political or economic factors.
- Select any relevant article from a newspaper or business journal and discuss it with a friend you regard as being a conceptual or strategic thinker. Try to focus on the way in which they approach the discussion, making sure that you look at what sorts of issues and areas that they consider.
- You might like to list the six most prominent problems currently facing you at work and for each problem try and identify the major causes. Try to determine whether any of the problems are related and if taking one particular action could affect several outcomes. Tackle each problem in the context of the Organization as a whole rather than as an isolated issue.
- It is important that you take an interest in the strategies of organizations outside of the United Nations. Try to pick out key relations and acquaintances with whom you could discuss the factors affecting the strategic thinking of employers in other organizations, at other stages of their development. See if you can determine what makes the difference between more and less successful organizations.
- Try to contribute to policy documents by responding to any consultative document that relates to strategic matters.
- Recommended Simulations (available through [UNSkillport.com](https://unskillport.com))
- Moving from an Operational Manager to a Strategic Thinker Simulation: Once thought to be the ideal means of running a business, operational effectiveness is no longer considered a guaranteed avenue to success.

## @ Recommended Job Aids (available through UNSkillport.com)

- **Getting Your Team Aligned with Purpose, Vision, and Common Priorities:** Use this Skill Eval and job aid to determine what information is lacking in getting your team focused on common priorities and action plans.
- **Vision Communications Planning:** Use this job aid as a reminder of the six techniques and how to go about each one when planning vision communications.
- **Vision Communication Checklist:** Use this job aid as a checklist or reference tool to assess your vision communications relative to the characteristics, qualities, and effective approaches necessary for communicating vision.



## Learning through Training

There are a number of development programmes available for the Vision competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Vision**

- Developing and deploying strategic plans
- The communication of a shared vision
- Organizational scope of critical thinking
- How to write a business case
- Thinking strategically
- The imperatives of innovation and leadership in strategy
- Planning and implementing a business strategy
- Moving from an operational manager to a strategic thinking (simulation)
- Green business: planning sustainability strategies
- Green business: implementing sustainability strategies
- Systems thinking in the 21<sup>st</sup> century



### **Peacekeeping Training Programmes**

- Strategic planning curriculum

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



Get familiar with the thinking of key people in the Organization, including the Secretary-General and other senior leaders. Try to read things they write and get to listen to them speak. Summarise their main ideas and discuss with a mentor how these relate to your unit and its development.



### ***Video References***

**The Vision Thing** (Video – 15 mins) published by BBC for Business

**The Power of Vision** (Video – 31 mins) published by Chart House International

## Learning by Reading



Get to understand the Organization's strategic thinking by understanding the plan itself, the philosophy behind it and major policies. Collect and digest all relevant documents which express these, such as United Nations press releases and reports about missions and other developments.

Take the time to read professional magazines, books and newspapers articles which deal with trends that may impinge on the Organization. You need to consider the implications for your own unit and how these trends may require possible modifications of your units' strategy.

Make sure that you read a quality newspaper daily, underlining specific world events that could have repercussions for your unit. Discuss the implications with your management colleagues.

Go to a good bookshop or a library and choose one or two books to read on being strategic from the reading list below, or from your own research.



### ***Recommended Reference Books***

- **Communicating Your Vision;** (2006) by Talula Cartwright and David Baldwin; Center for Creative Leadership - Showing you how to inspire, clarify and focus the work of your organization, this book will help you communicate a vision to others in ways that will help them understand it, remember it, and then go on to share it themselves.
- **Expanding Your Vision and Ideas;** (2005) by Tony Alessandra; Tony Alessandra - By profiling some of the famous and not-so-famous individuals who have had great impact because of their ideas and their passion for them, this concise report explores how to define, attain, and use vision to become more inspiring to others.

- **Broaden the Vision and Narrow the Focus: Managing in a World of Paradox;** (2006) by James. R. Lucas; Greenwood Publishing - Whether you are formally in charge or find yourself in a position of influence anywhere in your organization, this book will open your mind to new ways of thinking and allow you to turn uncertainty into opportunity.
- **Execution: Create the Vision. Implement the Plan. Get the Job Done.;** (2007) by Tom Gorman; F + W Publications - Showing you how to manage resources and successfully run anything, this book goes beyond delegation and supervision to deliver all of the principles, practices, strategies, and tactics that you absolutely must know to execute results.
- **The Complete Book of Business Plans: Simple Steps to Writing Powerful Business Plans, Second Edition;** (2009) by Joseph A. Covello and Brian J. Hazelgren; Sourcebooks - Providing readers with more than a dozen brand-new business plans, this book includes revised and updated information on how to get started, what questions to ask and how to finalize a business plan that will get you off the ground and running.
- **Strategic Planning For Dummies;** (2007) by Erica Olsen; John Wiley & Sons (US) - Whether you're planning for a small business, large conglomerate, nonprofit, or even a government agency, this book covers everything you need to know to develop a plan for building and maintaining a competitive advantage.
- **Learning to Think Strategically;** (2006) by Julia Sloan; New Frontiers in Learning Series – A guide to help managers and senior leaders to develop their capacity to think strategically.

### @ **Recommended SkillBriefs (available through UNSkillport.com)**

- **Communicating Vision:** Discover how to apply vision communication techniques.
- **Techniques for Communicating Vision:** Explore techniques for communicating and executing vision.
- **Communicating Your Vision:** Explore ways to communicate your vision.
- **Creating a Shared Vision:** Explore elements that help the process of creating a vision.
- **Formulating a Vision:** Learn how the past can be used to formulate a vision.
- **Developing a Vision:** Learn to develop a vision statement.
- **Vision and Systems Thinking:** Explore the value of vision in systems thinking.
- **The Right Way to Share Vision:** Learn how to effectively communicate company vision to your team.
- **Pursuing Your Vision:** Learn to decide where you are going and how to get there.
- **Communicating Vision to Employees:** Follow these tips to communicate vision to employees.
- **Developing a Compelling Vision:** Learn how to develop a compelling vision.
- **Overcoming the Forces that Counteract Vision:** Learn how to overcome the forces that counteract vision.

- **Understanding Passion and Your Vision:** Explore ways you can generate passion for your vision.
- **Understanding Vision:** Learn what it means to have a vision for your organization.
- **The Strategic Vision Imperative:** Learn the crucial skill of communicating strategic vision.
- **Using Power to Communicate Vision:** Learn how to use the most appropriate kinds of power to influence and persuade.



### ***Other Reference Books***

- **Strategic Skills for Team Leaders and Line Managers** (1998) by M. Colenso published by Butterworth-Heinemann/The Industrial Society
- **Strategic Planning - The Nine-Step Programme** (1997) by S. Wootton and T. Horne published by Kogan Page
- **Competing on the Edge** (1998) by S.L. Brown and K.M. Eisenhardt published by Harvard Business School Press
- **Applied Strategic Planning: Executive Briefing** (1986) by J.W. Pfeiffer published by Pfeiffer & Co.
- **Strategies et Structures de l'entreprise** by A.D. Chandler published by Organization (French)

## LEADERSHIP

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## MANAGERIAL COMPETENCY: LEADERSHIP

The competency of Leadership is likely to be important to your job performance if your key objectives involve any of the following:

- Managing individuals or teams
- Building strategies for how teams can accomplish objectives
- Addressing and resolving conflicts within teams, and between teams
- Leading change and continual improvement
- Acting as a figurehead for the team, department, or division and representing the wider Organization
- Winning support within the team, department, division or Organization, and outside, for key strategies

## Positive Indicators

- Serves as a role model that other people want to follow.
- Empowers others to translate vision into results.
- 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.

## Negative Indicators

- Uncomfortable in the management role.
- Doesn't take a stand.
- Seen as avoiding/evading the leadership role.
- Does not make goals clear.
- Does not provide direction to group.
- Is not interested in people.
- Loses touch with how motivated people are.
- Delegates inappropriately.
- Prefers to let others take the lead.
- Uncomfortable with resolving conflict.

## MANAGER

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Building strategies for how teams can accomplish objectives
- Addressing and resolving conflicts within teams
- Leading change and continual improvement
- Acting as a figurehead for the team and representing the wider Organization
- Winning support within the team, department, division or Organization, and outside, for key strategies

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks visibility as a leader, and avoids situations requiring a figurehead</li> <li><input type="checkbox"/> Makes no effort to define team objectives, nor to communicate a clear strategy to coordinate the team's delivery, leaving it to staff to define how to work together</li> <li><input type="checkbox"/> Does not recognise or acknowledge when conflicts emerge within the team, and will not become involved in their resolution</li> <li><input type="checkbox"/> Discourages team members from seeking out and implementing continual improvement and change, and dismisses any proposals for change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes the lead willingly, but may sometimes feel uncomfortable in the role of figurehead</li> <li><input type="checkbox"/> Keeps team objectives in mind, but does not build nor communicate a clear strategy to coordinate the delivery of team objectives</li> <li><input type="checkbox"/> Recognises when conflicts emerge within the team, but only intervenes when those involved are unable to work out an agreeable solution themselves</li> <li><input type="checkbox"/> Encourages team members to raise potential areas where change or continual improvement may be considered, acting on those ideas which are practical</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is a role model that other people want to follow</li> <li><input type="checkbox"/> Builds strategies to deliver team objectives and communicates these to team members</li> <li><input type="checkbox"/> Recognises when conflicts emerge within the team, and ensures that they are resolved, getting personally involved when necessary to help find an agreeable solution</li> <li><input type="checkbox"/> Encourages team members to seek out and implement continual improvement and change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is a figurehead and role model, inspiring other people to follow and emulate them</li> <li><input type="checkbox"/> Builds strategies which coordinate efforts across the team to deliver clear team objectives, and regularly communicates these, and progress against them, with team members</li> <li><input type="checkbox"/> Anticipates, identifies and quickly addresses conflicts within the team, actively working with those involved to find agreeable solutions</li> <li><input type="checkbox"/> Is highly inspirational in driving team members to seek out and implement continual improvement and change in all areas of their work</li> </ul>



## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Managing individuals, teams, departments or divisions
- Building strategies for how departments or divisions can accomplish objectives
- Addressing and resolving conflicts within teams, and between teams
- Leading change and continual improvement
- Acting as a figurehead for the department or division, and representing the wider Organization
- Winning support within the department, division or Organization, and outside, for key strategies

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks visibility as a leader, avoids situations requiring a figurehead, and allows the department or division to operate without overt leadership</li> <li><input type="checkbox"/> Makes no effort to define department or division objectives, nor to communicate a clear strategy to coordinate delivery across teams or work units, leaving it to other managers to define how work should be delivered</li> <li><input type="checkbox"/> Does not recognise or acknowledge when conflicts emerge within the department or division, and will not become involved in their resolution</li> <li><input type="checkbox"/> Discourages departmental or divisional staff members from seeking out and implementing continual improvement, and dismisses any proposals for change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes the lead willingly, but may sometimes feel uncomfortable in the role of figurehead for the department or division</li> <li><input type="checkbox"/> Keeps department or division objectives in mind, but does not build nor communicate a clear strategy to coordinate the delivery of these across teams or work units</li> <li><input type="checkbox"/> Recognises when conflicts emerge within the department or division, but only intervenes when those involved are unable to work out an agreeable solution themselves</li> <li><input type="checkbox"/> Encourages departmental or divisional staff members to raise potential areas where change or continual improvement may be considered, acting on those ideas which are practical</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is a role model that staff in the department or division want to follow</li> <li><input type="checkbox"/> Builds strategies to deliver department or division objectives and communicates these to staff members</li> <li><input type="checkbox"/> Recognises when conflicts emerge within the department or division, and ensures that they are resolved, getting personally involved when necessary to help find an agreeable solution</li> <li><input type="checkbox"/> Encourages departmental or divisional staff members to seek out and implement continual improvement and change</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is a figurehead and role model, inspiring staff in the department or division, and the wider organization, to follow and emulate them</li> <li><input type="checkbox"/> Builds strategies which coordinate efforts across teams or units to deliver clear department or division objectives, and regularly communicates these, and progress against them, with all staff</li> <li><input type="checkbox"/> Anticipates, identifies and quickly addresses conflicts within the department or division, actively working with those involved to find agreeable solutions and preventing further conflicts</li> <li><input type="checkbox"/> Is highly inspirational in driving departmental or divisional staff members to seek out and implement continual improvement and change in all areas of their work</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- Begin by taking the time to analyse and reflect on each member of your team. Summarise his or her contribution to the team, according to performance, attitudes, likely potential and relationships with others.
- Identify a difficult problem that is currently having an impact on your staff. Instead of simply considering the options by yourself, encourage your team to generate potential solutions. Endeavour to involve them in the whole process by following through on their initial input by involving them in the decision making process and implementation of the most appropriate solution.
- It is important to gain feedback on your management style and its impact on your staff.
- Consider focusing on one or two issues which you have been avoiding in recent weeks or months. Find a route by which you can approach them sensitively with the people or person concerned.
- Consider seeking feedback about how you manage conflicts from your colleagues and friends. Think about the feedback that you receive and attempt to incorporate this feedback into your style in the future.
- If a conflict situation arises, consider the other person's perspective before defending your own position. Try to look at the conflict as a conflict of ideas or approaches, rather than of people and, most importantly, try to remain neutral.
- Take some time to focus on an incident when you disagreed with a group or an individual within the Organization. Evaluate the action that you actually took in terms of how constructive it proved to be. You might want to consider using more constructive ways of expressing your disagreement in the future.
- Think about someone that you know who is effective at diffusing tense situations and resolving conflicts. Try to identify what it is that makes them effective at this. Consider whether you can adopt some of their techniques to help you adapt your style in such instances.
- If you have a mentor or close colleague, set up a meeting to brainstorm the changes for which you have been responsible within the Organization. Discuss how you dealt with the situations, what you might do differently and how this relates to your personal strengths and limitations in the area of driving for change and improvement.
- If possible, research 'best practices' across your Department or within the UN system, and, in an effort to drive for improvement, try applying these in your own department or unit.
- Try to identify major repetitive or routine procedures in your unit. At your next team meeting brainstorm for new and different ways to approach these tasks and consider trying one or two of these to see if they are successful.

## @ Recommended Simulations (available through UNSkillport.com)

- **From Technical Professional to Leadership Simulation:** For candidates considering the move from position as technical professionals to management, certain professional traits and skills are necessary.
- **Moving from Management to Leadership Simulation:** Do you feel that your people can't get along without you? If you're not available, do your people lack direction and therefore productivity suffers?
- **Leading from the Front Line Simulation: In this simulation,** you will be tasked with serving as a networker, dealing with the issues that arise when informal leaders take the initiative and lead from the front line.

## @ Recommended Job Aids (available through UNSkillport.com)

- **Leadership versus Management:** Use this Skill Guide to distinguish between leadership and management skills and attitudes.
- **Leadership Style Assessment:** Use this Skill Eval to determine your preferred leadership style.
- **A Leadership Questionnaire:** Use this Skill Eval to test your knowledge about becoming a change leader.
- **Leadership Assessment:** Use this Skill Eval to determine whether you're ready to lead a change.
- **Matching Leadership Styles to Employee Needs:** Use this Skill Guide to match your leadership style with the needs of your employees.
- **Leadership Actions - Self Assessment:** Use this Skill Eval to assess your present competence in key leadership activities.
- **Assessing Your Leadership Style:** Use this Skill Eval to assist you in determining your leadership style.
- **Analyzing Your Personal-best Leadership Experience:** Use this Skill Eval to give you insight into the skill and knowledge you've gained through experience.

## Learning through Training



There are a number of development programmes available for the Leadership competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Leadership Skills**

- The facilitative leader
- Leading without authority
- Business etiquette for supervisors
- Going from management to leadership
- Leadership in senior management

- Leadership skills for women
- Leading from the front line
- Leadership essentials
- Becoming a new manager
- A new manager's responsibilities and fears
- Lead and communicate effectively as a new manager
- A new manager's role in the company's future



### **Peacekeeping Training Programmes**

- Managing in a global business environment
- Managing cross functions
- Managing for high performance
- Managing managers

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Make time to watch a United Nations meeting or debate where conflicting parties are in disagreement. Make a point of taking critical notes of the ways that people assert themselves and which techniques are most effective.
- Try and identify a colleague or a friend who appears to be an effective manager. Discuss with this person how they go about delegating tasks and see if you can pick up any useful tips which you could incorporate into your own management style.
- Take opportunities to watch how the leaders of the Organization, for instance the Secretary-General, develop rapport and how they build relationships with people whom they meet during meetings and functions.
- Take the time to go to seminars, visit exhibitions and open days to increase your awareness of available alternatives and new developments in your field.



### **Video References**

- **The Empowering Manager** (Video – 29 mins) published by Melrose

# Learning by Reading



Go to your local library or a good bookshop and get one of the books listed below which deal with the different areas of leadership. Make sure that take the time to read it and consider setting aside a daily or weekly reading slot in your diary.



## **Recommended Reference Books**

- **Performance Leadership: The Next Practices to Motivate Your People, Align Stakeholders, and Lead Your Industry;** (2009) by Frank Buytendijk; McGraw-Hill - Full of case studies, practical examples, and unconventional thinking, this book will help you create better management processes and performance indicators that will help you make the most of your scorecards and strategic plans.
- **The 60 Second Leader: Everything You Need to Know About Leadership, in 60 Second Bites;** (2007) by Phil Dourado; John Wiley & Sons (UK) - Whether you are the CEO of a public company or the head of your own little empire of one, this shortcut book offers a high impact, time-saving guide to the essentials of leadership.
- **The Secret Language of Leadership: How Leaders Inspire Action Through Narrative** (2007) by Stephen Denning; John Wiley & Sons (US) - With lucid explanations, vivid examples and practical tips, this book introduces the concept of narrative intelligence and shows why it is key to the central task of leadership, what its dimensions are, and how you can measure it.
- **Seven Zones for Leadership: Acting Authentically in Stability and Chaos;** (2001) by Robert Terry; Consulting Psychologists Press - Let this guide help you discover the value of instituting systems to support your company's goals.
- **The 7 Heavenly Virtues of Leadership;** (2003) by Carolyn Barker and Robyn Coy (eds); McGraw-Hill Australia - This book draws together eight accomplished management thinkers to explore the quintessential leadership virtues of humility, courage, integrity, compassion, humor, passion and wisdom.
- **The Center for Creative Leadership Handbook of Leadership Development;** (1998) by Cynthia D. McCauley (ed), Russ S. Moxley (ed) and Ellen Van Velsor (ed); John Wiley & Sons - Written for those organization members striving to devise and execute development processes, this assessment highlights maximizing potential and developing higher management-level positions for women and people of colour, and more.
- **Growing Leaders;** (2001) by Steve Yearout, Gerry Miles and Richard Koonce; ASTD - Provides company leaders with tips and tricks to enhance leadership communities within organizations.
- **The Heart and Soul of Leadership;** (2002) by Carolyn Barker (ed); McGraw-Hill Australia - In this text, today's most accomplished academics and professional managers explore current and evolving concepts of leadership in Australia to discover that leadership is a reflection of the values and beliefs of the leader.
- **Quality Leadership: Standards of Leadership Behaviour;** (2008) by Richard W. Leatherman; Human Resource Development Press - Explaining basic leadership tasks in a simple, step-by-step manner, this practical manual addresses today's need for quality performance and gives techniques for handling a wide array of employee problems.

- **Leaders: Start to Finish: A Road Map for Developing and Training Leaders at all Levels;** (2005) by Anne Bruce; ASTD - For any organization determined to build world-class leaders in today's competitive marketplace, this is a hands-on, how-to, no-nonsense reference and informative guide for developing and training leadership in cutting-edge environments, large and small.
- **Women and Leadership: The State of Play and Strategies for Change;** (2007) by Barbara Kellerman and Deborah L. Rhode (eds); John Wiley & Sons (US) - Offering readers an informed analysis of the state of women and leadership, this groundbreaking book is indispensable for understanding recent progress toward equal opportunity and the challenges that remain.
- **Leader of the Future: New Visions, Strategies, and Practices for the Next Era;** (1996) by Frances Hesselbein (ed), Richard Beckhard (ed) and Marshall Goldsmith (eds); John Wiley & Sons - A fascinating collection of essays about the future, about leadership, and about the way our world is changing.
- **Leading Leaders: How to Manage Smart, Talented, Rich, and Powerful People;** (2005) by Jeswald W. Salacuse; AMACOM - Rather than relying on top-down processes that may apply in a typical leadership hierarchy, this book shows how to develop one-on-one, up-close-and-personal relationships with influential people and how to leverage their expertise toward strong results.
- **Authentic Leadership: Courage in Action;** (1993) by Robert W. Terry; John Wiley & Sons - This reference provides a practical set of tools and guides that leaders can use to enhance their everyday leadership action.
- **Leadership that Matters: The Critical Factors for Making a Difference in People's Lives and Organizations' Success;** (2003) by Marshall Sashkin and Molly G. Sashkin; Berrett-Koehler Publishers - This instructional text promotes leadership that not only improves productivity and performance but also makes a positive difference in the lives of organization members.
- **Leadership Made Simple: Practical Solutions to Your Greatest Management Challenges;** (2007) by Ed Oakley and Doug Krug; CornerStone Leadership Institute - Outlining principles that will help create a communicative, collaborative environment where solutions will evolve from the people closest to the issue, this book offers an easy-to-use process that will help you produce immediate and tangible results.
- **Leadership Lexicon: A Handbook of Leadership Competencies with Skills and Development Actions;** (2005) by Rick Bellingham and William O'Brien; Human Resource Development Press - Written for busy leaders with little time on the job to devote to improving their effectiveness, this handbook is packed with concrete behaviors for becoming the type of leader others follow.
- **The Handbook of Leadership Development Evaluation;** (2007) by Kelly M. Hannum, Jennifer W. Martineau and Claire Reinelt (eds); John Wiley & Sons (US) - Filled with examples, tools, and the most innovative models and approaches designed to evaluate leadership development in a variety of settings, this practical guide will help you answer the most common questions about leadership development efforts.
- **The Leadership Training Activity Book: 50 Exercises for Building Effective Leaders;** (2005) by Lois B. Hart and Charlotte S. Waisman; AMACOM - Featuring modules designed for beginning to advanced skill levels, this unique book provides trainers with a wide range of activities to teach and apply the most critical leadership competencies participants need, such as trust, vision, values, and more.
- **25 Legendary Leadership Activities;** (2008) by Peter R. Garber; Human Resource Development Press - Challenging, fun and a must read in your legendary leadership journey, this book is packed with activities, assessments, questionnaires and charts designed to ensure you are remembered as a good – or even great – leader.

- **The Leadership Challenge, Fourth Edition;** (2008) by James M. Kouzes and Barry Z. Posner; John Wiley & Sons (US) - Offering inspiring stories of real people achieving extraordinary results, this trusted resource reveals practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and more.
- **“Leading Change: Why Transformations Fail”;** (1995) by J. Kotter; Harvard Business Review.
- **“Harnessing the Science of Persuasion”;** (October 2001) by Robert B. Cialdini; Harvard Business Review.
- **Influencing People;** (1999) by J. Rogers; AMACON.
- **Strategic Organizational Change: A Practitioner’s Guide for Managers and Consultants;** (2002) by John P. Kotter and Dan Cohen; Harvard Business School Press.
- **The Heart of Change Field Guide;** (2005) by Dan Cohen; Harvard Business School Press.
- **Leading Change;** (1996) by John Kotter; Harvard Business School Press.
- **Harnessing the Science of Persuasion;** (October 2001) by Robert Cialdini; Harvard Business Review.
- **The Seven Habits of Highly Effective People;** (1999) by Stephen Covey; Simon and Schuster
- **In Over Our Heads: The Mental Demands of Modern Life;** (1994) by R. Kegan; Cambridge, MA: Harvard University Press..

### @ **Recommended Skill Briefs (available through UNSkillport.com)**

- **The Three Leadership Roles:** Explore the three leadership roles.
- **The Three Myths Regarding Leadership:** Explore the three myths regarding leadership.
- **Four Leadership Styles:** Explore four leadership styles.
- **Four Leadership Roles:** Explore four leadership roles.
- **Progressive Leadership:** Study the activities that will make you a progressive leader.
- **Leadership Practice:** Explores two successful leadership practices.
- **Five Styles of Leadership:** Explore five different styles of leadership you can use.
- **Applying Leadership Skills:** Learn how to apply your leadership skills to achieve success.
- **Developing Exceptional Leadership Skills:** Learn to focus on yourself to become an exceptional leader.
- **Identifying Leadership Characteristics:** Learn about characteristics required of today’s leaders.
- **Understanding Levels of Leadership:** Explore leadership roles in a learning organization
- **Understanding Leadership During Change:** Learn to redesign your leadership approach to manage change.

- **Models and Styles of Effective Leadership:** Apply leadership models and styles to various situations.
- **Leadership Theory:** Explore five popular leadership theories.
- **Strong Leadership and Successful Teams:** Learn how strong leadership can strengthen a team.
- **Supportive Leadership:** Learn about supportive leadership



### ***Other Reference Books***

- **Transform Your Management Style** (1998) by H. Walmsley published by Kogan Page
- **The Human Equation** (1998) by J. Pfeffer published by Harvard Business School Press
- **Administración De Personal Por Objectives** (1973) by G.S. Odiorne published by Diaria (Spanish)
- **Guide du Management dans le Service Pub** by S. Alecian and D. Foucher published by Organization (French)
- **Invitation a une Philosophie du Management** by B. Jarrosson published by Calmann-Levy (French)



## EMPOWERING OTHERS

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE

## MANAGERIAL COMPETENCY: EMPOWERING OTHERS

The competency of Empowering Others is likely to be important to your job performance if your key objectives involve any of the following:

- Managing individuals or teams
- Delegating work to others and holding them accountable for results
- Setting goals for staff
- Motivating staff
- Working collaboratively, or managing a collaborative activity

## Positive Indicators

- 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.

## Negative Indicators

- Keeps responsibilities to self.
- Gives assignments without independence.
- Provides insufficient direction.
- Discourages initiative.
- Takes on too much personally/becomes personally overloaded.
- Consults only when necessary.
- Fails to stretch people.
- Makes self-indispensable.

## MANAGER

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Delegating work to others and holding them accountable for results
- Setting goals for staff and teams
- Motivating staff through building a positive work environment in the unit
- Working collaboratively, or managing a collaborative activity

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Allocates work without providing staff with the responsibility for it, and without making expectations clear, and is prone to micro manage rather than giving staff autonomy</li> <li><input type="checkbox"/> Does not set clear goals for staff, or when done, sets goals which are either over or under stretching so that staff do not commit to them</li> <li><input type="checkbox"/> Puts little effort into motivating staff, rarely showing any appreciation for work completed well, or rewarding achievements</li> <li><input type="checkbox"/> Does not attempt to involve staff or colleagues in decisions which affect them, seeking no input or views from them, and doing little to ensure that their views are represented in the positions taken</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates responsibility for key activities to staff, but could sometimes be insufficiently clear about performance expectations, or may be prone to over manage rather than giving full autonomy</li> <li><input type="checkbox"/> Generally aims to set challenging goals for staff, but may not always keep targets realistic or explain fully the purpose behind more challenging objectives</li> <li><input type="checkbox"/> Seeks to motivate staff, but may rely on a rather limited repertoire of techniques and fail to adapt the approach to suit the individual or situation</li> <li><input type="checkbox"/> May seek some input from key staff or colleagues when making decisions which affect them, but generally does not involve others fully in the decision making process</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates responsibility and autonomy for key activities to staff whilst ensuring that performance expectations are clarified</li> <li><input type="checkbox"/> Sets stretching but achievable goals for staff, encouraging them to challenge themselves through the targets they agree</li> <li><input type="checkbox"/> Uses a variety of different methods of motivating staff, targeting the technique appropriately depending on the situation faced</li> <li><input type="checkbox"/> Generally involves staff and colleagues in decisions which affect them, seeking their input and views</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keenly delegates responsibility to staff giving as much autonomy as possible to staff whilst ensuring performance expectations are clarified</li> <li><input type="checkbox"/> Works closely with staff when setting goals, encouraging them to set stretching targets which will challenge them, and exploring how to help staff achieve these</li> <li><input type="checkbox"/> Uses a variety of different methods of motivating staff, targeting the technique appropriately depending on the individual and situation faced</li> <li><input type="checkbox"/> Involves staff and colleagues as much as possible in decisions which affect them, seeking input and views, and always showing respect for the opinions given</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Delegating work to others and holding them accountable for results
- Setting goals for staff and teams
- Motivating staff through building a positive a work environment in the department or division
- Working collaboratively, or managing a collaborative activity

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Allocates work without providing staff with the responsibility for it, and without making expectations clear, and is prone to micro manage rather than giving staff autonomy</li> <li><input type="checkbox"/> Does not set clear goals for staff, or when done, sets goals which are either over or under stretching so that staff do not commit to them</li> <li><input type="checkbox"/> Puts little effort into motivating staff, rarely showing any appreciation for work completed well, or rewarding achievements, and creates a less motivating and positive team culture within the department or division</li> <li><input type="checkbox"/> Does not attempt to involve staff or colleagues in decisions which affect them, seeking no input or views from them, and doing little to ensure that their views are represented in the positions taken</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates responsibility for key activities to staff, but could sometimes be insufficiently clear about performance expectations, or may be prone to over manage rather than giving full autonomy</li> <li><input type="checkbox"/> Generally aims to set challenging goals for staff, but may not always keep targets realistic or explain fully the purpose behind more challenging objectives</li> <li><input type="checkbox"/> Seeks to motivate staff, but may rely on a rather limited repertoire of techniques, fail to adapt the approach to suit the individual or situation, and focus on motivating individuals rather than building a motivating culture within the department or division</li> <li><input type="checkbox"/> May seek some input from key staff or colleagues when making decisions which affect them, but generally does not involve others fully in the decision making process</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delegates responsibility and autonomy for key activities to staff whilst ensuring that performance expectations are clarified</li> <li><input type="checkbox"/> Sets stretching but achievable goals in conjunction with staff, encouraging them to challenge themselves through the targets they agree</li> <li><input type="checkbox"/> Uses a variety of different methods of motivating staff, targeting the technique appropriately depending on the situation faced, and considers how to raise motivation levels across the department or division</li> <li><input type="checkbox"/> Generally involves staff and colleagues in decisions which affect them, seeking their input and views</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keenly delegates responsibility to staff giving as much autonomy as possible to staff whilst ensuring performance expectations are clarified, and ensures other department or division managers to do likewise</li> <li><input type="checkbox"/> Works closely with staff when setting goals, encouraging them to set stretching targets which will challenge them, and exploring how to help staff achieve these</li> <li><input type="checkbox"/> Uses a variety of different methods of motivating staff, targeting the technique appropriately depending on the individual and situation faced, and creates a positive and motivating work culture within the department or division</li> <li><input type="checkbox"/> Involves staff and colleagues as much as possible in decisions which affect them, seeking input and views, and always showing respect for the opinions given</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- How do you handle delegating to others? Can you have a discussion about this with your manager? You might like to try to determine whether you could delegate more or less and, when you do delegate, if you provide adequate information that allows individuals to 'run' with a project. Also, do you identify the appropriate people for the tasks that you delegate.
- Take the time to analyse and reflect on each member of your team. Consider each individual and summarise his or her contribution to the team, according to performance, attitudes, likely potential and relationships with others.
- Take the time to talk to your staff in an effort to find out what sort of tasks they would like to do. Examine how this corresponds with your current responsibilities, and consider the feasibility of handing over some of these tasks to the individuals concerned. Avoid simply allocating information gathering exercises to your subordinates.
- Identify a difficult problem that is currently having an impact on your staff. Instead of simply considering the options by yourself, encourage your team to generate potential solutions. Endeavour to involve them in the whole process by following through on their initial input by involving them in the decision making process and the implementation of the most appropriate solution.
- Consider making two parallel lists of your current work tasks and objectives and head one list "Keep" and the other "Delegate". Try to make sure that only tasks that you think are absolutely essential that you complete are kept under "Keep". Then focus on delegating or re-delegating the tasks to the appropriate individuals. It is also important that you make sure that you are giving people the responsibility they are capable of dealing with.
- Make an effort to push yourself to take on roles in activities outside of the Organization where you have to delegate tasks effectively.
- Try to recognize the difference between asserting your needs and being overly aggressive. You will find this easier if you gain feedback on your management style and its impact on your staff, from colleagues who have witnessed your style first hand.
- Make a list of your tasks within the Organization that could be delegated to other people. It is important that you try to think through the following points:
  - Which parts of your work do you need to do yourself?
  - Which parts of your work could someone else do?
  - Who may benefit from the opportunity to carry out the task?
  - How much decision making authority should you give that person? (The person concerned may be more capable of making decisions than you may think. Remember to try to give the individual a sense of task ownership).
  - Consider letting members of your staff stand in for you at meetings; this is one way to give increased responsibility and autonomy.

- If you have to review below standard performance with your staff, be sure that the individual really understands what the expected standards of performance are. This will help you to ensure that each team member is accountable for his or her own performance.
- You might like to consider writing down as many examples as you can think of when you have encouraged your team members or rewarded their achievements over the last month. Write down the opportunities that you missed and try and determine why this is, whilst focusing on not missing future opportunities.

### @ **Recommended Simulations (available through UNSkillport.com)**

- **Moving from Management to Leadership Simulation:** Do you feel that your people can't get along without you? If you're not available, do your people lack direction and therefore, productivity suffers?

### @ **Recommended Job Aids (available through UNSkillport.com)**

- **Empowerment Guidelines:** Use this SkillGuide to assist your organization in fostering empowerment in the workplace.
- **Steps to Empowering:** Use this SkillCard to help colleagues make decisions.

## Learning through Training



There are a number of development programmes available for the Empowering Others competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:

### **Core UN Training Programmes Addressing Empowering Others**

- Energising and empowering employees
- Leading by enabling
- Leading a customer focused team
- Managing delegation
- The facilitative leader
- Leadership communication skills

### **Peacekeeping Training Programmes**

- Effective delegation
- Facilitating successfully

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



You should consider asking people in similar jobs to yourself within the Organization, what tasks that they tend to delegate. Spend time with them discussing how and why they do this so that you see opportunities to take a similar approach yourself.



### **Video References**

- **Effective Delegation** (Video – 22 mins) published by Melrose
- **The Empowering Manager** (Video – 29 mins) published by Melrose

## Learning by Reading



Select a book on empowering others from the list below. It is important that you make time to read it thoroughly.



### **Recommended Reference Books**

- **Keep 'em Motivated: A Practical Guide to Motivating Employees;** (2003) by Larry R. Williams; Marshall Cavendish - Intended to take some of the guesswork out of motivating others, this simple, yet comprehensive book offers fourteen practical solutions to assist in sparking or maintaining the self-motivation of staff members.
- **Lessons in Loyalty: How Southwest Airlines Does It: An Insider's View;** (2005) by Lorraine Grubbs-West; CornerStone Leadership Institute - Written by a former Southwest Airlines senior executive, this practical guide shares philosophies and tactics used by Southwest, and offers strategies to help your organization become stronger and more effective by creating a more loyal workforce.
- **Coaching, Counseling & Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance, Second Edition;** (2007) by Florence M. Stone; AMACOM - An essential guide for managers who want to build their confidence and skills in getting the most from their people, this book is filled helpful tools like self-assessments and real-life scenarios to assist in improving employee performance.
- **The Coaching Revolution: How Visionary Managers are Using Coaching to Empower People and Unlock Their Full Potential;** (2004) by David Logan and John King; F + W Publications - Presenting the best practices of today's top managers, this useful guide will help employees evaluate their performance, outline a plan of action with clear goals for improvement, and hold employees accountable to what they say they'll deliver.

- **Finding Your True North: A Personal Guide;** (2008) by Bill George, Andrew N. McLean and Nick Craig; John Wiley & Sons (US) - Including targeted exercises that help leaders hone in on the purpose of their leadership, this personal guide will enable you to go deeper into your life story, discover your passions, and develop into an authentic leader.
- **Leadership Skills for Managers, Third Edition;** (1995) by Warren Blank; AMACOM - Learn about new leadership challenges and develop skills to become a powerful contributor to organizational effectiveness.

### @ Recommended Skill Briefs (available through UNSkillport.com)

- **Ways to Energize and Empower People:** Discover several ways you can energize and empower people
- **How to Empower Your Staff:** Learn how to empower your staff
- **It's All About Teamwork:** Company bullies get the boot to make way for teamwork
- **Understanding Empowerment:** Discover ways to empower employees
- **Empowering Team Members:** Discover three techniques for empowering employees

### Other Reference Books

- **Zapp: The Lightning of Empowerment** (1998) by W.C. Byham and J. Cox published by Zapp
- **Empowerment: A Practical Guide to Success** (1996) by C.D. Scott and D.T. Jaffe published by Kogan Page
- **Delegating with Confidence** (1996) by J. Coates and C. Breeze published by IPD
- **Delegating for Results** (1986) by R.B. Maddux published by Kogan Page
- **Motivacion Y Enriquecimiento Del Trabajo** (1977) by W.A. Randolph and B.Z. Posner published by Grijalbo (Spanish)
- **La Delegation Efficace** by C. Lunacek published by ESF (French)





CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY

LEADERSHIP  
 PLANNING  
 & ORGANIZING  
**MANAGING  
 PERFORMANCE**

**MANAGING  
 PERFORMANCE**

## MANAGERIAL COMPETENCY: MANAGING PERFORMANCE

The competency of Managing Performance is likely to be important to your job performance if your key objectives involve any of the following:

- Managing individuals or teams
- Establishing reporting lines and allocating responsibilities
- Allocating people to tasks
- Conducting review meetings to monitoring performance and project progress against milestones
- Conducting performance appraisals
- Providing feedback, both formal and informal, to others
- Acting as a coach or mentor
- Setting or supporting staff members' development plans

### Positive Indicators

- Delegates the appropriate responsibility, accountability and decision-making authority.
- Makes sure 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 staff when they make mistakes.
- Actively supports the development and career aspirations of staff.
- Appraises performance fairly.

### Negative Indicators

- Does not make expectations clear to others.
- Utilises people on the basis of availability rather than skill.
- Does not use milestones and deadlines to assess progress.
- Subjective in the assessment of people.
- Intolerant of staff that make mistakes.
- Looks to assign blame for mistakes.
- Lax or inconsistent in discussing performance.
- Not supportive of development or career aspirations.

## MANAGER

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Establishing reporting lines and allocating responsibilities within a team
- Allocating people to tasks
- Conducting review meetings for monitoring performance and project progress against milestones
- Conducting performance appraisals
- Providing feedback, both formal and informal, to others
- Acting as a coach or mentor
- Setting or supporting staff members' development plans

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes no effort to establish clear reporting lines or to allocate accountabilities and responsibilities across team members</li> <li><input type="checkbox"/> Provides no feedback, or feedback which is general and vague, to staff, and points out problem areas with no attempt to address these through appropriate development actions</li> <li><input type="checkbox"/> Often lets formal performance appraisals and less formal performance discussions slip, and may miss them completely, due to daily pressures, and rarely prepares before discussing performance with staff members</li> <li><input type="checkbox"/> Makes no effort to support the development or career aspirations, leaving individual staff members to identify and undertake any development opportunities, and sometimes blocking requests for development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes clear reporting lines, but could more clearly allocate accountabilities and responsibilities across team members to support performance goals</li> <li><input type="checkbox"/> Provides some feedback to staff, although in a rather ad hoc manner, and raises areas of concern but may not always follow these through into setting clear development actions</li> <li><input type="checkbox"/> Can let formal performance appraisals and less formal performance discussions slip due to daily pressures, and may not always prepare thoroughly beforehand</li> <li><input type="checkbox"/> Supports the development of staff, helping them set development plans to address development needs within the current role, but does not focus on longer term career aspirations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes clear reporting lines and allocates accountabilities and responsibilities to all team members to support performance goals</li> <li><input type="checkbox"/> Provides clear specific feedback to all team members at formal regular reviews, and addresses any concerns through setting appropriate development actions</li> <li><input type="checkbox"/> Gives a high priority to formal performance appraisals, preparing before them and treating staff fairly, but may occasionally let daily pressures interrupt less formal performance discussions throughout the year</li> <li><input type="checkbox"/> Supports the development and career aspirations of staff, helping them address any development needs within the current role and discussing longer term career goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and regularly reviews the reporting lines, accountabilities and responsibilities of all team members to ensure structures support performance goals</li> <li><input type="checkbox"/> Provides clear, specific and timely feedback to all team members on a regular basis, addressing any concerns promptly through coaching or other development actions</li> <li><input type="checkbox"/> Takes performance management seriously, giving priority to formal performance appraisals and informal performance discussions, preparing thoroughly before them, and always treating staff fairly</li> <li><input type="checkbox"/> Supports the development and career aspirations of staff, helping them fulfil their long term goals as well as addressing development needs within the current role</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Establishing reporting lines and allocating responsibilities within a department or division
- Allocating people to tasks
- Conducting review meetings for monitoring performance and project progress against milestones
- Conducting performance appraisals
- Providing feedback, both formal and informal, to others
- Acting as a coach or mentor
- Setting or supporting staff members' development plans

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes no effort to establish clear reporting lines or to allocate accountabilities and responsibilities across the department or division</li> <li><input type="checkbox"/> Provides no feedback, or feedback which is general and vague, to staff, and points out problem areas with no attempt to address these through appropriate development actions</li> <li><input type="checkbox"/> Often lets formal performance appraisals and less formal performance discussions slip, and may miss them completely, due to daily pressures, and rarely prepares before discussing performance with staff members</li> <li><input type="checkbox"/> Makes no effort to support the development or career aspirations, leaving individual staff members to identify and undertake any development opportunities, and sometimes blocking requests for development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes clear reporting lines, but could more clearly allocate accountabilities and responsibilities across the department or division to support performance goals</li> <li><input type="checkbox"/> Provides some feedback to staff, although in a rather ad hoc manner, and raises areas of concern but may not always follow these through into setting clear development actions</li> <li><input type="checkbox"/> Can let formal performance appraisals and less formal performance discussions slip due to daily pressures, and may not always prepare thoroughly beforehand</li> <li><input type="checkbox"/> Supports the development of staff, helping them set development plans to address development needs within the current role, but does not focus on longer term career aspirations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes clear reporting lines and allocates accountabilities and responsibilities across the department or division to support performance goals</li> <li><input type="checkbox"/> Provides clear specific feedback to all team members at formal regular reviews, and addresses any concerns through setting appropriate development actions</li> <li><input type="checkbox"/> Gives a high priority to formal performance appraisals, preparing before them and treating staff fairly, but may occasionally let daily pressures interrupt less formal performance discussions throughout the year</li> <li><input type="checkbox"/> Supports the development and career aspirations of staff, helping them address any development needs within the current role and discussing longer term career goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and regularly reviews the reporting lines, accountabilities and responsibilities across the department or division to ensure structures support performance goals</li> <li><input type="checkbox"/> Provides clear, specific and timely feedback to all staff on a regular basis, addressing any concerns promptly through coaching or other development actions</li> <li><input type="checkbox"/> Creates a performance culture within the department or division by giving priority to formal performance appraisals and informal performance discussions, preparing thoroughly before them, and always treating staff fairly</li> <li><input type="checkbox"/> Supports the development and career aspirations of staff, helping them fulfill their long term goals as well as addressing development needs within the current role</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- Take time to talk to individuals within the UN whom you regard as being successful people managers. Discuss with them how they approach managing the performance of their teams and how they have subsequently ensured that required standards are met.
- Prepare a list of issues concerning your team's performance which you know could be improved; think about what you can do to address each of these issues.
- Consider asking your team for feedback about how clear they are with respect to their goals, responsibilities and objectives. It is important that you ask them what you could do to be more effective at providing them with a clear sense of direction.
- It is important that you ensure that new team members receive a copy of the mission and vision statements of your unit and the Organization.
- It may be useful for you to have regular meetings with your team or department to discuss performance and set goals and objectives for the forthcoming period.
- Take the time to make a list of all of the situations in which you have ever taken the role of team or group leader. Look at how much you helped to organize the group and try to determine whether or not you do this consistently.
- Ensure that there are current job descriptions of your staff, and you are familiar with them. Review their performance against this on a regular basis and ensure that you are aware of their levels of performance.
- When reviewing below average performance with staff watch for clues of deeper problems and be prepared to be flexible (in the short term at least) in your demands, especially when a legitimate problem is getting in the way.
- Experiment with encouraging others who seek your counsel to come up with ideas and suggestions to solve the problem themselves. Try to hold back from offering your ideas straightaway.
- Be willing to give people accurate and honest feedback. Give praise for success but also confront problems. Try to make sure that your feedback is descriptive, focusing on behaviors, rather than your opinions or judgments of the situation.
- Try to be more aware of both verbal and non-verbal clues which could indicate when things are not going well for staff at work, and consider whether or not any of these apply to the people that you currently manage.
- When you are grappling with a challenge in the office, try to involve your staff by asking for their opinions. Encourage them to draw on their own experiences and use their input positively to facilitate debate and discussion.
- Consider seeking feedback from other people on your staff's performance with outside bodies or other units within the Organization. Look for positive behaviours as well as areas for improvement. Try to capitalize on their strengths as well as focusing on development needs.

- Make sure that you analyze the views that you have of your subordinates objectively. Take time to reflect upon each individual and summarize his or her contribution to the unit, according to performance, attitudes, likely potential and relationships with others.
- It is important that you encourage individuals to take responsibility for their own development. Ensure that they feel they can discuss their own development needs and suggestions with you and try to provide an environment which encourages development.
- Discuss professional learning and development with your subordinates, using the structure and information provided in this personal development pack as a basis. Focus on the individual's development needs and his/her individual learning style. Develop an action plan and make time to help them review it.
- Communicate and ensure that your staff participate in the range of development options available to them (e.g. UN training and learning courses, relevant external training, and relevant literature).
- Consider how important the role of a mentor can be and encourage your staff to find appropriate informal mentors to assist their development. Remember, it is possible that you may be able to fill this role yourself.
- Try to find a mentor with whom you can discuss your progress as a team leader. Look for someone who has a reputation for leading others, has a wide range of skills, knows a lot about the Organization and has a wide range of contacts.

### @ **Recommended Simulations (available through UNSkillport.com)**

- **Crucial Skills for Tomorrow's Managers Simulation:** In business today, managers are moving far beyond the boundaries of traditional directorship. Ever-evolving models require that managers be equal parts teacher, advocate and mentor, fostering the growth of their most valuable asset-- personnel.
- **Appraising Performance Simulation:** Consider your last performance appraisal. Was it a positive experience? Did it give you a clear idea of which areas you performed well in and which areas required more attention?

### @ **Recommended Job Aids (available through UNSkillport.com)**

- **Indicators of Team Performance:** Use this job aid to learn more about team performance factors and how they are exhibited in teams.
- **Indirect Indicators of High-performance Teams:** Use this job aid to determine how your team measures up against the indirect indicators of high-performance teams.

## Learning through Training



There are a number of development programmes available for the Managing Performance competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



## ***Core UN Training Programmes Addressing Managing Performance***

- Assessing performance continuously
- Managing for high performance
- Understand and confront performance problems
- Revving up your high performance team
- Leading high performance on-site teams
- Problem performance management
- Management excellence: performance based appraisals
- An essential guide to giving feedback
- Motivate and recognise staff
- Behavioural interviewing
- 360 degree performance appraisal
- The consummate coach
- Practical coaching skills for managers
- Fixing broken teams



## ***Peacekeeping Training Programmes***

- Managing for high performance
- Coaching with confidence
- Managing technical professionals
- Problem performance management

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## **Learning by Listening/Watching**



- Plan ahead to watch television programmes or United Nations activities in which you are likely to see team leaders in action. You should analyze and discuss their behaviour and qualities with a friend or colleague, trying to identify good and bad practices.
- You might like to seek out another team leader, whose unit is particularly effective. Ask them for a meeting, or even better, spend some time with them during working hours. Identify the ingredients of their success and report to your manager about any new practices which you intend to adopt.



## Video References

- **The Leadership Challenge** (Video – 23 mins) published by CRM Films
- **The Power of Vision** (Video – 31 mins) published by The Industrial Society
- **The One-Minute Manager** (Video – 50 mins) published by Video Arts

## Learning by Reading



- Review those professional journals which may provide interesting and informative articles about performance management issues. Make sure that you receive and read any relevant material on this subject.
- Go to a good bookshop or a library and choose one or two books to read on managing or leading others from the reading list below.
- Select a book on developing and coaching others from the list below. Go to a good bookshop or library and get this book and make sure that you take the time to read it.



## Recommended Reference Books

- **Putting Management Back Into Performance: A Handbook for Managers and Supervisors;** (2003) by James Webb; Allen & Unwin - Setting out seven strategies for effective performance management, this book provides practical approaches to meeting the needs of your own system while using the process in a way that is positive for your business and your people.
- **Performance Leadership: The Next Practices to Motivate Your People, Align Stakeholders, and Lead Your Industry;** (2009) by Frank Buytendijk; McGraw-Hill - Full of case studies, practical examples, and unconventional thinking, this book will help you create better management processes and performance indicators that will help you make the most of your scorecards and strategic plans.
- **Case Studies in Performance Management: A Guide from the Experts;** (2006) by Tony Adkins; John Wiley & Sons (US) - A compilation of case studies in Activity-Based Costing (ABC) and Performance Management (PM), this book will help you to dramatically improve your company's performance and get back its competitive edge.
- **Performance Management: Key Strategies and Practical Guidelines, 3rd Edition;** (2006) by Michael Armstrong; Kogan Page - Including numerous case studies and invaluable advice from experienced practitioners, this book provides the ideal action plan for any manager wanting to get the best from his or her employees.
- **"Managing Away Bad Habits";** (2001) by J. Waldrop and T. Butler; Harvard Business Review
- **"How to Motivate Your Problem People";** (2002) by N. Nicholson; Harvard Business Review

- **Difficult Conversations: How to Discuss What Matters Most;** (1999) by Douglas Stone, Bruce Patton & Sheila Heen; New York: Penguin Books.
- **What Did You Say? The Art of Giving and Receiving Feedback;** (1991) by Charles Seashore, Edith Seashore and Gerald Weinberg; North Attleborough MA: DOUGLAS Charles Press.

### **Recommended Skill Briefs (available through UNSkillport.com)**

- **Managing Poor Performance:** Learn about managing performance problems.
- **Recruiting High Performers:** Learn about the performance-based selection process.
- **Performance Management:** Learn about eight steps for performance management.
- **Evaluating the Team's Performance:** Learn how to evaluate your team's performance.
- **Strategies for Managing Performance:** Learn about mentoring and coaching for higher performance.
- **Types of Feedback:** Learn how to use feedback to develop high performers.
- **Managing a Team's Performance:** Explore the Manage Project Team inputs and techniques.
- **Creating a High-Performance Culture Using Motivation:** Learn how to motivate employees for achievement.

### **Other Reference Books**

- **Managing for High Performance** (1996) by R. Moores published by The Industrial Society
- **80 Things You Must Do to Be a Great Boss** (1995) by D. Freemantle published by McGraw-Hill
- **Target Setting** (1998) by I. Lawson published by The Industrial Society
- **Manual Del Directivo: Guia Practica Para Una Gerencia Eficaz** by A. Young published by Everest (Spanish)
- **Le Management d'une equipe** by J. and R. Simonet published by Organization (French)
- **Invitation a une Philosophie du Management** by B. Jarrosson published by Calmann-Levy (French)



# BUILDING TRUST

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
**BUILDING TRUST**  
 EMPOWERING OTHERS  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO CONTINUOUS LEARNING

UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR DIVERSITY

LEADERSHIP  
 PLANNING & ORGANIZING  
 MANAGING PERFORMANCE

## MANAGERIAL COMPETENCY: BUILDING TRUST

The competency of Building Trust is likely to be important to your job performance if your key objectives involve any of the following:

- Managing individuals or teams
- Delegating important work to others
- Negotiating, either with internal or external contacts
- Handling confidential or highly sensitive information
- Addressing sensitive issues with other people

### Positive Indicators

- Provides an environment in which others can talk and act without fear or repercussion.
- Manages in a deliberate and predictable way.
- Operates with transparency, has no hidden agenda.
- Places confidence in colleagues, staff members and clients.
- Gives proper credit to others.
- Follows through on agreed upon actions.
- Treats sensitive or confidential information appropriately.

### Negative Indicators

- Has hidden agendas, disguises intentions and feelings.
- Unpredictable and inconsistent in management approach.
- Tends to be lax in delivering on promises.
- Actions inconsistent with what is conveyed.
- Makes it difficult or provides a disincentive for others to speak openly.
- Can be indiscrete.

## MANAGER

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Delegating important work to others
- Negotiating, either with internal or external contacts
- Handling confidential or highly sensitive information
- Addressing sensitive issues with other people

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is less transparent, often operating with hidden agendas, and rebukes those who are open</li> <li><input type="checkbox"/> Management communications and actions are generally quite prone to be inconsistent or unpredictable, and appear to be taken impulsively rather than as part of a deliberate approach</li> <li><input type="checkbox"/> Is generally distrustful of colleagues and staff, tending to micro manage any delegated work and to limit the freedom with which others can operate</li> <li><input type="checkbox"/> Breaks confidences, sharing confidential or sensitive information too widely and frequently engaging in gossip</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tries to encourage others to be open, but personal behaviour may sometimes be less transparent or involve hidden agendas</li> <li><input type="checkbox"/> Whilst management communications and actions are generally consistent, deliberate and predictable, is prone to occasional inconsistency or unpredictability in approach</li> <li><input type="checkbox"/> Generally has confidence in staff and colleagues, but tends to manage delegated work quite closely and may not always provide sufficient freedom for others to work independently</li> <li><input type="checkbox"/> Generally keeps key confidential or sensitive information secure, but may be inclined to gossip or share some information too widely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages openness so that people talk without any fear of repercussions</li> <li><input type="checkbox"/> Generally tries to make sure that all management communications and actions are consistent, deliberate and predictable</li> <li><input type="checkbox"/> Has confidence in colleagues and staff, allocating them responsibilities and providing them with a reasonable degree of freedom to deliver</li> <li><input type="checkbox"/> Treats sensitive or confidential information appropriately, making real efforts to avoid ever speaking out of turn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages openness so that people talk without any fear of repercussions, and encourage each other to address issues openly</li> <li><input type="checkbox"/> Ensures all management communications and actions are consistent, deliberate and predictable, and will discuss the rationale for them when asked</li> <li><input type="checkbox"/> Overtly expresses confidence in colleagues and staff, allocating them responsibilities and providing them with the freedom to deliver without unnecessary interference</li> <li><input type="checkbox"/> Treats sensitive or confidential information appropriately, never talking out of turn, and encourages others to do likewise, taking firm action where confidences are broken</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Managing individuals or teams
- Delegating important work to others
- Building an open and transparent culture in the department or division
- Negotiating, either with internal or external contacts
- Handling confidential or highly sensitive information
- Addressing sensitive issues with other people

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is less transparent, often operating with hidden agendas, and rebukes those who are open, creating a less open climate within the department or division as a whole</li> <li><input type="checkbox"/> Management communications and actions are generally quite prone to be inconsistent or unpredictable, and appear to be taken impulsively rather than as part of a deliberate approach</li> <li><input type="checkbox"/> Is generally distrustful of colleagues and staff, tending to micro manage any delegated work and to limit the freedom with which others can operate</li> <li><input type="checkbox"/> Breaks confidences, sharing confidential or sensitive information too widely and frequently engaging in gossip</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tries to encourage others in the department or division to be open, but personal behaviour may sometimes be less transparent or involve hidden agendas</li> <li><input type="checkbox"/> Whilst management communications and actions are generally consistent, deliberate and predictable, is prone to occasional inconsistency or unpredictability in approach</li> <li><input type="checkbox"/> Generally has confidence in staff and colleagues, but tends to manage delegated work quite closely and may not always provide sufficient freedom for others to work independently</li> <li><input type="checkbox"/> Generally keeps key confidential or sensitive information secure, but may be inclined to gossip or share some information too widely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages openness within the department or division so that people talk without any fear of repercussions</li> <li><input type="checkbox"/> Generally tries to make sure that all management communications and actions are consistent, deliberate and predictable</li> <li><input type="checkbox"/> Has confidence in colleagues and staff, allocating them responsibilities and providing them with a reasonable degree of freedom to deliver</li> <li><input type="checkbox"/> Treats sensitive or confidential information appropriately, making real efforts to avoid ever speaking out of turn</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages the development of an open culture within the department or division which allows people to talk without any fear of repercussions</li> <li><input type="checkbox"/> Ensures all management communications and actions are consistent, deliberate and predictable, and will discuss the rationale for them when asked</li> <li><input type="checkbox"/> Overtly expresses confidence in colleagues and staff, allocating them responsibilities and providing them with the freedom to deliver without unnecessary interference</li> <li><input type="checkbox"/> Treats sensitive or confidential information appropriately, never talking out of turn, and encourages others to do likewise, taking firm action where confidences are broken</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- Take the time to make a list of your major prejudices, of people who irritate you, and of behaviours you find difficult to tolerate. Make a conscious effort to control your feelings when coming across people who illustrate these behaviours. Instead of ignoring them or reacting negatively, try to engage them in conversation and get to know them and what they have to offer.
- Practise being sensitive, not only to what people say but to how they are saying it and try to understand what the real message is that they are trying to communicate. Watch people's eyes, their face muscles, their posture, their movements and gestures for clues that will assist you. Unfortunately there is no sure dictionary to translate non-verbal behaviours into meanings, but they can give additional clues to what is going on within the speaker. This in turn can be useful when trying to motivate and develop less forthcoming staff.
- Ask a colleague who has attended a meeting with you to comment upon how well you listened to other people who were present. Ask them whether you interrupted, jumped in too quickly with your own ideas, put people down, finished their sentences for them or generally monopolised the situation. Try to determine to what extent you registered that you had listened effectively to others, that you encouraged contributions, that you were able to summarise people's comments and that your suggestions showed that you had understood and were including other peoples' viewpoints.
- Try and assess your ability to listen to other people. This is one way to assess whether you need to develop your skills in the area of listening more attentively to other people.
- Consider making time to write down as many examples as you can think of when you have encouraged your team members or rewarded their achievements over the last week. Write down the opportunities that you missed and try and determine why this is, whilst focussing on not missing future.
- Take the time to list all of the ways that you can recognise when other people are experiencing problems or difficulties at work. Think of both verbal and non-verbal clues which could indicate when things are not going well and watch out for these in future.
- Ask trusted colleagues or peer managers to be candid about whether they have seen instances where you have reacted without consideration of others peoples' feelings. Ensure that you take the time to think about the feelings of others before reacting in similar situations in the future.
- Consider soliciting feedback from your team members regarding how consistent they see your approach to them as being. Being as consistent as possible in your day to day interactions with your team will help them to understand your likely reactions and approach.
- Try to ensure that you apply rules and regulations fairly and consistently across all team members, including yourself.

## @ Recommended Simulations (available through UNSkillport.com)

- **Moving from Management to Leadership Simulation:** Do you feel that your people can't get along without you? If you're not available, do your people lack direction and therefore, productivity suffers?

## @ Recommended Job Aids (available through UNSkillport.com)

- **Trust-building Work Sheet:** Use this job aid to build trust between new mentoring partners.
- **Rules for Building Trust:** Use this Skill Guide to create trust rules and guidelines for team members to follow.
- **Performance Record for Building Trust:** Use this Skill Guide to identify tangible examples of past performance demonstrating that others can trust you.
- **Performance Inventory for Building Trust:** Use this job aid to identify tangible examples of past performance demonstrating that others can trust you.

## Learning through Training



There are a number of development programmes available for the Building Trust competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### **Core UN Training Programmes Addressing Building Trust**

- Revving up your high performing project team
- Communicating a shared vision
- Connecting and communicating
- The path to peace and harmony
- Overcoming the challenges of change
- Power prospecting
- Foundations of coaching



### **Peacekeeping Training Programmes**

- Coaching with confidence
- Managing as coach and counsellor

Many of these programmes, and other related programmes, are available in a range of languages. Visit UNSkillport.com to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- Try to identify a colleague or a friend who comes across as being particularly sensitive to other people's feelings. Discuss with that person how they go about interacting with people and attempt to pick up any useful tips which you could subsequently adopt to enhance your own interpersonal style.
- Plan to watch or listen to television and radio programmes concerning counselling techniques and the skills that are required for more effective listening.



### **Video References**

- **What's the Problem? – Managing Conflict at Work** (2 x Videos – 31 mins, 27 mins) published by BBC for Business
- **Good Vibrations – Improving Interpersonal Skills** (Video – 25 mins) published by The Industrial Society

## Learning by Reading



- Read about and practise a range of different listening techniques. It is important that you try to understand people's ideas and views from their perspective without prejudging situations. Make an effort to try to avoid interrupting people while they are talking and wait until they have finished before you start to speak.



### **Recommended Reference Books**

- **Trust & Betrayal in the Workplace: Building Effective Relationships in Your Organization, Second Edition;** (2006) by Dennis S. Reina and Michelle L. Reina; Berrett-Koehler Publishers - Through real-life examples, and practical tips, tools, and exercises, this book help readers create work environments where trust grows, where people feel good about what they do, where relationships are energized, and productivity and profits accelerate.
- **Building Trust: in Business, Politics, Relationships, and Life;** (2001) by Robert C. Solomon and Fernando Flores; Oxford University Press (US) - Trust is the essential ingredient not just for a civil society, but for a prosperous one as well.
- **A Question of Trust: The Crucial Nature of Trust in Business, Work & Life – and How to Build It;** (2006) by Sally Bibb and Jeremy Kourdi; Cyan Communications Ltd. - Describing the anatomy of trust and explaining it through a diverse range of fascinating case studies, this book clarifies the value of trust within a company and the costs incurred when trust erodes.

- **The Trust Effect: Creating The High Trust , High Performance Organization;** (1997) by Larry Reynolds; Nicholas Brealey Publishing - This book will lead you step-by-step through the skills you need to build trust in the new workplace by demonstrating eight key practices of a high trust organization.
- **Trust & Betrayal in the Workplace: Building Effective Relationships in Your Organization;** (1999) by Dennis S. Reina and Michelle L. Reina; Berrett-Koehler Publishers - This text explores the concept of trust: the successes when it exists, the problems when it doesn't, and the pain when it is betrayed.
- **The Thin Book of Trust: An Essential Primer for Building Trust at Work;** (2009) by Charles Feltman; Thin Book Publishing - Helping you understand and address issues of trust at work, this book will show you how to build and maintain strong trusting relationships with others, and repair trust when it is broken, by being intentional and consistent in your language and actions.
- **Leading in Tough Times: The Manager's Guide to Responsibility, Trust, and Motivation;** (2003) by Richard S. Deems and Terri A. Deems; Human Resource Development Press - In this guide you'll learn step-by-step how to lead authentically and genuinely, help people feel empowered, conduct yourself with character, embrace change and more.
- **The Accountable Organization: Reclaiming Integrity, Restoring Trust;** (2004) by John Marchica; Consulting Psychologists Press - This book shows how to identify an organization's values and purpose, integrate them into a strategic plan, and develop a focused road map for execution that provides clarity, defines performance standards, and much more.
- **Conflict Management in the Workplace: How to Manage Disagreements and Develop Trust and Understanding, 3rd Edition;** (2008) by Shay McConnon and Margaret McConnon; How To Books Ltd. - Offering an understanding of the nature of conflict and structures, this book will enable readers to negotiate solutions through open communication, trust, and respect.
- **Trust Me: Four Steps to Authenticity and Charisma;** (2009) by Nick Morgan; John Wiley & Sons (US) - With a four-step process, this book shows how anyone can be an effective speaker by presenting an image of authenticity and respect for their audience, whether in a group presentation or a one-on-one conversation.
- **Coaching at Work: Powering Your Team With Awareness, Responsibility and Trust;** (2007) by Matt Somers; John Wiley & Sons (US) - A logical, practical guide to the many applications of coaching in business, this sound book presents an up to date synthesis of many disparate ideas on coaching at work albeit with the inner game at its core.
- **"The Enemies of Trust";** (2003) by R. Galford and Seibold Drapeau; Harvard Business Review.
- **Why Don't You Want What I Want?;** (2002) by R. Maurer; Bard Press.
- **Dealing with People you Can't Stand: How to Bring out the Best in People at their Worst;** (2002 ed) by Rick Brinkman and Rick Kirschner; McGraw-Hill
- **Managing differences: How to Build better relationships at home and at work;** (1996) by D. Dana; New York: M&T Books.
- **The Handbook of Conflict Resolution: Theory and Practice;** (2004) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.
- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by R. Fisher & W. Ury; New York: Penguin Books.

- **Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement;** (1995) by D.P Goleman; New York: Bantam Books.
- **Dialogue and the Art of Thinking Together;** (1999) by W. Isaacs; New York: Currency Books.
- **Essentials of Negotiation, (2nd Ed);** (2007/1997) by R.J Lewicki, D.M. Saunders & J.W Minton; Boston: McGraw-Hill Irwin.
- **Motivation and Personality;** (1970) by A. Maslow; New York: Harper and Row.

### **Recommended Skill Briefs (available through UNSkillport.com)**

- **Understanding Trust:** Explore how building trust can help in taking risks.
- **Building Trust:** Learn to recognize and apply behaviours that build client trust.
- **Building Trust among Team Members:** Follow these tips to build trust among team members.
- **Four Components of Trust Building:** Learn how to build trust and encourage motivation.
- **Building Trust over the Telephone:** Learn techniques to help you build trust over the telephone.
- **Aspects of Trust:** Explore the aspects of trust to build a relationship in negotiations.
- **Agreement, Trust, and Credibility:** Learn how to build trust and credibility with your boss.
- **The Three Main Components of Trust:** Explore the three main components of trust.
- **How to Gain Trust:** Discover the ways to gain trust.
- **Understanding Ethics and Trust:** Explore how to build trust using ethics.
- **Maintaining Trust during Change:** Learn how to maintain trust during change.

### **Other Reference Books**

- **People Styles at Work** (1996) by R. Bolton and D.G. Bolton published by McGraw Hill
- **Problem People and How to Manage Them** (1992) by P. Honey published by IPD
- **Gestion des ressources humaines et competitivite de l'entreprise** by M. Crozier and E. Friedberg published by Seuil (French)
- **Le management psychologique des organizations** by Blake and Mouton published by ESF (French)



# JUDGEMENT/ DECISION-MAKING

CLIENT ORIENTATION  
 COMMUNICATION  
 TEAMWORK  
 ACCOUNTABILITY  
 CREATIVITY  
 BUILDING  
 TRUST  
 EMPOWERING  
 OTHERS  
 UNITED NATIONS  
 CORE VALUES  
 INTEGRITY  
 PROFESSIONALISM  
 RESPECT FOR  
 DIVERSITY  
 LEADERSHIP  
 PLANNING  
 & ORGANIZING  
 MANAGING  
 PERFORMANCE  
 JUDGEMENT/DECISION-MAKING  
 TECHNOLOGICAL AWARENESS  
 COMMITMENT TO  
 CONTINUOUS LEARNING

## MANAGERIAL COMPETENCY: JUDGEMENT/DECISION-MAKING

The competency of Judgement / Decision-Making is likely to be important to your job performance if your key objectives involve any of the following:

- Taking decisions impacting the individuals or teams one manages
- Gathering and analysing complex issues and data
- Solving complex problems
- Generating or proposing alternative options for action
- Taking decisions which impact the Organization, staff members or other parties
- Taking a tough or unpopular stand against resistance

### Positive Indicators

- 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 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.

### Negative Indicators





- Sees problem only as a whole.
- Make illogical decisions.
- Uses intuition in decision making.
- Takes a subjective approach.
- Solves problems slowly.
- Takes unnecessary risks.
- Draws inappropriate conclusions.
- Does not seek out additional information
- Looks at data in isolation
- Misses the core of a problem
- Finds it difficult to make tough decisions.

## MANAGER

### You are required to demonstrate this competency in your work:

- Taking decisions impacting the individuals or teams one manages, or other parties
- Gathering and analysing complex issues and data
- Solving complex problems
- Generating or proposing alternative options for action
- Taking a tough or unpopular stand against resistance

### Checklist of behaviours typical of each rating level for Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to recognise or focus on key problems and issues, often seeking to resolve situations intuitively without giving due attention to the available data</li> <li><input type="checkbox"/> Makes decisions with little consideration of the wider impact internally or externally</li> <li><input type="checkbox"/> Relies heavily on personal intuition when making decisions, often overlooking key data and failing to check assumptions made against available facts</li> <li><input type="checkbox"/> Avoids taking tough decisions, and does not positively support or defend any unpopular organizational decisions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses on key problems informed by the data available, but may get distracted by some peripheral issues or interpret situations from a single perspective</li> <li><input type="checkbox"/> Considers the wider impact of decisions internally, but my not always reflect on organizational or external implications</li> <li><input type="checkbox"/> Recognizes the importance of decisions being based on data, and seeks to check assumptions against facts where possible, but relies a fair amount on personal intuition</li> <li><input type="checkbox"/> Takes unpopular decisions when necessary, but is prone to soften these when they are challenged</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally focuses on the key issues, assimilating data to develop a sound understanding of a complex situation</li> <li><input type="checkbox"/> Considers the wider impact of decisions internally and organizationally</li> <li><input type="checkbox"/> Generally takes an analytical approach to decision making, using data where it is available and checking assumptions against facts, but may allow some scope for personal intuition</li> <li><input type="checkbox"/> Takes and defends tough and unpopular decisions when necessary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly focuses on the key issues, rapidly gathering and assimilating data to develop a sound and accurate understanding of a complex situation at many levels</li> <li><input type="checkbox"/> Considers the wider impact of decisions, both internally, organizationally, and externally</li> <li><input type="checkbox"/> Takes an analytical approach to decision making, using data to ensure decisions are considered, seeking expert input when relevant, and checking all assumptions against facts</li> <li><input type="checkbox"/> Willingly takes and defends tough and unpopular decisions</li> </ul>

## MANAGER OF MANAGERS

### You are required to demonstrate this competency in your work:

- Taking decisions impacting the individuals, teams, department, or division one manages
- Gathering and analyzing complex issues and data
- Solving complex problems
- Generating or proposing alternative options for action
- Taking decisions which impact the Organization, staff members or other parties
- Taking a tough or unpopular stand against resistance

### Checklist of behaviours typical of each rating level for Manager of Managers

<b>Unsatisfactory</b> 	<b>Requires Development</b> 	<b>Fully Competent</b> 	<b>Outstanding</b> 
<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to recognise or focus on key problems and issues, often seeking to resolve situations intuitively without giving due attention to the available data</li> <li><input type="checkbox"/> Makes decisions with little consideration of the wider impact internally, externally, socially, economically, or politically</li> <li><input type="checkbox"/> Relies heavily on personal intuition when making decisions, often overlooking key data and failing to check assumptions made against available facts, and does not encourage an analytically rigorous approach to decision making within the department or division</li> <li><input type="checkbox"/> Avoids taking tough decisions, and does not positively support or defend any unpopular organizational decisions, frequently undermining the Organization's official position on controversial issues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses on key problems informed by the data available, but may get distracted by some peripheral issues or interpret situations from a single perspective</li> <li><input type="checkbox"/> Considers the wider impact of decisions internally, but may not always reflect on wider organizational, external, social, economic or political implications</li> <li><input type="checkbox"/> Recognizes the importance of decisions being based on data, and checks assumptions against facts where possible, but relies a fair amount on personal intuition and does not encourage an analytically rigorous approach to decision making within the department or division</li> <li><input type="checkbox"/> Takes unpopular decisions when necessary, but is prone to soften these when they are challenged, and may sometimes undermine Organizational decisions with which one disagrees</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally focuses on the key issues, assimilating data to develop a sound understanding of a complex situation</li> <li><input type="checkbox"/> Considers the wider impact of decisions internally, organizationally and externally</li> <li><input type="checkbox"/> Takes an analytical approach to decision making, using data and checking assumptions against facts, but may not actively promote a similar approach more widely within the department or division</li> <li><input type="checkbox"/> Takes and defends tough and unpopular decisions when necessary, representing the Organization willingly on decisions on positions with which one agrees</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quickly focuses on the key issues, rapidly gathering and assimilating data to develop a sound and accurate understanding of a complex situation at many levels</li> <li><input type="checkbox"/> Considers the wider impact of decisions, be that internally, organizationally, externally, socially, economically and politically</li> <li><input type="checkbox"/> Takes an analytical approach to decision making, using data to ensure decisions are considered, seeking expert input when relevant, and checking all assumptions against facts, and ensures all managers within the department or division do likewise</li> <li><input type="checkbox"/> Willingly takes and defends tough and unpopular decisions, regarding self as a representative of the Organization in always defending its positions publicly regardless of own perspective</li> </ul>

# Suggested Development Activities

## Learning by Doing

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- Make a list of all of the skills that you believe are involved in judgment and decision making. Then discuss with your manager which of these skills you most need to develop and together develop a plan of how to ensure that this development takes place.
- Consider a decision which needs to be made and involve other people in this decision by asking for their opinions. Ask those people who you think will see the issue very differently from you and draw on their experience of similar decisions.
- You could write a brief report on a problem or an issue that is facing your unit or the Organization. Include a clear statement of your objective, a full definition of the problem, an evaluation of a wide list of options and a clearly argued decision on what should happen.
- Before you make a decision, stop and think about whether you have sufficient information to make a logical conclusion, rather than subjective decision. If someone disagreed with your decision, consider whether you would have the information available to justify it.
- Think about a decision which you made quickly and subsequently had to change. Try to identify what you could have done differently and why you had to change. Next time you have to make a decision, make sure that you consider more than one alternative and gather as much relevant information as possible before deciding on one option.
- You could consider asking your colleagues for feedback regarding how you have made a recent decision or solved a problem. Try to find out what they think you are good at and what aspects you might need to consider in order to improve you decision-making.
- Think about solutions and decisions that have not worked out as well as you expected. Try to analyze why they did not meet expectations and learn from these experiences by changing your approach if this is necessary.
- Make sure that you do not always go with your first decision or reaction, instead think of other alternative options before making your decision.
- It is important that you ensure that you can get all of the information that you need to make decisions and solve problems. You might like to think about putting processes into place to aid the flow of information within your team, department or organization. Make sure that you regularly monitor this information.
- You should consider getting feedback from your colleagues about how much they feel that you have consulted them when making decisions in the past. If they believe that you have not consulted enough you may need to consider improving this in the future.

### @ **Recommended Job Aids (available through UNSkillport.com)**

- Problem-solving and Decision-making Procedures: Use this Skill Guide to familiarize yourself with the procedures for solving problems and making decisions.
- Recognizing the Existence of a Problem

- Decisiveness and the Need for Decision-making Skills
- Mind-map: Use this Skill Guide to construct your own mind-map.
- BEST Alternatives: Use this Skill Guide to help you and your team as you go through the process of generating alternatives for solving problems.
- Determining the Urgency of Problems and their Impact
- Factors Affecting Successful Decision-making
- Problem-solving and Decision-making: Use this Skill Guide to assist in identifying a problem, narrowing or broadening the focus, determining the root cause and problem resolution.
- Ethical Decision Work Sheet: Use this job aid to apply the steps of a structured decision-making process.
- Eliminating Groupthink: Use this job aid to eliminate the harmful effects of groupthink in your decision-making team

## Learning through Training



There are a number of development programmes available for the Judgement / Decision Making competency. Further details of these can be found on the United Nations eLearning platform, UN Skillport.com. Programmes include:



### ***Core UN Training Programmes Addressing Judgement / Decision Making***

- The fundamentals of effective thinking
- Decision making: implementation and evaluation
- Decisions and risk
- Knowledge management fundamentals
- Dynamic decision making
- Making decisions ethically
- Decisions and risk
- Group problem solving and decision making
- Strategic decision making
- Problem solving foundations
- Generating alternatives in problem solving

Many of these programmes, and other related programmes, are available in a range of languages. Visit [UNSkillport.com](http://UNSkillport.com) to see the full listings of programmes currently offered in Spanish, French and other languages.

## Learning by Listening/Watching



- It may help you to identify someone in the Organization who is well known for making well thought through decisions. Try to make an appointment to discuss with them how they go about making decisions and see if you can incorporate some strategies and techniques into your own decision making.
- Try to maximize opportunities to work alongside someone who is known to have excellent judgment and decision-making skills. It is important that you try to observe how he or she approaches and analyses problems so that you can incorporate some of their style into your own decision making.



### *Video References*

- **Decisions, Decisions** (Video – 28 mins) published by Video Arts
- **Mind power** (2 x Videos – 25 mins) published by BBC for Business

## Learning by Reading



- Choose one or two books to read on decision making and judgment from the reading list below. You should get them from a good bookshop or library and remember to make sure that you read them.



### *Recommended Reference Books*

- **The Psychology of Problem Solving;** (2003) by Janet E. Davidson and Robert J. Sternberg (eds); Cambridge University Press - This book is organized by factors that affect problem solving performance, with a goal to present all that is known about problem solving and the factors that contribute to its success or failure.
- **Decision Making & Problem Solving Strategies;** (2007) by John Adair; Kogan Page - Using checklists, exercises and case studies, this guide will help managers ensure that the best decisions are taken, problems are solved in the optimum way, and the creative ideas and innovations so necessary for tomorrow's business flow freely.
- **Instant Creativity: Simple Techniques to Ignite Innovation & Problem Solving;** (2007) by Brian Clegg and Paul Birch; Kogan Page - Offering over seventy quick and simple exercises to help find fresh ideas and solutions to problems, this book will help you tap into the creative energies of any individual or an uninspired team.
- **Problem-Solving;** (2002) by Team Publications; Human Resource Development Press - This booklet focuses on identifying and resolving problems so that organizational performance can be continuously improved and new innovations can be developed.
- **Step-by-Step Problem Solving: A Practical Guide to Ensure Problems Get (And Stay) Solved;** (1993) by Richard Y. Chang and P. Keith Kelly; John Wiley & Sons - A common-sense approach to problem solving and provides a wealth of practical examples and proven methods which can be applied immediately on the job.

- **Problem Solving in Organizations: A Methodological Handbook for Business Students;** (2007) by Joan Ernst van Aken, Hans Berends and Hans van der Bij; Cambridge University Press - Providing an in-depth discussion of the various steps in the process of business problem solving, this indispensable guide demonstrates how to adapt to specific situations and be flexible in scheduling the work at various steps in the process.
- **Breakthrough Thinking: The Seven Principles of Creative Problem Solving, Second Edition;** (1996) by Gerald Nadler, Ph.D. and Shozo Hibino, Ph.D.; Random House - A holistic process of smart thinking and creative problem-solving based on distilled, tested principles.
- **The McKinsey Engagement: A Powerful Toolkit for More Efficient & Effective Team Problem Solving;** (2009) by Paul N. Friga; McGraw-Hill - A toolkit for bringing clarity, discipline, and purpose to all your problem-solving and change management initiatives, this indispensable guide arms consultants and corporate problem solvers with a blueprint for achieving consistently phenomenal results.
- **Decision Making: 5 Steps to Better Results;** (2006) by Harvard Business School Publishing; Harvard Business School Publishing - Offering a time-tested, five-step methodology, this book will help you dramatically improve your decision-making skills and avoid common traps that lead to bad results.
- **Business Strategy: A Guide to Effective Decision-Making;** (2003) by Jeremy Kourdi; Profile Books - "The Economist" covers a wide range of subjects with confidence, wit and authority--the Economist Books mirror this approach. This book provides the tools, tactics and techniques for making effective strategic decisions in business today.
- **Decision Making & Problem Solving Strategies;** (2007) by John Adair; Kogan Page - Using checklists, exercises and case studies, this guide will help managers ensure that the best decisions are taken, problems are solved in the optimum way, and the creative ideas and innovations so necessary for tomorrow's business flow freely.
- **Judgment in Managerial Decision Making, Sixth Edition;** (2006) by Max H. Bazerman; John Wiley & Sons (US) - With numerous hands-on decision exercises and examples from the author's extensive executive training experience, this book will teach you how to overcome your own influential biases and enhance the quality of your managerial judgment.
- **Moving Out of the Box: Tools for Team Decision Making;** (2008) by Jana M. Kemp; Greenwood Publishing - Providing examples of successes and failures, as well as interactive and diagnostic exercises, this practical book offers tested methods and tools team members and their leaders can use to ratchet up the performance level.
- **151 Quick Ideas for Delegating and Decision Making;** (2007) by Robert E. Dittmer and Stephanie McFarland; Career Press, Inc. - Combining 50 years' experience of two managers, and the experiences of other managers who have been interviewed and observed, this real-world guide will help you do a more effective and efficient job of managing people and tasks.
- **Harvard Business Review on Decision Making;** (2001) by Harvard Business School Publishing; Harvard Business School Publishing - Examining topics such as traps in decision making, problem analysis, the effective decision, and humble decision making, this book will help people at all levels understand the fundamental theories and practices of effective decision making.
- **30 Seconds That Can Change Your Life: A Decision-Making Guide for Those Who Refuse to be Mediocre;** (2006) by Roger Kaufman; Human Resource Development Press - Based on solid research, practical experience and the insight of psychotherapists and change experts, this guide offers unique templates to help you frame every decision and calibrate their value and worth before and after you make them.
- **The Handbook of Conflict Resolution: Theory and Practice;** (2004) by M. Deutsch, P.T Coleman & E. Marcus; San Francisco: Jossey-Bass.



- **Getting to Yes: Negotiating Agreement Without Giving In;** (1981) by R. Fisher & W. Ury; New York: Penguin Books.
- **Why It Can Matter More Than IQ for Character, Health and Lifelong Achievement;** (1995) by D.P Goleman; New York: Bantam Books.
- **Dialogue and the Art of Thinking Together;** (1999) by W. Isaacs; New York: Currency Books.
- **In Over Our Heads: The Mental Demands of Modern Life;** (1994) by R. Kegan; Cambridge, MA: Harvard University Press.
- **Essentials of Negotiation, (2nd Ed);** (2007/1997) by R.J Lewicki, D.M. Saunders & J.W Minton; Boston: McGraw-Hill Irwin.

### **Recommended Skill Briefs (available through UNSkillport.com)**

- **Decision-making Styles:** Learn about four different decision-making styles.
- **Strategies for Ethical Decision Making:** Explore strategies for ethical decision making.
- **The Four Perspectives of Ethical Decision Making:** Explore the four perspectives of ethical decision making.
- **Making Sound Decisions:** Study the principles of sound decision making.
- **Identifying the Decision-making Process:** Explore the process of decision making.
- **Identifying Decision-making Methods:** Explore methods of decision making.
- **Sharing Decision Making:** Discover the steps in sharing decision making.
- **Deciding Decision-making Styles:** Learn how to appropriately use four decision-making styles.
- **Defining the Decision-making Process:** Learn the methodical process of sound decision-making.
- **Decision Making by Consensus:** Study group decision-making in a democratic hierarchy.
- **Team Decision-making Tools:** Learn about tools used in team decision making.
- **Decision-making Meetings:** Learn four methods for reaching decisions in meetings.
- **Clear Decision-making:** Learn how to make clear decisions using decision-making rules.
- **Facilitative Decision-making:** Explore the facilitative approach to solve difficult problems.
- **Project Decision Making:** Learn about project decision making.
- **The Three Elements of Decision-making:** Discover the three elements that influence decision-making.
- **Improving Decision Making:** Learn how to improve decision making in your organization.
- **Problems with Decision Making:** Explore typical problems associated with decision making.
- **Using Questions to Guide Problem-solving:** Use these questions to guide employees in problem-solving.



- **Recognizing Barriers to Problem-solving:** Learn to recognize barriers to solving common problems.
- **Eight Steps in the Problem-solving Process:** Discover the eight steps in the problem-solving process.
- **The Problem-solving Process:** Learn three easy steps to problem solving.
- **Selecting the Right Problem-solving Approach:** Discover how to choose the right problem-solving approach.
- **Effective Problem-solving:** Learn the steps to solve problems effectively.



### **Other Reference Books**

- **Effective Decision Making – Second Edition** (1996) by H. Drummond published by Kogan Page
- **Working Knowledge** (1997) by T.H. Davenport and L. Prusak published by McGraw-Hill
- **Ask the Right Question** (1997) by R. Eales-White published by McGraw-Hill
- **Practical Problem Solving and Decision Making – An Intergrated Approach** (1997) by R. Hale and Dr P. Whitlam published by Kogan Page
- **Toma De Decisiones Gerenciales** (1990) by P.E. Moody published by McGraw-Hill (Spanish)
- **Problemes: Methodes et Strategies de Resolution** by P. Caspar published by Organization (French)
- **L'organization et la Decision** by M. Boisvert published by Organization (French)

## **HOW TO LOG-IN TO SKILLPORT**

<https://un.skillport.com>

**Open Microsoft Internet Explorer and go to <https://un.skillport.com>.  
The log-in page is displayed.**

### **► Users who received a “Welcome to UN.SkillPort” e-mail:**

- Username = your e-mail address
- Password = default password in the e-mail

You will need to change your password after your first log-in.

For first time users, a Java plug-in Security Warning dialogue box is displayed. Click the Grant Always button to install and run the Skillssoft Corporation Java plug-in.

### **► Users who did not receive the “Welcome to UN.SkillPort” e-mail**

- Click “To register, click here” and complete all fields. Enter your e-mail address in the Username field and click Submit.
- Once your registration is approved by the respective department/office and OHRM, an e-mail will be sent to you with your default password.



# 3

## THE UN COMPETENCIES AND OHRM CENTRALLY COORDINATED PROGRAMMES

CLIENT ORIENTATION  
COMMUNICATION  
TEAMWORK  
ACCOUNTABILITY  
CREATIVITY  
BUILDING  
TRUST  
EMPOWERING  
OTHERS  
JUDGEMENT/DECISION-MAKING  
TECHNOLOGICAL AWARENESS  
COMMITMENT TO  
CONTINUOUS LEARNING

**VISION**

UNITED NATIONS CORE VALUES INTEGRITY PROFESSIONALISM RESPECT FOR DIVERSITY	LEADERSHIP PLANNING & ORGANIZING MANAGING PERFORMANCE
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## SUGGESTED PROGRAMMES TO DEVELOP YOUR CORE VALUES

competency/programme	Integrity	Professionalism	Respect for Diversity
Cross-Cultural Communication			
Effective Meetings			
Global Diversity			
Working Together: Professional Ethics and Integrity in our Daily Work			
Coaching for Improved Performance			
Management Development Programme			
Performance Management			
Supervisory Skills Development Series			
Creating an Effective Team			
Mainstreaming the Gender Perspective			
Team Building Workshop			
Ethics and Integrity in Procurement			
General Service Development Series			
Time Management			
Conflict Management for Leaders and Managers			
Global Diversity for Leaders and Managers			
How to Build and Maintain a Great Team			
Budget and Finance			
Human Resources			
Procurement			
Career Development Workshops			
Generational Diversity			
Information Technology Programmes			
Integrity Awareness			
Prevention of Workplace Harassment, Sexual Harrassment, and Abuse of Authority			
Safety and Security			

## SUGGESTED PROGRAMMES TO DEVELOP YOUR CORE COMPETENCIES

competency/programme	Client Orientation	Communication	Teamwork	Accountability	Creativity	Planning and Organizing	Commitment to Continuous Learning	Technological Awareness
Collaborative Negotiation Skills								
Creative Problem-Solving and Decision Making								
Cross-Cultural Communication								
Effective Meetings								
The Global Presenter								
Working Together: Professional Ethics and Integrity in our Daily Work								
Coaching for Improved Performance								
Performance Management								
Supervisory Skills Development Series								
Client Service Skills Workshop and Follow-Up								
Leveraging Team Collaboration: Customised Programme for a Department or Intact Work Group								
Creating a Team Vision								
Creating an Effective Team								
Creative Problem-Solving and Decision Making (Team)								
Mainstreaming the Gender Perspective								
Team Building Workshop								

competency/programme	Client Orientation	Communication	Teamwork	Accountability	Creativity	Planning and Organizing	Commitment to Continuous Learning	Technological Awareness
Ethics and Integrity in Procurement								
Project Management								
General Service Development Series								
Time Management								
Conflict Management for Leaders and Managers								
Global Diversity for Leaders and Managers								
Leadership Development Programme								
How to Build and Maintain a Great Team								
Organizational Development Programme								
Budget and Finance								
Human Resources								
Procurement								
Career Development Workshops								
International Organization Studies Workshop								
Information Technology Programmes								
Language and Communications Programmes								
Integrity Awareness								

## SUGGESTED PROGRAMMES TO DEVELOP YOUR MANAGERIAL COMPETENCIES

competency/programme	Vision	Leadership	Building Trust	Empowering Others	Judgement/ Decision Making
Collaborative Negotiation Skills					
Creative Problem-Solving and Decision Making					
Cross-Cultural Communication					
Effective Meetings					
Global Diversity					
Working Together: Professional Ethics and Integrity in our Daily Work					
Coaching for Improved Performance					
Management Development Programme					
Performance Management					
Supervisory Skills Development Series					
Creating a Team Vision					
Creating an Effective Team					
Creative Problem-Solving and Decision Making					
Team Building Workshop					
Ethics and Integrity in Procurement					
Women's Leadership Development Programme					
Conflict Management for Leaders and Managers					
Global Diversity for Leaders and Managers					
Leadership Development Programme					
How to Build and Maintain a Great Team					
Career Development Workshops					
Generational Diversity					
Mentoring Programme					
Integrity Awareness					



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CLIENT ORIENTATION  
COMMUNICATION  
TEAMWORK  
ACCOUNTABILITY  
CREATIVITY  
BUILDING  
TRUST  
EMPOWERING  
OTHERS  
JUDGEMENT/DECISION-MAKING  
TECHNOLOGICAL AWARENESS  
COMMITMENT TO  
CONTINUOUS LEARNING

**VISION**

UNITED NATIONS  
CORE VALUES  
INTEGRITY  
PROFESSIONALISM  
RESPECT FOR  
DIVERSITY

LEADERSHIP  
PLANNING  
& ORGANIZING  
MANAGING  
PERFORMANCE