

Leadership Dialogue 2025

**Demonstrating the
UN values through
our behaviours**

LEADER'S GUIDE AND MATERIALS



Welcome to the United Nations Leadership Dialogue

Thank you for taking part in the 2025 United Nations Leadership Dialogue. These annual discussions provide an opportunity for all of us at the United Nations to engage in meaningful conversations about topics that shape our work.

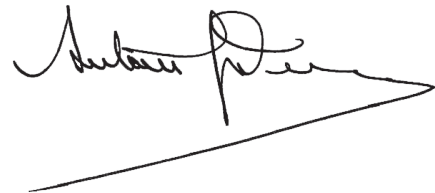
Each year, senior leaders initiate a guided Dialogue with their staff. In turn, they continue the conversation with their teams, ensuring that every United Nations staff member has the chance to participate. This cascading approach allows all of us to reflect on issues that impact how we carry out our roles daily.

Since its launch in 2013, the Leadership Dialogue has addressed a range of critical topics – from the meaning of international civil service, to last year’s discussion on navigating outside activities with integrity.

This year’s topic, **Demonstrating the United Nations Values through our Behaviours**, focuses on the five behaviours from the United Nations Values and Behaviours Framework. Created in 2021 with input from nearly 4,500 staff members, this Framework builds on the 1999 ‘Competencies for the Future’. It reflects years of internal and external changes, to help ensure that our ways of working align with the Organization’s priorities and operational needs.

Since October 2024, the Framework has been integrated into performance management – and will soon fully replace the 1999 competencies.

I extend my gratitude to everyone involved in making this Dialogue possible. Let us all keep working together to build a culture that fully reflects the United Nations Values and Behaviours.

A handwritten signature in black ink, appearing to read 'António Guterres', with a long horizontal line extending from the end of the signature.

António Guterres
Secretary-General

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Getting Started

Welcome to the 2025 Leadership Dialogue.

We chose this year's topic, *Demonstrating the UN Values through our Behaviours*, to encourage meaningful discussions among UN staff about the five behaviours outlined in the UN Values and Behaviours Framework. These behaviours bring the UN Values to life in our daily work and interactions.

We are very proud of this Framework, which now forms the foundation for core processes such as performance management and learning. But more than that, we are proud of the culture it represents. It clearly defines how we should engage with one another each day, fostering a workplace that inspires and motivates us - and we hope it does the same for you.

This year's Leadership Dialogue shifts the focus from values to the behaviours that demonstrate such values in action. They are: **Connect and Collaborate; Analyse and Plan; Deliver Results with Positive Impact; Learn and Develop; and Adapt and Innovate.** The Dialogue was developed in collaboration between the United Nations Ethics Office and the Office of Human Resources in the Department of Management Strategy, Policy, and Compliance.

To support your participation, this Leader's Guide offers step-by-step instructions and materials to help facilitate conversations with your team about how we embody UN Values through our behaviours.

As in previous years, the Dialogue is structured around scenarios based on real life experiences to encourage reflection and discussion. We hope you and your team will find these situations relatable. Dialogue hosts are encouraged to bring in personal experiences and relevant examples to enrich the conversation.

If you need additional support or wish to adapt these materials, please reach out to the Ethics Office at ethicsoffice@un.org for further assistance.

Thank you,

Catherine Pollard

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

Juraj Strasser

Director
United Nations Ethics Office

How the Leadership Dialogues will work throughout the United Nations

The discussion you are about to host with your group 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. Team Leaders will host Dialogue sessions with their direct reports or supervisees, if not already included in previous discussions, and so on.
4. 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 31 December 2025. So, if you have managers who report to you, please schedule your session as soon as possible after your manager has completed their session with you, to ensure all managers in your entity complete their sessions on time.

All heads of entities will be asked to certify to the Secretary-General that all managers in their entity have completed their dialogue sessions by 31 December 2025.

You are welcome to hold this Dialogue either in-person, fully remote, or hybrid (in-person/remote) through Microsoft Teams, or through telephone call in areas with low bandwidth. To ensure accurate reporting, do not forget to appoint a colleague to note down names of participants if the sessions are conducted remotely and sign-in sheets cannot be utilised.

Background

In 1999, the UN 'Competencies for the Future' were launched with a view of enabling "staff to contribute to their maximum potential." For over 20 years, these competencies have provided the Organization with the base on which to define its organizational culture. The UN Values and Behaviours Framework builds on the competencies' strength and transforms them to reflect the goals of the Organization for the next decade. It takes into account the constant changing nature of the world and renews our commitment to the people we serve.

The UN Values and Behaviours Framework forms the basis of an organizational culture that is both current and aspirational. Its nine elements, the result of a co-creation process involving nearly 4,500 staff that took place in 2020-2021, should guide how we build relationships, how we perform our jobs, and how we experience the organization on a daily basis.

As such, the UN Values and Behaviours have been integrated into learning and development, and from October 2024 into performance management. Given this, from April 2025, all staff are required to integrate into their workplans the behaviours that will inform how they deliver on their goals.

The host of your Leadership Dialogue (in general, your manager) will facilitate a discussion lasting between 90-120 minutes on at least three of the five behaviours in the UN Values and Behaviours Framework. The session will also include a short discussion of some of your team's DOs and DON'Ts related to one of the behaviours, so you can agree how to strengthen the alignment of your team with our organizational values and behaviours.



Key Lessons

This Leadership Dialogue focuses on how we bring the UN Values to life through our behaviours. Through this discussion, we will explore:

- **Lesson 1:** What it means to demonstrate the UN Values: how our daily behaviours reflect the principles we stand for.
- **Lesson 2:** Who is responsible for upholding these behaviours: we all have a role, with leaders having a greater responsibility to set the example.
- **Lesson 3:** How we can encourage others: by being a role model, creating a safe and supportive environment, and speaking up when behaviours do not align with our values.
- **Lesson 4:** Why these behaviours matter: through them we build stronger teams, foster trust, and improve performance to create a more inclusive and effective organization.

Planning your Leadership Dialogue

Your role as a session facilitator

This Guide is designed for a single session with 10 to 25 participants. If your group is larger than 25, we recommend holding multiple sessions. The discussion (excluding the introduction) is planned to take about 90 minutes, but you are welcome to adjust the timing as needed.

Whenever possible, we encourage face-to-face discussions to enhance engagement. A PowerPoint presentation is provided to guide you and your participants through the session.

This Leadership Dialogue is designed to encourage participants to understand how we bring the UN Values to life through demonstrating the UN Behaviours, and to discuss their individual role in this.

As the facilitator, your role is to guide the discussion, ask questions, and keep participants engaged. Participants often remember insights shared by their colleagues more than those from the facilitator. Your job is not to lecture but to create a space where your team can explore key ideas, share perspectives, and raise important questions together.

These discussions often lead to ongoing conversations, helping to build trust and understanding. Be prepared for team members to reach out afterwards with questions or concerns.

Since some topics may be sensitive, we recommend creating a comfortable and open space for discussion. To support this, you will see we suggest some ground rules to help you set up the expectations of this exchange.

Furthermore, some scenarios may trigger 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 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 to have a one-to-one conversation with them after the Dialogue is finished.

Pre-session checklist

- To ensure that all participants complete the Dialogue sessions by 31 December 2025, 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	<ul style="list-style-type: none"> • Read this guide and review the discussion topics. • Prepare an example from your own experience to discuss in the opening session. • Take a look at the following: <ul style="list-style-type: none"> ➤ UN Values and Behaviours Framework ➤ UN Values and Behaviours Knowledge Gateway page ➤ UN Values and Behaviours ISeek page ➤ UN Behaviours – Team DOs and DON'Ts ➤ Secretary-General's message on UN Values and Behaviours Framework ➤ Living Our Values (culture narrative) ➤ Staff Stories – UN Values and Behaviours • Invite participants to the session. • Reserve the room/location and any equipment needed. If you are holding this Dialogue fully remotely/hybrid, make sure you set it up through Microsoft Teams or a 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/hybrid 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, 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	<ul style="list-style-type: none"> • Send a reminder to participants about the date and time for the session. • Distribute the Participant's Guide to participants. • Confirm availability of the room and test any equipment needed for displaying the PowerPoint. • Have available the "Notes View" of the accompanying PowerPoint presentation, which contains the Leader's script. • Review and download a copy of the 'UN Behaviours – Team DOs and DON'Ts' guide.
Dialogue Day	<ul style="list-style-type: none"> • Conduct the Dialogue session with participants. • Ask the participants to assess the Dialogue session facilitator using Appendix F (available in Participants Guide). • Email the attendance sheet (Appendix A) to your Focal Point. • Submit Feedback form (Appendix C) online using the provided links. • 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
Introduction	<ul style="list-style-type: none"> Participants sign in (or designated monitor records names of participants for remote/hybrid sessions). Explain why the United Nations is conducting this Dialogue. Review the session agenda. Give a brief introduction to the UN Values and Behaviours Framework 	<ul style="list-style-type: none"> Appendix A Opening remarks 	10 minutes
Opening Activity:	<ul style="list-style-type: none"> Share a brief story about a situation you encountered, related to <i>Demonstrating the UN Values through our behaviours</i>. 	<ul style="list-style-type: none"> Highlights of personal story 	5 minutes
Scenario Discussions	<ul style="list-style-type: none"> Discuss at least two scenarios, using the materials provided. 	<ul style="list-style-type: none"> Scenarios Discussions Scenario 1 Scenario 2 Scenario 3 	1 hour
Taking action	<ul style="list-style-type: none"> Looking at the 'UN Behaviours – Team Do's and Don'ts' guide, discuss as a team what you might stop, start and continuing doing, to collectively demonstrate the UN Values through your behaviours. 	<ul style="list-style-type: none"> UN Behaviours – Team Do's and Don'ts guide 	10 minutes
Conclusion	<ul style="list-style-type: none"> Make closing comments and ask for last questions Thank participants for attending 	<ul style="list-style-type: none"> Closing comments 	10 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 ethicsoffice@un.org 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, summarise 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.
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, including for remote sessions.
- Begin displaying the accompanying PowerPoint presentation.
- At the scheduled time for the session to begin, welcome the participants, and thank them for attending.
- Display **SLIDE 3**; read or paraphrase the following:

Leadership Dialogue 2025

- The Leadership Dialogue provides an annual opportunity for us to discuss topics with great meaning for our work.
- This year, we will focus our discussions on the topic of ‘Demonstrating the UN Values through our behaviours’
Understanding and reflecting on this is important because:
 - The UN Values and Behaviours Framework was officially introduced in October 2024 through a Secretary-General Bulletin and is now fully integrated into our performance management system.
 - It clearly outlines how we should interact with one another, promoting a psychologically safe workplace and shaping how others, including those we serve, experience the Organization.
 - The UN Values define our culture, while the behaviours show how we bring that culture to life in our daily actions.

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

Message from the Secretary-General

“We will only succeed in strengthening the Secretariat as a 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”

The Secretary-General has asked us all to engage in discussions about important issues like this, once a year, so:

- a) Please participate actively, and help others to also do so
- b) Please ask any relevant questions you may have, at any time

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

Ground rules

To help our discussion, let us agree on some ground rules for how we will work together.

Here are some ground rules, which are useful when discussing complex subjects where people may have different opinions:

- Participate and encourage participation
- Questions are good!
- Be curious and avoid being judgmental
- Explore together the reasons for disagreement
- Self-reflect when feeling defensive
- Ask do not assume

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

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

Participation

If there is anything that comes up in this 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, such as the Office of Human Resources and the Ethics Office.

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

Agenda for today

Our colleagues at the Ethics Office and at 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:

1. We will have a brief reminder of the nine elements that form the UN Values and Behaviours Framework.
2. We will then have an initial discussion about demonstrating the UN Values through our behaviours, using a personal example as a starting point.
3. We will discuss two out of the three scenarios provided. If there is time left, we can discuss a third one.
4. We will consider how we can demonstrate the UN behaviours and their linkages to bringing the UN values to life as a team.
5. Finally, we will conclude with a summary of today's discussions.

Let us get started."

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

UN Values and Behaviours Framework

The first thing to remind ourselves of is what the values and behaviours are in the UN Values and Behaviours Framework.

Some of you might remember your participation in the extensive consultation and engagement process in 2020-2021 that involved over 4,500 staff from more than 70 entities across the Secretariat, and resulted in the creation of the Framework.

- The UN Values and Behaviours Framework was launched in October 2021.
- It defines four values: Inclusion, Integrity, Humility and Humanity; and five behaviours: Connect and Collaborate; Analyse and Plan; Deliver Results with Positive Impact; Learn and Develop; and Adapt and Innovate.
- These values and behaviours represent an evolution of the 1999 competencies, building on their strength.
- They reflect the goals of the organization and the changing nature of the world.
- The Framework has a strong focus on the people we serve, emphasising the core aspect of 'service' in our work.
- In October 2024, the UN Values and Behaviours Framework was formally promulgated, and became part of our performance management system.

Let us get started.

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

Let's move on now to our opening activity. We have about 5 minutes to work on this.

Opening Activity

5 MINUTES

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

For this first activity, I would like to share with you a personal story about a time I faced an opportunity/ accomplishment/ something that worked well, or a challenge linked to one/two of the five behaviours in the UN Values and Behaviours Framework. As I share it, please think what you would do if you found yourselves facing a similar situation.

- Tell the participants the details about a time you faced an opportunity, accomplishment, something that worked well, or a challenge linked to one, or two of the five behaviours in the UN Values and Behaviours Framework: Connect and Collaborate; Analyse and Plan; Deliver Results with Positive Impact; Learn and Develop; Adapt and innovate. Encourage them to ask questions and participate.
- Explain how you managed the situation, indicating lessons learned, good practices and any action you took to demonstrate that the UN behaviours guide how you act on a daily basis.
- For example, you may share about a time you had to work on a programme that had a number of stakeholders with competing interests or priorities. Share how you listened to the different perspectives, used data and information from different and trusted sources, and other considerations to arrive to a solution that you thought was suitable and fair. Share what was the outcome and reflect on the impact of that decision. Also talk about what you learned from that experience, including what you have done differently since.
- In your example, address the following questions:
 1. What were the details of the situation?
 2. Which behaviour(s) did the situation relate to?
 3. What did you do?
 4. What factors did you consider in deciding what to do?
 5. What was the impact of what you did?
 6. What did you learn from the experience?
- Ask participants to suggest what they would do if they found themselves facing a similar situation. Some additional questions you can ask:
 1. What helps us with demonstrating the behaviour? (example: if other people are also demonstrating it).
 2. What might prevent us from demonstrating it? (example: if other people, leadership in particular, are not demonstrating it).
 3. Where would you turn for help on this? (example: Ethics Office, OHR Ombudsman's Office, etc.)
- Thank participants for their thoughts on your story.

Scenario Discussions

This Leader's Guide includes three scenarios, each designed to be discussed within 25–30 minutes. Select two scenarios to discuss. If time allows, you may explore a third. You can choose scenarios by:

- Deciding yourself.
- Asking participants in advance (scenarios are included in the Participant's Guide).
- Letting participants decide on the day (note that this may take up valuable discussion time).

Each scenario includes guiding questions to emphasise how the UN Behaviours should be embedded in our daily actions, ensuring we demonstrate the UN Values. The goal is to foster meaningful dialogue, not to cover all material, or find the "right" answers. Since these topics can be challenging, we suggest the following approach:

- Encourage peer learning by inviting participants to share their perspectives.
- Recognize that some may feel more comfortable speaking than others.
- Invite, gently and without intimidating them, quieter members to share their thoughts.
- Highlight the role of each staff member in applying these behaviours at work.
- If you do not have an answer, ask the group for insights, or note the question and follow up with the Ethics Office after the session.

Each scenario includes discussion and follow-up questions. Below is a list of general questions you can use to encourage an open dialogue:

- What are your thoughts on this situation?
- Has anyone faced a similar experience they would like to share?
- How would you handle the situation?
- Which behaviours are most relevant here?
- Where could you seek help or advice?
- What do you think is the right course of action?

The table below shows how each scenario relates to two behaviours. Keep in mind that it may also touch on other behaviours. This is fine and expected as the behaviours reinforce each other.

SCENARIOS	UN BEHAVIOURS	SUGGESTED TIME
Scenario 1	Connect and Collaborate/Deliver Results with Positive Impact	25–30 minutes
Scenario 2	Analyse and Plan/Connect and Collaborate	25–30 minutes
Scenario 3	Learn and Develop/Adapt and Innovate	25–30 minutes

Instructions

Share the PowerPoint presentation as you lead the Dialogue. It serves to guide you and help your group follow along in the discussions. Instructions for each scenario are given below.

The Participant's Guide contains the scenarios, and resources and references related to the topics. 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:** Display the discussion topic on PowerPoint and read aloud to participants, or even better, invite someone else to read it aloud.
- 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 scenarios with the group.

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

Let us move on to the scenarios. The scenarios we will discuss today relate to the UN behaviours. We will aim to 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 two of the five Behaviours in the UN Values and Behaviours Framework: Connect and Collaborate, Analyse and Plan, Deliver Results with Positive Impact, Learn and Develop, and Adapt and Innovate.

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>, which is on <indicate the behaviours covered by the chosen scenario>.

Or ask:

- Which scenario would you like to discuss first?

Scenario 1: Connect and Collaborate/Deliver Results with Positive Impact

25–30 MINUTES

- Advance to [SLIDES 12-14](#); invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

Connect and Collaborate/Deliver Results with Positive Impact

Quick impact projects (QIPs) continue to play a crucial role in peacekeeping missions. These small-scale, community-focused initiatives aim to swiftly improve the lives of local populations. These projects contribute directly to mission objectives and long-term stability.

In one peacekeeping operation, John, the team lead of the QIP team, organized a meeting with his team members - Martha, Dina, and Yuchi - to discuss community-based needs identified by colleagues in different mission teams across the country. They brainstormed opportunities and challenges, considering the potential impact of each idea, and their alignment with both immediate humanitarian needs and broader peacebuilding objectives. John was ready to listen to everyone's inputs and ensured that all ideas were considered. Ultimately, the team decided to establish a project to build a well in a remote village where women had to walk long distances to fetch water. All agreed that it would not only provide access to clean water to the community, but it also integrated a gender mainstreaming aspect. Indeed, it was aligned to the Sustainable Development Goals, specifically Goal 5 (Achieve gender equality and empower all women and girls) and Goal 6 (Ensure access to water and sanitation to all).

Committed to delivering sustainable results, John and his team reached out to mission stakeholders necessary for the project's development and implementation, including the Engineering Section, the Transport Section, the military component, the Head of Office for the region, and mission teams deployed to the area. Work began promptly, and within a couple of weeks, the well was built at the centre of the village. The Mission organized an inaugural ceremony with its representatives, the village chief, and regional government officials, and the project was deemed a success.

However, a few months later, it became evident that the well was not being used, and village women were still walking to far places to fetch water. Curious about this, Sergei, a new Civil Affairs Officer working with the local community, engaged with civil society actors to investigate. During a conversation with a women's rights activist, he discovered that the women were not using the well because it was located at the village centre, near the chief's residence. The women preferred fetching water from a distance as it provided them a safe space to discuss village issues openly, which they could not do at the well's central location.

Rather than seeing the challenge as a setback, the team embraced it as an opportunity to enhance future projects. Indeed, they initiated a dialogue with the local women's group to co-create solutions that could better respond to their needs.

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
How did John's approach reflect the 'Connect and Collaborate' behaviour?	<ul style="list-style-type: none"> • What worked well? • What could he have done differently? • What other actions could the team have taken to enhance its needs assessment? 	<ul style="list-style-type: none"> • John encouraged open discussions with his team, ensuring that everyone's ideas were heard and considered. • The team proactively engaged with key mission stakeholders to generate a coordinated effort. • The team's failure to engage directly with the women who could benefit from the well resulted in a negative outcome. • It is important to engage with local communities and others who are expected to directly benefit from our work, and to consider their insights and knowledge and reflect these, to the extent possible, in the overall design of the project.
How did the team integrate aspects of the behaviour of 'Deliver Results with Positive Impact' in this case?	<ul style="list-style-type: none"> • What worked well? • What could the team have done differently? • What additional steps could the team have taken to ensure their project had a lasting and meaningful impact on the community? 	<ul style="list-style-type: none"> • John and his team identified a critical issue – limited access to water – linked to the SDGs, reinforcing the UN's broader mission. • We should involve our clients, incorporating their perspectives when making decisions that affect them.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
How do we integrate the behaviour of 'Connect and Collaborate' within our team?	<ul style="list-style-type: none"> • Is there anything we can do differently to create a better team environment for 'Connect and Collaborate'? • What about with other stakeholders (our partners, clients, with those we serve)? • Is there anything that we can do differently to improve our connection to others to enhance our work? 	<ul style="list-style-type: none"> • It is important to seek out opportunities for collaboration with others – within and outside the organization – to advance the work of the UN. • We all, but especially managers, have a role in creating a psychologically safe working environment where everyone may speak openly, honestly and without fear of retribution. • Similar need for psychological safety applies in our engagement with the local community, especially with the main beneficiaries of the project, the local women. Dialogue with them should involve female staff members with relevant experience to develop a trustful working relationship. • Often, we assume our expertise allows us to anticipate the needs of our clients and fail to engage with stakeholders that prove to be vital to our work. • It is important to listen actively and show interest in the views, expertise, experiences, and feelings of others.
How do we generate positive impact through our work?	<ul style="list-style-type: none"> • How do we know we are being successful? • In our own work, how do we balance when we have to deliver quick results with positive outcomes? • What can we learn from this scenario that can be applied to our own work when planning and implementing projects? 	<ul style="list-style-type: none"> • It is important to align our work to the goals of our entity/organization. • It is important to have a structured approach to planning and implementing our work. • We should engage with internal and external stakeholders to identify and understand their needs in depth before we propose solutions.

LESSONS LEARNED

- Once the discussion is complete, move to [SLIDE 15](#), wrap up by reading or paraphrasing the key messages, emphasizing any other important points that have come out of the discussion:

Key Messages

- Involving all team members in brainstorming and considering diverse perspectives can lead to better ideas and ensure all voices are heard, which is key for the success of a project.
- It is essential to engage with those who will be affected by a project/decision early and continuously to understand their preferences and needs.
- Ongoing engagements with various stakeholders are vital for creating positive impact.
- Being open to feedback and willing to adjust based on new information is crucial for ensuring that our work achieves its intended impact.
- Our work should not only align with the organization's strategic goals but also consider how it will be experienced by our clients, ensuring that solutions work for the people we serve.

- 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: Analyse and Plan/Connect and Collaborate

25-30 MINUTES

- Advance to [SLIDE 16-18](#); invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

Analyse and Plan/Connect and Collaborate

In a headquarters team supporting offices operating in complex environments, Sara, the team lead, and her three remaining team members - Raj, Maria, and Jamal - struggle with severe budget constraints and staffing shortages. Their team, which typically consists of six members, has been reduced to just four due to liquidity issues. Emily left for another UN organization, Javier left for the private sector, and Jamal, a Junior Professional Officer, is nearing the end of his contract with no replacement in sight.

After months of advocating, Sara and her team secured a budget, but it was cut by 30% due to the ongoing financial crisis. Now, three months into the budget cycle, frustration is mounting. The team is stretched thin, and while they believe additional staff would significantly enhance their productivity, hiring remains uncertain. They are also concerned about potential delays in funding and the absence of a clear plan for maximising limited resources.

Faced with these challenges, Sara consults with the team to evaluate the team's workload, identify critical gaps, and reprioritise tasks to ensure essential operations continue smoothly. She also facilitates a team discussion on how it could turn this challenge into opportunities by rethinking the way they work.

To address staffing gaps, she encourages the team to reach out to sections and units they collaborate with to identify potential areas for cross-team collaboration. In addition, Sara asks Robin, a Human Resources Officer specialized in data analytics, for help with utilizing Power BI, the business analytics software application, to identify useful workforce trends to predict future staffing needs based on historical data and funding trends. This information helps the team to anticipate potential funding and staffing shortages and adjust resource allocation. Other than that, Maria, an enthusiastic user of Microsoft 365 Copilot, uses the tool to generate a report with insights and recommendations based on the data analysis produced by Robin.

Based on the outcomes of these consultations, analysis and conversations with her own manager, Sara reallocates responsibilities to balance workloads and responsibilities more effectively, minimizing the impact of funding delays.

The impact of these actions is mixed. The team appreciates having a clearer direction and Sara's proactive stance but is still concerned about the increased workload and the pressure to deliver with limited resources. Also, some worry that the financial situation will further deteriorate and result in more staff cuts, adding to the uncertainty and stress they already face.

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
Sara worked with her team to evaluate workloads, reprioritize tasks, and reallocate responsibilities. Given the reduced team size and budget constraints, what were the positive aspects of Sara's approach?	<ul style="list-style-type: none"> • What alternative approaches could Sara have considered to manage the team's workload more effectively? • How could Sara have involved the team further in the decision-making process? • How could the team have better communicated their concerns or suggestions? 	<ul style="list-style-type: none"> • Sara demonstrated a proactive approach by evaluating workloads and making adjustments early. This helped clarify priorities and ensured that critical tasks continued despite resource limitations. • It is important to involve those impacted to come up with options to inform the decision that will affect them. • Acknowledging the emotional and psychological impact of increased workload is key. Open communication is vital to avoid burnout.
To address staffing gaps, Sara encouraged the team to explore cross-team collaboration. How effective do you think this approach could be?	<ul style="list-style-type: none"> • Is there any other approach you think Sara should have tried to address staffing gaps? • What challenges or opportunities have we experienced when working with other teams? 	<ul style="list-style-type: none"> • Leveraging existing expertise across teams can bring fresh perspectives and enhance problem-solving. • Cross-team collaboration fosters a culture of shared responsibility and teamwork, breaking silos within the organization. • Engaging with other teams helps staff learn new skills and adopt best practices from different areas. • It is important to understand other teams'/ colleagues' workloads before proposing cross-team collaboration.
Funding delays remain a potential risk. What contingency measures did the team put in place to ensure they can continue operations smoothly if funding arrives late or is further reduced?	<ul style="list-style-type: none"> • What are other funding sources that the team could explore? • How could the team communicate potential delays to clients, including management and partners? • What role does transparency play in managing expectations and maintaining trust during times of financial austerity? 	<ul style="list-style-type: none"> • It is important to identify and plan early for the potential challenges that work/projects can face, including financial constraints, to allow essential functions to continue. • Keeping team members, management and client informed about potential challenges fosters transparency and trust.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
How can we, as a team, track the effectiveness of our decisions and adjust our approach to stay on course despite ongoing challenges?	<ul style="list-style-type: none"> • What type of data and evidence can we use to assess whether our approaches are leading to the desired outcome? • How can we make sure that everyone understands their role in a changing environment? • How can we capture lessons learned to be integrated into our future work? • What can we do to make our planning processes strong enough to handle uncertainties? 	<ul style="list-style-type: none"> • It is important to consider lessons learned and good practices as well as gather data and evidence when planning projects. • Plans should be adaptable to change as circumstances do. • It is important to share information, data, experience and expertise between staff and across teams. • Take into account risks and make contingencies when assessing and planning for the time and resources needed for staff and teams to deliver on priorities.

LESSONS LEARNED

- Once the discussion is complete, move to [SLIDE 19](#), wrap up by reading or paraphrasing the key messages, emphasising any other important points that have come out of the discussion:

Key Messages

- Flexibility and efficient decision-making can help manage limited resources more effectively.
- Open communication and transparency within the team about challenges, expectations, and plans are key to maintaining morale.
- Anticipating potential setbacks and preparing contingency plans can reduce the impact of unforeseen challenges, such as funding delays or staffing shortages.
- Continued uncertainty about staffing and financial situations can strain morale, so through regular check-ins and offering support managers can help teams, and we can help each other keep focused and motivated.

- 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: Learn and Develop/Adapt and Innovate

25–30 MINUTES

- Advance to [SLIDE 20-22](#); invite a participant to read to the group. This scenario can also be found in the Participant's Guide.

Learn and Develop/Adapt and Innovate

A few years ago, in a Special Political Mission, Xuan, who led the Mission's Training Unit, suggested a change in the unit's work. She proposed a crowdsourcing approach with one of the UN agencies on the ground to develop capacity among Mission national staff to be better prepared for an eventual mission withdrawal. However, her idea faced resistance from various actors at both Mission and headquarters levels. As the Mission was expected to continue for at least another five years, they argued that the focus should remain on activities directly related to its mandate – i.e. verification of the implementation of different aspects covered by the peace agreement and sustaining support for mission operations. It was too early to boost national staff capacity development.

Xuan persisted, highlighting the importance of starting early in preparing for the eventual mission withdrawal. She suggested that the mission's strategic priorities could still be met as the programme would focus on new and enhanced skills that staff could apply as part of their current roles. In addition, she aimed to save on travel expenses by organizing learning activities remotely or on-site. Despite initial pushback, her supervisor agreed to a pilot programme, providing only 10% of the requested funds due to budgetary constraints.

Xuan saw this as an opportunity rather than a setback. With the help of her team, she put together a pilot that could test a prototype programme with a smaller group of participants. With the limited resources, and in close collaboration with the UN agency, she launched the pilot programme, determined to prove its value.

As the pilot was designed to allow participants to apply what they were learning at work, it resulted in an observable improvement of the group's skills and knowledge. It also created opportunities for staff to support other teams temporarily, and enabled mentoring by more experienced peers, thus boosting staff morale and engagement. In addition, both Xuan and her team also learned from the insights provided by participants. To increase the pilot's visibility, she asked the Mission's Chief of Staff and Director of Mission Support, to hand over the course certificates at the end-of-programme ceremony.

Not to lose momentum, Xuan organized a series of presentations and workshops, where participants and their supervisors would share their experiences, emphasizing the programme's value and positive outcomes. During these sessions, Xuan and her counterpart at the UNHQ also shared some lessons learned from the experience. Furthermore, they recognized the value added by those she worked with, and the support she received from participating staff and supervisors, creating a network of programme advocates.

This first "core group" became key partners for the enhancement of the programme. It meant that they could become peer mentors for new participants, and suggest improvements and new topics for future editions, ensuring it remained relevant and responsive to their needs.

Over the next two years, Xuan's programme thrived, adapting and evolving based on feedback and lessons learned. Despite the challenges, she remained resilient and determined to make a difference. As the programme matured, it began to yield significant results, increasing mobility of national staff across teams and functions, and to other UN agencies in the country.

Then, unexpectedly, the host country communicated its desire for the Mission to withdraw within six months. However, as Xuan's programme had been strengthened, it supported a significant percentage of national staff with finding employment opportunities with other UN System organizations, non-governmental organizations, as well as public and private sector entities.

Xuan's initiative not only addressed an immediate need for capacity development but also left a UN legacy in the country. Indeed, it showed that investing in people is a strategic advantage, one that not only meets immediate operational needs, but also ensures a sustainable impact beyond the lifespan of a mission.

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
How did Xuan demonstrate flexibility and adaptability when faced with budget constraints and pushback from headquarters?	<ul style="list-style-type: none"> • How did Xuan turn limited funding and initial resistance into an opportunity? • In what ways did Xuan take advantage of partnerships to make the most of limited resources? • How can cross-UN System collaboration enhance the impact of activities? 	<ul style="list-style-type: none"> • Xuan demonstrated resilience by viewing budget constraints and resistance from headquarters as an opportunity to innovate rather than a setback. • Xuan's collaboration with a UN agency was a critical move to make the most of limited resources. • Xuan's ability to adapt by using the pilot programmes to test ideas and integrate feedback was a key factor in the programme's success.
What innovative approaches did Xuan employ to meet strategic priorities while implementing her pilot programme?	<ul style="list-style-type: none"> • How did Xuan's response to budget limitations reflect a growth mindset? • What creative solutions did Xuan use to align learning activities with mission objectives? • What strategies can teams use to gain buy-in for innovative ideas? 	<ul style="list-style-type: none"> • Xuan demonstrated a growth mindset by looking for ways to work within the given constraints. • Xuan utilized remote learning activities and on-site learning to decrease travel expenses. • The pilot programme allowed staff to apply learning directly in their daily work, contributing to the mission's goals, including preparing for mission withdrawal. • By starting small, Xuan was able to prove the programme's effectiveness without requiring significant upfront investment. This helped her to gain broader support later. • She also built a network of support with participating staff and supervisors, which increased visibility, and made it harder for future resistance to emerge.
How can our team foster a culture of innovation and adaptability in the face of organizational challenges?	<ul style="list-style-type: none"> • How can we create an environment where new ideas are encouraged and tested? • How do we balance the need for innovation with the constraints of decreasing resources, and existing policies and procedures? • How can we share knowledge and good practices across different teams and entities? 	<ul style="list-style-type: none"> • Experimenting is key to testing new ideas. Starting small with pilots and experiments allow for quick feedback and learning. • Psychological safety is vital for creating an environment where team members feel comfortable proposing new ideas. • Cross-team collaboration and resource-sharing can enhance capacity and help overcome limitations. • Peer learning and mentoring sessions can be powerful tools for knowledge sharing.

DISCUSSION QUESTION	FOLLOW UP QUESTIONS	IMPORTANT POINTS
In what ways can we encourage team members to think creatively and propose novel solutions to existing problems?	<ul style="list-style-type: none"> • What challenges prevent team members from thinking outside of the box? How can we address them? • How can we ensure team members feel safe to propose novel solutions without fear? • How can we create a team culture where experimenting with new ideas is valued, even if not all ideas succeed? • In what way can diverse backgrounds and experiences contribute to more creative problem-solving? 	<ul style="list-style-type: none"> • Fear of failure or negative judgement can be a barrier for creative thinking. Teams should also celebrate efforts and processes, not only outcomes. • Adopt constructive feedback rather than criticism. When feedback recognizes the positive aspects, and focuses on what needs to be improve, it helps create an atmosphere of trust and respect. • Recognize experimenting with new ideas as part of the team culture, celebrating effort and iteration. • Diverse teams bring a variety of perspectives, which can challenge conventional thinking and lead to more innovative approaches and solutions.

LESSONS LEARNED

- Once the discussion is complete, move to [SLIDE 23](#), wrap up by reading or paraphrasing the key messages, emphasising any other important points that have come out of the discussion:

Key Messages

- Creating a safe environment fosters innovation.
- Innovation can flourish even when resources are limited.
- Innovation is often a trial-and-error process. It is vital to have an environment in which people are allowed to fail and encouraged to learn from the experience.
- Encouraging a mindset of learning helps teams to stay adaptable and open to new solutions, which is critical when facing complex challenges or changing circumstances.

- Allow time for participants to share their points of view and ask if there are any questions.

Taking action

10 MINUTES

- Advance to [SLIDE 24](#), and read or paraphrase:

“We have about 10 minutes before we conclude to reflect on how we demonstrate the UN behaviours in our team.”

- Advance to [SLIDE 25](#); and read or paraphrase:

The Office of Human Resources has created the ‘UN Behaviours – Team Do’s and Don’ts’ guide to help teams identify specific actions they perform (or should perform) to collectively demonstrate each of the behaviours – the DOs – and define actions that we must avoid as they contradict each behaviour – the DON’Ts.

The guide presents the organizational DO’s and DON’Ts for each behaviour.

Nevertheless, it is important to reflect how the behaviours are demonstrated through the specific work of our team.

Today, we will have a look at the behaviour ‘Connect and Collaborate’, and start defining our team’s DOs and DON’Ts related to this behaviour.

In our next team meeting, we will continue with the process for the behaviours not covered today. The outcome of these discussions will culminate in a team “contract” outlining how we will collectively foster an environment aligned with the culture expected in the Secretariat, rooted in the UN Values and Behaviours.

- Go through the slide with the organizational DO’s and DON’Ts for ‘Connect and Collaborate’.
- Move to the blank DO’s and DON’Ts slide for ‘Connect and Collaborate’.
- Take suggestions and offer encouragement to share ideas for the team DO’s and DON’Ts and record them. For instance, encourage participants to think about the partners and stakeholders you work with, how information sharing takes place in your team, what would make it easier for team members to voice their ideas, concerns and opinions, etc.
- When the time is up/the discussion is concluded, thank participants for their contributions. Let them know that their inputs will help shape the culture of the team and the Organization. Make a commitment to continue the conversation on the other behaviours at your next team meeting.

Conclusions

5 MINUTES

- Advance to **SLIDE 26**, read or paraphrase the following:

That was an excellent discussion. You made very interesting and important points.

As we discussed earlier, If there was anything that came up in this 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, such as the Office of Human Resources and the Ethics Office.

Let us conclude now by reminding ourselves of some of the key messages from today.

- Advance to **SLIDE 27**; read or paraphrase the following:

Key Messages Recap

The five UN Behaviours are: Connect and collaborate, Analyse and plan, Deliver results with positive impact, Learn and develop, and Analyse and plan.

We all have a responsibility to demonstrate these behaviours through our work as they reflect the values we stand for.

The best way to encourage others to demonstrate these behaviours is by demonstrating them ourselves.

Demonstrating these behaviours in all we do will enable us to perform better as individuals, in our teams and as an Organization.

Before closing the session, ask if any participants have any final questions or comments.

- Advance to **SLIDE 28**; 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 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.	

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/Ck30KZVxJA> 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,
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

- SG's Bulletin on United Nations Values and Behaviours Framework ([ST/SGB/2024/4](#))
- [UN Values and Behaviours Framework](#)
- [UN Values and Behaviours Knowledge Gateway page](#)
- [UN Values and Behaviours ISeek page](#)
- [UN Behaviours – Team DOs and DON'Ts](#)
- [Secretary-General's message on UN Values and Behaviours Framework](#)
- [Living Our Values \(culture narrative\)](#)
- [Staff Stories – UN Values and Behaviours](#)

Other Resources

- [SG's Bulletin on Staff Regulations and Rules of the United Nations \(ST/SGB/2023/1/Rev.1\)](#)
- [Standards of Conduct for the International Civil Service \(2013\)](#)
- [UN Charter: UN Charter | United Nations](#)
- [UN Values and Behaviours Learning – The Blue Line](#)
- [UN Values and Behaviours Learning – LinkedIn Learning](#)
 - » [Inclusion](#)
 - » [Integrity](#)
 - » [Humility](#)
 - » [Humanity](#)
 - » [Connect and Collaborate](#)
 - » [Analyse and Plan](#)
 - » [Deliver Results with Positive Impact](#)
 - » [Learn and Develop](#)
 - » [Adapt and Innovate](#)
- [LIDERA – the Leadership Community](#)
- [Effective Work Planning Guide \(Performance Management\)](#)
- [Administrative Instruction on Performance Management System, Rev 1 \(ST/AI/2021/4/Rev. 1\)](#)

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/NEYJqU3m2x> 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 2025 (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.			
TOTAL			

Leadership Dialogue Contact Information

FOR MORE INFORMATION, OR TO COMMENT, CONTACT:

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www.un.org/en/ethics

(Available via iSeek or the public United Nations site)

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