

**REQUEST FOR PROPOSAL  
RFP\_2017\_05**

**Subject: Call for ROSTER – Online moderators**

1. The United Nations System Staff College (UNSSC) hereby solicits your proposal for the above subject, in accordance with this document and annexes attached hereto.  
**UNSSC reviews proposals on a rolling basis. The review deadlines are 31 May, 1 July, 1 September, and 1 December.**

2. This request for Proposal (RFP) consists of this document and the following annexes:

Annex A: Terms of Reference

Annex B: Terms and Conditions to Submit a Proposal

Annex C: Evaluation Criteria

Annex D: Topics of interest

3. Your proposal must include information in sufficient scope and detail to allow the Staff College to consider whether the proposer has the necessary capability, experience, knowledge, expertise and the required capacity to perform the work specified satisfactorily.

4. The UNSSC reserves the right to request from vendors additional information regarding their commercial activities, history and resources.

5. Your technical and financial proposal must be submitted via email to [procurement@unssc.org](mailto:procurement@unssc.org)

**6. Please note that the Staff College has VAT exemption status and can provide documentation for same. Hence, your pricing should take this status into account and be presented net of VAT.**

**7. You are kindly requested to acknowledge receipt of this RFP.**



## ANNEX A – Terms of reference

### Background information

The **UN System Staff College (UNSSC)**, Based in Turin, Italy, has design, develop, deliver and evaluate learning courses, programmes and initiatives to United Nations (UN) personnel for over a decade, reaching on average 7,000 participants across the globe every year. Through its programmes and services, the UNSSC aims to support United Nations organizations and their staff to develop the skills and competencies needed to meet the global challenges faced by the UN.

The course participants are staff in the UN organizations. They have a broad range of backgrounds, professional levels and expertise. They are also of a wide range of nationalities and cultural backgrounds, and serve in different duty stations across the globe. For more information about UNSSC offerings on the workshops / courses/ programmes, please visit: [www.unssc.org](http://www.unssc.org).

The **Learning Lab** is an essential team in UNSSC, specialized in online learning, management training and innovation training. It offers online, face-to-face and blended courses on a variety of topics for UN staff. The online courses often include instructor-led live webinars, self-paced activities, and online discussion forums facilitated by instructors.

The Learning Lab is currently designing blended learning programmes aimed at improving management skills of UN middle and senior managers. The blended learning programmes, cover, but not limited to, the following thematic areas<sup>1</sup>:

- people management
- financial resource management
- performance management
- strategic planning
- executive decision-making
- managerial communication
- Partnership-building
- Innovation
- Creating a culture of trust, engagement and support
- Diversity and inclusion
- Work planning
- Time management as managers
- Team building (e.g. leading cross-functional teams)
- Emotional intelligence
- Leading changes
- Navigating political organization

Please refer to Annex D for sub-topics of interest under each area above.

In addition to lectures on the most recent theories and research in the above-mentioned areas, the Learning Lab will also use authentic case-based or scenario-based learning approach, to ensure that the learning content is highly relevant and UN contextualized.

A case-based or scenario-based learning approach include 3 main steps:

1. Authentic case scenarios are created based on interviews and relevant data from UN field and country offices.
2. Participants are expected to use the learning gained in the classroom to solve authentic cases with their peers.

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<sup>1</sup> Annex 1 provides additional information of areas of interest for each topic.



3. After the learning programmes, the participants are expected to apply it into their daily work.

The blended learning programmes usually consists of online and offline phases. The online phase lasts for 2-3 months, with 1 topic per session, 1-2 sessions per week, and 2 hours for each session. The face-to-face session follows the online phase, and usually lasts for 1 week.

### **Deliverables**

Online session moderators will manage participants' online activities including discussion forums, live chats and homework submissions. The goal is to encourage participation and discussion online, and therefore enhance participants' learning outcomes.

The online portion of the management programmes usually lasts for 2 to several months, with 1 session per week. Moderators can work remotely, as long as they can ensure timely responses to students. Please note that online moderators are different from instructors. Online moderators do not need to deliver course content or webinars. Instead, they manage online student activities, engage student online discussions, and stimulate online participation.

Moderators' responsibilities are to, but not limited to:

1. raise reflection questions to participants based on instructors' teaching content;
2. monitor discussion forum, and respond to participants' postings in a timely fashion;
3. coordinate with instructors, and manage online activities;
4. make summary of online discussions and queries, and debrief instructors;
5. manage gradebook by tracking participants' online participations;
6. assign badges to students, if applicable; and
7. respond to participants' query emails within 12 hours (participants are located all over the world)

### **Requirements and Skills**

1. Master's degree or enrolment in doctoral studies in management and related topics is required.
2. Excellent written and spoken English. Ability to communicate in writing in Spanish and/or French is desirable.
3. Rich experience in teaching or managing online classes is highly desirable.
4. Excellent technological skills are required.
5. Online course moderation experience is highly desirable.



**ANNEX B – Terms and conditions to submit a proposal**

Submission of Proposals

Proposals must be submitted in English and shall be expressed in the form described in the table below:

<b>PRE-REQUISITE</b>	<u>For individual applicants</u>	Please provide a <b>comprehensive CV or a P11 form</b> (UN CV form) clearly identifying the experiences that demonstrate expertise in community management and moderation of online activities. The P11 form can be found at ( <a href="http://www.unssc.org/home/sites/unssc.org/files/p11un.doc">http://www.unssc.org/home/sites/unssc.org/files/p11un.doc</a> ). Please provide a <b>motivation letter</b>
	<u>For companies</u>	please provide <b>company profile</b> clearly identifying the experiences that demonstrate expertise in community management and moderation of online activities. Please provide a <b>motivation letter</b>
<b>TECHNICAL PROPOSAL</b>		1. Please provide a <b>list of online activities/courses that you have managed</b>
		2. Please provide <b>feedback reviews on your online moderation. It can be students evaluations and/or 2 reference letters.</b>
<b>FINANCIAL PROPOSAL</b>		Please provide a <b>fee per hour</b> Please provide a <b>maximum fee per day</b>

Proposers must provide all information required under this RFP and clearly and concisely respond to all points set out in this RFP. Any proposal which does not fully and comprehensively address this RFP may be rejected. However, unnecessarily elaborate brochures and other presentations beyond those sufficient to present complete and effective proposals, are not encouraged.

Following submission of the proposals and final evaluation, the Staff College will have the right to retain unsuccessful proposals. It is the proposer's responsibility to identify any information of a confidential or proprietary nature contained in its proposal, so that it may be handled accordingly.

No Commitment

This RFP does not commit the UNSSC to consider any proposal, to award a contract or to pay any costs incurred in the preparation or submission of proposals, or any costs incurred in making necessary studies for the preparation thereof, or to procure or contract for services or goods.

This RFP contains no contractual proposal or offer of any kind; any proposal submitted will be regarded as an offer by the proposer and not as an acceptance by the proposer of any proposal or offer by the UNSSC. No contractual relationship will exist except pursuant to a written contract document signed by the authorized official of the Staff College and by an authorized officer of the successful proposer(s).

Criteria for inclusion in the Roster

All proposals will be evaluated in accordance with the evaluation criteria specified in Annex C. The successful candidates (individual or companies) will be included in a roster, which will enter into force on the date of reception of UNSSC letter of acknowledgement.



Inclusion in the roster is not limited in time. However, individual and companies who wish to modify their initial financial proposal, must re-submit their offer which will be evaluated according to the original evaluation criteria set up for inclusion in the roster.

Each specific engagement will be the subject of an individual or separate contract according to the UN Rules and Regulations.



## ANNEX C - Evaluation Criteria

Criteria for inclusion in the roster are described in the table below.

<b>PRE-REQUISITE</b>	Fluency in English
<b>TECHNICAL PROPOSAL</b>	Experience in similar projects – 40%
	Experience in facilitation of online communities and/or thematic discussion groups – 60%
<b>FINANCIAL PROPOSAL</b>	<i>For the purpose of the inclusion in the roster, UNSSC will considered technical proposals only. Financial proposals will be taken into consideration at the time of each specific contractual engagement.</i>



## Annex D – Topics of interest

The following areas of interest were captured as a result of a needs assessment undertaken among potential participants of a management programme. (Note: “They” in the following text refers to participants.) This list serves as a sample of the kinds of issues that UN participants are interested in.

### 1. Managing people

- How can they support the career development of themselves, while lacking of career advancement opportunities?
- How can they motivate their staff who have served for a long time in one mission, who may not be very motivated? How can they support career development of their staff?
- How can they improve their skills in coaching and mentoring their staff?
- How can they delegate tasks properly?

### 2. Managing performance

- How can they address under-performance?
- How do they collect evidence of under-performance?
- How can they motivate staff to improve their performance? What are the career incentives that they can offer to staff?
- How can they conduct performance dialogues?
- How can they conduct difficult conversations when it comes to terminating contracts of low-performance staff?

### 3. Strategic planning

- How can they set realistic goals based on the overall visions of the unit/department/office?
- How can they apply and implement the result-based management system?
- How can they plan for risk-mitigation measures?
- How can they evaluate the results and feed into the strategic planning?
- How can they improve strategical planning?

### 4. Decision-making

- How can they make decisions while complying with ethical standards?
- What types of decision are they held accountable for? What other decision-making process do they need to consult other partners and senior managers?
- How can they get familiar with peacekeeping policies?
- In crisis situations, how can they make sound decisions that would meet the needs from different parties (different UN departments, government etc)?

### 5. Communication

- How can they communicate visions and strategies effectively to staff so that the entire unit would move forward toward the same direction?
- How do they receive feedback from their staff? How do they actively listen to their staff?
- How can they communicate to the partners and media to mobilize funding?

### 6. Partnership building

- How can they improve their negotiations skills while working with senior managers from other departments, peers, government officials and donors?
- How can they exercise diplomacy when dealing with governments?
- How can they improve their learning in the Resident Coordinator system and the United Nations Development Assistance Framework (UNDAF) to coordinate and support the planning and programming of the UN Country Team?

### 7. Managing resources

- How can they get familiar with different budget and finance system?



- What are the funding procedures and process in the Department/unit?
- What is the structure/organigram? When they need support in finance, who are their resource people?
- How can they learn and adopt the logic framework to ensure the implementation of theory of change?

## **8. Innovation**

- How would you embrace innovation and apply it within the context of the UN?
- How do UN managers enable and cultivate a culture of innovation in their teams?
- How can UN managers implement innovation in their daily management?

## **9. Creating a culture of trust, engagement and support**

- Learn skills for building trust and engagement. How to talk with staff about behaviour in ways that allow them to feel supported by the result. Understand and know how to carry out the obligations of managers to take care of the health and safety of staff.

## **10. Diversity and inclusion**

- How to use and apply inclusive behaviour and actions as a supervisor; avoiding unconscious bias; how to operate inclusively in the team; how to navigate the multi-cultural environment to encourage the desired behaviours in others

## **11. Work planning**

- Strategic Framework, Compact, Dept/Office strategy, setting individual and team goals, direct and monitor efforts, reporting on delivery of work, adapting to change

## **12. Time management as managers**

- Understanding the appropriate use of your time as a supervisor, set the priorities, how to manage use of time as a supervisor to give enough attention to the management side

## **13. Team building (e.g. leading cross-functional teams)**

- How to: coach, use different decision-making methods, use shared leadership, empower team, manage absences, manage different presences (hot desking, virtual, dispersed). How to manage sensitive health matters.
- Dynamics of teams: i. Who are you leading and what do they want from their work? ii. How to engage team members in working with mutual support to achieve results, iii. Integrating new members. How to manage well-being within the various operational conditions of work in the UN, especially the hardship conditions. Using policies/practices such as FWA.

## **14. Emotional intelligence**

## **15. Leading changes**

## **16. Navigating political organization**

- Skills in behaviours of communicating with others at all levels, speaking up to raise issues, being visible, applied emotional intelligence. How to anticipate and lead change pro-actively. How to think about the strategic goals in an integrated manner, create pathways.