Leadership Dialogue 2022

Living the UN Values: What this means in practice for each of us

LEADER'S GUIDE AND MATERIALS

United Nations

Welcome to the United Nations Leadership Dialogue

Thank you for participating in the 2022 United Nations Leadership Dialogue. These annual conversations provide an opportunity for you and your colleagues to discuss topics of importance for our work.

Each year, senior leaders conduct a guided Dialogue with their staff, who in turn, lead their own direct reports in a similar discussion until every United Nations staff member has participated. Hosting the Dialogue in this way means all staff members have the opportunity to discuss meaningful subjects that impact how each of us carries out our work on a day-to-day basis.
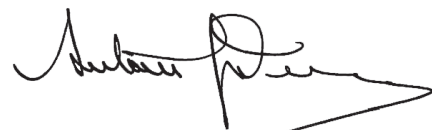
The first Leadership Dialogue, in 2013, addressed *What does it mean to be an international civil servant?* The most recent Dialogue, in 2021, on the *Accountability system in the UN Secretariat* focused on the importance of understanding the United Nations Secretariat's accountability system and how it applies to the daily work life of staff members.

This year's topic, *Living the UN Values: what this means in practice for each of us*, provides an opportunity for all staff to discuss our values, as described in the new UN Values and Behaviours Framework.

In 1999, the United Nations 'Competencies for the Future' were launched. The new UN Values and Behaviours Framework builds on the strength of these competencies and incorporates the changes that have taken place both internally and externally over the past 20 years. They also reflect the ways of working needed to deliver on the goals and priorities of the United Nations for the future. Like the earlier competencies, the new Framework will inform core processes such as recruitment, learning and development, and performance management. Created in 2021 with the involvement of nearly 4500 staff, led by the Office of Human Resources in the Department of Management Strategy, Policy and Compliance, the new Framework describes our organizational culture -- combining both the best of our current culture and our aspirations for the future.

In line with the collaborative approach of the new Framework, this year's Leadership Dialogue has been designed with input from over 60 staff in HQ and the field. I want to thank all of those involved for their work. Let us ensure that each of us gains a better understanding of what living our values really means in practice.

I encourage all United Nations personnel to actively participate in this year's Leadership Dialogue.

António Guterres
Secretary-General

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Preparing for the Dialogue

Welcome to the 2022 Leadership Dialogue.

We chose this year's topic, *Living the UN Values: what this means in practice for each of us,* to encourage discussion amongst UN staff about the UN Values, as described in the new UN values and Behaviours Framework.

We are very proud of the new Framework, which will form the basis of core human resources management processes such as recruitment and performance management for the future. But more than that we are proud of the culture which the Framework describes. It makes explicit how we need to behave towards one another day-by-day. It describes an organizational culture which inspires and encourages us to live the UN values, and that we hope will inspire and encourage you too.

This year's Leadership Dialogue focuses specifically on the Values in the new Values and Behaviours Framework. The Dialogue was developed in partnership between the United Nations Ethics Office and the Office of Human Resources in the Department of Management Strategy, Policy and Compliance. Our gratitude extends to other offices for their collaboration in designing the Dialogue discussions.

In consideration of your time and schedule, this Leader's Guide provides step-by-step instructions and specific materials for you to use in hosting conversations with your team about the UN values. Please take the time to work through the Guide in advance of hosting the session.

As in the past, the Dialogues are based around anonymized scenarios, drawn from real life experiences. We hope that you and your team can relate to the situations described. As Dialogue hosts, feel free to supplement and include personal examples and relevant situations from your own experience too.

Reading through this Leader's Guide you may notice some changes from previous years. One is the format of the scenarios (there are two written scenarios, one script and one video for you to choose from). The other change is a short exercise for teams to discuss how they will collectively demonstrate the values in the future. There is information for you on all these changes in this guide.

Thank you for hosting this year's Leadership Dialogue. If you require additional support for this session, or wish to substantially adapt these materials, please contact the Ethics Office at ethicsoffice@un.org for guidance.

Thank you,

Catherine Pollard
Under-Secretary-General
Department of Management Strategy,
Policy and Compliance

Elia Yi Armstrong
Director
United Nations Ethics Office

How the Leadership Dialogues Work

The discussion you are about to host is one of hundreds that will take place throughout the United Nations Secretariat. Here is the order in which they will be conducted:

1. The Secretary-General will launch this year's Dialogue.

2. Heads of Entities (including Departments and Missions) will host Dialogue sessions with their own direct reports or supervisees.

3. Directors, Chiefs, Heads of Field Office, Country Representatives etc. will host dialogue sessions with their direct reports or supervisees.

4. Team Leaders will host Dialogue sessions with their direct reports or supervisees, if not already included in previous discussions. And so on.

5. Our goal is for all international and national UN personnel globally (around 39,000 people in total) to participate in a Leadership Dialogue session each year.

By the time you host your own session, you should have already participated in a session with your own manager. This way, you will have a sense of how the Dialogue works, and you will have had an opportunity to think through the activities, topics of discussion and questions that may arise. **Please note that all managers are responsible for hosting their sessions by 30 November 2022.** So, if you have managers who report to you, please schedule your session as soon as possible after your supervisor has completed their session with you, to ensure all managers in your Entity complete their sessions on time.

All Heads of Entity will be asked to certify to the Secretary-General, through Appendix E, that all managers in their Entity have completed their dialogue sessions by **31 December 2022**.

Special note on COVID-19: If you are holding this Dialogue at a time and place where COVID-19 measures, such as social distancing and remote working arrangements, are in place, we ask you to observe these measures and carry out the Dialogue through appropriate means video/audio teleconferencing through Microsoft Teams[1], or through a telephone call in areas with low bandwidth. To ensure accurate reporting, don't forget to appoint a colleague to note down names of participants if the sessions are conducted remotely and sign-in sheets cannot be utilized.

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[1]   For DOs and DON'Ts of videoconferencing, please check out this video: https://iseek.un.org/article/fun-video-teaches-Dos-andDonts-Videoconferencing.

BACKGROUND TO THIS YEAR'S DIALOGUE

In 1999, the UN Secretariat published its first competency framework, with which all of you will be familiar. Over the twenty years since then, there have been significant changes to the mandate and work of the UN, and to the environment within which we operate (in particular, technological change, climate change, social and demographic change). In 2020, the Department of Management Strategy, Policy and Compliance (DMSPC) initiated a project to review the existing competency framework, with the aim of identifying the values and behaviours—and defining the organisational culture—that are critical for the work of the UN over the next ten years.

The new Values and Behaviours Framework was developed over ten months through an inclusive and participatory process, conducted on-line as a result of the COVID-19 pandemic. The process began with a desk review of documentation from within the Secretariat, the UN System and external sources to ensure that the new framework was informed by the latest thinking on the future of work, from both inside and outside the UN. This was followed by focus groups, held with over 250 staff in HQ, in offices away from HQ, field and Regional Commissions, plus individual interviews with 15 heads of entities. Workshops were also held with key counterparts (including staff representatives and inclusion networks—Anti-Racism Taskforce, UN Disability Network, Young UN, Focal Points for Women, UNGLOBE, HR networks, translators, and colleagues in Conduct and Discipline).

Two all-staff surveys were also conducted, to gather feedback on the draft Framework, as it was being developed. The second all-staff survey asked for feedback on the final draft, and the response was over-whelmingly positive, with over 90% of respondents considering that each of the Values and Behaviours in the new Framework was important or very important to them personally, and to the future work of the UN. The final version of the Framework (Figure 1) was endorsed by senior leadership at the end of June 2021.

Figure 1
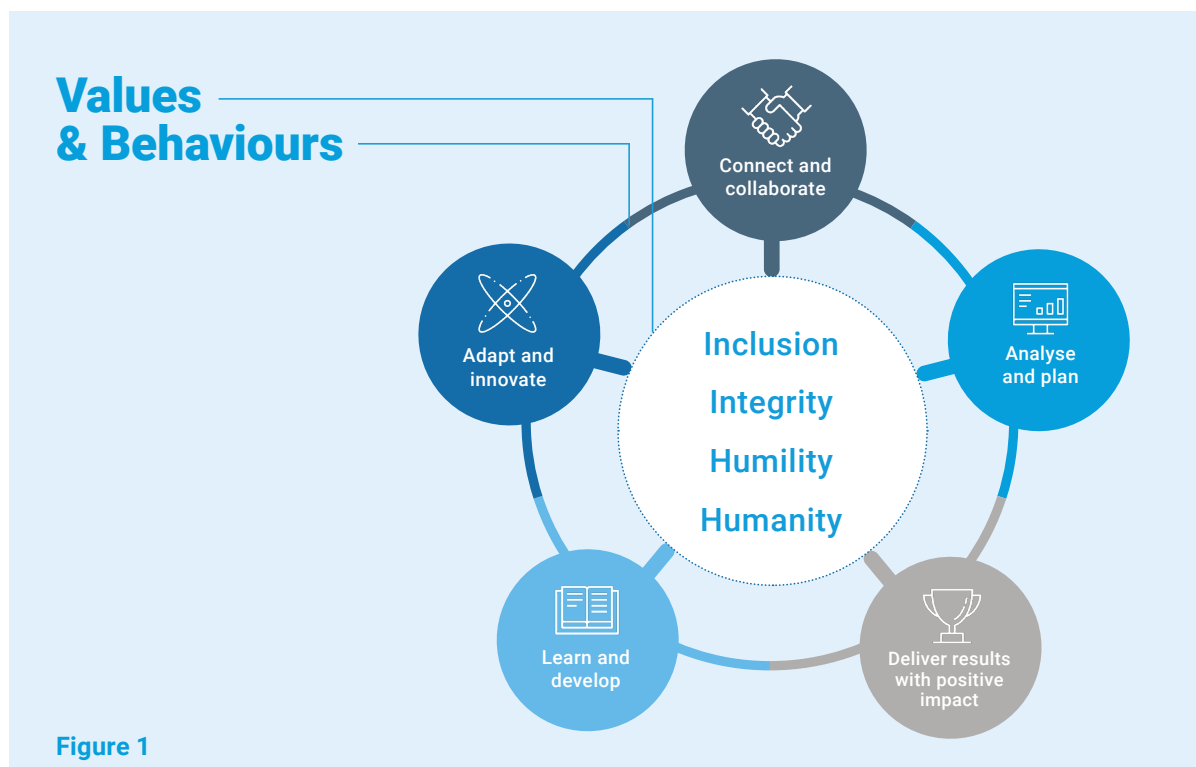
KEY LESSONS FROM THIS YEAR'S DIALOGUE

This Dialogue will focus specifically on the Values in the new Values and Behaviours Framework. The Dialogue will help us better understand the following topics:

1. What living the new UN Values means in practice (acting with Inclusion, Integrity, Humility and Humanity).

2. When we should be mindful of the new values and behaviours (during our work, of course, but also at all times, given our status as international civil servants).

3. Where responsibility for demonstrating the new values lies (with each of us, though seniority brings a particular responsibility to act as a role model).

4. How I can best encourage others to demonstrate the new values (by demonstrating them myself).

5. Why we should demonstrate the new values (because doing so will help us perform better as individuals, in our teams and as an organisation).

YOUR ROLE AS THE SESSION FACILITATOR

This Leadership Dialogue is designed to encourage participants to understand what living the UN values means in practice for each of us.

You are the facilitator of the discussion. Your role is to guide discussion, ask questions, encourage, and engage participants. Remember that your role is not to lecture or to provide answers but to guide the learning experience in a way that allows your team to arrive at important understandings on their own and raise questions with each other. Participants often leave a Dialogue session remembering points that they and their co-workers made much more vividly than those made by the facilitator.

Discussions like these can increase trust and understanding and prompt further conversations afterwards. Be prepared for one or more members of your group to approach and ask questions or report concerns. The scenarios you will work through with participants sometimes relate to difficult and sensitive topics; what is important is that we have open discussions, not that you have all the answers.

Each of the discussion topics will give you an opportunity to encourage participants to express themselves and for you to listen. However, the overarching message we would like to emphasize to all participants in this year's Leadership Dialogue is that the UN values guide how each of us behaves and operates, with each other and with the people we serve, every single day.

Planning the Session

The materials in this Guide are designed to be used in a single session with a group of 10 to 25 participants. If you have more than 25 participants, we recommend conducting two or more separate sessions. The actual programme (without the introduction) is designed to take about one and a half hours to two hours, but you are free to use more time, as you deem necessary.

We encourage you conduct the Dialogue session either face-to-face or remote, using video conferencing. We are providing you with a PowerPoint presentation to view and follow along with participants in the Dialogue.

As some of the topics can be difficult to discuss, we encourage you as the facilitator to create a setting where the participants feel at ease. You will see below that we suggest some ground rules to help you with this.

Furthermore, some scenarios may evoke past negative experiences, which some colleagues may want to share. Here are some tips to help you navigate instances of "venting" without losing focus on the dialogue:

After the colleague has shared their experience:

- Thank them for being open to share it with others.

- Acknowledge the experience and show empathy towards the colleague: "I understand why you are frustrated/angry about this. Unfortunately, some of us may have had similar experiences."

- Refocus the conversation by encouraging all to look ahead: "Since we cannot go back in time, let's use this Dialogue as an opportunity to discuss the values and what we, individually and as a team, can do to ensure these types of negative experiences are not repeated."

If the colleague insists on discussing their experience:

- Thank them and indicate that you would like to hear from other colleagues.

- Offer the colleague to have a one-to-one conversation with them after the Dialogue is finished. For tips on how to structure the follow-up conversation, you can refer to the Harvard Business Review article 'How to listen when someone is venting' by Mark Goulston (May 2013).

Pre-session checklist

> To ensure that all participants complete the Dialogue sessions by 30 November 2022, plan to lead the session no more than a few weeks after your supervisor has completed their session with you.

DATE	TASK

1-2 weeks ahead	1. Read this Guide and review the discussion topics.
	2. Prepare an example from your own experience to discuss in the opening activity.
	3. Review the following resources:
	   > UN Competencies for the Future (1999)
	   > Competency Framework Review: Desk Review
	   > UN Values and Behaviours Framework (2021).
	   > Secretary-General's message on UN Values and Behaviours Framework
	   > Secretary-General's report, 'Our Common Agenda'
	   > Living Our Values (culture narrative)
	   > Knowledge Gateway on Values and Behaviours
	4. Invite participants to the session.
	
	Reserve the room/location and any equipment needed. If you are holding this Dialogue at a time and place where COVID-19 measures, such as social distancing and remote working arrangements, are in place, we expect you to observe these measures and carry out the Dialogue through appropriate means video/audio teleconferencing through Microsoft Teams or through telephone call in areas with low bandwidth. To ensure accurate reporting, appoint a colleague to note down names of participants if the sessions are done remotely and sign-in sheets cannot be utilized. Please ask team members if they have any needs related to disability or working hours, or any other requirements that need to be addressed, in order to enable them to participate.
	
	Consult your supervisor or the Ethics Office, if you have questions about the materials or the session.

1-3 days ahead	1. Send a reminder to participants about the date and time for the session. 2. Distribute the Participant's Guide to participants. 3. Think about how you will choose the scenarios to be discussed (see Scenario Discussions below). 4. Confirm availability of the room and test any equipment needed for displaying the PowerPoint and video. 5. Have available the "Notes View" of the accompanying PowerPoint presentation, which contains the Leader's script.
Dialogue Day	1. Conduct the Dialogue session with participants. 2. **NEW:** Ask the participants to assess the Dialogue session facilitator using Appendix F (available in Participants Guide only). 3. Email the attendance sheet (Appendix A) to your Focal Point. 4. Submit Feedback form (Appendix C) online using the provided links. 5. Forward a list of any questions you were not able to answer during the session to the Ethics Office for follow-up. (You may also use Appendix C for this).

Session plan

> Follow the session plan as described in the table below:

SECTION	ACTIVITIES	MATERIALS	TIME
1. Introduction	• Participants sign in (or designated monitor records names of participants for remote sessions). • Explain why the United Nations is conducting this Dialogue. • Review the session agenda. • Give a brief introduction to the Values in the new Values and Behaviours Framework.	• Appendix A • Opening Remarks (slides 1-8)	10 minutes
2. Opening Activity: A Personal Example	• Share a brief story about a situation you encountered, related to Living the UN Values: what this means in practice to all of us.	• Highlights of personal story (slides 9-10)	5 minutes
3. Scenario Discussions	• Discuss at least two scenarios, using the materials provided.	• Four scenario discussions (slides 11-21 plus video)	1 hour
4. Taking Action	• Discuss as a team what you might stop, start or continue doing, to collectively demonstrate the new UN Values in the future.	• Appendix B • Slides 22-23	10–30 minutes
5. Conclusion	• Make closing comments and ask for last questions. • Thank participants for attending.	• Closing remarks • Slides 24-25 • Collect Appendix A	5 minutes
		TOTAL TIME	**90–120 minutes**

Post-session checklist

> Once the session is complete, please do the following:

- **Session Leaders/Facilitators**

    1. Collect and send the completed sign-in sheet (Appendix A) to your Entity's approved Leadership Dialogue Focal Point.

    2. Fill the leader's feedback form (Appendix C) online using the links provided.

    3. Send an email to the Ethics Office following up on any questions asked during the session you were unable to answer. You may, alternatively, submit these questions using Appendix C.

- **Focal Points**

    1. Once you have collected all sign-in sheets (Appendix A) for your Entity, summarize the information using Appendix E as a guide, and submit Appendix E **online** using the links provided. This will serve as certification that your Entity has concluded the Leadership Dialogue.

    2. **Do not** submit the sign-in sheets (Appendix A) to the Ethics Office.

    3. **Remind** participants to submit Appendix F (available in the Participants Guide), which assesses the session facilitators. Reminders can be sent through an entity-wide email broadcast, mission intranet, or other similar means.

Leading the Dialogue

Introduction

10 MINUTES

> As participants arrive, ask them to sign in using the form provided (see Appendix A) or a designated monitor records names of participants for remote sessions.

> Begin displaying the accompanying PowerPoint presentation, **SLIDE 1**.

> At the scheduled time for the session to begin, welcome the participants, and thank them for attending.

> Display **SLIDE 2**; read or paraphrase the following:

> "Welcome to this year's Leadership Dialogue—thank you for making the time to be here today. I'd like to introduce today's session by sharing with you the background, context and agenda for the 2022 Leadership Dialogue."

> Proceed to **SLIDE 3**; read or paraphrase the following:

> "Each year, the Leadership Dialogues provide us with an opportunity to discuss topics with great meaning for our work.
>
> This year' topic is: Living the UN Values: what this means in practice for each of us.
>
> Discussing and understanding this is important for three main reasons:
>
> - In 2021, the Secretary-General launched a new Values and Behaviours Framework for the UN Secretariat, and it's important we have an opportunity to discuss what those values mean in practice.
> - Our values form the basis of our culture as an Organization.
> - Our culture shapes everything we do, from how we engage with one another day-to-day, to how we partner with others to deliver on our most ambitious hopes for the future."

> Proceed to **SLIDE 4**; read or paraphrase the following:

> "The Secretary-General has asked us all to engage in discussions about important issues like this, once a year.
>
> As this quote shows, he has specifically asked us all to bring the values and behaviours to life in our daily work. "We will only succeed in strengthening the Secretariat as an inclusive and people-oriented organization if we show resolve in working together in alignment with our common values. I invite all colleagues to familiarize yourselves with the framework and to bring the values and behaviours to life in your daily work" (18 October 2021)".

> Proceed to **SLIDE 5**; read or paraphrase the following:

To help ensure we have a good discussion today, let's agree on some ground rules for how we will work together.

- Please participate, and help others to participate too, for example by listening as well as speaking.
- Feel free to ask any questions, at any time—questions are good!

Here are some ground rules (from www.hsdinstitute.org) which are useful when discussing complex subjects where people may have different opinions:

- Turn judgement into curiosity (that is, rather than judging someone for what they say, ask yourself why they might be saying that).
- Turn disagreement into shared exploration (that is, if there is a difference of opinion, use it as an opportunity to explore different perspectives and experiences).
- Turn defensiveness into self-reflection (that is, if something someone says makes you feel defensive, ask yourself what it is about you that is making you react in that way).
- Turn assumptions into questions (that is, rather than assume what someone means, ask).

Are there any other ground rules you would like us to be following?

> Proceed to **SLIDE 6**; read or paraphrase the following:

"Sometimes the Leadership Dialogue discussions bring up difficult issues which you may not want to discuss with your colleagues.

If there is anything that comes up in this Dialogue that you do not feel comfortable discussing with others, please speak with me after the session.

If you do not feel comfortable speaking with me, there are many others you can turn to such as the OHR and the Ethics Office.

Another resource, published by the Ethics Office, is The Roadmap. It is a guide for those seeking assistance and is available on the Ethics Office iSeek page.

> Advance to **SLIDE 7**; read or paraphrase the following:

"Our colleagues at the Ethics Office and at the Office of Human Resources ("OHR") in the Department of Management Strategy, Policy and Compliance have developed materials to guide our discussion. I have already participated in a similar session, so I am familiar with the materials. I think you will find them interesting.

Here is an overview of our session today, which will take us about 90–120 minutes in total:

1. I will give a brief reminder of the values in the new Values and Behaviours Framework.
2. We will then have an initial discussion about Living the UN Values—I will share a personal example as a starting point.
3. Then we will discuss two or three scenarios based on the Values. We will most likely discuss two, but if there is time left, we can discuss a third one.
4. We will end by considering what the UN Values mean in practice for us as a team.

Any further questions at this point?

Let us get started."

> Advance to **SLIDE 8**; read or paraphrase the following:

"The first thing to remind ourselves of is—what are the values in the new Values and Behaviours Framework?

You will all hopefully have seen the new Values and Behaviours Framework for the UN Secretariat, launched at the end of 2021.

It's over 20 years since the UN Secretariat published its first competency framework, with which most of you will be familiar.

Over the 20 years since then, there have been significant changes to the mandate and work of the UN, and to the environment within which we operate (in particular, technological change, climate change, social and demographic change). In 2020, the Department of Management Strategy, Policy and Compliance (DMSPC) initiated a project to review the existing competency framework, with the aim of identifying the values and behaviours—and defining the organisational culture—that are critical for the work of the United Nations over the next ten years.

The new Framework:

- Builds on the 1999 competency framework, UN Competencies for the Future.
- Takes into account the significant internal and external changes since then.
- Highlights the values and behaviours which are critical to the work of the UN over the next ten years.
- Renews our commitment to the people we serve".

The full Values and Behaviours Framework is available online: UN Values and Behaviours Framework (2021)—the link is in the Participant Guide".

> Advance to **SLIDE 9** for the Opening Activity; read or paraphrase the following:

"Let's move on now to our opening activity. We have about 10 minutes to work on this".

Opening Activity

> Advance to **SLIDE 10**; read or paraphrase the following:

> "For this first activity, I'd like to share with you a personal story about a time I faced a challenge linked to one of the four values in the new Values and Behaviours Framework.
>
> As I share it, please think what you would do if you found yourselves facing a similar dilemma."

> Tell the participants the details about a time you faced a challenge linked to one of the four values in the new Values and Behaviours Framework: Inclusion, Integrity, Humility or Humanity. Encourage them to ask questions and participate.

> Explain how the situation was resolved and any action you took to demonstrate that the UN Values guide how you behave and operate every day.

> In your example, address the following questions:

- What were the details of the situation?

- Which Value did the situation relate to?

- What did you do?

- What factors did you consider in deciding what to do?

- What was the impact of what you did?

- What did you learn from the experience?

> Ask participants to suggest what they would do if they found themselves facing a similar dilemma. Some additional questions you can ask:

- What helps us to demonstrate the value in my story? (example: if other people are also demonstrating it).

- What might prevent us from demonstrating the value? (example: if other people, leadership in particular, are not demonstrating it).

- Where would you turn for help on this value? (example: Ethics Office, OHR Ombudsman's Office, etc.)

> Thank participants for their thoughts on your story.

Scenario Discussions

There are four scenarios included in this Leader's Guide. Each scenario is designed so that it can be completed within 25–30 minutes. Choose two scenarios to discuss. If there is time left over, discuss a third one.

How you choose the scenarios is up to you. You can:

- Make the decision yourself.
- Ask participants in advance to let you know which scenarios they would like to discuss (all the scenarios are included in the Participant's Guide).
- Agree on the day with participants which scenarios they would like to discuss (please note, however, that the agenda for the session is limited, and reaching agreement on the day will take up valuable discussion time).

For each scenario, guiding questions have been designed to emphasize that the values guide how each of us behaves and operates, with one another and with the people we serve, every single day. The purpose of this exercise is to have a meaningful dialogue with colleagues regarding the UN Values, not to cover all the material in detail or to find the right answers. Indeed, while talking points are provided, there are no "perfect" answers to these topics. These are not easy issues for most people to discuss in a group setting.

We suggest the following approach when leading each discussion:

- Encourage peer learning or sharing by soliciting the opinions of participants.
- Be aware that some participants will be more comfortable than others when speaking in front of the group.
- Encourage the quieter members to participate by asking them to offer their views on the case being discussed.
- Emphasize the importance of each staff member's role in demonstrating the UN Values.
- Should you find yourself unable to answer a particular question, say to the group that you do not have the answer, ask if anyone else in the group has a suggestion, or note the question, and after the workshop is completed, promptly forward any unanswered questions to the Ethics Office.

There are discussion and follow-up questions included in this Guide for each scenario. Below is a list of general questions you can also draw on to encourage open dialogue:

- What do you think about the situation?
- Has anyone faced a similar situation they would like to share with the group?
- How would you approach the situation?
- What values are most relevant here?
- Where could you go for help or advice?
- What do you think is the right thing to do in this situation?

The table below shows how each scenario links to a specific value:

	DISCUSSION TOPIC	VALUE	FORMAT	SUGGESTED ALLOTTED TIME
1.	Scenario 1	Inclusion	Written scenario	25–30 minutes
2.	Scenario 2	Integrity	Written scenario	25–30 minutes
3.	Scenario 3	Humility	Script	25–30 minutes
4.	Scenario 4	Humanity	Video	25–30 minutes

Instructions

For scenarios 1, 2 and 3, project the PowerPoint presentation as you lead the Dialogue. It serves to guide you and help your group follow along in the discussions.

For Scenario 4, show the video first, then project the PowerPoint presentation. Instructions for each scenario are given below.

The Participant's Guide contains the discussion scenarios and resources and references related to each scenario. Follow the steps below:

1. **Introduce the scenario**: Each scenario includes a small introduction you can read or paraphrase to the group.

2. **Read or view**: For scenarios 1 and 2, display the discussion topic on PowerPoint and read aloud to participants, or even better, invite someone else to read it aloud. For scenario 3, display the discussion topic on PowerPoint and ask **four people** to each take the part of one of the characters. For scenario 4, show the video then project the PowerPoint presentation. You can also distribute a print version of each scenario to participants.

3. **Ask questions:** Ask a question and allow participants to discuss it fully before moving on to the next one. A suggestion: Give people a few minutes to reflect on the questions individually, before asking for comments. Allowing some reflection time for everyone may encourage less assertive colleagues to feel more confident about participating.

4. **Wait:** Give participants time to consider each question and potential answers. It can take several seconds for a person to hear a question and formulate an answer. Ask for volunteers to offer their thoughts. Encourage group members to share what they would do if faced with a similar situation.

5. **Include:** Observe who is talking and who is not. Try to encourage those who are not talking, by asking "Is there anybody who hasn't yet spoken who would like to say something?"

6. **Conclude:** Once you have discussed each of the questions, conclude by reviewing the key discussion points provided. If participants are still actively discussing, say, "Let's hear one more comment before we move forward." After discussing the individual topics, close with concluding remarks and thank everyone for their participation.

Introduction to Scenarios

5 MINUTES

For this activity, you will read/view and discuss a scenario with the group.

> Advance to **SLIDE 11;** read or paraphrase:

> "Let's move on now to the scenarios. The scenarios we will discuss today relate to the UN values. We will definitely discuss two scenarios and if there is time, we will discuss a third. We have about 25 minutes to discuss each scenario.
>
> Each scenario relates to one of the four Values in the new UN values and Behaviours Framework: Inclusion, Integrity, Humility and Humanity.
>
> All the scenarios can be found in the Participant's Guide which you have already received.
>
> Then say either:
>
> • Let us start with scenario 1/2/3/4, which is on Inclusion/Integrity/Humility/ Humanity.
>
> Or ask:
>
> • Which scenario would you like to discuss first?"

Scenario 1: Inclusion

25–30 MINUTES

> Advance to **SLIDE 12** and **SLIDE 13;** invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

> **SCENARIO 1: INCLUSION**
>
> Gabi had recently taken up her post as a National Professional Officer in a field mission, and was eager to make a positive difference to the work of her team. She had made a few suggestions for how to do things differently, but felt that her more established team members tended to ignore what she said, or found reasons not to change, or pretended to agree and then didn't do anything. Gabi felt her opinions just didn't count.
>
> She wondered if it was because her English was not as good as that of her international colleagues, though she was fluent in Spanish, which was the host country's official language. She found it hard to get her points across to her manager and team when she was speaking English. One morning, Gabi had a one-to-one meeting with her manager. During the meeting, as she was talking in English with great passion about a new project, her manager abruptly interrupted her, saying 'Slow down, I'm really struggling to understand you! And please stop smiling! When you speak quickly and smile like that, you look so young, and no-one will ever take you seriously!'. Gabi was completely taken aback. She knew she looked young for her age and was aware of her accent, and had often worried that these things would hold her back. Now she felt like her manager had just confirmed all her anxieties. She was upset by their feedback.
>
> Gabi sometimes felt like she didn't really belong in the team. Her colleagues were polite but very few people had taken the time to get to know her since she joined, or ask how she was doing. There were days when she felt almost invisible. It was as if there was a 'mould' you had to fit into, in order to be accepted. It was an open secret that her manager had favourites, a group of people who had worked with them in different missions, and who her manager went to whenever they needed any advice, or ideas, or input, or decisions. It was hard to break into this 'in crowd'. They all knew each other well, spoke the same language. It seemed to Gabi that they all had similar backgrounds, shared the same perspectives on things, enjoyed similar interests. They often went out and played sports together on the weekends. It also seemed that they were always assigned the best projects.

SCENARIO 1: INCLUSION (cont.)

Very quickly, Gabi began to lose self-confidence. She noticed herself holding back on sharing her ideas with her team and her manager. She was not sure she had a future in the field mission. She asked a couple of friends outside work what she should do. One of them said she should improve her English, develop an interest in a sport, do what was needed to become part of the 'in crowd'. The other said she should just be herself.

DISCUSSION

> Use the following questions to guide your discussion. The questions are also included in the Participant's Guide. **Ask for volunteers to contribute their views and experiences.**

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
1. **What is happening in this scenario?**	• What assumptions are you making about Gabi and her manager? • What other biases, assumptions or stereotypes do you see in this scenario? • The text uses gender-neutral pronouns (they/ them) to refer to Gabi's colleagues and supervisor. Did you make any assumption about their gender(s)? How did it affect your understanding of the scenario?	• We often make assumptions about other people based on our own biases and stereotypes. • It is important to be aware of the assumptions we are making in order to mitigate them. • Treating people with dignity and respect includes not making assumptions about them.
2. **Is Gabi being excluded in your view?**	• What behaviours described in the scenario are contributing to her/others' exclusion? • What else might make someone feel excluded?	• There is plenty of evidence that Gabi is being excluded. • People can be made to feel excluded on the basis of any aspect(s) of their identity, including language, age, interests. • People can be made to feel excluded by having their ideas, opinions and experiences ignored. • The behaviours that exclude people can be either intentional or unintentional.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
3. Why does inclusion matter?	• How does inclusion help improve the performance of individuals and teams? • What is the impact of exclusion on individuals and teams?	• Inclusion helps create a positive and enabling work environment in which everyone can participate and thrive. • It is important to pay attention to inclusion in every context, and particularly when working with colleagues and clients in different languages and across cultures. • Exclusion is traumatic. It damages the well-being and performance of staff. It reduces self-confidence and self-belief. It stops people—and the Organization—from achieving their potential.
4. What are the factors that contribute to inclusion?	• As Gabi's friend, what would you advise her to do? • What would you advise Gabi's manager to do? • If you were part of the team and noticed Gabi's exclusion, what could you do?	• There is no 'right' answer here. In addition to the options provided, Gabi could try talking informally with her manager about what she is experiencing and how it is making her feel. • There is information and advice available for anyone in the United Nations who is concerned about exclusion, relating to themselves or others. • There are also resources available to help anyone who wants to raise their own awareness and understanding about how they might be excluding others. • Staff at all levels are responsible for demonstrating Inclusion. Seniority brings with it a particular responsibility to act as a role model for Inclusion.
5. What could you do differently?	• What examples do you have of inclusion in action in your team? • What are some of the steps you personally could take to demonstrate the value of inclusion?	• Each of us is responsible for demonstrating the value of Inclusion.

LESSONS LEARNT

> Once the discussion is complete, move to **SLIDE 14**, wrap up by reading or paraphrasing the key messages, and emphasising any other important points that have come out of the discussion:

> **KEY MESSAGES**
>
> - We often make assumptions about other people based on our own biases and stereotypes. Treating people with dignity and respect includes not making assumptions about them.
>
> - People can be made to feel excluded on the basis of any aspect(s) of their identity, including language, age, interests. The behaviours that exclude people can be either intentional or unintentional.
>
> - Inclusion helps create a positive and enabling work environment in which everyone can participate and thrive. Exclusion damages the well-being and performance of staff. It reduces self-confidence and self-belief. It stops people—and the Organization—achieving their potential.
>
> - Each of us is responsible for demonstrating the value of inclusion.

RELATED RESOURCES AND REFERENCES

Related resources and references are included in the Participant's Guide as well.

> **INCLUSION**
>
> - UN Charter: https://www.un.org/en/about-us/un-charter
>
> - SG's Bulletin on Staff Regulations and Rules of the United Nations (ST/SGB/2018/1/Rev.1) (in particular, Staff Regulation 1.2 (a) and (b), Staff Regulation 1.3 (a), Staff Rule 1.2 (f): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N21/149/07/PDF/N2114907.pdf?OpenElement
>
> - Administrative Instruction on Unsatisfactory conduct, investigations and the disciplinary process (ST/AI/2017/1): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N17/351/82/PDF/N1735182.pdf?OpenElement
>
> - SG's Bulletin on Status basic rights and duties of United Nations staff members (ST/SGB/2016/9): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N16/228/97/PDF/N1622897.pdf?OpenElement
>
> - Standards of Conduct for the International Civil Service (2013): https://icsc.un.org/Resources/General/Publications/standardsE.pdf
>
> - GA Resolutions on the United Nations common system: report of the International Civil Service Commission (A/RES/67/257): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N12/494/02/PDF/N1249402.pdf?OpenElement
>
> - SG's Bulletin on Addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8): https://www.undocs.org/ST/SGB/2019/8
>
> - United Against Racism: https://iseek.un.org/content/un-action-against-racism-resources-staff
>
> - Strategic Action Plan Against Racism: https://iseek.un.org/system/files/sap_final_report.pdf
>
> - United to Respect: https://hr.un.org/united-to-respect
>
> - UN Disability Inclusion Strategy: https://iseek.un.org/system/files/un_disability_inclusion_strategy_-_english.pdf
>
> - Disability Inclusion (Knowledge Gateway): https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Disability-Inclusion-1.aspx
>
> - Toolkit for inclusion of persons with disability: https://iseek.un.org/content/toolkit-inclusion-persons-disabilities
>
> - United for Gender Parity: https://iseek.un.org/genderparity

- UN System Strategy on Gender Parity: https://iseek.un.org/system/files/17-00102b_gender_strategy_report_13_sept_2017.pdf

- UN Gay, Lesbian and Bisexual Employees (UN-GLOBE): http://www.unglobe.org/

- Guidelines for Gender-inclusive language: https://www.un.org/en/gender-inclusive-language/index.shtml

- Multilingualism at the United Nations: https://iseek.un.org/multilingualism

- Minimum standards of multilingualism for United Nations websites: https://www.un.org/en/multilingualism-web-standards

- UN Language Framework: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/United-Nations-Language-Framework.aspx

- Geographical Diversity Strategy: https://hr.un.org/sites/hr.un.org/files/OHR%20Geographical%20Diversity%20Strategy_EN_0.pdf

> Allow time for participants to share their points of view and ask if there are any questions before moving onto the next scenario.

Scenario 2: Integrity

25–30 MINUTES

> Advance to **SLIDE 15;** invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

SCENARIO 2: INTEGRITY

Karl and Thandi are both experienced managers who have been working closely together for the past two years. Karl has been with the UN for many more years than Thandi, and they are at the same grade.

Karl is a friendly person, who likes a joke and has good networks of contacts across the UN. He is quite a dominant character, who has strong views, is well connected, and knows how to get things done. For the most part, Thandi enjoys working with him. The same cannot be said of Karl's team, however. Some of them have started confiding in Thandi about Karl's behaviour.

One thing Thandi is told is that Karl doesn't often credit the work of his team members. Instead, he tends to downplay the involvement of other people, presenting the ideas of his team, peers and even managers as his own, taking all the credit and benefits in terms of his own reputation both inside and outside the UN. He behaves similarly in his communication with external stakeholders, sometimes talking with interlocutors about projects without mentioning or copying in the relevant people in crucial emails. Such actions leave his staff and peers feeling exposed, out-of-the-loop, and unrecognized.

Thandi was also told about a recent meeting in which Karl called the team together, ostensibly to discuss whether they should take on a new project. The team expressed some doubts about the integrity of the project, as it involved an outside company, in which Karl's spouse had a leading management role and which had been in the news recently due to its involvement in a nation-wide corruption scandal. But Karl didn't want to spend much time discussing this. He was also evasive about how the project would be managed. Some in the team suspected that Karl was under pressure from the project donor, his wife, and other personal contacts, as he had already agreed to the project and offered the project management role to someone in his wider network.

One of his team members had challenged him recently about this, but he just told them that they should not worry about it and let him do what he does best.

DISCUSSION

> Use the following questions to guide your discussion. The questions are also included in the Participant's Guide. **Ask for volunteers to contribute their views and experiences**.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
1. What is happening in this scenario?	• In what ways, if at all, would you describe Karl's behaviour as lacking integrity? • What does it mean, to act with integrity? • Who else is not acting with Integrity? Why?	• Staff members shall uphold the highest standards of efficiency, competence and integrity. The concept of integrity includes, but is not limited to, probity, impartiality, fairness, honesty and truthfulness in all matters affecting their work and status. • The concept of integrity "embraces all aspects of behaviour of an international civil servant, including such qualities as honesty, truthfulness, impartiality and incorruptibility. • Karl's behaviour lacks integrity in a number of ways. • Integrity is about meeting the standards of conduct of the United Nations in all we do, as stated in the UN Staff Regulations and Rules as well as the Standards of Conduct for the International Civil Service. • Integrity is not just demonstrated in the big decisions we make, but in how we strive to achieve our goals for the Organization and treat each other day-to-day. • Integrity requires us to not only know which ethical action to take, but to be able to act ethically in spite of time pressure, resistance, and other external influences. • Acting with integrity is crucial to our reputation and the reputation of our Organization. • Integrity includes zero tolerance for discriminatory behaviour, acting without consideration for personal gain, or the gain of others, being aware of possible conflicts of interest, not abusing power and privilege, and resisting undue pressure in decision-making from external actors.
2. What should Thandi do now?	• What are the options available to Thandi at this point? • What would you do now in her position?	• There are multiple formal and informal routes through which concerns about misconduct and unprofessional behaviour can be reported and discussed. • When you report misconduct through formal routes or cooperate with an authorized audit or investigation, you are protected against retaliation. • Anyone witnessing or experiencing misconduct, unprofessional or unethical behaviour, or any other breach of UN standards, should follow the process(es) available for reporting their concerns. • There is support available for anyone witnessing or experiencing unprofessional or unethical behaviour.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
3. What does a culture of integrity look like?	• What is the role of leadership in creating a culture of integrity? • What is the role of other team members in creating a culture of integrity?	• Staff at all levels are responsible for demonstrating integrity. Seniority brings with it a particular responsibility to act as a role model for integrity. • Whatever level I am at, the best way to encourage others to demonstrate integrity is to demonstrate it myself. • We can all help each other identify ethical behavior and to act ethically, even when under pressure.
4. What could you do differently?	• What examples do you have of integrity in action in your team? • What are some of the steps you personally could take to demonstrate the value of integrity?	• Each of us is responsible for demonstrating the value of integrity.

LESSONS LEARNT

> Once the discussion is complete, move to **SLIDE 16**; wrap up by reading or paraphrasing the key messages, and emphasising any other important points that have come out of the discussion:

KEY MESSAGES

- Integrity is about meeting the standards of conduct of the United Nations in all we do. It is demonstrated not just in the big decisions we make, but in how we behave with each other day-to-day

- Integrity includes zero tolerance for discriminatory language and behaviour, acting without consideration for personal gain, not abusing power and privilege, and resisting undue pressure in decision-making from external actors.

- There are multiple formal and informal routes through which concerns about misconduct and unprofessional behaviour can be reported and discussed. Anyone witnessing or experiencing misconduct, unprofessional or unethical behaviour, or any other breach of UN standards, should follow the process(es) available for reporting their concerns

- Whatever level I am at, the best way to encourage others to demonstrate integrity is to demonstrate it myself.

RELATED RESOURCES AND REFERENCES

Related resources and references are included in the Participant's Guide as well.

> **INTEGRITY**
>
> - UN Charter: https://www.un.org/en/about-us/un-charter
> - SG's Bulletin on Staff Regulations and Rules of the United Nations (ST/SGB/2018/1/Rev.1) (in particular, Staff Regulation 1.2 (b) and (m), Staff Regulation 1.3 (a), Staff Rule 1.2 (f) and (q): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N21/149/07/PDF/N2114907.pdf?OpenElement
> - Administrative Instruction on Unsatisfactory conduct, investigations and the disciplinary process (ST/AI/2017/1): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N17/351/82/PDF/N1735182.pdf?OpenElement
> - Standards of Conduct for the International Civil Service (2013) - https://icsc.un.org/Resources/General/Publications/standardsE.pdf
> - GA Resolutions on the United Nations common system: report of the International Civil Service Commission (A/RES/67/257): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N12/494/02/PDF/N1249402.pdf?OpenElement
> - SG's Bulletin on Addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8): https://undocs.org/en/ST/SGB/2019/8
> - Prevention of Sexual Exploitation and Abuse: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/PSEA.aspx
> - Accountability: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Accountability.aspx
> - Accountability Handbook: https://unitednations.sharepoint.com/sites/APP-Gateway/Guidances/Accountability%20Handbook.pdf?cid=1d71c335-14f1-4cee-a853-6afaaf78bf95
> - SG's Bulletin on Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations (ST/SGB/2017/2/Rev.1): https://undocs.org/ST/SGB/2017/2/Rev.1
> - The Roadmap: A Staff member's guide to finding the right place: https://www.un.org/en/ethics/assets/pdfs/roadmap.pdf
> - Putting Ethics to Work: A guide for UN staff: https://www.un.org/en/ethics/assets/pdfs/Attachment_2_EN_Putting%20Ethics%20to%20Work.pdf
> - United Nations Ethics Office Fact Sheet: https://www.un.org/en/ethics/assets/pdfs/united-nations-ethics-office-facts-sheets.pdf
> - SG's Bulleting on Status, basic rights and duties of United Nations staff members (ST/SGB/2016/9): https://undocs.org/ST/SGB/2016/9
> - United to Respect: https://hr.un.org/united-to-respect

> Allow time for participants to share their points of view and ask if there are any questions before moving onto the next scenario.

Scenario 3: Humility

25–30 MINUTES

> Advance to **SLIDE 17** and **SLIDE 18; invite four participants to each read one character's words to the group**. The scenario can also be found in the Participant's Guide.

SCENARIO 3: HUMILITY

THE SCENE: Safaa, Patrick, Simonetta and Ashita, who are based at a Resident Coordinator's Office, are having lunch together one day, and the conversation turned to the new UN Values and Behaviours Framework.

SIMONETTA: 'Have you seen that humility is now one of the four UN values? I'm not sure I agree with that. In fact, I'm not even sure what that means. What does it mean to all of you?'

SAFAA: 'I'm not really sure either, but when I think of humility, I think of someone who's willing to learn from other people, someone who doesn't think they have all the answers. My manager is a bit like that. He'll often say to us 'I don't know what the right answer is here, I have some ideas, but I need your help, what do you think?'. It doesn't matter to him about grade or things like that—if someone's got an opinion, he wants to hear it. He makes an effort to let us do it in whatever language we want to use. That seems like humility to me'.

PATRICK: 'I'm not sure that's what it means. To me it's about recognizing no-one is perfect, acknowledging your mistakes and learning from them. It's like the opposite of arrogance. In my team, if anything goes wrong, we are expected to be open about it, rather than hiding it, so we can all learn from the experience, and work out what we can do differently in the future. My manager is very open about the things she gets wrong herself. I've heard her talking about her mistakes and what she's learned on several occasions'.

SIMONETTA: 'To be honest, she sounds a bit weak to me. As a manager, I feel it is important for my team that I set a really clear direction, and not waste time consulting with others if experience already tells me which approach is best. That's how we're able to work in different countries, applying the lessons learned to different contexts, whether it's what our local counterparts would do or not. After all, we can't please everyone. That's the problem with having humility as a value. It sends a signal that we've got no strength, no conviction, no belief in ourselves or what we do. I just don't understand why we would want to be humble and apologetic about who we are and what we do. We should be proud of those things, surely?'

ASHITA: 'There's nothing wrong with being proud. But humility is about acknowledging there's more than one way of doing things. It's about recognizing your own strengths and weaknesses, and at the same time recognizing the complexity of local contexts and the value of local knowledge, incorporating both into decision-making. Humility is about the open-mindedness with which we—not just the four of us, but all of us who work for the UN—present ourselves in our work in the field and other places, as much as to each other'.

DISCUSSION

> Use the following questions to guide your discussion. The questions are also included in the Participant's Guide. **Ask for volunteers to contribute their views and experiences.**

DISCUSSION QUESTIONS	FOLLOW UP QUESTIONS	IMPORTANT POINTS
1. **What does humility mean to you?**	• What do you think of the views expressed in this scenario?	• The term 'humility' is understood differently in different cultures and contexts. • In the context of the United Nations, 'humility' simply means 'demonstrating self-awareness and willingness to learn from others'. • In the UN, we see humility as a strength, not as a weakness.
2. **Why is humility such an important value for the UN?**	• How does humility help us to better meet the needs of the people we serve?	• Humility means being open to the complexity of local contexts and the value of local knowledge. We meet the needs of the people we meet better, both inside and outside the Organization, when we don't think we have all the answers, and are humble about the knowledge and experience we both bring. • Humility means not seeking to conceal mistakes but acknowledging them and learning from them.
3. **Is humility a value for leaders, or for everyone?**	• How does humility help each of us to lead more effectively? • How does humility help each of us to work together more effectively?	• Humility means being open to the experiences, perspectives, opinions of others, whoever we are. • Humility helps us connect better with others, makes us more open to collaboration, helps us make better-informed decisions, and helps us be more open to adaptation and innovation. • Seniority brings with it a particular responsibility to be self-aware and willing to learn from others.
4. **What could you do differently?**	• What examples do you have of humility in action in your team? • What are some steps you personally could take to demonstrate the value of humility?	• Each of us is responsible for demonstrating the value of humility.

LESSONS LEARNT

> Once the discussion is complete, move to **SLIDE 19**, wrap up by reading or paraphrasing the key messages, and emphasising any other important points that have come out of the discussion:

KEY MESSAGES:

- The term 'humility' is understood differently in different cultures and contexts. In the context of the United Nations, 'humility' simply means 'demonstrating self-awareness and willingness to learn from others'.

- In the UN, we see humility as a strength, not as a weakness.

- Humility means being open to the complexity of local contexts and the value of local knowledge. We meet better the needs of the people we serve better, both inside and outside the Organization, when we don't think we have all the answers, and are humble about the knowledge and experience we both bring.

- Humility helps us connect better with others, makes us more open to collaboration, helps us make better-informed decisions, and helps us be more open to adaptation and innovation.

- Seniority brings with it a particular responsibility to be self-aware and willing to learn from others. However, each of us is responsible for demonstrating the Value of Humility.

RELATED RESOURCES AND REFERENCES

Related resources and references are included in the Participant's Guide as well.

HUMILITY

- UN System Leadership Framework: https://unsceb.org/sites/default/files/imported_files/Leadership_0.pdf

- Community Engagement: https://unitednations.sharepoint.com/sites/PPDB/SitePages/Community-Engagement-and-Conflict-Management.aspx

- Learning Strategy: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Learning-Strategy.aspx

- Casciaro, Battilana and Tiziana (2021) 'Don't Let Power Corrupt You' in Harvard Business Review: https://hbr.org/2021/09/dont-let-power-corrupt-you

- Cable, Dan (2018): 'How Humble Leadership Really Works' in Harvard Business Review: https://hbr-org.cdn.ampproject.org/c/s/hbr.org/amp/2018/04/how-humble-leadership-really-works

- Allow time for participants to share their points of view and ask if there are any questions before moving onto the next scenario.

Scenario 4: Humanity

25–30 MINUTES

> **Play the video on this link, then show SLIDE 20 with the text of the scenario.** This scenario can also be found in the Participant's Guide.

SCENARIO 4: HUMANITY

- Lilian and Akmal are friends and colleagues, working together on the same project. Lilian is Akmal's immediate line manager (first reporting officer, or FRO). Tomas is Lilian's immediate line manager, which makes him Akmal's second reporting officer, or SRO.

- Lilian was feeling really stressed. She'd been working long hours for several months on a project that she was desperate to make a success. She hadn't felt able to take any time out or even have a weekend off. She was really feeling the strain. Her sleep was disrupted, she'd stopped eating much, she felt anxious and irritable all of the time. She confided in Akmal that she felt she was on the edge of burnout. She didn't want her line manager Tomas to know though. 'I really want to do this job', she said. 'I don't want anyone to think I can't cope. I don't want to make a fuss or let anyone down. This is just what it means to be a humanitarian'.

- Akmal was very concerned about Lilian. To him humanity meant caring for the people he worked with, as much as those he served. But he was also concerned about the project that Lilian was leading. It was a large project linked to supporting the distribution of COVID-19 vaccines to field locations, and it was about to enter its most intensive phase. Akmal worried that the project could be at risk if Lilian's mental health was to worsen. And if the project were to fail, it would have a devastating impact on the team and all its partners and beneficiaries.

- Akmal knew he should speak to Tomas but held back. Tomas was the archetypal 'tough guy' who rarely talked about his emotions. In fact, when another colleague had mentioned the stress he felt juggling work and family life as a lone parent a few years ago, Tomas had said to Akmal that he felt it was extremely 'unprofessional' to raise such issues at work. It felt like Tomas did not have any vulnerabilities. He certainly didn't make it easy for others to talk with him about theirs. Akmal worried that Tomas would most likely want to remove Lilian from the project.

- Akmal felt really torn. He knew Lilian needed kindness and compassion at this time, above everything else. He wanted to respect her right to confidentiality and privacy. At the same time, he felt the need to prioritize the project and those who the project was designed to help.

DISCUSSION

> Use the following questions to guide your discussion. The questions are also included in the Participant's Guide. **Ask for volunteers to contribute their views and experiences.**

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
1. What is happening in this scenario?	• What should Akmal do now?	• An important part of humanity is paying attention to the mental health and physical well-being of oneself and others. • Akmal should speak with someone about his concerns. He could speak with Lilian, or Tom, or someone else. • There is support available for anyone in the UN concerned about their own or others' mental health. • There are also resources available to help anyone who wants to learn more about mental health and support others towards better mental health.
2. What does humanity mean to you?	• Who is behaving with humanity in this scenario?	• Akmal's worries suggest humanity, but it is not enough. Humanity means acting with kindness, empathy and compassion to others, not just worrying about them. • Humanity also means upholding recognized human rights, and considering both the social and the environmental impact of all our decisions. • Staff at all levels are responsible for demonstrating humanity. Seniority brings with it a particular responsibility to act as a role model for all the values including humanity.
3. How does our humanity benefit the people we serve?	• How does acting with humanity towards each other help us do a better job with the people we serve?	• Humanity is about furthering peace, dignity and equality in how we behave with one another as well as the people we serve. • We all have the opportunity to demonstrate humanity through our work with the UN, in large and small ways. • Humanity means that all decisions and actions prioritize the needs of those whom the UN serves.
4. What could you do differently?	• What examples do you have of humanity in action in your team? • What are some steps you personally could take to demonstrate the value of humanity?	• Each of us is responsible for demonstrating the value of humanity.

LESSONS LEARNT

> Once the discussion is complete, move to **SLIDE 21**, wrap up by reading or paraphrasing the key messages, and emphasising any other important points that have come out of the discussion:

KEY MESSAGES

- Humanity is about furthering peace, dignity and equality in how we behave with one another as well as the people we serve.
- An important part of humanity is paying attention to the mental health and physical well-being of oneself and others. There is support available for anyone in the UN concerned about their own or others' mental health.
- Humanity also means upholding recognized human rights, and considering both the social and the environmental impact of all our decisions.
- We all have the opportunity to demonstrate humanity through our work with the UN, in large and small ways.
- Each of us is responsible for demonstrating the value of humanity. Seniority brings with it a particular responsibility to act as a role model for all the values including humanity.

RELATED RESOURCES AND REFERENCES

Related resources and references are included in the Participant's Guide as well.

HUMANITY

- UN Charter: https://www.un.org/en/about-us/un-charter
- Ombudsman and Mediation Services: https://iseek.un.org/Ombudsman-and-mediation
- SDG Primer: https://sdgprimer.un.org/story_html5.html
- Recognising signs of poor mental health: https://www.un.org/en/healthy-workforce/files/Recognizing%20signs%20of%20poor%20mental%20health.pdf
- Understanding Mental Health: https://www.un.org/en/healthy-workforce/files/Understanding%20Mental%20Health.pdf
- Supporting a Colleague (Mental Health): https://www.un.org/en/healthy-workforce/files/Supporting%20others.pdf
- Well-being tips for UN Personnel (COVID-19): https://www.un.org/en/coronavirus/wellness
- Personal well-being and managing stress for managers and leaders (Factsheet 1: Why is mental health and well-being so important?): https://www.un.org/en/healthy-workforce/files/Fact_Sheet_1.pdf
- Personal well-being and managing stress for managers and leaders (Factsheet 2: How can you improve mental health and well-being?): https://www.un.org/en/healthy-workforce/files/Fact_Sheet_2.pdf
- Lead & Learn: Mental health and well-being for managers and leaders (podcast): https://www.youtube.com/watch?v=NIGQnitpR2U
- UN Workforce Mental Health and Well-being Strategy: https://www.un.org/en/healthy-workforce-home
- Youth Mental Health: https://www.un.org/esa/socdev/documents/youth/youth-mental-health.pdf
- Mental health & well-being resources for managers and leaders: https://iseek.un.org/article/mental-health-well-being-resources-managers-leaders
- SG Call to Action for Human Rights: https://iseek.un.org/node/2175966

- Allow time for participants to share their points of view and ask if there are any questions before moving onto the next section (Taking Action).

Taking Action

10–30 MINUTES

> Advance to **SLIDE 22,** and read or paraphrase:

> "We now have about [10–30] minutes before we conclude to consider the implications of the UN values for our team."

> Advance to **SLIDE 23,** and read or paraphrase:

> "The question for us to discuss is: What might we stop, start or continue doing as a team, to demonstrate our commitment to the new UN values?
> - This is an important part of this dialogue as we reflect on how we can demonstrate the UN values in very practical ways.
> - Let us take two minutes to reflect in silence on today's discussion.
> - Then please share any thoughts you may have"

> Take suggestions and offer encouragement to share ideas, including ideas on how they might be implemented.

> When the time is up/ the discussion has concluded, thank participants for their contributions. Let them know their ideas will help shape the culture of the team and the Organization. Make a commitment to revisit the ideas/ suggestions at your next team meeting.

> Record the team suggestions in Appendix B. This is a record for you and your team only. However if you would like to share your team's commitments with the Values and Behaviours team in the Office of Human Resources (OHR), then please do so through valuesandbehaviours@un.org. The team would be delighted to use your team's ideas and suggestions to inspire others to take action to truly live the UN values.

Conclusions

5 MINUTES

> Advance to **SLIDE 24,** read or paraphrase the following:

> "That was an excellent discussion. You made very interesting and important points.
>
> As we discussed earlier, if there is anything that came up in the Dialogue that you do not feel comfortable discussing with others, please let me know after the session.
>
> If you do not feel comfortable speaking with me, there are many others you can turn to—OHR, the Ethics Office, other colleagues.
>
> Another resource, published by the Ethics Office, is *The Roadmap.* It is a guide for those seeking assistance and is available on the Ethics Office iSeek page.
>
> Let us conclude now by reminding ourselves of some of the key messages from today."

> Advance to **SLIDE 25;** read or paraphrase the following:

> "Each of us plays a role in living the UN values. In doing so we all support UN deals and fulfil our mission.
>
> Before we close the session, are there any final questions or comments?"

> Advance to **SLIDE 26;** read or paraphrase the following final remarks:

> Thank you for your participation today. I hope you found it useful. I appreciated your enthusiasm for the discussion and your ideas and comments.
>
> Finally, if you have any suggestions for how the Dialogues may be improved for future years, please let me or the Ethics Office know.

- Take any final questions. Do not be concerned if there are questions you cannot answer. Contact OHR or the United Nations Ethics Office for a response and get back to the questioner.
- Close the session.

Appendices

Appendix A: Leadership Dialogue Sign-In Sheet

INSTRUCTIONS: To be filled in by session leader/facilitator AND submitted to Entity's approved Leadership Dialogue Focal Point

DATE OF SESSION:	
DISCUSSION LEADER:	
ENTITY:	
UNIT/SECTION/TEAM HOLDING SESSION:	
TOTAL NUMBER OF PARTICIPANTS:	**TOTAL PERSONNEL IN UNIT/SECTION/TEAM:**

1.	14.
2.	15.
3.	16.
4.	17.
5.	18.
6.	19.
7.	20.
8.	21.
9.	22.
10.	23.
11.	24.
12.	25.
13.	26.

Appendix B: Taking Action

INSTRUCTIONS: Please record the ideas and suggestions from your team for Taking Action here. This is a record for you and your team only. Make sure you revisit the ideas and their implementation in your next team meeting and on a regular basis afterwards.

If you would like to share your team's commitments with the Values and Behaviours team in OHR then please do so through valuesandbehaviours@un.org. We will be delighted to use your team's ideas and suggestions to inspire others to take action to truly live the UN Values.

STOP
SUGGESTION
SUGGESTION

START
SUGGESTION
SUGGESTION

CONTINUE
SUGGESTION
SUGGESTION

Appendix C: Session Leader's Feedback Form (Online)

INSTRUCTIONS: Session leader/facilitator should **submit the information below online** using the link https://forms.office.com/r/bmeA6sNfLu **OR** the QR Code below. For non un.org addresses, please contact ethicsoffice@un.org for an alternative link.

PREPARE TO FILL IN THE INFORMATION BELOW ONLINE

1. Date of session:

2. Discussion leader:

3. Entity:

4. Unit/Section/Team holding session:

5. Total number of participants:

6. Total personnel in Unit/Section/Team:

7. Rating of Leader's Guide's quality of content and ease of use (1=low; 5=high)

8. Which discussion topics did you use? Scenarios 1, 2, 3, 4

9. Rating of discussion topics' quality of content and ease of use (1=low; 5=high)

10. What went well during your session?

11. What did not go well during your session?

12. Were there any questions or issues that you could not answer during the session?

13. What changes would you recommend for future Leadership Dialogues?

14. What topics would you recommend for future Leadership Dialogues?

15. Summarize the key contributions from the Dialogue discussion, without naming individual participants.

Appendix D: List of Resources

PRE-READING

- UN Competencies for the Future (1999)

- Competency Framework Review: Desk Review

- UN Values and Behaviours Framework (2021).

- Secretary-General's message on UN Values and Behaviours Framework

- Secretary-General's report, 'Our Common Agenda'

- Living Our Values (culture narrative)

- Knowledge Gateway on Values and Behaviours

SCENARIO-LINKED RESOURCES

- LinkedIn Learning – Values and Behaviours

- Blue Line – Values and Behaviours

INCLUSION

- UN Charter: https://www.un.org/en/about-us/un-charter

- SG's Bulletin on Staff Regulations and Rules of the United Nations (ST/SGB/2018/1/Rev.1)
  (in particular, Staff Regulation 1.2 (a) and (b), Staff Regulation 1.3 (a), Staff Rule 1.2 (f):
  https://documents-dds-ny.un.org/doc/UNDOC/GEN/N21/149/07/PDF/N2114907.pdf?OpenElement

- Administrative Instruction on Unsatisfactory conduct, investigations and the disciplinary process
  (ST/AI/2017/1): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N17/351/82/PDF/N1735182. pdf?
  OpenElement

- SG's Bulletin on Status basic rights and duties of United Nations staff members (ST/SGB/2016/9):
  https://documents-dds-ny.un.org/doc/UNDOC/GEN/N16/228/97/PDF/N1622897.pdf?OpenElement

- Standards of Conduct for the International Civil Service (2013): https://icsc.un.org/Resources/General/
  Publications/standardsE.pdf

- GA Resolutions on the United Nations common system: report of the International Civil Service
  Commission (A/RES/67/257): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N12/494/02/PDF/
  N1249402.pdf?OpenElement

- SG's Bulletin on Addressing discrimination, harassment, including sexual harassment, and abuse of
  authority (ST/SGB/2019/8): https://www.undocs.org/ST/SGB/2019/8

- United Against Racism: https://iseek.un.org/content/un-action-against-racism-resources-staff

- United to Respect: https://hr.un.org/united-to-respect

- Strategic Action Plan Against Racism: https://iseek.un.org/system/files/sap_final_report.pdf

- UN Disability Inclusion Strategy: https://iseek.un.org/system/files/un_disability_inclusion_strategy_-_english.pdf

- Disability Inclusion (Knowledge Gateway): https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Disability-Inclusion-1.aspx

- Toolkit for inclusion of persons with disability: https://iseek.un.org/content/toolkit-inclusion-persons-disabilities

- United for Gender Parity: https://iseek.un.org/genderparity

- UN System Strategy on Gender Parity: https://iseek.un.org/system/files/17-00102b_gender_strategy_report_13_sept_2017.pdf

- UN Gay, Lesbian and Bisexual Employees (UN-GLOBE): http://www.unglobe.org/

- Guidelines for Gender-inclusive language: https://www.un.org/en/gender-inclusive-language/index.shtml

- Multilingualism at the United Nations: https://iseek.un.org/multilingualism

- Minimum standards of multilingualism for United Nations websites: https://www.un.org/en/multilingualism-web-standards

- UN Language Framework: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/United-Nations-Language-Framework.aspx

- Geographical Diversity Strategy: https://hr.un.org/sites/hr.un.org/files/OHR%20Geographical%20Diversity%20Strategy_EN_0.pdf

- Geographical Diversity Strategy (French): https://hr.un.org/sites/hr.un.org/files/OHR%20Geographical%20Diversity%20Strategy_FR_1.pdf

INTEGRITY

- UN Charter: https://www.un.org/en/about-us/un-charter

- SG Bulletin on Staff Regulations and Rules of the United Nations (ST/SGB/2018/1/Rev.1) (in particular, Staff Regulation 1.2 (b) and (m), Staff Regulation 1.3 (a), Staff Rule 1.2 (f) and (q): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N21/149/07/PDF/N2114907.pdf?OpenElement

- Administrative Instruction on Unsatisfactory conduct, investigations and the disciplinary process (ST/AI/2017/1): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N17/351/82/PDF/N1735182. pdf?OpenElement

- Standards of Conduct for the International Civil Service (2013): https://icsc.un.org/Resources/General/Publications/standardsE.pdf

- GA Resolutions on the United Nations common system: report of the International Civil Service Commission (A/RES/67/257): https://documents-dds-ny.un.org/doc/UNDOC/GEN/N12/494/02/PDF/N1249402.pdf?OpenElement

- SG's Bulletin on Addressing discrimination, harassment, including sexual harassment, and abuse of authority (ST/SGB/2019/8): https://undocs.org/en/ST/SGB/2019/8

- Prevention of Sexual Exploitation and Abuse: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/PSEA.aspx

- Accountability: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Accountability.aspx

- Accountability Handbook: https://unitednations.sharepoint.com/sites/APP-Gateway/Guidances/Accountability%20Handbook.pdf?cid=1d71c335-14f1-4cee-a853-6afaaf78bf95

- SG Bulletin on Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations (ST/SGB/2017/2/Rev.1): https://undocs.org/ST/SGB/2017/2/Rev.1

- The Roadmap: A Staff member's guide to finding the right place: https://www.un.org/en/ethics/assets/pdfs/roadmap.pdf

- Putting Ethics to Work: A guide for UN staff: https://www.un.org/en/ethics/assets/pdfs/Attachment_2_EN_Putting%20Ethics%20to%20Work.pdf

- United Nations Ethics Office Fact Sheet: https://www.un.org/en/ethics/assets/pdfs/united-nations-ethics-office-facts-sheets.pdf

- SG's Bulleting on Status, basic rights and duties of United Nations staff members (ST/SGB/2016/9): https://undocs.org/ST/SGB/2016/9

- United to Respect: https://hr.un.org/united-to-respect

HUMILITY

- UN System Leadership Framework: https://unsceb.org/sites/default/files/imported_files/Leadership_0.pdf

- Community Engagement: https://unitednations.sharepoint.com/sites/PPDB/SitePages/Community-Engagement-and-Conflict-Management.aspx

- Learning Strategy: https://unitednations.sharepoint.com/sites/APP-Gateway/SitePages/Learning-Strategy.aspx

- Casciaro, Battilana and Tiziana (2021) 'Don't Let Power Corrupt You' in Harvard Business Review: https://hbr.org/2021/09/dont-let-power-corrupt-you

- Cable, Dan (2018), 'How Humble Leadership Really Works' in Harvard Business Review: https://hbr-org.cdn.ampproject.org/c/s/hbr.org/amp/2018/04/how-humble-leadership-really-works

HUMANITY

- UN Charter: https://www.un.org/en/about-us/un-charter

- SDG Primer: https://sdgprimer.un.org/story_html5.html

- Recognising signs of poor mental health: https://www.un.org/en/healthy-workforce/files/Recognizing%20signs%20of%20poor%20mental%20health.pdf

- Understanding Mental Health: https://www.un.org/en/healthy-workforce/files/Understanding%20Mental%20Health.pdf

- Supporting a Colleague (Mental Health): https://www.un.org/en/healthy-workforce/files/Supporting%20others.pdf

- Well-being tips for UN Personnel (COVID-19): https://www.un.org/en/coronavirus/wellness

- Personal well-being and managing stress for managers and leaders (Factsheet 1: Why is mental health and well-being so important?): https://www.un.org/en/healthy-workforce/files/Fact_Sheet_1.pdf

- Personal well-being and managing stress for managers and leaders (Factsheet 2: How can you improve mental health and well-being?): https://www.un.org/en/healthy-workforce/files/Fact_Sheet_2.pdf

- Lead & Learn: Mental health and well-being for managers and leaders (podcast): https://www.youtube.com/watch?v=NIGQnitpR2U

- UN Workforce Mental Health and Well-being Strategy: https://www.un.org/en/healthy-workforce-home

- Youth Mental Health: https://www.un.org/esa/socdev/documents/youth/youth-mental-health.pdf

- Mental health & well-being resources for managers and leaders: https://iseek.un.org/article/mental-health-well-being-resources-managers-leaders

- SG's Call to Action for Human Rights: https://iseek.un.org/node/2175966

Appendix E: Certification of Completion/Roll Up of Session Feedback Forms (Online)

INSTRUCTIONS: Focal Points should collect Appendix A forms from all session leaders/facilitators in their Entity, summarize the information using the form below as a guide (add rows if needed) **AND submit the information online** using the link https://forms.office.com/r/ihYvcMi1MT **OR** the QR Code below. **Only approved Focal Points can access this link**. For non un.org addresses, contact ethicsoffice@un.org for an alternative link.

	LEADERSHIP DIALOGUE 2022 (NAME OF DEPARTMENT)		
NO.	**NAME OF UNIT/SECTION/TEAM WHICH HELD SESSION**	**TOTAL PERSONNEL IN UNIT/SECTION**	**TOTAL NUMBER COMPLETED**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	TOTAL		

Leadership Dialogue Contact Information

FOR MORE INFORMATION, OR TO COMMENT, CONTACT:

United Nations Ethics Office

www.un.org/en/ethics

(Available via iSeek or the public United Nations site)

Email: ethicsoffice@un.org

Phone +1-917-367-9858

Or

Values and Behaviours team

Office of Human Resources (OHR)

Email: valuesandbehaviours@un.org

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Also, please consult these resources, available on our website:

Putting Ethics to Work: A Guide for UN Staff

The Roadmap: A Staff Member's Guide to Finding the Right Place