

Learning Activities

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

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

Learning Activity

3.1.1

Values and Competencies

METHOD

Brainstorm

PURPOSE

To consider how values and competencies contribute to good job performance

TIME

5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

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

RESOURCES

- Learning Activity instructions

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

Preparation

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

Instructions

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

Learning Activity

3.1.2

What UN Core Values and Competencies Mean

METHOD

Large group discussion

PURPOSE

To explore the meaning and importance of UN values and competencies

TIME

Short option: 10 minutes

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

Longer option: 25 minutes

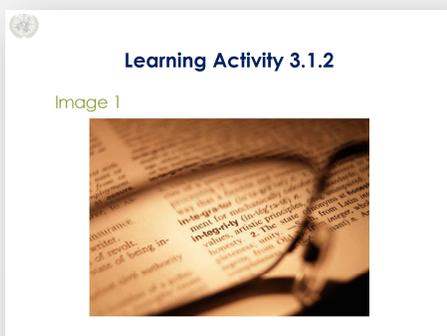
- Group work: 15 minutes
- Discussion: 10 minutes

INSTRUCTIONS

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

RESOURCES

- Learning Activity instructions
- Photos (from Lesson 3.1)



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

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

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

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

Preparation

- Make sure you are familiar with the UN Core Values and Competencies. Find the complete handbook online, and review it before the exercise. Note the following sources:
United Nations Competencies for the Future Booklet
https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf
United Nations Competency Development – A Practical Guide, 2010
https://hr.un.org/sites/hr.un.org/files/Un_competency_development_guide.pdf
- Select the UN Core Values for discussion. Choose the UN Core Competencies that you want to discuss. In the time available, you will not be able to cover all UN Core Competencies. Choose ones that seem particularly relevant for peacekeeping personnel.
- Select different photo examples for each UN Core Value and Competency you have selected. You may wish to use the pre-selected images that are provided. These images are the same as those on the slides for Lesson 3.1.
- Decide if you will deliver this learning activity in small groups, or to the group as a whole.
- Decide on whether you will project and distribute as handouts the selected images. You may wish to project the images as slides if you deliver this learning activity to the group as a whole. You will need printouts of the images for the group work. Print out enough copies of the handouts.

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

Instructions

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

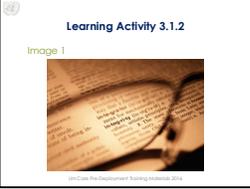
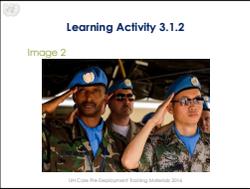
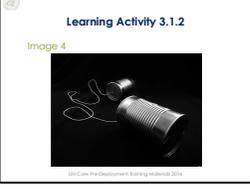
6. At the end of delivering the related content in Lesson 3.1, ask participants to reflect on what the UN Core Values and Competencies mean for UN peacekeeping personnel and for the mission as a whole. Invite comments.
7. Summarise and close. Highlight the following:
 - a) The UN expects all UN personnel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

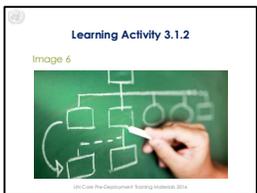
Variations

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

3.1.2 Photos: What UN Core Values and Competencies Mean

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

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

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

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

Learning Activity

3.1.3

Continuous Learning

METHOD

Brainstorm

PURPOSE

To consider the importance of continuous learning

TIME

5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

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

RESOURCES

- Learning Activity instructions

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

Preparation

- Decide on the groups. The timing for the activity is short. It is best to deliver this learning activity to the group as a whole.
- Prepare a flip-chart sheet or a board to record points from discussion.
- Make sure you are familiar with the UN Core Values and Competencies. Find the complete handbook online, and review it before the exercise. Note the following sources:
United Nations Competencies for the Future Booklet
https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf
United Nations Competency Development – A Practical Guide, 2010
https://hr.un.org/sites/hr.un.org/files/Un_competency_development_guide.pdf
- Prepare key points on the UN Core Competency, “commitment to continuous learning”. Review the content in Lesson 3.1.
- Prepare to draw on your own experiences of how you have been successful and unsuccessful in your work, making a link to principles, knowledge, skills and attitudes/abilities. Use your experience as an instructor to highlight key points on the importance of a “commitment to continuous learning” for progress in job performance.

Instructions

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

Learning Activity

3.1.4

What are UN Values and Competencies?

METHOD

Brainstorm, discussion

PURPOSE

To establish UN expectations of all peacekeeping personnel on the UN Core Values and Competencies

TIME

45 minutes

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

INSTRUCTIONS

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

RESOURCES

- Learning Activity instructions
- Activity material

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

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

Preparation

- Read over the UN Core Values and Competencies in Lesson 3.1. Reflect on related points covered in Module 1 and Module 2 so far. Identify those to bridge into the lesson. Examples:
 - UN Charter
 - Universal Declaration of Human Rights
 - High personal and professional standards expected of peacekeepers
 - The importance of integrity and professional conduct, influence on legitimacy
- Decide on working groups.
- Make enough copies of the Learning Activity Material to distribute as handouts to participants.
- Choose two different coloured pens.
- Prepare two flip-charts: one with “Values” at the top, and one with “Competencies” at the top. This will be used to record points on the meaning for the UN Core Values and Competencies. Make sure groups have flip-chart stands and sheets.
- Prepare another flip-chart or slide with examples of the UN Core Values, such as:
 - **Integrity:** Honest and having strong moral principles; does not abuse power or authority
 - **Professionalism:** Demonstrate competence and skill; show pride in work and achievements
 - **Respect for diversity:** Treat men, women and different ethnic and cultural groups equally
- Remember that this learning activity is linked to the content in Lesson 3.1. Prepare key points. Be prepared to deliver the correct responses to the discussion question using the lesson slides.

Instructions

1. Introduce the activity, noting points from Module 1 and Module 2 where the theme of “values” and “competencies” has been covered. The UN has set:
 - a) Three core values
 - b) Eight core competencies
 - c) Seven managerial competenciesThis exercise explores these. The UN expects all of its personnel not just to know these, but to live them.

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

Variations

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

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

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

UN CORE VALUES

- integrity
- professionalism
- respect for diversity

UN CORE COMPETENCIES

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

UN MANAGERIAL COMPETENCIES

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

UN CORE VALUES – in detail

Integrity

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

Professionalism

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

Respect for Diversity

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

UN CORE COMPETENCIES – in detail

Communication

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

Teamwork

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

Planning and Organizing

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

Accountability

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

Client Orientation

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

Creativity

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

Technological Awareness

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

Commitment to Continuous Learning

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

Vision

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

UN MANAGERIAL COMPETENCIES – in detail

Leadership

- Serves as a role model that other people want to follow
- Empowers others to translate vision into reality
- Is proactive in developing strategies to accomplish objectives
- Establishes and maintains relationships with a broad range of people to understand needs and gain support
- Anticipates and resolves conflicts by pursuing mutually agreeable solutions
- Drives for change and improvement; does not accept the status quo
- Shows the courage to take unpopular stands

Empowering Others

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

Managing Performance

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

Building Trust

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

Judgement/Decision-making

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

Learning Activity

3.1.5

Matching UN Values and Competencies

METHOD

Exercise, discussion

PURPOSE

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

TIME

45 minutes

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

INSTRUCTIONS

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

RESOURCES

- Learning Activity instructions

Preparation

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

Instructions

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

Variations

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