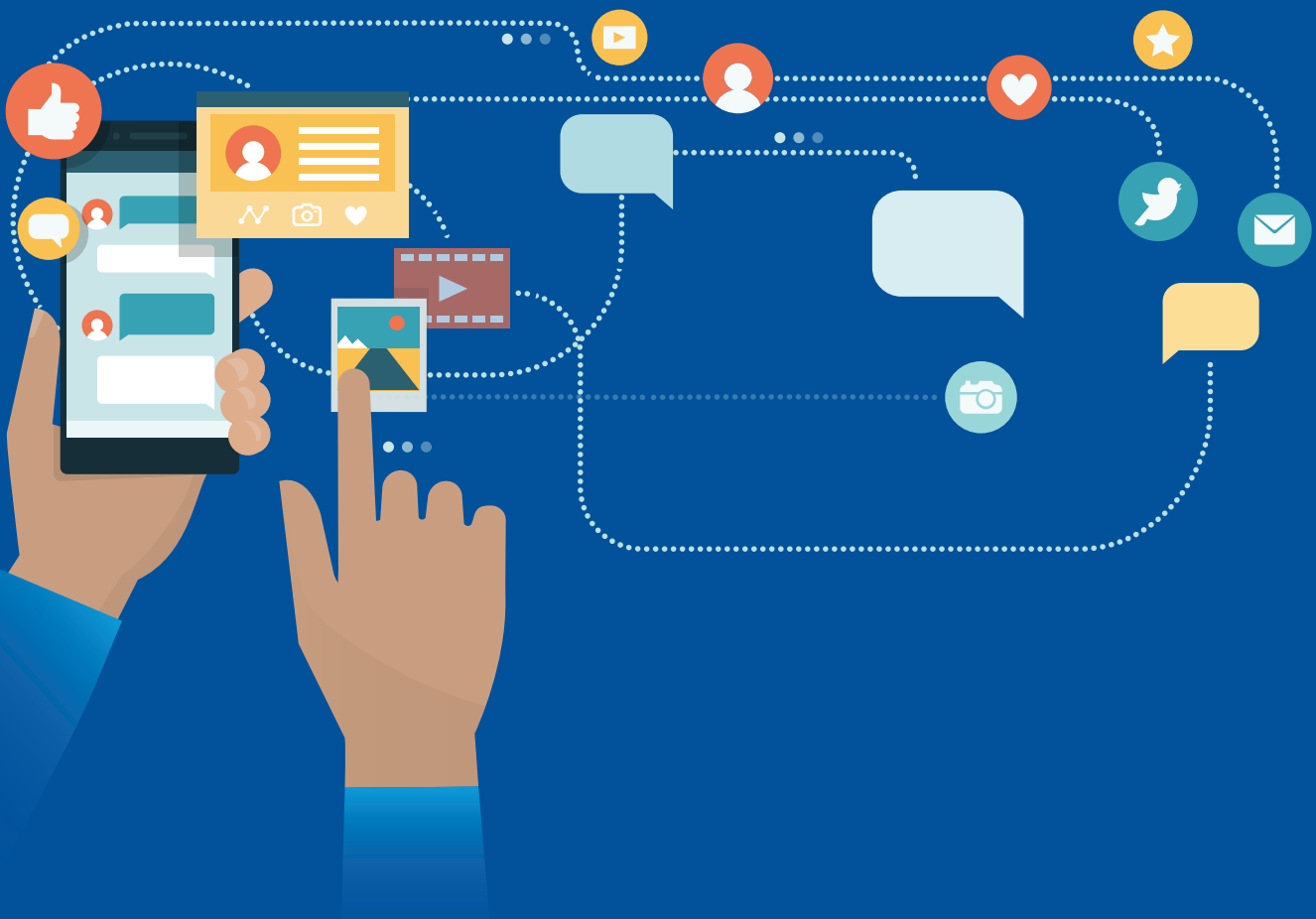


# Leadership Dialogue 2023

## Personal use of social media: How is my online behaviour?

LEADER'S GUIDE AND MATERIALS



## Welcome

Thank you for taking part in the 2023 United Nations Leadership Dialogue. This annual exercise is a unique opportunity for you and your colleagues to discuss meaningful subjects that impact how each of us carries out our daily work.


Each year, senior leaders conduct a guided Dialogue with their teams, who in turn, lead their own direct reports in a similar discussion until every United Nations staff member has participated.

The first Leadership Dialogue in 2013 focused on what it means to be an international civil servant. Last year's Dialogue centred around the new United Nations Values and Behaviours Framework.

This year's topic covers the personal use of social media. The discussion will explore how we, as international civil servants, can use social media responsibly, exercising freedom of expression and communicating about our lives, including our work, while fulfilling United Nations obligations. Responsible use of social media is critical in an era of misinformation and disinformation. We do not want to inadvertently spread misinformation – and countering disinformation requires media and information literacy, as well as good judgment.

The Dialogue will seek to remind each of us of our important role as the face of the Organization, including on social media. Our online behaviour must reflect the principles and values enshrined in the United Nations Charter, the Universal Declaration of Human Rights, and the Standards of Conduct for the International Civil Service.

I encourage your active participation in this Leadership Dialogue.



**António Guterres**  
*Secretary-General*

# Table of Contents

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<b>Welcome to the United Nations Leadership Dialogue</b> .....	2
<b>Preparing for the Dialogue</b> .....	4
<b>Planning the Session</b> .....	8
<b>Leading the Dialogue</b> .....	12
Introduction .....	12
Opening Activity .....	18
<b>Scenario Discussions</b> .....	19
Scenario 1: Omar’s Instagram activities: in official or personal capacity? .....	22
Scenario 2: Sepideh’s Twitter activities: legitimate complaints or prohibited conduct?.....	27
Scenario 3: Gumisai’s Facebook activities: information sharing or leaking? .....	31
Conclusions.....	34
<b>Appendices</b> .....	35
Appendix A: Leadership Dialogue Sign-In Sheet.....	35
Appendix C: Session Leader’s Feedback Form (Online).....	36
Appendix D: List of Resources .....	37
Appendix E: Certification of Completion/Roll Up of Session Feedback Forms (Online) .....	39
<b>Leadership Dialogue Contact Information</b> .....	40

# Preparing for the Dialogue

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Welcome to the 2023 Leadership Dialogue.

This year's topic, *Personal use of social media: How is my online behaviour?* was selected based on requests over the years from Leadership Dialogue participants.

The ever evolving and growing cyberworld in which we presently live has been enhanced in the post-pandemic era. At the same time, an explosion of information through social media that allows real time dissemination has at times also hampered its quality even as its quantity has grown exponentially.

In this time of misinformation (the accidental spread of inaccurate information) and disinformation (inaccurate information that is intended to deceive), all users of social media need to increase information literacy and exercise careful judgment in what they post and repost. This need for care and responsibility is even more important for UN staff and other personnel. We consider it timely to remind to one another that there can be a thin line between exercising our freedom of expression through social media and meeting our obligations as international civil servants.

This Leadership Dialogue is not designed to prevent us from expressing who we are but to remind us that we are the face of the Organization with ensuing obligations. This Dialogue is not a prohibition against the personal use of social media but a call to do it responsibly.

The 2023 Dialogue content was developed by the Ethics Office with feedback from several partner offices. We have included again one video version of the scenarios, having received positive feedback from participants on their use in the 2022 Dialogue.

In consideration of your time and schedule, this Leader's Guide provides step-by-step instructions and specific materials for you to use. As in the past, the scenarios are mainly based on real cases, the details of which have been anonymized. Managers should feel free to supplement and include personal examples and relevant situations from their own experience.

If you require additional support for this session, or wish to supplement these materials, please contact the Ethics Office at [ethicsoffice@un.org](mailto:ethicsoffice@un.org) for guidance.

Thank you,

**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 Offices, 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 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 and reporting on their sessions by 31 December 2023.** So, if you have managers who report to you, please schedule your session as soon as possible after your supervisors have 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 and reported on their dialogue sessions by **31 December 2023**.

If you are holding this Dialogue where remote working arrangements are in place or where colleagues are usually on mission travel, we ask you to exercise flexibility. Please carry out the Dialogue through appropriate means such as video/audio teleconferencing through Microsoft Teams<sup>1</sup> or through a telephone call in areas with low bandwidth. If the sessions are conducted remotely and sign-in sheets cannot be used, please remember to appoint a colleague to note down names of participants to ensure accurate reporting.

**Multilingualism:** The United Nations is a multilingual environment. While different duty stations will have specific languages that are mandated for official communication, not all colleagues will be able to express themselves freely and passionately in them. As the Leadership Dialogue is meant to encourage the exchange of ideas, we encourage you to embrace the use of multiple languages in conducting the Dialogue to maximize participation e.g., by using translators. The Ethics Office, on its part, will endeavour to increase the languages in which the Dialogue is available.

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

## PERSONAL USE OF SOCIAL MEDIA

Most of us have used social media in one form or another, whether to: tweet a commentary to a story that we agree with, like a Facebook post of vacation pictures from family and friends or make a TikTok video about our favourite dance routine. Instagram, WeChat, etc, the list of social media is endless. The UN has its own internal social media platform, Yammer.

While social media can be a helpful tool to connect with friends, family, and the society that we live in, it can also be a powerful medium for exercising our freedom of expression on other matters that are dear to our heart.

There is, however, a line where our freedom of expression, when not properly exercised, could cross over into interfering with our obligations as international civil servants. Staff regulation 1.2(f) states,

*“While staff members’ personal views and convictions, including their political and religious convictions, remain inviolable, staff members shall ensure that those views and convictions do not adversely affect their official duties or the interests of the United Nations. They shall conduct themselves at all times in a manner befitting their status as international civil servants and shall not engage in any activity that is incompatible with the proper discharge of their duties with the United Nations. They shall avoid any action and, in particular, any kind of public pronouncement that may adversely reflect on their status, or on the integrity, independence and impartiality that are required by that status”*

In this Leadership Dialogue, we explore this thin line between our freedom of expression and our obligations as international civil servants on social media. We ask:

1. When does freedom of expression turn to inappropriate public political partisanship, partiality, or criticism?
2. When does voicing personal opinion cross into prohibited conduct such as online bullying and harassment?
3. When does sharing of UN-related information become leaking of confidential official information?

We shall review why international civil servants have an additional obligation of discretion in relation to putting their own opinions out in the public, when it comes to contentious or sensitive matters that relate to the UN. Our online behaviour should be guided by the same norms that guide our offline behaviour. Online anonymity should not be an excuse for partiality, incivility, or unauthorized disclosure of protected information.

## KEY LESSONS FROM THIS YEAR'S DIALOGUE

This Leadership Dialogue will help us better understand the following topics:

1. The difference between personal and official use of social media.
2. The relationship between freedom of expression and political impartiality.
3. The pitfalls of voicing personal opinions and prohibited conduct online.
4. The distinction between sharing of information and leaking of classified information.
5. The obligations of international civil servants vis-à-vis public pronouncements on contentious matters.

## YOUR ROLE AS THE SESSION FACILITATOR

This Leadership Dialogue is designed to encourage participants to understand how we can personally use social media responsibly, in a manner that upholds our values and standards as international civil servants. 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 we have an obligation to ensure that our public pronouncements, including through social media, are aligned with our duties and status as international civil servants.

# Planning the Session

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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, but you are free to use more time, as you deem necessary.

We encourage you to conduct the Dialogue session either face-to-face or remotely, 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 strong opinions or emotions, borne from personal 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 and sharing 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 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, and you can report by 31 December 2023, plan to lead the session no more than a few weeks after your supervisor has completed their session with you.

DATE	TASK
<b>1-2 weeks ahead</b>	<ol style="list-style-type: none"> <li>1. Read this Guide and review the discussion topics.</li> <li>2. Prepare an example from your own experience to discuss in the opening activity.</li> <li>3. Review the following resources: <ul style="list-style-type: none"> <li>➤ <a href="#">Staff Regulation 1.2 (f)</a></li> <li>➤ <a href="#">United Nations Secretariat guidelines for the personal use of social media</a></li> <li>➤ <a href="#">Twitter guidelines for UN senior staff and spokespeople</a></li> <li>➤ <a href="#">Department of Public Information social media guidelines</a></li> <li>➤ <a href="#">ST/SGB/2019/5, Institutional use of social media</a></li> </ul> </li> <li>4. Invite participants to the session.</li> </ol> <p>Reserve the room/location and any equipment needed. If you are holding this Dialogue where remote working arrangements are in place where colleagues are usually on mission travel, we ask you to exercise flexibility. Please carry out the Dialogue through appropriate means, such as video/audio teleconferencing through Microsoft Teams<sup>1</sup>, or through a telephone call in areas with low bandwidth. If the sessions are conducted remotely and sign-in sheets cannot be used, do not forget to appoint a colleague to note down names of participants to ensure accurate reporting. Please ask team members if they have any needs related to disability or working hours or any other requirements that need to be addressed, to enable them to participate.</p> <p>Consult your supervisor or the Ethics Office, if you have questions about the materials or the session.</p>
<b>1-3 days ahead</b>	<ol style="list-style-type: none"> <li>1. Send a reminder to participants about the date and time for the session.</li> <li>2. Distribute the Participant’s Guide to participants.</li> <li>3. Think about how you will choose the scenarios to be discussed (see Scenario Discussions below).</li> <li>4. Confirm availability of the room and test any equipment needed for displaying the PowerPoint and video.</li> <li>5. Have available the “Notes View” of the accompanying PowerPoint presentation, which contains the Leader’s script.</li> </ol>
<b>Dialogue Day</b>	<ol style="list-style-type: none"> <li>1. Conduct the Dialogue session with participants.</li> <li>2. <b>NEW:</b> Ask the participants to assess the Dialogue session facilitator using <a href="#">Appendix F</a> (preview available in Participants Guide).</li> <li>3. Email the attendance sheet (Appendix A) to your Focal Point.</li> <li>4. Submit Feedback form (<a href="#">Appendix C</a>) online using the provided links.</li> <li>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 <a href="#">Appendix C</a> for this).</li> </ol>

## Session plan

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

SECTION	ACTIVITIES	MATERIALS	TIME
<b>1. Introduction</b>	<ul style="list-style-type: none"> <li>• Participants sign in (or designated monitor records names of participants for remote sessions).</li> <li>• Explain why the United Nations is conducting this Dialogue.</li> <li>• Review the session agenda.</li> <li>• Give a brief introduction to the personal use of social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Appendix A</li> <li>• Opening Remarks (<b>slides 1-2</b>)</li> </ul>	10 minutes
<b>2. Opening Activity: A Personal Example</b>	<ul style="list-style-type: none"> <li>• Share a brief story about a situation you experienced or encountered, related to the personal use of social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlights of personal story (<b>slide 13</b>)</li> </ul>	10 minutes
<b>3. Scenario Discussions</b>	<ul style="list-style-type: none"> <li>• Discuss at least two scenarios, using the materials provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Two/three scenario discussions (<b>slides 14-30 plus video</b>)</li> </ul>	65 minutes
<b>4. Conclusion</b>	<ul style="list-style-type: none"> <li>• Make closing comments and ask for last questions.</li> <li>• Thank participants for attending.</li> </ul>	<ul style="list-style-type: none"> <li>• Closing remarks (<b>slides 31-33</b>)</li> </ul>	5 minutes
<b>TOTAL TIME</b>			<b>90 minutes</b>

## 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

4. Once you have collected all sign-in sheets (Appendix A) for your Entity, summarize the information using Appendix E as a guide (see Appendices section of this Guide), and submit [Appendix E online](#) using the links provided. This will serve as certification that your Entity has concluded the Leadership Dialogue.
5. **Do not** submit the sign-in sheets (Appendix A) to the Ethics Office.
6. **Remind** participants to submit [Appendix F](#) (preview available in the Appendices section of the Participant's 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

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## 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

“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 and context for the 2023 Leadership Dialogue.”

“Each year, the Leadership Dialogues provide us with an opportunity to discuss topics with great meaning for our work. This year’s topic is: Personal Use of Social Media.

Discussing and understanding this is important because as international civil servants, we have obligations to align our public pronouncements with our obligations as UN staff members and as international civil servants.”

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

#### Ground rules

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](http://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 4](#); 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](#).”

- Proceed to [SLIDE 5](#); read or paraphrase the following:

#### **Overview**

“Our colleagues at the Ethics Office 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 minutes in total:

1. I will give a brief reminder of our obligations as international civil servants.
2. We will then have an initial discussion about the personal use of social media. –I will share a personal example as a starting point.
3. Then we will discuss two or three scenarios based on or related to the personal use of social media. 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 our responsibilities as international civil servants are when using social media personally.

Any further questions at this point?

Let us get started.”

- Proceed to [SLIDE 6](#); read or paraphrase the following:

#### **Introduction**

Most of us have used social media in one form or another, whether it is to: tweet a commentary to a story that we agree with, like a Facebook post of vacation pictures from family and friends or make a TikTok video about our favourite dance routine. Instagram, WeChat, the UN’s Yammer etc, the list of social media is endless.

While social media can be a helpful tool to connect with friends, family, and the society that we live in, it can also be a powerful medium for exercising our freedom of expression on other matters that are dear to our hearts.

There is, however, a line where our freedom of expression, when not properly exercised, could cross over into interfering with our obligations as international civil servants.

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

*“While staff members’ personal views and convictions, including their political and religious convictions, remain inviolable, staff members shall ensure that those views and convictions do not adversely affect their official duties or the interests of the United Nations.*

*They shall conduct themselves at all times in a manner befitting their status as international civil servants and shall not engage in any activity that is incompatible with the proper discharge of their duties with the United Nations.*

*They shall avoid any action and, in particular, any kind of public pronouncement that may adversely reflect on their status, or on the integrity, independence and impartiality that are required by that status”*

*Staff regulation 1.2 f*

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

In this leadership dialogue, we shall explore this thin line between our freedom of expression and our obligations as international civil servants on social media. We ask:

1. When does freedom of expression turn to inappropriate public political partisanship, partiality, or criticism?
2. When does voicing personal opinion cross into prohibited conduct such as online bullying and harassment?
3. When does sharing of UN-related information become leaking of confidential official information?

We shall review why international civil servants have an additional obligation of discretion in relation to putting their own opinions out in the public, when it comes to contentious or sensitive matters that relate to the UN.

➤ Advance to **SLIDE 9**; read or paraphrase the following:

#### **Personal vs. Official Use**

First, I think an important point is the difference between official vs. personal use of social media. This Leadership Dialogue will focus on our personal use of social media, i.e., staff members posting, tweeting, liking etc. in their private capacity through their personal accounts, as opposed to doing so as part of their official duties through their official accounts.

The following diagram, developed by our colleagues in the UNFPA, gives some guidance on what amounts to private use as distinguished from official use.





## PROFESSIONAL USER



- Authorized to use social media officially
- Formally trained or assigned a position in social media team
- Assigned the role of Spokesperson
- Given access to use public and corporate accounts of organization

Personnel are persons engaged or appointed by the Secretary-General of the UN

The UN address/account implies personnel is acting on behalf of organization.



## SOCIAL PROFESSIONAL



- Appointed with specific technical expertise
- Seen to be a subject matter expert but not official/professional user
- Identified as staff but with disclaimer in profile as personal views

Personal accounts of personnel should not be used to contradict UN policies and agitate governments

The UN address/account implies personnel is acting on behalf of organization



## PRIVATE USER



- Engaged on personal basis and not professional capacity

Personal accounts of personnel should not be used to contradict UN policies and agitate governments



➤ Advance to [SLIDE 10](#); read or paraphrase the following:

**United Nations Secretariat guidelines for the personal use of social media, February 2019**

The UN Secretariat guidelines show us that even when used personally, social media can reflect on the Organization:

*“UN staff have an important role to play as the face of the Organization, including on social media. The UN respects the inviolability of staff members’ personal views and convictions, including their political and religious convictions, as well as their right to freedom of expression through their own personal social media accounts. As international civil servants, staff members are required to be mindful at all times that their conduct on social media must be consistent with the principles set out in the United Nations Charter and must comply with the United Nations Standards of Conduct for the International Civil Service, United Nations Staff Regulations and Rules, Status, basic rights and duties of United Nations staff members, and with the Media Guidelines for United Nations Officials.*

*Staff are encouraged to promote a better understanding of the objectives and work of the Organization through social media and to advocate for the ideals, principles and values enshrined in the United Nations Charter, the Universal Declaration of Human Rights, and other decisions taken by the Organization. Any comments or statements posted by staff on personal social media should be consistent with the ideals of peace, respect for fundamental human rights, the dignity and worth of the human person and the equal rights of men and women, respect for all cultures, and must not discriminate against any individual or group of individuals.*

*A staff member’s activity on personal social media, even when unrelated to official duties, may reflect on the Organization and may expose the United Nations to reputational risk. As international civil servants, staff have a duty to be and appear to be both independent and impartial. As such, staff must ensure that the expression of their personal views and convictions on social media does not adversely affect their official duties, reflect poorly on their status as international civil servants, or call into question their duty of loyalty, impartiality and responsibility to the Organization.”*

➤ Advance to [SLIDE 11](#); read or paraphrase the following:

**The guidelines**

These are the guidelines

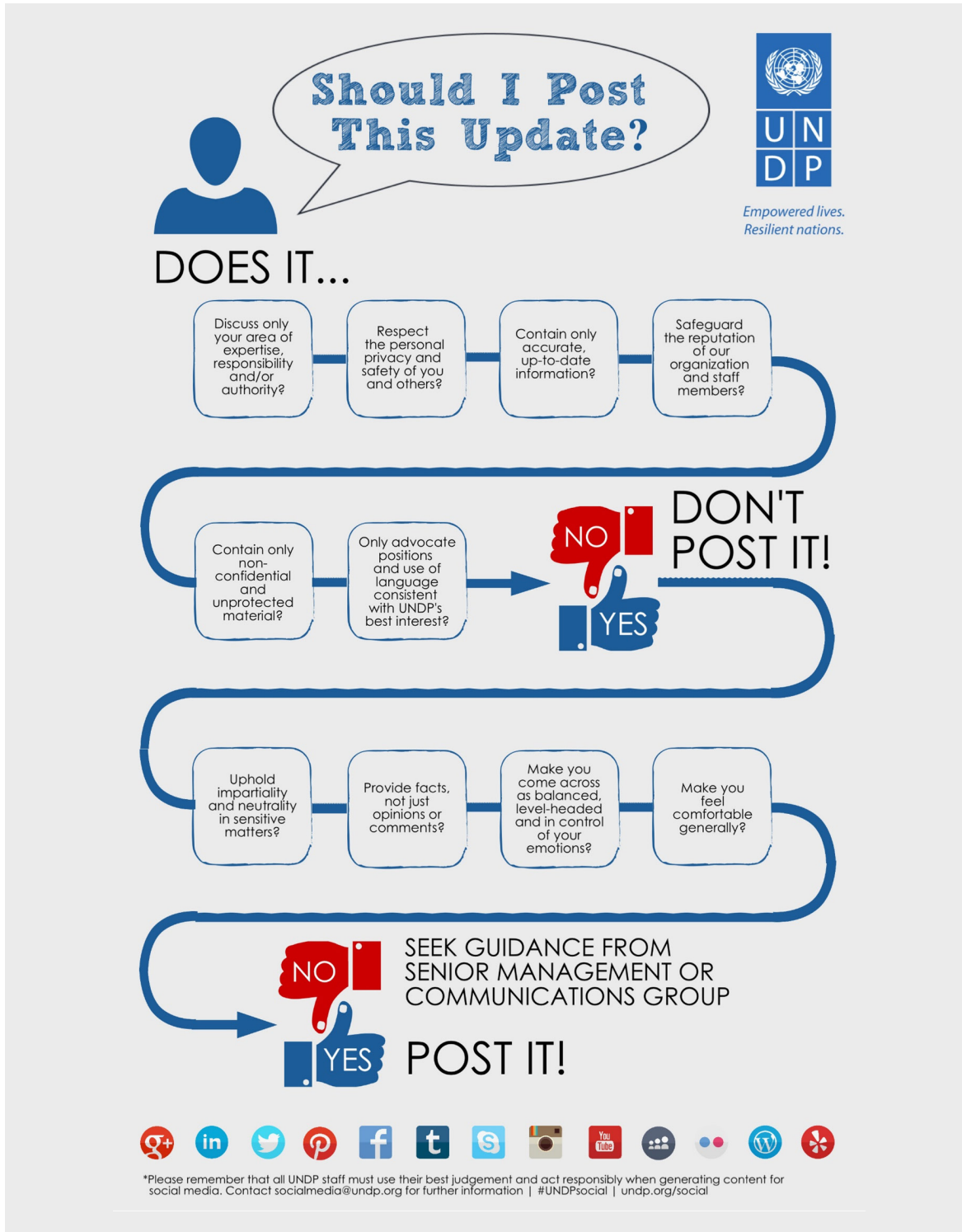
1. Think before posting and use common sense.
2. Even if a disclaimer is added, such as “views expressed are my own”, your behaviour on social media is not exempt from the impartiality and conduct required, and befitting, of an international civil servant. Help protect the reputation and integrity of the United Nations as a whole, as well as the privacy, security and well-being of its employees.
3. The use of the name and emblem of the United Nations to further personal or third-party interests is prohibited as it is reserved for the official purposes of the United Nations.
4. Be aware of privacy settings and manage them accordingly.
5. Even if it is not stated publicly on your social media profile, your status as a UN staff member is not private.
6. Remember that official information that has not been made public cannot be disclosed through social media, except with prior authorization.
7. Don’t use a professional email address to set up personal social media accounts.
8. Don’t use a pseudonym or false name to make comments or publish content related to the United Nations.
9. Be mindful of sharing and liking posts from other accounts, which could be interpreted as an endorsement of the facts and opinions such posts represent.
10. Respect the privacy rights of colleagues, partners, and beneficiaries, particularly when posting photos and videos.
11. If you’re not sure about whether your social media activity is consistent with your obligations as an international civil servant, consult your supervisor, the Executive Office, the local administrative or human resources office, or the Ethics Office for advice and guidance.



➤ Advance to **SLIDE 12**; read or paraphrase the following:

### Should I post this?

Our colleagues in UNDP developed a diagram that describes the thought process that we could consider prior to posting content on our personal social media.



## Opening Activity

### 10 MINUTES

- Advance to **SLIDE 13**; read or paraphrase the following:

“Let’s move on now to our opening activity. We have about 10 minutes to work on this.  
For this first activity, I’d like to share with you a personal story relating to the personal use of social media.”

- Tell the participants details about a time you dealt with/ experienced/ encountered a situation or issue relating to the personal use of social media connected to the United Nations or its interests
- Explain how the situation was resolved and any action you took.
- In your example, address the following questions:
  - What were the details of the situation?
  - What 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.
- Ask any further questions as needed to engage interaction and sharing of ideas.
- Thank participants for their thoughts on your story.

# Scenario Discussions

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There are three 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 bring out new learning points. The purpose of this exercise is to have a meaningful dialogue with colleagues regarding the personal use of social media, 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 a 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 observing UN guidelines relating to social media use.
- 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?
- 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 the scenarios for discussion:

	DISCUSSION TOPIC	FORMAT	SUGGESTED TIME
1.	Omar's Instagram activities: in official or personal capacity?	Written scenario	25–30 minutes
2.	Sepideh's Twitter activities: legitimate complaints or prohibited conduct?	Script	25–30 minutes
3.	Gumisai's Facebook activities: information sharing or leaking?	Video	25–30 minutes

## Instructions

For these scenarios, project the PowerPoint presentation as you lead the Dialogue. It serves to guide you and help your group follow along in the discussions. The Participant's Guide contains the discussion scenarios, 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 scenario 1, display the discussion topic on PowerPoint and read aloud to participants, or even better, invite someone else to read it aloud. For scenario 2, display the discussion topic on PowerPoint and ask **four people** to each take the part of one of the characters. For scenario 3, 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. Multilingualism:** In duty stations where colleagues speak multiple languages with varying levels of ease, ensure to have a multilingual facilitator to encourage participation from colleagues who may not be comfortable speaking in the dominant language being used in the session.
- 7. 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 14**; read or paraphrase:

“Let’s move on now to the scenarios. The scenarios we will discuss today relate to the personal use of social media and how it can impact on our duties and status as international civil servants. We will discuss two scenarios and, if there is time, we will discuss a third. We have about 25 minutes to discuss each scenario.

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.

**Or ask:**

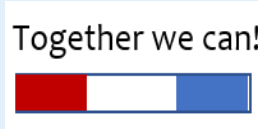
- Which scenario would you like to discuss first?”

## Scenario 1: Omar's Instagram activities: in official or personal capacity?

25–30 MINUTES

- Advance to **SLIDES 15-17**; invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

Nala received an official email from her colleague, Omar. Nala noticed that Omar's UN email signature block includes a link to his personal **Instagram** account and a tagline that reads "Together we can!" along with a small banner underneath:



Omar had recently joined the UN regional office in his home country. Among his responsibilities as a Public Information Officer is taking photographs of UN events and officials. Prior to joining the UN, Omar was a photographer and a political activist. He remains a freelance photographer in his personal time and is still very interested in politics.

There are upcoming national elections, and the entire country is mobilized. Civil society organizations as well as new and unknown political parties are competing for attention and power. Omar belongs to the Horizon Party, a long-established political party that has not held office since the military coup in the late 1990s. The Party's slogan is "Together we can!" Although Omar is excited about the developments in his country, he is careful not to express his political views in his personal social media activities.

Nala is curious about her new colleague, so she clicks on his Instagram link. Omar seems like an outgoing, fun person with a lot of friends. Nala finds a link to Omar's **personal website**, which includes a bio and refers to his current UN position. His website showcases photographs he has taken in his official capacity as a Public Information Officer and in his personal capacity as a freelancer; the bottom of the page includes the disclaimer: "Photographs © 2021 Omar Rodriguez".

Nala also notices essays, photographs, and videos on the human rights situation in his home country (their duty station) and a video promoting the Horizon Party's presidential candidate. Omar opines in a caption under the video that the candidate is the best hope for protecting human rights in the country. The page also includes a variety of articles analysing and criticizing the political landscape and the dangers to human rights posed by the other candidates.

## DISCUSSION

➤ Advance to **SLIDE 18**. 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
<p><b>1. What is happening in this scenario?</b></p>	<ul style="list-style-type: none"> <li>• What personal views does Omar include in his official UN signature block?</li> <li>• What information does Omar combine between his official and personal capacities in his Instagram account?</li> <li>• What do you think of Omar’s public expression of endorsement of a political candidate?</li> <li>• Do you think that Omar is publicly supporting criticism against the host government or its policies?</li> <li>• What if Omar had posted this information on his UN Yammer account instead? Would your opinion be different?</li> <li>• What if Omar’s social media contains controversial posts from his days before joining the UN; what should he do about them?</li> </ul>	<ul style="list-style-type: none"> <li>• When using UN information communication technology resources and data, which include email signature blocks, to discharge official functions, staff members should ensure that such use is consistent with their obligations as staff members. <a href="#">ST/SGB/2004/15, s. 3.1; s.1 and commentary to s.1</a></li> <li>• Heads of entities are responsible for approving the establishment and/or continuing existence of institutional social media accounts; providing guidance on the use of institutional social media accounts and overseeing compliance by staff members and ensuring that the information in the database held by the Department of Global Communications remains current and correct. <a href="#">ST/SGB/2019/5, para. 3.1</a></li> <li>• Even if a disclaimer is added, such as “views expressed are my own”, your behaviour on social media is not exempt from the impartiality and conduct required, and befitting, of an international civil servant. <a href="#">Guidelines for the personal use of social media</a></li> </ul>
<p><b>2. What is Omar’s primary functional responsibility for the UN</b></p>	<ul style="list-style-type: none"> <li>• Who owns the copyright of UN work product, including photographs?</li> <li>• Can those photos show up on personal social media platforms?</li> </ul>	<ul style="list-style-type: none"> <li>• All rights, including title, copyright, and patent rights, in any work performed by staff members as part of their official duties shall be vested in the United Nations. <a href="#">Staff Rule 1.9</a></li> <li>• This includes pictures taken. Any use of such work product must include proper attribution.</li> </ul>

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
<p><b>3. What is Omar’s outside activity? What does it mean for staff not to use their office, or the knowledge gained from their official function for private gain?</b></p>	<ul style="list-style-type: none"> <li>• Could Omar’s outside activity create a functional conflict of interest?</li> <li>• Do you know which outside activities require prior approval?</li> <li>• Do you think Omar’s freelance photography and political activities amount to outside activities that require prior approval?</li> <li>• Do you know who approves outside activities?</li> <li>• What was Omar using to promote his photo gallery?</li> <li>• Can staff use their access to the UN compound or its officials for private gain?</li> <li>• Can staff use their work product for private gain, how?</li> </ul>	<ul style="list-style-type: none"> <li>• Outside activities (with or without pay) that relate to the purpose, activities or interests of the United Nations require prior authorization. <a href="#">Staff Regs 1.2 (o) (p)</a>, <a href="#">Staff Rule 1.2 (r)</a>, <a href="#">ST/AI/2000/13</a>, <a href="#">ST/IC/2006/30</a></li> </ul>
<p><b>4. Can Omar belong to a political party? Can Omar support a political candidate? Can Omar criticize his government or government’s policies?</b></p>	<ul style="list-style-type: none"> <li>• What does the principle of independence mean as an international civil servant?</li> <li>• What does the principle of impartiality mean as an international civil servant?</li> <li>• What is the difference between belonging to a political party and actively supporting a political candidate?</li> <li>• Does Omar advocate for any party or candidate on his website?</li> <li>• Does Omar demonstrate his opposition to government parties and policies on his website?</li> <li>• Could his affiliation with the UN be used by the opposition for political reasons?</li> <li>• Are staff members not allowed to voice any opinion whatsoever on current events?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members must ensure that their participation in any political activity is consistent with and does not reflect adversely upon the independence and impartiality required by their status as international civil servants. <a href="#">Staff Reg 1.2 (f), (h)</a>; <a href="#">Staff Rule 1.2 (s)</a></li> <li>• Staff members are not representatives of Governments or other entities, nor are they proponents of their policies. They should not interfere in the policies or affairs of Governments. Staff do not have the freedom of private persons to take sides or to express their convictions publicly on controversial matters, either individually or as members of a group, irrespective of the medium used. At the same time, it is understood that international civil servants may speak freely in support of their organizations’ policies. <a href="#">Standards of conduct for the international civil service paras 8, 9, 33</a></li> <li>• Staff members may quote public statements by the Secretary General that reflect the UN’s position on current events and issues.</li> </ul>



DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
<p><b>5. Who owns the information that Omar posts on social media platforms? Should Omar include his UN affiliation in his personal accounts?</b></p>	<ul style="list-style-type: none"> <li>• When restricting privacy settings, does that mean posts and photos will remain private?</li> <li>• When a member of the public notices a staff member’s UN affiliation, how do you think that impacts them? What expectation do you think they have?</li> </ul>	<ul style="list-style-type: none"> <li>• A staff member’s activity on personal social media, even when unrelated to official duties, may reflect on the Organization and may expose the United Nations to reputational risk. As international civil servants, staff have a duty to be and appear to be both independent and impartial. As such, staff must ensure that the expression of their personal views and convictions on social media does not adversely affect their official duties, reflect poorly on their status as international civil servants or call into question their duty of loyalty, impartiality and responsibility to the Organization. <a href="#">Guidelines for the personal use of social media</a></li> </ul>

## KEY MESSAGES

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

- As international civil servants, staff have a duty to be and appear to be both independent and impartial.
- Staff members are not representatives of Governments or other entities, nor are they proponents of their policies. They should not interfere in the policies or affairs of Governments.
- Staff do not have the freedom of private persons to take sides or to express their convictions publicly on controversial matters, either individually or as members of a group, irrespective of the medium used. At the same time, it is understood that international civil servants may speak freely in support of their organizations’ policies.
- Staff must ensure that the expression of their personal views and convictions on social media does not adversely affect their official duties, reflect poorly on their status as international civil servants, or call into question their duty of loyalty, impartiality, and responsibility to the Organization.
- Outside activities (with or without pay) that relate to the purpose, activities or interests of the United Nations require prior authorization.

## RELATED RESOURCES AND REFERENCES

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

- [ST/SGB/2023/1, Staff Regulations 1.2 \(f\), \(h\), \(o\), \(p\) and 1.3 \(a\)](#)
- [ST/SGB/2023/1, Staff Rules 1.2 \(r\), \(s\), and 1.9](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [ST/AI/2000/13, Outside activities](#)
- [ST/IC/2006/30, Outside activities](#)
- [Standards of conduct for the international civil service, paragraphs 8, 9 and 33](#)
- [The United Nations Charter, articles 100 and 101](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)
- [ST/SGB/2019/5, Institutional use of social media, paragraph 3.1](#)
- [ST/SGB/2004/15, Use of information and communication technology resources and data, sections 1, 3.1.](#)

- 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: Sepideh's Twitter activities: legitimate complaints or prohibited conduct?

25-30 MINUTES

- Advance to **SLIDES 20 - 22**. Invite four participants to each read the introduction and one character's words to the group. The scenario can also be found in the Participant's Guide.

James Bello is the Director of the UN Gender Office in the field. He has recently recruited a new Senior Gender Officer (P-5). Sepideh is outraged over Simone's selection and her own non-selection. Sepideh has been with the Gender Office for three years and has served at the P-4 for seven years, often serving as OiC. She believes she is better qualified and is convinced the Director is having an affair with Simone.

Sepideh has a personal Twitter account but is careful not to include her UN affiliation in her profile. So, she freely expresses her views through this account.



Three people are discussing on Twitter:



**Sepideh** @dis\_gruntled  
Promotions are about who you know, failing that, who you sleep with!



**Navdeep** @dis\_illusioned123  
I know, right? She doesn't have the qualifications or experience. I would know, I used to work with her.



**Tatiana** @dis\_gusted  
Then she must have lied in her resume.  
😏



**Sepideh** @dis\_gruntled  
He used to work with her at UNPOP. It was widely known they were together. It's so painfully obvious what's going on here.



**Tatiana** @dis\_gusted  
How can anyone sleep with him?!? 🤔 He is so abusive and creates such a toxic environment in the Office.



**Sepideh** @dis\_gruntled  
He is one of the worst narcissists. When he's angry, he launches into ad hominem attacks against select staff.



**Navdeep** @dis\_illusioned123  
It seems the 2019 delegation of authority has turned everything on its head. There's no oversight anymore. It's every Entity for itself!  
#DumpsterFire



**Sepideh** @disgruntled  
It's time for the Scoop to get a call. [*The Scoop is an online magazine with a special interest in UN accountability/scandals.*] The whole thing is corrupt. Do you remember the P-4 position in the front office? The CoS changed the requirements to exclude most and include others and by others, I mean one.



**Navdeep** @dis\_illusioned123  
Of course, no one is above the rules Sepideh, but did you file a management evaluation request about the P-4 recruitment or file a complaint of abuse of authority?  
#Nervous



**Sepideh** @dis\_gruntled  
You know that won't change anything.



**Navdeep** @dis\_illusioned123  
Maybe, maybe not. But publicly accusing a manager of recruiting someone based on an alleged personal relationship between them is designed to smear their reputations, not change anything. If the Organization finds out that you are maliciously disclosing inside information and making baseless allegations against management and staff in the press, you may find yourself under investigation!



**Tatiana** @dis\_gusted  
I don't think making angry and baseless allegations to the press qualifies you as a whistle blower or grants you protection. 🙄

## DISCUSSION

> Advance to **SLIDE 23**. 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
<p><b>1. What is happening in this scenario?</b></p>	<ul style="list-style-type: none"> <li>• Does it matter that Sepideh does not list her UN position in her profile?</li> <li>• Does it matter that none of the dialogue includes the names or offices about whom they’re talking?</li> <li>• Can this dialogue spread beyond these three staff members? How?</li> <li>• Are these slanderous comments or a report of wrongdoing?</li> <li>• How does this dialogue make the Organization appear to anyone who would read them? Who could potentially see them?</li> </ul>	<ul style="list-style-type: none"> <li>• Although the names of the Director and P-4 and others have not been used and Sepideh does not include her UN affiliation in her profile, colleagues following Sepideh have full view of this dialogue and can easily retweet.</li> <li>• In addition, a search of Sepideh’s name can quickly turn up her LinkedIn profile where her organization and office are easily identified.</li> <li>• Even if it is not stated publicly on your social media profile, your status as a UN staff member is not private. <a href="#">Guidelines for the Personal Use of Social Media</a></li> </ul>

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
<p><b>2. What are these staff members doing publicly?</b></p>	<ul style="list-style-type: none"> <li>• What are the responsibilities of staff vis-a-vis the public?</li> <li>• How does this exchange reflect on staff and the Organization?</li> <li>• Are staff permitted to air their personal grievances against the Organization publicly?</li> </ul>	<ul style="list-style-type: none"> <li>• It is inappropriate for staff to air personal grievances or criticize the Organization in public <a href="#">Standards of Conduct para. 37</a></li> <li>• Staff have a continuing responsibility to promote a better understanding of the objectives and work of the United Nations. <a href="#">Standards of Conduct para. 35</a>; <a href="#">Guidelines for the Personal Use of Social Media</a></li> <li>• Personnel who are experiencing or have experienced any workplace conflict, can seek informal and confidential assistance from the Office of the United Nations Ombudsman and Mediation Services (UNOMS). <a href="#">Office of the United Nations Ombudsman and Mediation Services website</a>.</li> <li>• Staff members who have grievances about the recruitment process should proceed through the internal justice system. <a href="#">Article and Chapter XI of the Staff Regulations and Rules</a>; <a href="#">Office of Administration of Justice website</a></li> </ul>
<p><b>3. Could James or Simone file allegations of harassment against Sepideh and the others?</b></p>	<ul style="list-style-type: none"> <li>• Do you think Sepideh's conduct is meant to cause offence or humiliation?</li> <li>• What could be the consequences of Sepideh's behaviour? What about Tatiana's and Navdeep's?</li> </ul>	<ul style="list-style-type: none"> <li>• Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person, when such conduct interferes with work or creates an intimidating, hostile or offensive work environment. <a href="#">ST/SGB/2019/8 s.1.3</a></li> <li>• Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate, or embarrass another. Harassment may be directed at one or more persons based on a shared characteristic or trait. Harassment normally implies a series of incidents. <a href="#">ST/SGB/2019/8 s.1.4</a></li> <li>• Staff members who have been affected by harassment might seek a formal or informal resolution, including by filing a complaint of prohibited conduct to the responsible official <a href="#">ST/SGB/2019/8 s.5</a>; <a href="#">ST/AI/2017/1 s.4</a>.</li> </ul>

## LESSONS LEARNT

➤ Once the discussion is complete, move to [SLIDE 24](#); wrap up by reading or paraphrasing the key messages, and emphasizing any other important points that have come out of the discussion:

- Even if it is not stated publicly on your social media profile, your status as a UN staff member is not private.
- It is inappropriate for staff to air personal grievances or criticize the Organization in public. Staff members who have grievances about the recruitment process should proceed through the internal justice system.
- Staff members have a continuing responsibility to promote a better understanding of the objectives and work of the United Nations.
- Harassment is any unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to another person, when such conduct interferes with work or creates an intimidating, hostile or offensive work environment. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate, or embarrass another. Harassment may be directed at one or more persons based on a shared characteristic or trait. Harassment normally implies a series of incidents.
- Staff members who have been affected by harassment might seek a formal or informal resolution, including by filing a complaint of prohibited conduct to the responsible official .

## RELATED RESOURCES AND REFERENCES

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

- [ST/SGB/2023/1, Staff Regulations 1.2 \(g\) and \(i\); Article XI](#)
- [ST/SGB/2023/1, Staff Rules 1.2 \(c\); Chapter XI](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [Standards of conduct for the international civil service, paragraphs 35 and 37](#)
- [ST/SGB/2011/7Rev.1 Central review bodies](#)
- [Rules of Procedure Central Review Board](#)
- [ST/SGB/2017/2/Rev.1 Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations](#)
- [ST/AI/2017/1 Unsatisfactory conduct, investigations, and the disciplinary process, section 4](#)
- [ST/SGB/2019/8 Addressing discrimination, harassment, including sexual harassment, and abuse of authority, sections 1.4 and 5](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)
- [Office of the United Nations Ombudsman and Mediation Services website](#)
- [Office of Administration of Justice website](#)

➤ 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: Gumisai's Facebook activities: information sharing or leaking?

25-30 MINUTES

- > Play the video on [this link](#), then show **SLIDE 25-28** with the text of the scenario. This scenario can also be found in the Participant's Guide.

Gillian has been serving in her UN peacekeeping mission for one and a half years. Her socially conservative duty station is a hardship one. Although she likes her work and her colleagues, she misses her family, friends, and social life. Still, she finds ways to stay social and have fun. This Friday is Phillip's birthday and Gumisai is retiring, and a big party is planned. Gillian has volunteered to help out and serve drinks. Due to heavy rains, a last-minute decision was made to hold the party in the warehouse hangar next to the transport section.

**Scene:** Extremely loud music and raucous behaviour.

**Gillian:** This is such a great party! So many people are here. Some staff even brought dates!

**Gumisai:** [shows up at the bar] What a great send-off! I will miss everyone and my life in the field, the most rewarding part of my UN career. I want to make sure I get pictures with everyone tonight!

**Gillian:** Oh, please share your pictures. I want keepsakes from my time in the field too.

**Gumisai:** I promise to put them up on my **Facebook** before I leave.

On Saturday, Gumisai posted to his **social media** accounts a thank you note to his colleagues for a wonderful send-off and tagged them in all the pictures from the farewell party; staff sent back well-wishes and shared photos they had taken at the party.

**Scene:** Monday morning in the Office

**Chief of Mission Support, CMS:** [worried, panicked and holding onto her head] But how did this happen Mr. Singh?

**Chief Security Officer, CSO, Mr. Singh:** Well, it seems it was a combination of factors. First, because of the rain and the large number of people expected at the party, a last-minute decision was made to hold the party in the warehouse. The warehouse contained our new computer shipment, which was still being tagged and inventoried. That shipment appeared to have been in several of the photos taken the night of the party. Also, several photographs were taken at the entrance of the warehouse, showing the Transport Section in the background. All those photos were posted on personal **Facebook** accounts and shared extensively. It seems thieves used the photos to locate the Transport Section first and then the warehouse sometime early Sunday morning. The compound was breached, the warehouse broken into, and several computers and other supplies were stolen.

**CMS:** How do you know the photos were used to locate the warehouse?

**CSO, Mr. Singh:** Because several copies were found on the ground, with markings showing the security positions.

**CMS:** You will have to deal with the theft Mr. Singh because I've been getting calls all morning from the local press about the loud partying in the UN compound.

This was so irresponsible; our staff should have better sense. We can't just post anything on our social media accounts! Where to begin?!?!?

## DISCUSSION

➤ Advance to **SLIDE 29**. 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
<p><b>1. What is going on in this scenario? When holding an unofficial event on UN premises, what factors should be considered?</b></p>	<ul style="list-style-type: none"> <li>• Is a retirement party an official event?</li> <li>• Who approves such parties?</li> <li>• Do you think the planners of the retirement/birthday party considered how their party might be received by the local community being served?</li> <li>• Do you think the party and the behaviour of the parties demonstrated respect for the local population’s suffering and culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members must uphold and respect the principles set out in the Charter, including faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women. <a href="#">Staff Regulations 1.2 (a); Guidelines for the Personal Use of Social Media</a></li> <li>• A genuine respect for different peoples, languages, cultures, customs, and traditions is a fundamental requirement for all staff. Any behaviour that is not acceptable in a particular cultural context must be avoided. <a href="#">Standards of conduct para. 40</a></li> </ul>
<p><b>2. How did the behaviour of Gumisai, Gillian and their UN colleagues at the party reflect on the Organization?</b></p>	<ul style="list-style-type: none"> <li>• What should UN staff serving in a conservative duty station consider in their activities during their personal time?</li> <li>• What is the impression/risk of having people (incl. UN staff) engaging in raucous behaviour in a UN compound</li> <li>• What are the risks of damage to the UN’s image?</li> </ul>	<ul style="list-style-type: none"> <li>• The private life of a staff member is his/ her own concern, and the Organization does not intrude upon it. However, there may be situations in which the behaviour of staff may reflect on the Organization. Staff must therefore bear in mind that their conduct and activities outside the workplace, even if unrelated to official duties, can compromise the image and the interests of the Organization. <a href="#">Standards of conduct para. 42; Guidelines for the Personal Use of Social Media</a></li> <li>• The image, reputation and resources of the organization must be protected at all times.</li> </ul>
<p><b>3. Did Gumisai and his colleagues engage in a witting or unwitting disclosure of sensitive (photos) information?</b></p>	<ul style="list-style-type: none"> <li>• What are staff responsibilities surrounding information/photos?</li> <li>• Beside potential theft, can the disclosure of information/photos create other operational risks for the Organization?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members may not communicate to any entity any information, not yet readily available to the public, to which they are privy as a result of discharging their UN duties and responsibilities. <a href="#">Staff Regulations 1.2 (i)</a></li> <li>• In some context, publishing photos of staff members may put staff members on the pictures at risk. The right to privacy of other staff members must be respected (see <a href="#">Guidelines for the Personal Use of Social Media, p.2</a>).</li> </ul>



## KEY MESSAGES

➤ Once the discussion is complete, move to [SLIDE 27](#), wrap up by reading or paraphrasing the key messages, and emphasising any other important points that have come out of the discussion:

- Staff members must uphold and respect the principles set out in the Charter, including faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women. Any behaviour that is not acceptable in a particular cultural context must be avoided.
- The private life of a staff member is his/her own concern, and the Organization does not intrude upon it. However, staff must bear in mind that their conduct and activities outside the workplace, even if unrelated to official duties, can compromise the image and the interests of the Organization.
- Staff members may not communicate to any entity any information, not yet readily available to the public, to which they are privy as a result of discharging their UN duties and responsibilities.

## RELATED RESOURCES AND REFERENCES

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

- [ST/SGB/2023/1, Staff Regulations 1.2 \(a\) and \(i\)](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [Standards of conduct for the international civil service, paragraphs 40 and 42](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)
- Directives and Circulars specific to the Mission
- [Convention on the Privileges and Immunities of the United Nations](#)

➤ Allow time for participants to share their points of view and ask if there are any questions before concluding the Dialogue.

## Conclusions

### 5 MINUTES

- Advance to **SLIDE 28**, 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— 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](#).

- Advance to **SLIDE 29**; read or paraphrase the following:

#### Key Messages Recap

Let us conclude now by reminding ourselves the key messages from today:

1. Staff must ensure that the expression of their personal views and convictions on social media does not adversely affect their official duties, reflect poorly on their status as international civil servants, or call into question their duty of loyalty, impartiality, and responsibility to the Organization.
2. It is inappropriate for staff to air personal grievances or criticize the Organization in public. Staff have a continuing responsibility to promote a better understanding of the objectives and work of the United Nations.
3. Staff members must uphold and respect the principles set out in the Charter, including faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women. Any behaviour that is not acceptable in a particular cultural context must be avoided.
4. Staff members may not communicate to any entity any information, not yet readily available to the public, to which they are privy as a result of discharging their UN duties and responsibilities..

- Advance to **SLIDE 30**; 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 through Appendix F, available in your Participant Guides. Please remember to provide the session leader feedback in Appendix F as well..

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

# Appendices

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## 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.	

## 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/e/CMZjshWVLU> **OR** the QR Code below. For non un.org addresses, please contact [ethicsoffice@un.org](mailto: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,
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

- [Staff Regulation 1.2 \(f\)](#)
- [United Nations Secretariat guidelines for the personal use of social media](#)
- [Twitter guidelines for UN senior staff and spokespeople](#)
- [Department of Public Information social media guidelines](#)
- [ST/SGB/2019/5, Institutional use of social media](#)

### Omar's Instagram activities

- [ST/SGB/2023/1, Staff Regulations 1.2 \(f\), \(h\), \(o\), \(p\) and 1.3 \(a\)](#)
- [ST/SGB/2023/1, Staff Rules 1.2 \(r\), \(s\), and 1.9](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [ST/AI/2000/13, Outside activities](#)
- [ST/IC/2006/30, Outside activities](#)
- [Standards of conduct for the international civil service, paragraphs 8, 9 and 33](#)
- [The United Nations Charter, articles 100 and 101](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)
- [ST/SGB/2019/5, Institutional use of social media, paragraph 3.1](#)
- [ST/SGB/2004/15, Use of information and communication technology resources and data, sections 1, 3.1.](#)

### Sepidah's Twitter activities

- [ST/SGB/2023/1, Staff Regulations 1.2 \(g\) and \(i\); Article XI](#)
- [ST/SGB/2023/1, Staff Rules 1.2 \(c\); Chapter XI](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [Standards of conduct for the international civil service, paragraphs 35 and 37](#)
- [ST/SGB/2011/7Rev.1 Central review bodies](#)
- [Rules of Procedure Central Review Board](#)
- [ST/SGB/2017/2/Rev.1 Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations](#)
- [ST/AI/2017/1 Unsatisfactory conduct, investigations, and the disciplinary process, section 4](#)
- [ST/SGB/2019/8 Addressing discrimination, harassment, including sexual harassment, and abuse of authority, sections 1.4 and 5](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)

- [Office of the United Nations Ombudsman and Mediation Services website](#)
- [Office of Administration of Justice website](#)

### **Gumisai's Facebook activities**

- [ST/SGB/2023/1, Staff Regulations 1.2 \(a\) and \(i\)](#)
- [ST/SGB/2016/9, Status, basic rights, and duties of United Nations staff members](#)
- [Standards of conduct for the international civil service, paragraphs 40 and 42](#)
- [United Nations Secretariat Guidelines for the Personal Use of Social Media \(2019\)](#)
- [Directives and Circulars specific to the Mission](#)
- [Convention on the Privileges and Immunities of the United Nations](#)

## 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/e/rfpFM6NcVN> **OR** the QR Code below. **Only approved Focal Points can access this link.** For non un.org addresses, contact [ethicsoffice@un.org](mailto:ethicsoffice@un.org) for an alternative link.



LEADERSHIP DIALOGUE 2023 (NAME OF ENTITY)			
NO.	NAME OF UNIT/SECTION/TEAM WHICH HELD SESSION	TOTAL NUMBER OF DIALOGUE PARTICIPANTS	TOTAL PERSONNEL IN UNIT/SECTION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>TOTAL</b>			

## **Leadership Dialogue Contact Information**

**FOR MORE INFORMATION, OR TO COMMENT, CONTACT:**

**United Nations Ethics Office**

[www.un.org/en/ethics](http://www.un.org/en/ethics)

(Available via iSeek or the public United Nations site)

Email: [ethicsoffice@un.org](mailto:ethicsoffice@un.org)

Phone +1-917-367-9858

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](#)*