

UNITED NATIONS SYSTEM STAFF COLLEGE (UNSSC)

UNSSC Leadership and Management Competency Framework

Designed and curated by the UNSSC Knowledge Centre for Leadership and Management (KCLM)



A Note on This Document and the UNSSC Roots to Results Suite

The *UNSSC Leadership and Management Competency Framework* - designed and curated by the United Nations System Staff College (UNSSC) Knowledge Centre for Leadership and Management (KCLM) - sets out a behavioural reference model for effective leadership and management within the United Nations system, expressed as knowledge, skills, attitudes, and behaviours, from entry to Director level. It expresses those behaviours across the Self | Team | Mission dimensions of leadership responsibility, and aligns with the UN System Leadership Framework, the UN Values and Behaviours Framework, the UN Secretariat Leadership Development Roadmap, and the principles of UN 2.0 and the Quintet of Change.

How to read it:

This Framework is intentionally comprehensive: its length reflects its role as a full design document, bringing together the architecture required to support leadership development, performance dialogue, and learning design, and to give entities a shared behavioural vocabulary where that is useful. It is not a quick-reference guide but a structured resource, navigated selectively depending on role, need, and purpose. Readers are encouraged to enter through the lens most relevant to them: participants through the self-assessment questions in each competency; managers through the Behaviour descriptors, written for use in feedback and coaching conversations; and learning focal points through the learning objectives and alignment anchors.

What it claims, and what it does not:

The Framework reflects UNSSC's institutional approach, developed through the expertise and system-wide practice of KCLM - from conversations, insight, experience, expertise, and data gathered across the UN system. It is offered as an evidence-informed reference, not as a claim that any single model can capture every mandate, function, or duty station. Leadership needs differ across entities, grades, and contexts, and KCLM has designed the Framework to accommodate that variation rather than erase it: the Self | Team | Mission lenses, the four-level matrix, and the self-assessment questions are all intended to be calibrated to local context. We welcome dialogue that sharpens it. What we offer is a considered, system-informed reference model - a foundation to build from and adapt.

What it is for:

The Framework stands on its own. Independently of any particular programme, it offers UN entities, HR functions, and learning focal points a common language and a behavioural reference model for leadership development, coaching, and related learning design. This is UNSSC's institutional reference model for leadership and management development, curated through KCLM - a developmental and learning architecture, not an HR standard. It complements, and does not replace, entities' own competency frameworks, performance management systems, and talent processes, and can be mapped to them wherever a shared behavioural vocabulary is useful.

What it anchors:

The Framework also serves as the design foundation for UNSSC's learning in leadership, management, and operational efficiency - the domain for which KCLM serves as the College's Centre of Expertise. Its primary expression in structured learning is *Roots to Results: The UNSSC Leadership and Management Pathway* - a system-wide pathway spanning emerging leaders to Directors - whose three core Tracks and one Focus Track, learning objectives, 360-degree Assessments, and evaluation architecture were built directly from the Framework's 15 competencies and four-level matrix. It also informs KCLM's bespoke entity-specific leadership and management design, coaching, and assessment services. Where the Framework describes the reference model, these offerings support putting it into practice; the job aids embedded in Roots to Results delivery serve as its practical, simplified expression for day-to-day use.

The suite:

The documents listed below form the Roots to Results suite. Each functions independently, and together they form a single connected body of work in which the competency architecture, programme design, learning objectives, Theory of Change, and evaluation framework are not parallel workstreams. Roots to Results and the UNSSC Leadership and Management Competency Framework are institutional assets of the United Nations System Staff College, designed and curated by KCLM, which continues to serve as their steward and primary implementation lead.

Links:

- [UNSSC Leadership and Management Competency Framework](#)
- [Roots to Results: The UNSSC Leadership and Management Pathway](#)
- [Roots to Results: The UNSSC Leadership and Management Pathway: Theory of Change](#)

For enquiries, partnership discussions, or to request any further information, contact the UNSSC Knowledge Centre for Leadership and Management at leadershipandmanagement@unssc.org.

Introduction: Listening Deeply, Designing Forward

The design of the *UNSSC Leadership and Management Competency Framework*, led by KCLM, began with intentional listening. As global demands on the UN evolve, so too must the way we lead. In 2025, as the UN faced critical, mounting challenges, KCLM took the opportunity to pause, to listen to the system, and to reflect. The need was clear: a Framework that matches the complexity of the work the UN undertakes, honours the values it serves, and equips it for tomorrow.

UNSSC carries a unique mandate: to contribute to a common management and leadership culture across the UN system. KCLM is the Centre of Expertise through which UNSSC carries that mandate forward, and the centre that designed, developed, and curates this Framework. As part of the UN family ourselves, we bring the experience and responsibility that come with being both a provider and a practitioner of leadership in the multilateral context. Our work is shaped by the realities we face alongside colleagues across the system - and by our deep engagement in supporting them to lead with purpose, and impact.

This Framework draws on evidence accumulated across dozens of UNSSC leadership and management programmes delivered throughout the UN system, together with the participant feedback, facilitator insight, and design documentation generated by that work. That evidence base includes over 400,000 anonymised data points drawn from more than 1,000 leadership and management focused 360-degree Assessments administered by UNSSC between 2019 and 2024, which allowed the KCLM team to interrogate patterns of strength and development need across grades, functions, and duty stations. Over a focused six-month period, KCLM synthesised this material - utilising its cumulative experience in instructional design and programme delivery, and a structured review of the UN-wide frameworks listed below - into the competency architecture presented here.

The result is grounded not in a single study but in sustained, system-wide practice: what we have repeatedly observed to distinguish effective leadership across grades, functions, and duty stations. The Framework is evidence-informed rather than psychometrically validated against external leadership-outcome datasets, and we present it accordingly: as a practice-derived reference model. Its descriptors will continue to be tested and refined against Foundational and Pulse 360-degree Assessment data, and against Kirkpatrick Levels 1-3 evaluation data generated through *Roots to Results* delivery.

This Framework aligns with and reinforces:

- the UN System Leadership Framework;
- the UN Values and Behaviours Framework;
- the UN Secretariat Leadership Development Roadmap; and
- the principles of UN 2.0 and the Quintet of Change.

It serves as a practical, future-ready tool to strengthen leadership at all levels - for today's challenges and for those that lie ahead.

From Pillars to a Dynamic Matrix

Earlier versions of the Framework were built around three core pillars - Self | Team | Mission. That structure helped us root leadership development in real-world dynamics. However, as we examined the needs across grades and contexts more closely, two limitations became clear:

- **Roles rarely sit neatly in one pillar:**
 - Even junior professionals contribute across teams and missions;
 - Even senior leaders must continue cultivating self-awareness to lead with purpose.
- **Scope, authority, and behavioural expectations must evolve with grade:**
 - What's possible - and necessary - for a P2 leader looks very different from what's required of a D2 leader.

We also acknowledge that functions and therefore expectations around competencies can vary across grades and contract levels in the UN System. The updated Framework honours the Self | Team | Mission logic, but reframes it as a developmental arc, not a rigid structure. It is now woven into a four-level competency matrix that maps responsibility and behavioural stretch in line with actual influence zones:

Competency Matrix

LEVEL	TARGET AUDIENCE ¹	DOMINANT LENS	TYPICAL INFLUENCE ZONE
Level 1	NOA/NOB/YPP/U NV/JPO/G6+/FS3- FS5/P1/P2/P3	Self	Personal work quality and credibility
Level 2	P3/P4/NOB/NOC/ FS6	Self Team	Direct peers and small project groups
Level 3	P4/P5/NOC/NOD/ FS6/FS7	Team Mission	Cross-functional units and multi-stakeholder initiatives
Level 4	D1/D2	Mission System	Entity strategy, culture, and external partnerships

Across these levels sit 15 interconnected competencies - from *Self-awareness and Values* to *Systems, Acumen, and Alignment*. Each competency is structured to:

- Begin with self-regulation and credibility at Level 1.
- Expand to relational leadership and team influence at Level 2 - within team remit.
- Scale into strategic coherence and mission alignment at Level 3.
- Enable system-level transformation and foresight at Level 4 - within delegated authority and resources.

Competencies are expressed through clearly defined Knowledge, Skills, Attitudes, and Behaviours (KSAB) - anchored in aligned potential learning objectives and imperative-action language (e.g. demonstrate, challenge, align, embed) that makes expectations observable, teachable, and relevant across contexts.

TARGET AUDIENCE KEY:

- NOA: National Officer, Level A
- NOB: National Officer, Level B
- YPP: Young Professionals Programme
- UNV: United Nations Volunteer
- JPO: Junior Professional Officer
- G6+: General Service, Grade 6 and above
- P1: Professional, Level 1
- P2: Professional, Level 2
- P3: Professional, Level 3
- P4: Professional, Level 4
- P5: Professional, Level 5
- NOC: National Officer, Level C
- NOD: National Officer, Level D
- D1: Director, Level 1

¹ A note on grade placement: P3 and P4 staff appear across two levels to reflect the genuine breadth of experience these grades encompass. As a guide - P3 staff in primarily task-delivery roles will find Level 1 most directly relevant; P3 staff with coordination responsibilities or team-facing duties should orient to Level 2. Similarly, P4 staff managing small teams or projects belong at Level 2; those leading cross-functional work or multi-stakeholder programmes should use Level 3. When in doubt, the self-assessment questions in any competency - used in conversation with a manager or learning focal point - will help clarify the most useful starting point.

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- D2: Director, Level 2
 - FS3-FS7: Field Service, Grades 3 to 7
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What's Woven Through the Framework

Five cross-cutting priorities shape the DNA of the Framework:

- Wellbeing and psychological safety as strategic enablers.
- Equity and respect, grounded in lived experience and the UN's normative mandate.
- Adaptive experimentation, empowering leaders at all levels to test, reflect, and improve iteratively.
- Digital and data responsibility, from platform fluency to AI ethics and cybersecurity.
- Foresight and systems stewardship, to make choices today that remain credible tomorrow.

These threads run through every attitude and behaviour described, including competencies like *Innovation and Behaviour* and *Resilience and Wellbeing*.

Tension between Competencies

These fifteen competencies are presented as a coherent set, but in practice they pull against one another. *Efficiency and Results* can compete with *Resilience and Wellbeing* when deadlines compress; *Accountability and Decision-making* can sit in tension with *Collaboration and Respect* when a decision cannot wait for consensus; *Strategy and Foresight* can strain against *Efficiency and Results* when long-term positioning carries short-term cost. Leadership is often the act of choosing well between competencies that are each individually correct. This Framework does not resolve those tensions on participants' behalf - it names the capabilities so that the trade-offs can be made more consciously, explained, and owned, rather than made by default.

Adaptive Leadership as Design Spine

This Framework is built around the Adaptive Leadership model² first set out by Ronald Heifetz at the Harvard Kennedy School and developed subsequently with Marty Linsky and Alexander Grashow. The model draws a critical distinction between *Technical* challenges - problems with known solutions, addressable through existing expertise and procedure - and *Adaptive* challenges, which require shifts in values, behaviours, and assumptions that no existing procedure can resolve.

This distinction runs through the level architecture.

- Levels 1 and 2 expectations are largely *Technical* in orientation - applying known tools, building foundational habits, and working within established structures.
- Levels 3 and 4 see expectations shift toward *Adaptive* - leading through ambiguity, challenging assumptions, and enabling others to navigate what existing expertise alone cannot solve.

This Technical-Adaptive shift is visible in the level structure of every competency that follows.

Participants can use it as a practical diagnostic for locating themselves. When a challenge feels stuck despite the right procedures being applied - when the discomfort comes not from unfamiliar tools but from a problem that keeps shifting - the work has moved into adaptive territory, and calls for a different quality of leadership response.

A Framework That Works Where You Work

This is a developmental resource built to guide:

² Heifetz, R. (1994), *Leadership Without Easy Answers*, Belknap Press of Harvard University Press - the origin of the technical/adaptive distinction; Heifetz, R. and Linsky, M. (2002), *Leadership on the Line*, Harvard Business School Press; Heifetz, R., Grashow, A. and Linsky, M. (2009), *The Practice of Adaptive Leadership*, Harvard Business Press.

- Staff members, with a clear roadmap for professional growth and meaningful contribution.
- Managers, with specific behavioural anchors for feedback, coaching, and decision-making.
- Learning focal points, with built-in alignment to UNSSC leadership and management programmes developed and delivered through KCLM, the *Roots to Results Theory of Change*, and a Kirkpatrick Levels 1-3 evaluation architecture that connects the KSAB descriptors in this Framework to measurable programme outcomes.
- The UN system, with a shared, scalable language for leadership that connects values to results.

Whether in a field office responding to crisis, or a policy unit designing for system change, this Framework aims to meet you where you are - while encouraging you to stretch toward what the Organisation needs next.

Looking Ahead

UNSSC will continue to adapt and refine this Framework, with KCLM - the Knowledge Centre for Leadership and Management - serving as steward. Each year, KCLM will revisit its content, integrating participant and entity feedback, field insights, periodic external peer review, and foresight on emerging leadership challenges. The Framework's application to learning design, programme delivery, and evaluation is operationalised through the *Theory of Change* developed specifically for the *Roots to Results: The UNSSC Leadership and Management Pathway*.

UNSSC Leadership and Management Competency Framework

COMPETENCY	SUMMARY DESCRIPTION
Self-awareness and Values	Demonstrate alignment between personal actions and the UN's values by reflecting on feedback, recognising biases, and adjusting behaviours accordingly.
Resilience and Wellbeing	Sustain energy, adaptability, and purpose in the face of stress, disruption, and uncertainty, while supporting personal wellbeing and fostering a resilient, compassionate work culture.
Integrity and Ethical Conduct	Act consistently with ethical principles and transparency, even under pressure, reinforcing a culture of trust, fairness, and impartiality.
Digital and Data Fluency	Apply digital tools and data responsibly to enhance decision-making, collaboration, and innovation across teams and boundaries.
Learning Agility and Growth	Engage in continuous learning by seeking feedback, trying new approaches, and applying insights to improve performance and support others' development.
Collaboration and Respect	Contribute to equitable and respectful collaboration by including diverse voices, addressing bias, and promoting shared ownership and psychological safety.
People and Culture	Promote a culture of respect, inclusion, and shared growth by supporting others' development, modelling UN values, and fostering belonging.
Communication and Influence	Tailor communication for clarity, inclusion, and impact, engaging others in dialogue and building momentum for collective goals.
Innovation and Behaviour	Apply curiosity, experimentation, and evidence-informed approaches to challenge assumptions, improve ways of working, and respond to evolving needs - opening conversations about doing things differently, and doing different things.
Partnerships and Engagement	Build and sustain inclusive, trust-based partnerships that align diverse strengths toward shared results and system-wide solutions.
Strategy and Foresight	Apply strategic thinking and anticipatory insight to align actions with long-term goals, identify emerging trends and risks, and contribute to a more agile, coherent, and future-ready UN.
Accountability and Decision-making	Act with ownership, clarity, and responsibility in decisions and actions, balancing mandate, evidence, risk, and ethical considerations to support credibility, learning, and results.
Change and Transition	Navigate and support change with clarity, adaptability, and empathy - fostering resilience, trust, and alignment during transitions across people, processes, and systems.

Efficiency and Results	Deliver high-quality work by simplifying processes, managing resources well, and focusing on outcomes that serve broader mandates.
Systems, Acumen, and Alignment	Think and act with a system-wide perspective - understanding how policies, actors, resources, and outcomes interconnect - and ensure actions contribute to broader coherence, impact, and values.

The table above lists the fifteen competencies, each with a short summary description, providing an at-a-glance overview of the full set.

 SELF-AWARENESS AND VALUES	 COLLABORATION AND RESPECT	 STRATEGY AND FORESIGHT
 RESILIENCE AND WELLBEING	 PEOPLE AND CULTURE	 ACCOUNTABILITY AND DECISION-MAKING
 INTEGRITY AND ETHICAL CONDUCT	 COMMUNICATION AND INFLUENCE	 CHANGE AND TRANSITION
 DIGITAL AND DATA FLUENCY	 INNOVATION AND BEHAVIOUR	 EFFICIENCY AND RESULTS
 LEARNING AGILITY AND GROWTH	 PARTNERSHIPS AND ENGAGEMENT	 SYSTEMS, ACUMEN, AND ALIGNMENT

The sections that follow present each competency in a consistent, comprehensive format. Each competency includes:

- **Competency Title:** The official name and core definition of the competency, establishing what it covers and why it is essential for leadership and management practice across the UN system.
- **Narrative Outline:** Offers a brief explanation of the competency's purpose, scope, and relevance, including any natural connections to related competencies within the broader Framework.
- **Self | Team | Mission × Level Matrix:** Describes how the competency is expressed across three leadership lenses - Self | Team | Mission - showing how expectations shift with the scale of contribution and responsibility. At Level 4, the Mission lens should be read as encompassing the System dimension: Director-level expectations extend beyond entity mandate to the coherence and legitimacy of the wider UN system, as reflected in the Level 4 descriptors. This matrix supports readability for users across diverse roles and contexts.
- **Alignment Anchors:** Shows where each competency is consistent with existing UN leadership instruments. Two are system-wide - the UN System Leadership Framework

(CEB/2017/1) and UN 2.0 - and two are Secretariat instruments applied here as indicative rather than authoritative reference:

- The UN Values and Behaviours Framework (Office of Human Resources); and
 - The UN Secretariat Leadership Development Roadmap (ODS/OHR/DMSPC).
- **Efficiency Integration:** Highlights how the competency contributes to effective, values-based delivery and organisational coherence, illustrating its relevance for performance, change, and results across a modern UN operating environment.
 - **Knowledge | Skills | Attitudes | Behaviour (KSAB) × Level Matrix:** Provides detailed expectations for Levels 1-4.
 - This structure clarifies:
 - **Knowledge:** What individuals need to understand
 - **Skills:** What they need to apply
 - **Attitudes:** The underlying mindsets that support effective practice
 - **Behaviours:** What can be observed in daily work - the clearest available signal that learning has begun to shift practice. These descriptors are contribution indicators, not proof of cause: whether they appear depends on organisational culture, manager support, and workload as much as on any programme. Used in observation, coaching, and post-programme follow-up, they help build a picture of whether development is carrying into the workplace.
 - **Potential Learning Objectives:** How the competency can be taught, developed, and assessed
 - This enables consistent use in learning design, performance dialogue, coaching, and talent development.
 - **Structured Progression:** Summarises how capability develops from Level 1 to Level 4, highlighting the behavioural and conceptual shifts that occur as responsibility expands from self-management to team, mission, and system-level influence.
 - **Self-Assessment Questions:** Offers potential reflective prompts to help staff evaluate their own practice, identify strengths, and recognise development priorities. These can be used in coaching, peer learning, performance conversations, or individual learning plans.

SELF-AWARENESS AND VALUES

Demonstrate alignment between personal actions and the UN's values by reflecting on feedback, recognising biases, and adjusting behaviours accordingly.

Self-awareness and Values is a foundational competency of UN leadership, enabling staff at all levels to act with authenticity, emotional intelligence, and integrity in service of the Organisation's mission. It reflects the UN's deep commitment to align personal conduct with the Charter, Values and Behaviours Framework, and UN 2.0 principles.

This competency anchors ethical leadership through ongoing reflection, recognition of bias (personal and systemic), and accountability - especially in moments of challenge or uncertainty. It provides the internal grounding that supports respectful collaboration as reflected in *Collaboration and Respect*, the principled action central to *Integrity and Ethical Conduct*, and the emotionally attuned judgement required in *Accountability and Decision-making*.

At the organisational level, **Self-awareness and Values** builds a culture of trust, transparency, and credibility. It enables adaptive leadership and strengthens the coherence essential to the UN's legitimacy and moral authority.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Reflect on personal values and behaviours to align with the UN's core principles.	Contribute to a respectful and inclusive team dynamic through awareness of own actions.	Apply UN values when engaging in tasks that support mandate delivery.
Level 2	Seek and respond to feedback to strengthen ethical and values-based conduct.	Support a values-aligned team culture by encouraging accountability and openness.	Model consistent behaviour that reinforces the credibility of the UN in the local context.
Level 3	Demonstrate ethical leadership through consistent, values-driven decisions and role-modelling.	Coach others to act with self-awareness and integrity, especially in diverse or high-pressure situations.	Integrate UN values visibly into planning, representation, and stakeholder engagement.
Level 4	State a dissenting position when a proposed course of action conflicts with UN values, and record the rationale for the decision taken.	Drive entity culture by modelling ethical leadership and demanding accountability at all levels.	Model and reinforce ethical leadership in entity-level direction and decision-making to strengthen coherence and trust.

Alignment Anchors

- **UN System Leadership Framework**
 - **Self-applied:** *Not just to preach United Nations principles and norms to others, but to live them.*
 - **Principled:** *Defending (the UNs) norms and standards and their application without discrimination, fear or favour.*
- **UN Values and Behaviours Framework**
 - **Integrity:** *Act ethically, demonstrating the standards of conduct of the United Nations.*

- **Humility:** *Demonstrate self-awareness and willingness to learn from others.*
- **UN Secretariat Leadership Development Roadmap**
 - **Purpose and Direction:** *Lead by example in adhering to ethical principles, fostering a culture of integrity.*
 - **Inclusion:** *Actively works to eliminate biases and unfair practices by calling them out when it happens.*

Efficiency Integration

- **Level 1:** Apply reflection and basic self-regulation techniques to manage priorities and improve time-use effectiveness.
- **Level 2:** Integrate feedback and values-alignment into team learning cycles, improving collaboration and focus.
- **Level 3:** Model structured reflective practice (journaling, peer feedback, check-ins) to strengthen culture and reduce misalignment.
- **Level 4:** Leverage self-awareness to navigate complexity, lead with clarity, and ensure values-based performance at the entity level.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Recognise personal values and common cognitive biases.
- Identify the role of self-regulation in emotional responses.
- Recall the UN's foundational values and Code of Conduct.

Skills:

- Track emotional responses and identify behavioural triggers.
- Apply basic self-reflection techniques in day-to-day interactions.
- Demonstrate professional conduct that reinforces UN credibility in routine interactions.

Attitudes:

- Self-examination: reflect on feedback and adjust behaviour accordingly.
- Integrity: act in line with UN values, even in routine, low-visibility tasks.

Behaviours:

- Reflect on personal values and adjust conduct when needed.
- Acknowledge feedback and avoid defensiveness.
- Maintain composure under stress, consistent with UN principles.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...articulate three core personal values, each with a concrete example.
- ...evaluate their current leadership behaviours and prioritise at least two to strengthen - each linked to a specific competency and a concrete workplace context.
- ...explain how their individual behaviour builds or erodes trust in the UN.

LEVEL 2

Knowledge:

- Describe emotional intelligence models and implicit bias.
- Explain psychological safety and values-based team culture.
- Recognise how team behaviour reflects organisational values.

Skills:

- Apply self-regulation techniques in group settings.
- Facilitate inclusive, feedback-driven team interactions.
- Align team norms and responses with UN values.

Attitudes:

- Empathy for diverse viewpoints: actively consider how colleagues' backgrounds and experiences may shape their perspective before forming conclusions or responding.
 - Openness to new evidence: treat new evidence and feedback as useful data rather than criticism, and adjust approach accordingly rather than defending prior choices.
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Behaviours:

- Proactively seek feedback and act on it.
 - Celebrate diverse contributions without blame in error contexts.
 - Highlight team successes that align with UN values.
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Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...draft a values-alignment plan for themselves or their team.
 - ...use respectful feedback techniques that contribute to team trust and inclusion.
 - ...identify and mitigate bias in a team process.
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LEVEL 3

Knowledge:

- Analyse principles of adaptive leadership and moral reasoning.
 - Examine the principles of cultural intelligence and group dynamics.
 - Interpret organisational identity and reputational risk.
-

Skills:

- Lead ethically under pressure or ambiguity.
 - Apply coaching skills to foster reflection, values-based conduct, and ethical decision-making in teams and across functions.
 - Embed self-awareness into planning and risk analysis.
-

Attitudes:

- Honesty about limits: model personal values openly and acknowledge limits when making tough calls.
 - Transparency in decision-making: explain the evidence, trade-offs, and rationale behind choices to those affected.
 - Openness to feedback: invite diverse viewpoints, consider them seriously, and adjust course when warranted.
-

Behaviours:

- Name, in a team setting, a past judgement they would now make differently, and what changed their view.
 - Create space for dissent and integrate diverse perspectives.
 - Reference UN values when making strategic trade-offs.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a values-based decision dialogue during uncertainty.
 - ...employ coaching skills to guide a conversation.
 - ...embed cultural-intelligence reflection into programme or mission reviews.
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LEVEL 4

Knowledge:

- Evaluate how systems thinking applies to values-based leadership.
 - Appraise the key stages of organisational-culture change.
 - Anticipate emerging ethical dilemmas through foresight methods.
-

Skills:

- Model principled leadership across complex mandates.
 - Influence ethical narratives and accountability mechanisms.
 - Align public communication with organisational values and trust-building.
-

Attitudes:

- Moral courage: stand by UN values in high-stakes decisions, even when facing political or reputational risk.
- Transparency at entity level: disclose reasoning, data, and dilemmas behind strategic choices to strengthen trust across the entity.
- Accountability for culture: hold senior peers - and the systems they oversee - responsible for behaviour norms, intervening quickly when misalignment appears.

Behaviours:

- Lead collective reflection on high-stakes decisions to strengthen ethical culture and institutional trust.
- Recognise and amplify inclusive leadership behaviours across systems.
- Embed UN values in strategy, oversight, and governance structures.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a transparent debrief on a high-stakes ethical decision, surfacing the reasoning and the uncertainties.
- ...evaluate the degree to which their current leadership behaviours are calibrated for Technical versus Adaptive challenges, using appropriate frameworks as diagnostic lenses.
- ...introduce systemic bias-mitigation measures in governance processes.

Structured Progression:

- Level 1: Focus on recognising personal values, emotions, and conduct.
- Level 2: Apply emotional intelligence and feedback to influence team culture.
- Level 3: Use values to lead through complexity and model inclusive leadership.
- Level 4: Shape system-level trust and institutional culture through principled action.

Self-Assessment Questions:

- Which personal value has guided a key decision you made recently, and what action reflected that value?
 - Recall a moment when you noticed a personal bias: How did you respond and adjust your behaviour?
 - Describe a recent high-pressure situation - how did you stay grounded and respectful?
 - What feedback have you sought on your conduct, and how did you apply it?
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RESILIENCE AND WELLBEING

Sustain energy, adaptability, and purpose in the face of stress, disruption, and uncertainty, while supporting personal wellbeing and fostering a resilient, compassionate work culture.

Resilience and Wellbeing is a cornerstone of effective leadership and performance within the United Nations. In an environment shaped by global crises, high operational demands, and increasing complexity, the ability to maintain personal balance and foster collective resilience is both a human necessity and a strategic imperative.

At the individual level, this competency involves recognising stress responses, setting boundaries, and using practical tools to maintain psychological and emotional wellbeing. At the team and organisational levels, it reflects the ability to model and enable supportive practices that uphold wellbeing as a shared responsibility, particularly in high-pressure or resource-constrained settings.

This competency reinforces *Self-awareness and Values; Change and Transition*, and *People and Culture*, and it is vital to creating adaptive teams that can respond ethically and effectively to emerging challenges. Grounded in the UN's commitment to care, inclusion, and sustainability, **Resilience and Wellbeing** contributes to both personal effectiveness and mission success.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Recognise early signs of stress and use basic self-care strategies to maintain wellbeing.	Support a positive and respectful team environment by managing emotional responses constructively.	Sustain consistent performance under pressure by maintaining personal balance in high-demand settings.
Level 2	Identify boundaries and adjust habits to promote wellbeing and adaptability.	Encourage team resilience by modelling healthy routines, shared care, and stress-reduction behaviours.	Reinforce a culture of psychological safety that enhances mission delivery and staff sustainability.
Level 3	Demonstrate composure and emotional agility during change, disruption, or moral stress.	Lead with steadiness and support others' resilience through open dialogue and ethical pacing.	Integrate resilience practices into team planning, especially in volatile or high-risk contexts.
Level 4	Visibly take and protect recovery time, and reference wellbeing trade-offs explicitly when setting team deadlines.	Shape a culture of care and recovery across units, enabling learning from stress and failure.	Embed wellbeing into entity practices to enhance readiness, retention, and long-term impact.

Alignment Anchors

- **UN System Leadership Framework**
 - **Accountable:** *United Nations personnel are responsible for the safety and wellbeing of their staff, especially those who serve in volatile crisis contexts.*
- **UN Values and Behaviours Framework**
 - **Adapt and Innovate:** *Demonstrate resilience, self-awareness and ability to manage own emotions in the face of stress, uncertainty and ambiguity.*
 - **Adapt and Innovate:** *Provide direction and support, and foster resilience and calm in contexts of stress, uncertainty and ambiguity.*

- **Humanity:** Pay attention to the mental health and physical well-being of oneself and others.
- **Humanity:** Act with empathy, compassion and kindness towards others.
- **UN Secretariat Leadership Development Roadmap**
 - **Leadership:** Leading with Empathy.
- **UN 2.0 and the Quintet of Change**
 - **Forward-thinking culture:** Promote workplace cultures that build resilience, stimulate engagement and foster supportive environments.

Efficiency Integration

- **Level 1:** Apply basic wellbeing strategies to sustain focus, reduce errors, and prevent rework caused by fatigue.
- **Level 2:** Build psychologically safe teams that recover quickly from high workload cycles.
- **Level 3:** Integrate stress-reduction checkpoints into planning and oversight to increase team sustainability.
- **Level 4:** Lead culture change efforts that balance resilience, performance, and care across units or missions.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Recognise signs of stress, fatigue, and emotional overload.
- Explain basic self-care strategies and coping tools.
- Describe the link between wellbeing and job performance.

Skills:

- Apply techniques for emotional regulation (e.g. breathing, pause, movement).
- Set and maintain clear boundaries to manage workload and reduce screen fatigue.
- Seek support or rest when needed, identifying appropriate channels for help even in challenging environments.

Attitudes:

- Openness about personal limits: recognise when workload, stress, or pressure is affecting performance and be willing to name it - to yourself and, where appropriate, to others.
- Commitment to self-care: treat rest, recovery, and boundary-setting as professional responsibilities, not optional extras, maintaining these habits even during busy periods.

Behaviours:

- Take regular breaks and adjust habits to reduce stress.
- Identify early signs of burnout and respond proactively.
- Participate in wellbeing activities without stigma.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...apply a self-regulation tool in response to one of their early stress signals.
- ...set one new boundary to support mental or physical wellbeing.
- ...describe how their wellbeing supports their contribution to the team and mission.

LEVEL 2

Knowledge:

- Define workplace wellbeing models and team stress dynamics.
- Recognise psychological safety as a foundation for resilience.
- Name at least three evidence-based practices for preventing burnout in teams.

Skills:

- Apply proactive check-ins and support peers during stress periods.
 - Use adaptive communication to manage expectations and workloads.
 - Facilitate brief decompression or learning moments after intense tasks.
-

Attitudes:

- Empathy for self and others: notice signs of strain - offer brief support or encourage breaks when needed.
 - Shared responsibility for wellbeing: encourage short check-ins, support boundary-setting, and voice concerns when appropriate.
 - Flexibility under pressure: re-prioritise tasks and adapt workflows to keep quality high without burnout.
-

Behaviours:

- Promote norms that support work-life balance and respectful pacing.
 - Recognise the emotional demands placed on self and others, and support healthy boundary-setting.
 - Participate in peer check-ins and contribute to maintaining a supportive team environment by raising wellbeing concerns constructively.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...design a short wellbeing check-in protocol.
 - ...model boundary-setting in group settings without stigma.
 - ...support a peer in accessing relevant resources when needed.
-

LEVEL 3

Knowledge:

- Analyse patterns of stress at the organisational level and compare approaches that build collective resilience.
 - Diagnose how ambiguity, change, and values-related pressures affect teams.
 - Interpret insights from adaptive leadership practice relevant to collective resilience.
-

Skills:

- Lead through disruption with calm and clarity.
 - Use coaching conversations with others regarding stress or overload.
 - Design workflows that balance urgency and sustainability.
-

Attitudes:

- Steadiness under disruption: model calm focus during disruption and keep communication clear so others can orient.
 - Transparency in uncertainty: state what is known, what is unknown, and when the next review will take place.
 - Respect for coping diversity: acknowledge different recovery needs and adjust team pace or support options accordingly.
-

Behaviours:

- Open a structured debrief after a high-pressure period and invite each team member to name one strain and one support they need.
 - Design adaptive team plans that sustain resilience and respond effectively to competing pressures.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a structured team reflection after a high-pressure task.
 - ...apply listening and regulation techniques to support a colleague experiencing stress.
 - ...balance urgency and care in assigning or re-scoping work.
-

LEVEL 4

Knowledge:

- Evaluate the core components of at least one recognised system-level resilience model.
- Appraise the impact of prolonged stress on mission effectiveness and credibility.
- Critique frameworks for fostering sustainable performance cultures.

Skills:

- Champion institutional practices that reduce burnout and better enable recovery.
- Use foresight and scenario planning to anticipate stress points and pre-empt crisis.
- Shape leadership messaging around compassion, care, and sustainability.

Attitudes:

- Empathy at entity scale: anticipate stress trends across the entity and embed care measures in planning and resourcing.
- Foresight on wellbeing: integrate staff-wellbeing metrics into strategy reviews and performance dashboards.
- Stewardship of care and resources: champion policies and budget choices that prioritise ethical care and collective resilience.

Behaviours:

- Integrate wellbeing into strategy, governance, and risk management.
- Publicly model care and recovery behaviours.
- Shift cultural narratives from individual resilience to shared responsibility.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...integrate wellbeing practices into planning or oversight within their team, unit, or entity to support sustainable performance.
- ...forecast and mitigate entity-wide wellbeing risks linked to prolonged disruption.
- ...apply grounding and self-regulation techniques in high-pressure leadership scenarios to sustain composure, relational presence and quality of judgement.

Structured Progression:

- Level 1: Build personal awareness and apply foundational wellbeing habits.
- Level 2: Enable peer and team resilience through modelling and shared norms.
- Level 3: Lead with steadiness and care through ambiguity and disruption.
- Level 4: Influence entity-wide practices that integrate wellbeing into leadership, strategy, and culture.

Self-Assessment Questions:

- What are your early signs of stress, and how do you respond when they show up?
 - When have you supported a colleague's wellbeing, and what impact did it have?
 - How do you balance care and urgency when work demands are high?
 - What message does your leadership (at any level) send about recovery, rest, or boundaries?
-

INTEGRITY AND ETHICAL CONDUCT

Act consistently with ethical principles and transparency, even under pressure, reinforcing a culture of trust, fairness, and impartiality.

Integrity and Ethical Conduct lies at the heart of the UN's credibility and legitimacy. It reflects the Organisation's commitment to act impartially, uphold the rule of law, and ensure the highest standards of conduct in all circumstances. At the individual level, it involves acting consistently with stated values, acknowledging ethical dilemmas, and resisting pressure to compromise standards.

As responsibility grows, this competency requires leaders and managers to recognise and respond to misconduct, promote transparency, and strengthen ethical decision-making across teams and systems. It intersects with *Accountability and Decision-making*, *Self-awareness and Values*, and *Communication and Influence*, particularly in how individuals speak up, manage power responsibly, and model leadership.

Integrity and Ethical Conduct underpins the UN's duty of care, zero-tolerance culture, and commitment to public trust, and is essential for navigating both daily choices and high-stakes dilemmas with moral clarity.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Demonstrate personal integrity in everyday decisions and maintain professional boundaries.	Contribute to a team culture of fairness, transparency, and mutual respect.	Follow ethical protocols that support credibility in delivering the UN's mandate.
Level 2	Act with consistency and impartiality, even under pressure or in ambiguous situations.	Promote fair decision-making and address minor breaches constructively and appropriately.	Reinforce ethical standards through team practice and transparent communication with partners.
Level 3	Model principled leadership and respond ethically in complex or politically sensitive settings.	Use coaching skills to build team capacity for ethical reflection and responsible conduct.	Apply UN ethical principles in decisions that involve resource trade-offs, representation, or credibility.
Level 4	Champion entity-wide ethical leadership and transparency at the strategic and cultural level.	Create accountability environments that support ethical risk-taking and pushback without fear.	Institutionalise ethical governance and ensure alignment between values, policy, and public trust.

Alignment Anchors

- **UN System Leadership Framework**
 - **Norm-based:** *United Nations personnel are duty-bound to defend these (norms and standards) in every case and must therefore be ready, able and equipped to do so.*
 - **Principled:** *Seeks out and promotes evidence over prejudice and popular assumptions.*
 - **Accountable:** *Both mutually within the system and to beneficiaries and the public beyond.*
- **UN Values and Behaviours Framework**

- **Integrity:** Act ethically, demonstrating the standards of conduct of the United Nations and taking prompt action in case of witnessing unprofessional or unethical behaviour.
- **UN Secretariat Leadership Development Roadmap**
 - **Leadership:** Prioritize decisions and actions that align with the organization's core values, fostering a culture of integrity and ethics.
 - **Ownership and Accountability:** Delegate decisions, but own the outcomes.

Efficiency Integration

- **Level 1:** Maintain ethical boundaries and avoid conduct that leads to rework, delays, or complaints.
- **Level 2:** Encourage transparency to reduce miscommunication and build trust within the team.
- **Level 3:** Prevent reputational and procedural risks by fostering values-driven decisions.
- **Level 4:** Embed ethics into governance processes, reducing risk exposure and promoting coherence.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify core ethical standards and expected conduct within the UN.
- Recognise examples of conflicts of interest, bias, or misconduct.
- Recall rules and policies related to confidentiality, gifts, and reporting.

Skills:

- Apply UN conduct rules in day-to-day decisions.
- Raise ethical concerns appropriately with supervisors or peers.
- Distinguish between personal judgement and mandated action.

Attitudes:

- Honesty in everyday choices: act with the same integrity whether or not anyone is watching - small compromises accumulate and erode the trust the UN depends on.
- Respect for rules and boundaries: follow established protocols not as bureaucratic compliance, but as the foundation of fair, impartial conduct across the organisation.
- Willingness to speak up: raise concerns through appropriate channels when something doesn't feel right, without waiting until a situation has escalated.

Behaviours:

- Maintain confidentiality and avoid inappropriate influence.
- Flag concerns about fairness or inconsistency in decisions.
- Follow established reporting channels when witnessing misconduct.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...identify how UN values could more fully shape their behaviour in the workplace, and apply one specific adjustment.
- ...recognise and appropriately respond to a minor ethical dilemma.
- ...explain how personal conduct supports the UN's credibility and neutrality.

LEVEL 2

Knowledge:

- Differentiate between ethical ambiguity and misconduct.
- Identify practices that promote fairness and mitigate implicit bias.
- Explain the role of transparency in team decision-making and accountability.

Skills:

- Apply values-based reasoning when facing unclear or pressured situations.
- Address minor ethical lapses respectfully and constructively.
- Build habits that support equitable treatment and procedural fairness.

Attitudes:

- Moral clarity: articulate ethical principles when choices are ambiguous and check them against UN standards.
- Confidence in raising concerns: speak up promptly through the proper channels when noticing misconduct or bias.
- Fairness and impartiality: apply the same standards to all stakeholders and declare any potential conflicts of interest.

Behaviours:

- Model consistent values and avoid situational compromises.
- Encourage ethical reflection during team discussions.
- Use accessible language to explain ethical standards to new colleagues.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...apply structured reasoning to a team-based ethical challenge.
- ...encourage team reflection on fairness and consistency.
- ...respond constructively to ethical pressure from internal or external sources.

LEVEL 3

Knowledge:

- Analyse ethical risks in decision-making, especially under conflicting mandates.
- Trace the links between ethical conduct, reputation, and institutional trust.
- Compare values-based frameworks for weighing policy trade-offs.

Skills:

- Use coaching skills to support others in making principled decisions.
- Make transparent choices under pressure and explain their ethical basis.
- Guide teams through reflection on difficult or politically sensitive dilemmas.

Attitudes:

- Moral courage: speak up promptly when encountering unethical proposals and take visible ownership of principled decisions.
- Judgement anchored in values: weigh risks, resources, and mandate options against UN core values before recommending a course of action.
- Transparency in decision rationale: insist that decision rationales, data, and trade-offs are documented and shared with those affected.

Behaviours:

- In a recorded decision, document the values considered and the option rejected, and make that reasoning available to those affected.
- Create space for diverse ethical perspectives during planning.
- Elevate ethical considerations in performance and budget reviews.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead an ethical review process for a complex or politically sensitive issue.
- ...use coaching skills to guide a colleague in navigating a difficult ethical choice.
- ...trace how values shaped a recent organisational decision.

LEVEL 4

Knowledge:

- Evaluate the features of systems and cultures that build ethical resilience or create integrity risks.
- Appraise governance requirements for public accountability.

-
- Critique strategies to institutionalise ethical leadership and consistency.
-

Skills:

- Influence culture change around transparency and ethical conduct.
 - Integrate ethics into policy design, oversight, and strategic communications.
 - Lead initiatives that embed values into decision-making architecture.
-

Attitudes:

- Stewardship of public trust: safeguard credibility by communicating decisions and outcomes with full transparency.
 - Accountability for values-based culture: embed ethical principles in policies and talent practices to sustain integrity over time.
 - Integrity: align personal conduct and institutional choices consistently with UN standards and values.
-

Behaviours:

- Promote a culture of accountability and reflective leadership within the entity and contribute to ethical coherence across functional areas.
 - Embed ethics into planning, risk management, and evaluation cycles.
 - Lead with transparency on ethical failures and course corrections.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...develop or revise a policy with embedded ethical safeguards.
 - ...lead an organisational learning session on an ethical failure or crisis.
 - ...institutionalise mechanisms that ensure ethical leadership continuity.
-

Structured Progression:

- Level 1: Apply foundational ethical standards and act with personal integrity.
 - Level 2: Promote fairness and transparency within teams and respond constructively to dilemmas.
 - Level 3: Model principled leadership and support others in navigating complexity.
 - Level 4: Shape cultures and systems of ethics at strategic and institutional levels.
-

Self-Assessment Questions:

- When have you made a difficult ethical choice at work? What values guided you?
 - How do you respond when witnessing small breaches of professionalism?
 - In what ways do you support a culture of transparency and ethical dialogue?
 - How do you ensure your decisions reflect not just the rules, but the spirit of UN values?
-

DIGITAL AND DATA FLUENCY

Apply digital tools and data responsibly to enhance decision-making, collaboration, and innovation across teams and boundaries.

Digital and Data Fluency is a core enabler of transformation under UN 2.0 and the Quintet of Change. Fluency here is a matter of judgement as much as proficiency: knowing which tool fits the problem, and what the data can and cannot support.

For UN personnel, *fluency* means navigating platforms confidently, interpreting data meaningfully, and using digital solutions to improve coordination, learning, and strategic alignment. At higher levels, it involves leading ethically in digital contexts, making evidence-informed decisions, and fostering inclusive and secure digital environments.

Digital and Data Fluency reinforces *Efficiency and Results, Innovation and Behaviour, and Strategy and Foresight*, while also requiring strong *Integrity and Ethical Conduct*. A future-ready UN system depends on leaders and staff who can adapt to digital shifts, use data with discernment, and harness technology to solve global challenges.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Use digital tools responsibly and follow secure practices to support individual tasks.	Participate in digital collaboration with curiosity and respect for diverse digital competencies.	Apply data and platforms to complete tasks aligned with operational standards and mandates.
Level 2	Select appropriate tools for tasks and adapt workflows using basic data-informed practices.	Promote digital inclusion and shared data practices within the team.	Align digital and data use with values of transparency, privacy, and performance in support of results.
Level 3	Use digital tools to interpret complexity, guide priorities, and improve team performance.	Integrate data insights into decision-making and support responsible platform use across functions.	Embed digital accountability and ethical data use in programme or cross-functional processes.
Level 4	Shape an entity-level digital strategy that advances learning, ethics, and impact, and aligns with UN-wide guidance.	Lead culture change for digital agility and data-informed collaboration.	Institutionalise data governance and ethical digital practice to drive coherence and system trust.

Alignment Anchors

- **UN System Leadership Framework**
 - **Knowledge and Skills (UNSLF Narrative):** *Twenty-first century United Nations leadership must have a firm basis in evidence.*
 - **Collaborative:** *Harness the latest technological advances of the scientific and technical community.*
- **UN Values and Behaviours Framework**
 - **Analyse and Plan:** *Gather, analyse and evaluate data from a wide and diverse range of credible sources in order to define the problem and inform evidence-based decision-making.*
 - **Analyse and Plan:** *Disaggregate and analyse data, for instance by gender, ethnicity and age, to deepen understanding and inform decision-making.*

- **UN Secretariat Leadership Development Roadmap**
 - **Transformation through Innovation:** Digital Transformation.
- **UN 2.0 and the Quintet of Change**
 - **Digital:** Shifting to digitally enabled solutions that improve connectivity, service delivery, collaboration and decision-making.
 - **Data:** Improving how we collect, handle, govern and use data from more diverse sources for better insights and action.

Efficiency Integration

- **Level 1:** Apply tools to reduce duplication, manage tasks efficiently, and protect information.
- **Level 2:** Introduce data habits that improve team workflow and reporting.
- **Level 3:** Use digital insights to streamline planning and resource allocation.
- **Level 4:** Shape policy and system-level structures that optimise digital coordination and oversight.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify commonly used digital tools and communication platforms.
- Describe basic cybersecurity and data protection principles.
- List simple data types (quantitative, qualitative) and their uses.

Skills:

- Use core digital platforms (e.g. email, video conferencing, shared drives, AI) in a responsible and secure manner.
- Apply basic digital security practices, such as creating strong passwords and managing file storage safely.
- Enter, organise, and retrieve information accurately using appropriate tools.

Attitudes:

- Curiosity: explore at least one new platform feature each quarter to improve task efficiency.
- Accountability for data: follow security protocols rigorously and flag any risks immediately.
- Commitment to learning: seek instruction on unfamiliar systems and practise until basic proficiency is reached.

Behaviours:

- Use appropriate channels to communicate digitally.
- Maintain confidentiality and follow protocols when handling data - seek guidance when rules are unclear.
- Respond constructively when encountering new digital tools.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...navigate basic UN digital tools confidently and securely.
- ...apply at least two secure practices when handling files or data.
- ...describe how their digital use affects team effectiveness and data trust.

LEVEL 2

Knowledge:

- Distinguish between platforms and select tools for purpose and audience.
- Describe key data ethics concepts (e.g. consent, transparency, bias).
- Recognise how digital inequality impacts inclusion and performance.

Skills:

- Apply simple data sorting and visualisation techniques to inform decisions.
 - Support colleagues in using platforms collaboratively and equitably.
 - Contribute to secure, transparent workflows using shared tools.
-

Attitudes:

- Respect for digital diversity: provide alternative formats or quick peer guidance when teammates have limited access or skills.
 - Confidence in testing: pilot new digital approaches on a small scale, gather feedback, and share lessons learned.
 - Accountability for ethical data use: apply privacy, accessibility, and inclusion standards whenever collecting, analysing, or sharing data.
-

Behaviours:

- Introduce peer tips or shortcuts that improve team-wide tool use.
 - Model privacy-conscious file and data management.
 - Support collaborative efforts to integrate shared tools and encourage ethical, inclusive data practices.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...select an appropriate platform or tool for a shared team task.
 - ...apply ethical principles when sharing or using operational data.
 - ...guide a peer in using a digital tool to improve collective output.
-

LEVEL 3

Knowledge:

- Analyse the risks and benefits of digital and data use in cross-functional work.
 - Interpret metrics and trends to inform strategy or priorities.
 - Diagnose patterns of exclusion or bias in data systems.
-

Skills:

- Use digital platforms to streamline coordination and collaboration across teams.
 - Draw on data insights to support planning, resourcing, or advocacy.
 - Apply ethical reasoning when evaluating digital tools or approaches.
-

Attitudes:

- Judgement informed by data: integrate key metrics and trend analyses when setting team priorities or recommending resources.
 - Commitment to piloting: launch controlled trials of new tools, evaluate results, and scale what proves valuable.
 - Vigilance for digital risk: scan regularly for bias, security, or misuse in data and platforms and act early to safeguard integrity.
-

Behaviours:

- Share data-informed insights to guide team-level decisions.
 - Facilitate reflection on digital practices and learning after tool rollouts.
 - Raise concerns about risks to data integrity or exclusion in digital systems.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...integrate a digital tool into a cross-team process to improve effectiveness.
 - ...apply data insights to influence planning or resource allocation.
 - ...use ethical judgement when evaluating new tools or platforms.
-

LEVEL 4

Knowledge:

- Evaluate institutional readiness for digital transformation.
 - Appraise principles for ethical data governance and entity-wide platform use.
-

- Anticipate the implications of digital decisions for inclusion, performance, and public trust.

Skills:

- Lead the development or refinement of digital policy, strategies, or data standards.
- Shape cross-organisational cultures that value learning and innovation through data.
- Ensure integration of digital equity and rights in decision-making.

Attitudes:

- Foresight on inclusive technology: champion technology choices that expand access, respect cultural contexts, and advance UN values.
- Transparency about data and algorithms: require open explanations of data sources, algorithms, and privacy safeguards in all major initiatives.
- Confidence in leading transition: guide entities through complex platform changes, securing resources and coaching teams until new practices are embedded.

Behaviours:

- Champion data-informed learning across units or agencies.
- Drive adoption of shared tools or standards that reduce fragmentation.
- Communicate the strategic value of ethical digital practice and coherence.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead the development of a digital or data strategy aligned with ethical standards.
- ...lead efforts to align digital practices across teams or functions within their entity to enhance coherence and trust.
- ...embed digital accountability and rights protection into governance structures.

Structured Progression:

- Level 1: Use tools securely and consistently to complete individual tasks.
- Level 2: Support digital collaboration and apply ethical habits in data handling.
- Level 3: Leverage data and platforms to drive insight, planning, and inclusion.
- Level 4: Lead digital transformation that enhances coherence, equity, and performance.

Self-Assessment Questions:

- Which digital tools or platforms do you use most, and how do they help or hinder your work?
 - When did you last use data to inform a team decision or planning activity?
 - How do you ensure your digital practices reflect respect for privacy, inclusion, and trust?
 - What opportunities exist in your team or unit to improve digital fluency or data use?
-

LEARNING AGILITY AND GROWTH

Engage in continuous learning by seeking feedback, trying new approaches, and applying insights to improve performance and support others' development.

Learning Agility and Growth is foundational to future-ready leadership and organisational resilience. In the UN's evolving context, where mandates, technologies, and global dynamics shift rapidly, staff must not only keep up, but continually evolve.

This competency reflects an individual's ability to adapt by learning from experience, feedback, and reflection - especially in complex or uncertain situations. At higher levels, it involves fostering learning cultures, encouraging experimentation, and enabling systems that reward insight, growth, and iterative improvement.

It is strongly connected to *Resilience and Wellbeing*, *Innovation and Behaviour*, and *Change and Transition*, and underpins the UN's commitment to transformation, equity, and impact. Acquiring knowledge is the easy part; the test is whether it changes how the work is done, and whether that change outlives the individual who made it.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Seek feedback and apply learning from experience to build competence and confidence.	Contribute to a team environment where asking questions and sharing insights is welcomed.	Apply lessons learned to improve performance and support delivery of results.
Level 2	Reflect on mistakes and adapt work habits to improve outcomes.	Model curiosity and openness to learning in group settings.	Share knowledge and encourage continuous learning aligned with team and mandate goals.
Level 3	Use feedback, reflection, and experimentation to navigate complexity and drive learning loops.	Use coaching skills to support others' learning journeys and embed collective growth habits.	Integrate learning reviews and insight-sharing into strategy, planning, and mission execution.
Level 4	Model continuous learning in leadership behaviour and strategic choices.	Foster a culture that rewards growth, experimentation, and shared reflection across teams.	Institutionalise systems and incentives that promote learning agility and organisational development.

Alignment Anchors

- **UN System Leadership Framework**
 - **Driving Transformational Change:** *Being willing to learn and to help the organization learn.*
- **UN Values and Behaviours Framework**
 - **Learn And Develop:** *Pursue own learning and development and contribute to the learning and development of others.*
- **UN Secretariat Leadership Development Roadmap**
 - **Leadership:** *Learning and development is a fundamental and continuous necessity.*

- **UN 2.0 and the Quintet of Change**
 - **Forward-Thinking Culture:** *A forward-thinking culture that values agility, learning and curiosity.*

Efficiency Integration

- **Level 1:** Apply lessons from past work to reduce rework and improve accuracy.
- **Level 2:** Share knowledge to prevent repeat mistakes and streamline collaboration.
- **Level 3:** Embed learning cycles into planning and reflection to optimise team performance.
- **Level 4:** Lead systems that accelerate organisational learning and reduce duplication of effort.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify the value of feedback and experiential learning.
- List ways to reflect on tasks (e.g. journals, notes, check-ins).
- Recognise that learning supports improved results and confidence.

Skills:

- Seek feedback after key tasks or interactions.
- Adjust basic work habits based on prior outcomes.
- Apply basic learning tools (e.g. peer tips, tutorials, practice).

Attitudes:

- Curiosity: ask “why” and try one simple improvement in daily tasks.
- Openness to feedback: welcome constructive input and adjust behaviour accordingly.
- Growth mindset: persist through challenges and view effort as the path to mastery.

Behaviours:

- Reflect on performance and identify one improvement point.
- Share what they've learned with a peer or supervisor.
- Apply new skills or tools when tackling repeated tasks.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...describe a recent lesson and how they applied it.
- ...make one adjustment in response to constructive feedback received.
- ...apply a new method or tip to improve a repeated task.

LEVEL 2

Knowledge:

- Describe the value of reflective practice and iterative learning.
- Identify common barriers to learning (e.g. fear of failure, assumptions).
- Recognise how shared learning improves group effectiveness.

Skills:

- Use reflection tools to learn from mistakes or near misses.
- Encourage others to share insights in a non-judgmental way.
- Adjust plans or communication based on prior lessons.

Attitudes:

- Learning from setbacks: frame setbacks as learning data and refine methods rather than defending the status quo.
- Comfort with imperfection: share work-in-progress early to invite feedback and speed iteration.
- Commitment to peer learning: prompt colleagues to exchange lessons in retrospectives and recognise useful insights publicly.

Behaviours:

- Model vulnerability by sharing learning moments.
 - Design and test simple improvements to enhance team collaboration or outcomes.
 - Participate actively in team debriefs or lessons-learned processes.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...apply reflective tools to improve personal work habits.
 - ...model learning through openness and iteration in a team.
 - ...contribute to team learning by sharing experience-based insights.
-

LEVEL 3

Knowledge:

- Compare frameworks for adaptive leadership and feedback loops.
 - Analyse patterns in mistakes or learning gaps over time.
 - Assess the organisational value of experimentation and iteration.
-

Skills:

- Use reflection and feedback to adjust leadership approach.
 - Integrate learning checkpoints into team workflows.
 - Apply coaching skills to support others' growth and development.
-

Attitudes:

- Openness to new evidence: invite diverse evidence when shaping plans and pivot quickly when new insights emerge.
 - Ownership of failures and lessons: share missteps openly, extract causes, and fold learning into the next cycle.
 - Confidence in developing others: coach colleagues, delegate stretch tasks, and celebrate growth milestones.
-

Behaviours:

- Share lessons learned from complex or high-pressure experiences.
 - Facilitate learning loops through team retrospectives or reviews.
 - Celebrate learning milestones and promote peer-to-peer growth.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a learning debrief after a challenging project.
 - ...apply a structured coaching approach to shift from advising and problem-solving to asking purposeful questions that enable others to think, decide and take ownership.
 - ...integrate structured feedback and reflection points into a team planning or review process.
-

LEVEL 4

Knowledge:

- Evaluate the characteristics of effective organisational learning systems and culture.
 - Appraise how incentives and structures enable or block learning.
 - Weigh the contribution of continuous learning to long-term performance and innovation.
-

Skills:

- Lead transformation through continuous learning practices and systems.
 - Shape narratives that elevate learning, experimentation, and recovery from failure.
 - Design or refine institutional structures that support growth and agility.
-

Attitudes:

- Stewardship of organisational learning: set a strategic direction for continuous learning, secure resources, and role-model curiosity in senior forums.
-

-
- Respect for diverse learning paths: champion multiple development routes - formal, experiential, peer-to-peer - so staff can grow in ways that suit context and culture.
 - Confidence in system-level change: translate lessons into entity-wide adaptations, align incentives to reinforce new practices, and monitor impact over time.
-

Behaviours:

- Model reflective leadership by publicly learning from failure.
 - Champion knowledge sharing across functions or entities.
 - Advocate for and support processes in their unit or entity that promote learning agility and continuous improvement.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a culture initiative that embeds continuous learning across teams.
 - ...institutionalise reflection and learning in planning or review systems.
 - ...demonstrate entity-wide learning agility in adapting to major transition or reform.
-

Structured Progression:

- Level 1: Apply feedback and simple reflection to improve personal performance.
 - Level 2: Enable peer learning and model openness to experimentation and growth.
 - Level 3: Lead through feedback and reflective practice in complex or high-pressure settings.
 - Level 4: Build entity-level systems and culture that reward continuous learning and agility.
-

Self-Assessment Questions:

- When was the last time you learned something unexpected at work? How did it shift your actions?
 - How do you typically respond to feedback? What helps you apply it?
 - How do you encourage others to share what they're learning - even when things go wrong?
 - What systems or habits in your team promote - or block - continuous learning?
-

COLLABORATION AND RESPECT

Contribute to equitable and respectful collaboration by including diverse voices, addressing bias, and promoting shared ownership and psychological safety.

Collaboration and Respect is central to the UN's ability to deliver complex mandates in diverse and interconnected environments. This competency reflects a commitment to equity, psychological safety, and co-creation - both within teams and across entities, sectors, and cultures.

At the individual level, it involves being open to different perspectives, recognising one's role in team dynamics, and engaging respectfully. At higher levels, it includes facilitating inclusive decision-making, bridging divides, and shaping systems that value difference while driving cohesion.

This competency directly reinforces *People and Culture, Communication and Influence*, and *Partnerships and Engagement*, while depending on *Self-awareness and Values* to ensure authenticity and openness. In a future-ready UN system, **Collaboration and Respect** is not merely interpersonal - it is strategic, values-driven, and central to innovation, sustainability, and system-wide coherence. Where *People and Culture* concerns building and sustaining the wider workplace culture, *Collaboration and Respect* focuses on how individuals work together day to day - the practice of inclusive, respectful collaboration.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Engage respectfully with diverse colleagues and recognise one's own role in supporting inclusion.	Participate actively in team processes by listening, contributing, and respecting differences.	Collaborate effectively in diverse contexts to uphold the values and credibility of the UN's mission.
Level 2	Adjust behaviour to foster equitable interaction and mutual respect.	Facilitate inclusive discussions and address exclusionary dynamics with sensitivity.	Promote a collaborative approach to results, grounded in shared accountability and mutual learning.
Level 3	Model inclusive leadership and build bridges across teams or groups with divergent perspectives.	Use facilitation and coaching skills to resolve tensions and promote collaborative culture.	Design or adapt team structures and systems to enable equitable engagement in complex contexts.
Level 4	Champion cross-entity collaboration within their mission or regional remit, modelling inclusion, trust, and mutual respect.	Shape cultures and policies that institutionalise collaboration and belonging across teams and departments.	Lead interagency and cross-sector collaboration rooted in inclusive leadership and system alignment.

Alignment Anchors

- **UN System Leadership Framework**
 - **Inclusive:** Embracing diversity as a strength and practicing cultural and gender sensitivity.
- **UN Values and Behaviours Framework**
 - **Inclusion:** Treat all people with dignity and respect.

- **Connect and Collaborate:** Build positive relationships with others to advance the work of the United Nations and work coherently as One UN.
- **UN Secretariat Leadership Development Roadmap**
 - **Inclusion:** Treating team members as partners from day one, valuing collaboration and mutual respect.

Efficiency Integration

- **Level 1:** Minimise misunderstandings and duplication by engaging clearly.
- **Level 2:** Enhance team productivity through inclusive practices and smoother coordination.
- **Level 3:** Prevent conflict escalation and improve cross-team efficiency through proactive alignment.
- **Level 4:** Strengthen interagency coherence and performance through values-based collaboration.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify core elements of inclusive behaviour.
- List team roles and expectations in collaborative settings.
- Recognise basic barriers to inclusion (e.g. interruptions, exclusion, bias).

Skills:

- Participate actively in team conversations.
- Apply respectful communication and turn-taking.
- Engage with colleagues across cultures or work styles.

Attitudes:

- Respect for difference: treat every colleague with courtesy and listen before responding.
- Openness in sharing: offer relevant information and ask questions that help the whole team succeed.
- Learning from others: seek guidance from peers and credit their contributions.

Behaviours:

- Demonstrate inclusive language and avoid interrupting or dominating.
- Listen to others before responding.
- Offer support to colleagues when needed.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...describe behaviours that contribute to an inclusive team culture.
- ...demonstrate respectful collaboration during group tasks.
- ...adapt communication to include different voices in discussions.

LEVEL 2

Knowledge:

- Explain group dynamics and their effect on participation.
- Describe signs of bias and exclusion in team settings.
- Identify techniques for inclusive facilitation.

Skills:

- Encourage quieter team members to contribute.
- Apply feedback to improve group interactions.
- Redirect unproductive or exclusionary behaviours.

Attitudes:

- Inclusive participation: notice who is missing from the conversation and invite their input.
- Willingness to name bias: name bias or unfair dynamics respectfully and propose a corrective step.
- Empathy for under-represented voices: seek to understand their barriers and incorporate their perspectives into team choices.

Behaviours:

- Take ownership of group process, not just personal conduct.
- Draw in quieter voices and intervene when dynamics become exclusionary.
- Acknowledge collaborative wins explicitly, naming individual contributions to shared outcomes.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...facilitate or contribute to an inclusive team discussion.
- ...identify exclusionary dynamics in group settings and apply one inclusive intervention to address them.
- ...model inclusive behaviours that align with UN values.

LEVEL 3
Knowledge:

- Compare approaches for cross-functional or intercultural collaboration.
- Diagnose underlying tensions or divides that affect cohesion.
- Analyse practices that promote psychological safety in groups.

Skills:

- Use facilitation and coaching skills to navigate disagreement respectfully.
- Build trust across silos, functions, or teams.
- Design processes that accommodate diverse working styles.

Attitudes:

- Confidence in bridging difference: facilitate dialogue across functions and cultures to turn divergent views into shared solutions.
- Curiosity about other perspectives: actively seek and weigh contrasting viewpoints before finalising decisions.
- Commitment to cohesion: reinforce common goals, mediate tensions early, and celebrate joint achievements.

Behaviours:

- Resolve conflict by enabling respectful dialogue.
- Facilitate shared ownership of outcomes.
- Integrate inclusion into team norms and workstreams.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...design inclusive decision-making processes.
- ...use coaching skills to help resolve interpersonal friction.
- ...lead collaborative work that bridges different teams or functions.

LEVEL 4
Knowledge:

- Evaluate the features of systems and cultures that enable inclusion and collaboration.
- Appraise common barriers to cross-sector or interagency collaboration.
- Critique policy-level levers to enable inclusive working environments.

Skills:

- Lead strategies for interagency or cross-sector collaboration.
- Design inclusive engagement and consultation mechanisms.

- Embed respect into culture and change management initiatives.

Attitudes:

- Stewardship of inclusive systems: align policies, resources, and incentives so that diverse voices shape decisions across the entity.
- Learning from differences: seek out contrasting experiences at senior forums and adjust strategy based on those insights.
- Commitment to equity and trust: champion long-term measures - metrics, accountability loops, transparent dialogue - that embed fairness in culture and practice.

Behaviours:

- Champion inclusive leadership across the organisation.
- Communicate clearly across diverse audiences and contexts.
- Institutionalise practices that promote belonging and shared ownership.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead cross-agency or cross-cultural collaboration aligned with UN values.
- ...build and sustain inclusive working cultures.
- ...lead collaborative processes that enhance equity, trust, and alignment across functions or teams within their area of responsibility.

Structured Progression:

- Level 1: Build inclusive habits and respectful collaboration in team settings.
- Level 2: Support fairness, encourage participation, and navigate bias in group dynamics.
- Level 3: Lead diverse teams and build bridges across perspectives and silos.
- Level 4: Institutionalise inclusive collaboration and cross-boundary alignment across systems.

Self-Assessment Questions:

- When have you helped someone feel more included in a meeting or team activity?
- How do you respond when you notice someone being excluded or dismissed?
- What steps do you take to ensure collaboration includes different voices and work styles?
- How do you model respect when tensions or differences arise?

PEOPLE AND CULTURE

Promote a culture of respect, inclusion, and shared growth by supporting others' development, modelling UN values, and fostering belonging.

People and Culture reflects the ability to build and sustain healthy, principled, and high-performing teams across the UN system. This competency focuses on how individuals contribute to workplace culture - not only through direct management but through everyday interactions, communication, and values-driven behaviour.

At more senior levels, it involves enabling others to thrive, addressing harmful dynamics, and aligning team practices with inclusive leadership and system-wide norms. This competency is closely connected to *Collaboration and Respect*, *Resilience and Wellbeing*, *Integrity and Ethical Conduct*, and *Learning Agility and Growth*, and is essential to building cultures of dignity, trust, and accountability.

People and Culture supports the UN 2.0 vision of cultural transformation, fostering environments where care, adaptability, and inclusive leadership enable sustained system change. Where *Collaboration and Respect* concerns the day-to-day practice of working together inclusively, *People and Culture* focuses on shaping and sustaining the workplace culture in which that collaboration takes place.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Participate in team culture through respectful behaviour and openness to feedback.	Contribute to a positive, inclusive, and safe work environment.	Align daily behaviour with organisational norms and values in support of mandate delivery.
Level 2	Demonstrate consistency, fairness, and encouragement in team interactions.	Support team cohesion by addressing interpersonal dynamics and role clarity.	Reinforce organisational values by promoting ethical and inclusive team practices.
Level 3	Model people-centred leadership and embed psychological safety and trust.	Use inclusive leadership and feedback skills to develop others and build accountability.	Lead team culture aligned with UN values, even in challenging operational or cross-cultural contexts.
Level 4	Shape workplace culture that reflects shared values, growth, and equity.	Promote systems and practices that value people, wellbeing, and ethical leadership across the entity.	Institutionalise a culture that enables inclusive leadership, belonging, and mission effectiveness.

Alignment Anchors

- **UN System Leadership Framework**
 - **Self-applied:** *Fosters teamwork, empowers staff, recognizes and rewards merit.*
 - **Accountable:** *Approaches that support a culture of individual growth and development, where good performance is incentivized and underperformers are held to account.*
- **UN Values and Behaviours Framework**
 - **Inclusion:** *Take action to create an environment of dignity and respect for all, regardless of age, culture, disability, ethnicity, gender or any other aspect of identity.*

- **Learn and Develop:** Support individual and team development through the provision of mentoring and coaching, and by sharing and suggesting learning opportunities.
 - **Learn and Develop:** Identify, understand and support the development aspirations of team members.
 - **Deliver Results with Positive Impact:** Recognize achievements and address underperformance.
- **UN Secretariat Leadership Development Roadmap**
 - **Inclusion:** Promoting a respectful workplace.

Efficiency Integration

- **Level 1:** Reduce team tension and rework by promoting clear, respectful communication.
- **Level 2:** Improve coordination by reinforcing positive group norms and addressing misalignments early.
- **Level 3:** Increase team performance by embedding feedback, reflection, and inclusive leadership.
- **Level 4:** Align culture, systems, and leadership practices to enhance cohesion, wellbeing, and results.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify elements of positive team culture (e.g. respect, support, accountability).
- Recognise the role of values in shaping behaviour and team climate.
- List ways to contribute to psychological safety.

Skills:

- Demonstrate respectful communication.
- Receive feedback without defensiveness.
- Apply active listening in group discussions.

Attitudes:

- Consideration for others: notice how personal conduct affects colleagues and adjust accordingly.
- Adherence to agreed norms: observe team ground-rules on meeting etiquette, sharing airtime, and feedback.
- Trustworthiness: keep commitments, maintain confidentiality, and speak to others with respect.

Behaviours:

- Treat all colleagues with dignity and fairness.
- Adjust tone and behaviour to support respect.
- Contribute constructively to meetings or collaborative tasks.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...identify actions that contribute to a respectful and inclusive team culture.
- ...demonstrate receptive and constructive behaviour when receiving feedback.
- ...adjust tone or communication to maintain team trust.

LEVEL 2

Knowledge:

- Describe common dynamics that support or disrupt team cohesion.
- Explain the value of role clarity, fairness, and transparency.
- Recognise informal signals of belonging or exclusion.

Skills:

- Contribute to setting shared expectations and boundaries in group work.
 - Encourage contribution from all members.
 - Apply constructive communication to support resolution of misunderstandings.
-

Attitudes:

- Awareness of impact: notice how words and decisions affect team energy, and adjust approach accordingly.
 - Fairness in distribution: stay mindful of how work, credit, and opportunities are shared, and raise concerns where appropriate.
 - Contribution to team climate: support respectful feedback, help calm tension, and uphold agreed norms.
-

Behaviours:

- Contribute to resolving minor tensions by engaging respectfully and constructively where appropriate.
 - Encourage participation from quieter or underrepresented voices where possible.
 - Acknowledge and reinforce behaviours that build trust.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...contribute to a positive team dynamic by supporting shared norms and expectations.
 - ...respond constructively to interpersonal tension or exclusion within the team.
 - ...explain the principles of psychological safety and the manager's responsibility for fostering cultures of openness, trust and equity.
-

LEVEL 3

Knowledge:

- Analyse the characteristics of psychologically safe and inclusive teams.
 - Compare people-centred approaches to supervision, feedback, and development.
 - Trace the links between team culture, retention, and organisational performance.
-

Skills:

- Use coaching and feedback techniques to support others' growth.
 - Lead team reflection and realignment after setbacks or tension.
 - Adjust style to lead inclusively across cultures and roles.
-

Attitudes:

- Empathy in supervision: listen to individual needs, adapt support, and balance task demands with wellbeing.
 - Commitment to others' growth: encourage stretch assignments, give actionable feedback, and celebrate learning wins.
 - Ownership of team culture: set clear norms, recognise inclusive behaviour, and intervene promptly when conduct diverges from UN values.
-

Behaviours:

- Acknowledge a mistake to the team within the cycle it occurred, and state the corrective step taken.
 - Create safe spaces for feedback and differing opinions.
 - Respond to challenges by strengthening trust and cohesion.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...use inclusive leadership behaviours to build team trust.
 - ...facilitate team reflection on culture and dynamics.
 - ...develop at least one strategy to address barriers to inclusion - such as microaggressions, power imbalances and communication inequities - within their team context.
-

LEVEL 4

Knowledge:

- Critique organisational culture and systems through a people-first lens.
- Appraise the risks linked to toxic, exclusionary, or high-turnover cultures.
- Evaluate strategic levers for culture transformation and inclusion.

Skills:

- Lead change processes that centre people and values.
- Shape narratives and behaviours that drive cultural coherence.
- Integrate people-focused strategies into institutional planning and governance.

Attitudes:

- Stewardship of ethical leadership: model values in high-visibility decisions and hold senior peers accountable for the same.
- Commitment to wellbeing, equity, and voice: direct resources and policy changes that protect staff health, fair opportunity, and open dialogue.
- Respect for diverse leadership pathways: sponsor talent from varied backgrounds and recognise multiple routes to senior responsibility.

Behaviours:

- Model and promote a values-aligned culture within and across teams under their leadership.
- Hold leaders accountable for inclusive, ethical team practices.
- Shape leadership systems that reflect staff realities and promote equity, voice, and wellbeing.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead initiatives that shape or improve organisational culture.
- ...embed people-centred practices into policy, planning, or leadership systems.
- ...model a leadership culture of trust, fairness, and care, evidenced by how they respond to a values breach or conflict.

Structured Progression:

- Level 1: Contribute respectfully and constructively to positive team dynamics.
- Level 2: Promote clarity, inclusion, and mutual support within team settings.
- Level 3: Lead people-centred teams grounded in trust, care, and development.
- Level 4: Build and sustain organisational cultures that reflect values, voice, and cohesion.

Self-Assessment Questions:

- How do you contribute to the tone and dynamics of your team?
 - What steps do you take to ensure everyone feels included and safe to speak?
 - How do you respond when team norms are misaligned with values or trust?
 - What aspects of your team's culture help or hinder performance, growth, or wellbeing?
-

COMMUNICATION AND INFLUENCE

Tailor communication for clarity, inclusion, and impact, engaging others in dialogue and building momentum for collective goals.

Communication and Influence is critical for building trust, enabling collaboration, and advancing shared goals across the UN system. In a multilingual, multicultural, and highly visible organisation, effective communication requires more than clarity - it demands empathy, adaptability, and intention.

At the individual level, this means listening actively, sharing information transparently, and speaking with respect. At more senior levels, it means shaping narratives, navigating diverse audiences, and influencing decisions ethically and constructively.

This competency reinforces *Collaboration and Respect, Integrity and Ethical Conduct, and Strategy and Foresight*, and is particularly vital in contexts of change, conflict, or uncertainty.

Communication and Influence reflect the UN's commitment to transparency, participation, and leadership grounded in values and service.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Share ideas clearly and respectfully, adjusting tone to context and audience.	Participate constructively in discussions, and seek clarification when unsure.	Communicate with professionalism and alignment to the UN's purpose and public expectations.
Level 2	Tailor messages to audience needs and respond to feedback constructively.	Facilitate clear, inclusive dialogue that fosters understanding and group alignment.	Communicate team goals and contributions in ways that build credibility and reinforce shared values.
Level 3	Communicate with intention and clarity to inspire engagement and navigate difference.	Use communication strategies to manage conflict, build consensus, and promote inclusion.	Influence decisions through respectful advocacy, messaging, and narrative leadership.
Level 4	Shape institutional messages and influence culture through values-aligned communication.	Foster a culture of transparency, learning, and ethical influence across teams and functions.	Represent the UN system with integrity and vision, engaging partners, stakeholders, and the public.

Alignment Anchors

- **UN System Leadership Framework**
 - **Principled:** *Not just what they want to hear, but what they need to know.*
 - **Self-applied:** *She/he seeks to inspire, not to command.*
- **UN Values and Behaviours Framework**
 - **Connect and Collaborate:** *Actively listen to and take an interest in the views, expertise, experiences and feelings of others.*
 - **Connect and Collaborate:** *Demonstrate ability to engage constructively in difficult conversations.*
 - **Adapt and Innovate:** *Communicate the need for change in compelling ways.*
- **UN Secretariat Leadership Development Roadmap**
 - **Purpose and Direction:** *Strategic Communication.*

- **Inclusion:** Ensure that communication channels are open and two-way to encourage dialogue.

Efficiency Integration

- **Level 1:** Prevent errors and duplication by communicating clearly and asking clarifying questions.
- **Level 2:** Improve team alignment by facilitating inclusive, purposeful discussions.
- **Level 3:** Reduce resistance and rework through clarity, empathy, and intentional messaging.
- **Level 4:** Enhance strategic coherence and trust by leading with consistent, values-based messaging.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify respectful and inclusive communication practices.
- Recognise different communication styles and preferences.
- List appropriate communication tools for different tasks.

Skills:

- Express ideas clearly in writing and speaking.
- Use active listening to recognise others' perspectives.
- Adjust tone and format to match audience and context.

Attitudes:

- Openness to dialogue: invite questions, listen first, and respond constructively.
- Learning from feedback: seek input on messages and adjust wording when needed.
- Respect for audience difference: adapt tone and format to cultural and linguistic differences.

Behaviours:

- Participate constructively in meetings and written exchanges.
- Ask clarifying questions when unsure.
- Acknowledge others' contributions.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...share a message clearly and respectfully with a colleague or team.
- ...ask clarifying questions to ensure mutual understanding.
- ...apply at least one approach to build support or shared commitment for an idea or change in a situation where they hold no formal authority.

LEVEL 2

Knowledge:

- Describe how to adapt messages for different audiences or stakeholders.
- Explain principles of inclusive and effective team communication.
- Recognise feedback as a tool for clarity and improvement.

Skills:

- Tailor communication based on context, platform, and audience.
- Facilitate dialogue in team settings, ensuring broad participation.
- Respond constructively to feedback and adjust messages accordingly.

Attitudes:

- Accountability for clarity: structure messages in plain language, repeat key points, and confirm understanding across diverse audiences.
- Flexibility in communication: vary channel, tone, and examples to suit audience needs and real-time feedback.

- Respect in dialogue: invite differing views, paraphrase to show understanding, and keep discussion civil even under pressure.

Behaviours:

- Synthesise and relay information in ways that others can act on.
- Ensure all voices are heard in meetings or decisions.
- Adjust communication strategies based on past learning or input.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...facilitate an inclusive discussion that supports shared understanding.
- ...adapt their message to suit a specific audience or goal.
- ...respond constructively to communication-related feedback.

LEVEL 3
Knowledge:

- Analyse principles of narrative leadership and ethical persuasion.
- Interpret how power, identity, and influence shape communication dynamics.
- Compare conflict resolution and dialogue-building approaches.

Skills:

- Adapt communication to manage complexity and build shared commitment.
- Apply techniques to manage disagreement and influence ethically.
- Use storytelling to align diverse actors with purpose and vision.

Attitudes:

- Empathy for the audience: map stakeholder perspectives before crafting a message and frame points around shared goals.
- Courage in difficult messages: voice difficult truths respectfully, backing them with evidence and workable options.
- Accountability for how messages land: track how communications are received and adjust quickly to prevent misunderstanding or harm.

Behaviours:

- Guide complex discussions with balance, clarity, and intention.
- Share difficult messages respectfully and transparently.
- Build trust through clear, timely, and purposeful communication.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead a complex or high-stakes conversation with empathy and purpose.
- ...use communication strategies that build alignment and reflect ethical, inclusive intent.
- ...evaluate the effectiveness of their communication approach across different high-stakes contexts and adjust it to sustain presence and influence.

LEVEL 4
Knowledge:

- Judge whether system-level narratives and public communications align with UN values.
- Anticipate messaging risks and opportunities in entity-level strategy.
- Evaluate how communication culture affects trust and coherence.

Skills:

- Craft narratives that align strategic goals with values and impact.
- Shape communication norms and practices across units or entities.
- Represent the UN in external settings with consistency and credibility.

Attitudes:

-
- Stewardship of organisational voice: align internal and external messages with UN values and ensure consistent tone across units.
 - Humility in communication: share data and reasoning openly, acknowledge limits, and invite dialogue to build trust.
 - Proactive disclosure: speak early about unknowns, outline next steps, and update stakeholders as facts emerge.
-

Behaviours:

- Influence internal and external stakeholders through values-driven communication.
 - Issue a written update on a difficult decision that states what is known, what is not, and when the next update will follow.
 - Lead public messaging that strengthens UN credibility and trust.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...craft and deliver a message that inspires action and reflects UN values.
 - ...lead communications in a sensitive or high-visibility situation.
 - ...model a communication culture that reinforces transparency and trust.
-

Structured Progression:

- Level 1: Communicate clearly, respectfully, and with openness in group settings.
 - Level 2: Facilitate inclusive dialogue and adapt messaging to purpose and audience.
 - Level 3: Influence others ethically through storytelling, advocacy, and strategic intent.
 - Level 4: Shape institutional voice and communication culture aligned with trust and impact.
-

Self-Assessment Questions:

- How do you ensure your communication is inclusive and respectful?
 - When have you adapted your communication approach to suit a different audience or context?
 - What communication behaviours do you model in high-pressure or conflict situations?
 - How do you use your voice or message to build trust, clarify purpose, or drive alignment?
-

INNOVATION AND BEHAVIOUR

Apply curiosity, experimentation, and evidence-informed approaches to challenge assumptions, improve ways of working, and respond to evolving needs - opening conversations about doing things differently, and doing different things.

Innovation and Behaviour captures the mindset and habits required to adapt, improve, and transform in response to complex challenges. In the UN context, this means going beyond creativity to embed experimentation, reflective risk-taking, and behavioural insight into how we work.

At early levels, it involves curiosity and openness to doing things differently. At more advanced levels, it requires creating enabling environments for innovation - modelling adaptive behaviour, testing and refining new approaches, and scaling what works responsibly.

This competency links closely with *Digital and Data Fluency, Learning Agility and Growth, and Change and Transition*, and it supports *Efficiency and Results* by encouraging smarter, value-driven adaptation. **Innovation and Behaviour** reflects the UN's shift toward a more future-ready, insight-informed system equipped for the future.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Demonstrate openness to new ways of working and share ideas constructively.	Participate in idea generation and contribute to a culture of curiosity and learning.	Apply new tools, ideas, or behaviours to improve task delivery.
Level 2	Propose practical improvements and reflect on what works and what doesn't.	Facilitate safe-to-fail experimentation and collective learning.	Translate insights into adjusted processes that benefit the broader team or function.
Level 3	Champion adaptive thinking and continuous learning in ambiguous or dynamic contexts.	Guide teams through iterative cycles of improvement using data and reflection.	Lead innovation initiatives that address systemic challenges or create public value.
Level 4	Shape systems and cultures that enable responsible innovation and experimentation.	Institutionalise innovation habits in their division or mission, aligning with UN-wide innovation frameworks.	Align innovation with mission coherence, organisational values, and public trust.

Alignment Anchors

- **UN System Leadership Framework**
 - **Driving Transformational Change:** Drive transformational change both within and outside their organizations.
- **UN Values and Behaviours Framework**
 - **Adapt and Innovate:** Contribute new ideas and welcome new ideas from others.
- **UN Secretariat Leadership Development Roadmap**
 - **Transformation through Innovation:** Creativity and Idea Generation.
- **UN 2.0 and the Quintet of Change**

- **Innovation:** Learning to quickly generate, test and scale up novel ideas that create sustainable benefits for people and planet.
- **Behavioural Science:** Fostering our knowledge of how people act and make decisions.

Efficiency Integration

- **Level 1:** Improve basic task delivery through curiosity and openness to new tools or methods.
- **Level 2:** Reduce inefficiency by testing small-scale improvements and learning from results.
- **Level 3:** Strengthen results by embedding behavioural insights and iteration into team processes.
- **Level 4:** Enhance strategic value and credibility through responsible, system-aligned innovation.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify examples of innovative behaviour in the workplace.
- Recognise the role of curiosity and psychological safety in enabling innovation.
- List simple tools for idea-sharing or prototyping (e.g. brainstorming, retrospectives).

Skills:

- Suggest small improvements to how tasks are performed.
- Engage with new ideas constructively, even when unsure.
- Participate in structured idea-sharing or reflection sessions.

Attitudes:

- Curiosity: look for at least one new way each month to simplify or improve a routine task.
- Openness to unconventional ideas: listen to unconventional suggestions without judging until all ideas are on the table.
- Willingness to experiment: pilot a small-scale change, record the result, and share the lesson with the team.

Behaviours:

- Suggest improvements in team discussions or after-action reviews.
- Try new approaches with guidance and support.
- Share feedback from experience with openness.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...describe basic behaviours that support innovation and learning.
- ...identify one improvement from trialling a new method or tool in their work.
- ...share feedback or insights to help refine a process.

LEVEL 2

Knowledge:

- Describe how experimentation supports learning and improvement.
- Recognise behavioural factors that influence innovation (e.g. framing, incentives).
- Explain the value of feedback loops and safe-to-fail approaches.

Skills:

- Facilitate structured feedback or after-action reflection.
- Apply behavioural techniques to encourage team input (e.g. framing, prompts).
- Propose and test small process improvements using iteration.

Attitudes:

- Support for experimentation: encourage safe-to-fail tests and back teammates who pilot small improvements.
- Comfort with uncertainty: move forward with iterative plans and refine them as evidence emerges.
- Commitment to shared learning: share experiment results openly and fold key lessons into team practice.

Behaviours:

- Identify and learn from small-scale failures without blame.
- Share learnings from small-scale failures in a way that supports collective growth.
- Test a proposed change on a small scale before recommending it more widely.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...facilitate a short cycle of feedback-informed improvement.
- ...propose a behavioural nudge or process change based on insights.
- ...contribute to team practices that support innovation.

LEVEL 3

Knowledge:

- Analyse systems thinking and adaptive learning models.
- Interpret how behavioural insights shift team dynamics or uptake of change.
- Diagnose common root causes and patterns of success or failure in innovation.

Skills:

- Lead structured experimentation with feedback loops and reflection.
- Apply behavioural insights to shape team practices and habits.
- Design processes to identify and scale what works.

Attitudes:

- Judgement in risk-taking: weigh potential value and ethics, then green-light well-framed experiments even when outcomes are uncertain.
- Openness to dissent: invite dissenting ideas, respond without blame, and protect colleagues who surface failures.
- Commitment to sustained improvement: review results regularly, retire low-value efforts, and scale practices that demonstrably add impact.

Behaviours:

- Run at least one documented safe-to-fail experiment per cycle and share its result - including failures - with the team.
- Lead experimentation and shared reflection across teams.
- Apply insight to course-correct or adapt in real time.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead an innovation cycle using behavioural techniques and feedback.
- ...model adaptive learning and insight-informed iteration in team settings.
- ...establish a recurring team practice - such as regular retrospectives - that makes experimentation and improvement routine.

LEVEL 4

Knowledge:

- Evaluate levers for enabling systemic innovation across functions or units.
- Weigh the risks and ethical considerations of scaling innovation in complex environments.
- Appraise how innovation culture links to performance, credibility, and trust.

Skills:

- Champion insight-informed innovation at strategic level.

-
- Build structures that promote sustainable experimentation and learning.
 - Align innovation with systems change, values, and accountability.
-

Attitudes:

- Stewardship of innovation: align innovation with future mission needs, secure resources for sustained iteration, and monitor impact over time.
 - Humility about assumptions: test core assumptions, invite critical peer review, and revise direction when evidence contradicts initial ideas.
 - Accountability for innovation impact: assess potential risks and benefits before scaling, mitigate unintended harm, and ensure all efforts reflect UN values.
-

Behaviours:

- Sponsor cross-functional innovation grounded in public value.
 - Model and actively encourage innovation habits within the leadership team and peer networks.
 - Adjust systems to sustain and reward continuous insight and improvement.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...design or lead an innovation initiative with cross-cutting value.
 - ...promote innovation behaviours in their team or entity.
 - ...evaluate an innovation's value in terms of its impact and trust outcomes.
-

Structured Progression:

- Level 1: Demonstrate curiosity and openness to new approaches in the workplace.
 - Level 2: Apply small-scale improvements using feedback and behavioural insight.
 - Level 3: Lead adaptive innovation cycles that support learning and growth.
 - Level 4: Shape and sustain innovation cultures aligned with system transformation.
-

Self-Assessment Questions:

- What new idea or approach have you tried recently, and what did you learn from it?
 - How do you respond when something doesn't go as planned?
 - How do you help your team or colleagues test new ideas safely and constructively?
 - What habits do you model that promote innovation and learning in your environment?
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PARTNERSHIPS AND ENGAGEMENT

Build and sustain inclusive, trust-based partnerships that align diverse strengths toward shared results and system-wide solutions.

Partnerships and Engagement reflect the UN's role as a convener, collaborator, and trusted actor in an increasingly interdependent world. This competency recognises that no entity, team, or function can succeed in isolation. It focuses on how individuals initiate and maintain collaborative relationships - whether within the organisation, across the system, or with external partners such as Member States, civil society, communities, and the private sector.

At early levels, this includes professionalism, reliability, and respectful outreach. At more senior levels, it requires the ability to build trust across boundaries, broker alignment among diverse actors, and cultivate shared ownership of results.

Partnerships and Engagement is closely connected with *Communication and Influence*, *Strategy and Foresight*, *Systems, Acumen, and Alignment*, and *Collaboration and Respect*, and is fundamental to delivering on the UN's mandate in a multistakeholder environment.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Act with professionalism and respect in interactions with colleagues and counterparts.	Participate in collective efforts and maintain open, responsive communication.	Represent the organisation's values and goals in routine engagements.
Level 2	Build rapport and maintain consistent follow-through in relationships.	Facilitate collaboration within and across teams to support shared outcomes.	Strengthen partner trust through responsiveness and reliability.
Level 3	Use relationship-building and influence to broker alignment among stakeholders.	Leverage networks and alliances to deliver results and build ownership.	Lead joint efforts with diverse actors, ensuring mutual value and clarity of purpose.
Level 4	Shape and steward long-term partnerships that align with UN principles and public trust.	Create cultures and systems that support inclusive engagement and co-creation.	Position their entity or mission as a trusted partner in multilateral action, consistent with UN principles.

Alignment Anchors

- **UN System Leadership Framework**
 - **Collaborative:** *Enterprising partnerships with both traditional and non-traditional partners.*
 - **Collaborative (UNSLF narrative):**
 - *We need to catalyse action by building context- and issue-specific networks, coalitions and partnerships, leveraging the diverse contributions of all relevant stakeholders within and outside the United Nations.*
 - *Positioning ourselves as conveners and connectors rather than mere project implementers.*
- **UN Values and Behaviours Framework**
 - **Connect and Collaborate:** *Seek opportunities for partnerships and collaboration within and across different teams, thematic pillars and UN System organizations.*

- **UN Secretariat Leadership Development Roadmap**
 - **Inclusion:** Co-ordination and Partnership.

Efficiency Integration

- **Level 1:** Avoid delays and conflict by maintaining clear, respectful communication.
- **Level 2:** Strengthen delivery by building shared understanding and leveraging others' contributions.
- **Level 3:** Improve coordination and accountability through relationship management and shared goals.
- **Level 4:** Increase system impact through strategic, trust-based partnership structures.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify appropriate behaviours in professional and intercultural engagement.
- Recognise key roles and responsibilities of internal and external counterparts.
- List basic protocols for representing the organisation.

Skills:

- Communicate clearly, respectfully, and on time.
- Follow through on commitments and maintain reliability.
- Participate in collaborative efforts and joint tasks.

Attitudes:

- Reliability: deliver agreed tasks on time, respond promptly, and make commitments visible.
- Respect in professional conduct: use respectful language, keep appointments, and maintain confidentiality.
- Generosity with credit: recognise partners' expertise and credit their contributions.

Behaviours:

- Maintain courteous, timely communication with internal and external stakeholders.
- Demonstrate responsiveness and clarity when coordinating across teams.
- Uphold the organisation's reputation through daily interactions.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...demonstrate respectful and timely engagement with counterparts.
- ...participate constructively in joint efforts or cross-functional activities.
- ...follow basic protocols when representing the UN in interactions.

LEVEL 2

Knowledge:

- Describe how to build and maintain rapport across diverse contexts.
- Identify principles of stakeholder mapping and mutual value.
- Recognise cultural, institutional, or power dynamics that shape relationships.

Skills:

- Build trust through consistent, respectful follow-up and communication.
- Surface shared goals or opportunities in conversations.
- Support engagement by listening, clarifying expectations, and connecting people.

Attitudes:

- Mutual respect: treat partners as equals, honour shared protocols, and adapt to their cultural norms.
- Responsiveness: anticipate partner needs, reply promptly, and close information loops.
- Openness to partner perspectives: invite partner input in planning and adjust approaches to reflect their insights.

Behaviours:

- Map stakeholder interests and identify points of mutual value before engaging.
 - Follow through on commitments and flag risks to partners early.
 - Adapt engagement style to partner context, culture, and expectations.
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Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...build rapport and manage basic stakeholder relationships effectively.
 - ...identify areas of alignment with internal or external partners.
 - ...facilitate coordination and follow-up that builds credibility and trust.
-

LEVEL 3

Knowledge:

- Compare strategies for strategic engagement and alliance-building.
 - Analyse network effects and trust dynamics in multistakeholder collaboration.
 - Interpret behavioural insights that shape negotiation and influence.
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Skills:

- Use listening, framing, and relationship mapping to align stakeholders.
 - Facilitate co-creation of shared goals and mutual accountability.
 - Build trust across silos or differences to deliver results.
-

Attitudes:

- Respect for stakeholder voice: engage a broad mix of stakeholders and ensure their views shape joint plans.
 - Commitment to long-term relationships: nurture trust through regular touchpoints and transparent follow-through.
 - Accountability for shared outcomes: align efforts to shared goals, track joint progress, and address gaps together.
-

Behaviours:

- Build coalitions or communities of practice to support joint goals.
 - Navigate difference constructively to find alignment and move forward.
 - Strengthen systems trust through transparency and shared success.
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Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...engage multiple stakeholders to co-create or support shared goals.
 - ...apply influence strategies that promote trust, alignment, and clarity.
 - ...assess potential strategic partners by analysing their mandates, interests and comparative advantages in relation to shared goals.
-

LEVEL 4

Knowledge:

- Evaluate systems-level partnership models and trust-building strategies.
 - Appraise the drivers of reputational risk and legitimacy in public engagement.
 - Weigh governance, accountability, and equity considerations in partnerships.
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Skills:

- Lead long-term partnerships grounded in mutual value and public trust.
 - Align organisational systems to support inclusive engagement.
 - Integrate partnership strategy into organisational positioning and performance.
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Attitudes:

- Stewardship of strategic relationships: cultivate high-value alliances, align resources, and remove barriers so shared goals advance.
 - Humility in partnership: listen to partners' expertise, adjust strategy when better ideas surface, and co-create solutions.
-

- Accountability to the wider system: report collective impact transparently and ensure results benefit the wider communities affected.

Behaviours:

- Lead or support strategic stakeholder engagement aligned with the UN's mandate and values within entity-specific contexts.
- Promote cultures of shared leadership and co-creation across organisational boundaries.
- Ensure that strategic partnerships are transparent, ethical, and aligned to entity outcomes.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead strategic engagement that advances organisational purpose and equity.
- ...institutionalise systems that support inclusive, trust-based partnerships.
- ...design a partnership value proposition aligned with stakeholder priorities - specifying the mutual benefit logic, trust-building approach and risk mitigation considerations appropriate to the political and cultural context.

Structured Progression:

- Level 1: Build respectful and reliable professional relationships.
- Level 2: Manage basic stakeholder engagement with trust and shared purpose.
- Level 3: Facilitate alignment and collaboration among diverse actors.
- Level 4: Lead systemic partnerships that drive mission alignment and public trust.

Self-Assessment Questions:

- What actions have you taken to build or maintain a trusted relationship at work?
- How do you identify and respond to the needs or priorities of partners?
- When have you helped bring people together to support a shared goal?
- What steps do you take to ensure equity, clarity, and mutual value in partnerships?

STRATEGY AND FORESIGHT

Apply strategic thinking and anticipatory insight to align actions with long-term goals, identify emerging trends and risks, and contribute to a more agile, coherent, and future-ready UN.

Strategy and Foresight reflect the ability to think beyond the immediate and align today's actions with tomorrow's realities. In the UN context, this means combining clarity of purpose with the curiosity and discipline to look ahead, adjust course, and help others do the same.

At early levels, this competency involves connecting personal or team actions to broader goals. As responsibility increases, it requires the ability to anticipate shifts, navigate uncertainty, and make choices that consider long-term impact, collective outcomes, and systemic change.

This competency is reinforced by *Learning Agility and Growth, Digital and Data Fluency, Systems, Acumen, and Alignment*, and *Change and Transition*. **Strategy and Foresight** reflects the principles of adaptive management and the UN's commitment to being more fit for future purpose.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Contribute to shared goals by recognising links between tasks and broader priorities.	Participate in planning discussions with awareness of strategic objectives.	Align personal outputs with team or unit plans.
Level 2	Identify patterns, risks, or opportunities relevant to team planning.	Support integrated planning and encourage horizon-scanning during team discussions.	Propose practical changes to improve alignment with organisational priorities.
Level 3	Lead with foresight, connecting strategy to people, systems, and adaptive response.	Facilitate dialogue to interpret emerging trends and adjust strategic direction under uncertainty.	Align programme or team strategy with long-term goals and external drivers.
Level 4	Manage strategic direction in response to complex challenges and evolving priorities.	Champion an anticipatory, values-driven culture of planning and impact.	Lead adaptive strategy within their area of responsibility, informed by emerging trends and broader UN priorities.

Alignment Anchors

- **UN System Leadership Framework**
 - **Multidimensional (UNSLF narrative):** Strategically identify leverage points in systems to achieve maximum impact.
- **UN Values and Behaviours Framework**
 - **Analyse and Plan:** Seek out and use data from a wide range of sources to understand problems, inform decision-making, propose evidence-based solutions and plan action.
- **UN Secretariat Leadership Development Roadmap**
 - **Purpose and Direction:** Strategic Thinking and Planning.
- **UN 2.0 and the Quintet of Change**

- **Strategic Foresight:** Learning structured methods to navigate change, imagine better futures and make better decisions today.

Efficiency Integration

- **Level 1:** Increase effectiveness by aligning personal actions with team and organisational goals.
- **Level 2:** Prevent duplication and misalignment through structured planning and analysis.
- **Level 3:** Improve outcomes by anticipating risks and aligning decisions with strategic insight.
- **Level 4:** Enhance system adaptability and credibility through clear direction and future readiness.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- List the UN's strategic priorities and relevant organisational goals.
- Identify basic planning tools and timelines used in the unit or team.
- Recognise how daily work contributes to mandate delivery.

Skills:

- Align individual tasks with team objectives.
- Ask questions that clarify purpose and relevance.
- Participate constructively in basic planning processes.

Attitudes:

- Purpose orientation: link each task to the team's objectives and the UN mandate when reporting progress.
- Awareness of collective impact: recognise how individual work affects colleagues' workloads and shared results.
- Commitment to alignment: check plans against unit priorities and adjust quickly if efforts drift off course.

Behaviours:

- Connect individual work to broader goals when reporting or communicating.
- Demonstrate curiosity about how unit strategy links to outcomes.
- Support basic team planning processes by providing timely, relevant input.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...articulate how their role contributes to a broader strategic goal.
- ...contribute relevant, goal-aligned information to a planning discussion.
- ...demonstrate awareness of priorities when making daily work decisions.

LEVEL 2

Knowledge:

- Identify drivers of change and strategic risks in the operating context.
- Describe tools such as SWOT, trend analysis, or risk matrices.
- Recognise how planning cycles reflect organisational priorities.

Skills:

- Raise relevant trends or risks in team planning.
- Translate trends or risks into team adjustments that enhance planning, efficiency, or strategic relevance.
- Help align workflows with broader timelines and deliverables.

Attitudes:

- Foresight in planning: scan emerging trends and flag their implications for team plans.

- Flexibility in adjusting course: adjust activities promptly when evidence or priorities shift.
- Comfort with complexity: break multifaceted problems into clear options the team can act on.

Behaviours:

- Participate in strategic discussions with relevant context.
- Identify possible misalignments or inefficiencies in planning.
- Bring up future implications in team decisions.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...identify potential risks or trends relevant to planning.
- ...propose minor adjustments that improve alignment with goals.
- ...contribute to team planning with an eye to coherence and foresight.

LEVEL 3
Knowledge:

- Compare anticipatory tools (e.g. scenario planning, trend scanning).
- Analyse systemic risks and interdependencies in strategic choices.
- Interpret models of adaptive planning and sensemaking.

Skills:

- Facilitate planning sessions that include trend and scenario considerations.
- Use insight to adjust direction in response to emerging signals.
- Guide others to make sense of complex or shifting priorities.

Attitudes:

- Humility about assumptions: test core assumptions against fresh evidence and pivot when data contradict the plan.
- Foresight in scenario planning: map plausible future scenarios and weave flexible options into current strategy.
- Confidence in deciding under uncertainty: decide promptly with incomplete information and explain the rationale so teams stay aligned.

Behaviours:

- Lead teams to reflect on long-term relevance and risk.
- Integrate foresight into ongoing planning and decision cycles.
- Connect data and lived experience to improve strategic alignment.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead an anticipatory planning exercise for a programme or team.
- ...support others to adjust strategies based on emerging evidence.
- ...embed long-term thinking in daily decisions and team practices.

LEVEL 4
Knowledge:

- Evaluate governance and leadership practices for strategic agility.
- Critique the strengths and limits of foresight methods and tools across planning environments.
- Anticipate global trends shaping institutional relevance and trust.

Skills:

- Shape direction by integrating insights from data, context, and dialogue.
- Align strategic vision with values and future system needs.
- Build systems for collective learning, strategic foresight, and adaptation.

Attitudes:

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- Stewardship of long-term relevance: keep the entity's strategy aligned with emerging trends by scheduling periodic horizon scans and adjusting priorities accordingly.
 - Openness to reimagining systems: question legacy structures and sponsor pilots that test transformative ways of working.
 - Accountability to future generations: weigh inter-generational impacts in major decisions and report on sustainability and equity outcomes.
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Behaviours:

- Guide entities through strategic transformation or realignment.
 - Champion futures-thinking and ethical foresight in leadership discourse.
 - Ensure planning systems support insight, inclusion, and innovation.
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Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead strategy-setting that incorporates future risks, values, and change drivers.
 - ...use contrasting futures to test strategic assumptions and strengthen adaptive decision-making under uncertainty within their mandate.
 - ...institutionalise learning systems that support anticipatory leadership.
-

Structured Progression:

- Level 1: Outline how individual contributions support shared goals.
 - Level 2: Identify trends and risks and support alignment with priorities.
 - Level 3: Integrate foresight and adaptability into team or programme strategies.
 - Level 4: Lead entity or mission strategy-setting that prepares for emerging futures, drives coherence, and supports systemic transformation goals.
-

Self-Assessment Questions:

- How do you connect your daily work to longer-term organisational goals?
 - When have you identified a future risk or opportunity and taken action to address it?
 - How do you adjust planning or decision-making in the face of uncertainty or change?
 - What habits or systems help you and your team stay strategically aligned and future-ready?
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ACCOUNTABILITY AND DECISION-MAKING

Act with ownership, clarity, and responsibility in decisions and actions, balancing mandate, evidence, risk, and ethical considerations to support credibility, learning, and results.

Accountability and Decision-making reflect a core leadership and operational responsibility in the UN: to take meaningful ownership of actions and outcomes while making decisions that are informed, ethical, and aligned with organisational values.

At foundational levels, this means reliability, transparency, and openness to learning from outcomes. As responsibilities increase, so too does the complexity of balancing competing priorities, managing risk, involving stakeholders, and making decisions under uncertainty.

Accountability and Decision-making directly reinforces *Integrity and Ethical Conduct*, *Efficiency and Results*, *Change and Transition*, and *Strategy and Foresight*, and it is essential to fostering trust both internally and with the communities we serve.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Accept responsibility for assigned tasks and follow through reliably.	Share progress and challenges openly to build mutual trust.	Align actions with mandates and organisational standards.
Level 2	Make informed choices in daily work, taking responsibility for outcomes.	Promote accountability norms and encourage shared responsibility.	Support decisions that prioritise relevance, ethics, and impact.
Level 3	Navigate complexity by balancing risk, values, and stakeholder perspectives in decision-making.	Foster an environment where accountability is shared and decision-making is inclusive and adaptive.	Demonstrate leadership through transparency and thoughtful trade-offs.
Level 4	Champion institutional accountability, trust, and ethical, insight-informed decisions.	Shape systems where responsibility and learning reinforce performance and credibility.	Guide the organisation toward principled, evidence-based decisions with lasting impact.

Alignment Anchors

- **UN System Leadership Framework**
 - **Accountable:** *They equally accept their own accountability, striving for 360 degrees of mutual accountability.*
- **UN Values and Behaviours Framework**
 - **Deliver Results With Positive Impact:** *Hold oneself and others accountable for delivering results and making a positive difference to the people and causes that the United Nations serves.*
- **UN Secretariat Leadership Development Roadmap**
 - **Ownership and Accountability:** *Accountability fosters an ownership mindset where individuals take pride in their work and its outcomes.*

Efficiency Integration

- **Level 1:** Reduce errors and rework through clear follow-through and reliable reporting.

- **Level 2:** Improve team delivery through clear roles, responsibility, and timely decision-making.
- **Level 3:** Increase relevance by using evidence and inclusive processes to manage complexity.
- **Level 4:** Sustain trust and system coherence through principled, accountable leadership.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- List basic UN policies on responsibility and ethical standards.
- Recognise the importance of completing tasks accurately and on time.
- Describe the role of documentation in supporting accountability.

Skills:

- Track deadlines and meet agreed timelines.
- Escalate challenges appropriately and in a timely manner.
- Record actions or decisions in line with guidance.

Attitudes:

- Ownership of outcomes: take responsibility for task results, flag risks early, and seek guidance when limits are reached.
- Reliability: meet agreed deadlines and follow through on commitments.
- Clarity with colleagues: share progress, constraints, and next steps with teammates.

Behaviours:

- Follow through on commitments and update others proactively.
- Accept constructive feedback and correct mistakes without defensiveness.
- Align conduct with the expectations of their role.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...demonstrate reliability in task follow-through.
- ...act on feedback received about their performance.
- ...describe how their actions link to broader accountability mechanisms.

LEVEL 2

Knowledge:

- Describe principles of sound decision-making and informed judgement.
- Identify elements of shared accountability in team settings.
- Recognise ethical risks in choices and trade-offs.

Skills:

- Gather relevant information before acting.
- Communicate decisions and rationale clearly.
- Encourage others to share concerns and reflections.

Attitudes:

- Openness to diverse perspectives: seek input from colleagues with different expertise and incorporate constructive feedback before finalising decisions.
- Shared responsibility for outcomes: track team deliverables, own collective results, and address gaps proactively.
- Learning from outcomes: review decision outcomes, identify lessons, and adjust future choices accordingly.

Behaviours:

- Acknowledge missteps and share learning with others.
- Balance competing inputs to make informed work choices.
- Support others in owning shared goals and results.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...apply decision-making practices grounded in responsibility and relevance.
- ...encourage a team culture where accountability is shared and modelled.
- ...proactively report progress and address setbacks constructively.

LEVEL 3

Knowledge:

- Analyse risk, bias, and insight in decision-making frameworks.
- Assess how diverse inputs strengthen legitimacy and outcomes.
- Interpret governance expectations around accountability and transparency.

Skills:

- Facilitate inclusive decision processes with clarity and structure.
- Weigh trade-offs transparently and adapt based on evidence.
- Apply coaching skills to support ownership and reflection across the team.

Attitudes:

- Transparency in decision-making: share decision rationale, data, and trade-offs with affected teams and invite dialogue.
- Balanced judgement: weigh evidence, risk, ethics, and mandate fit, then explain why the chosen option prevails.
- Ownership of results and learning: review outcomes, acknowledge missteps, and translate lessons into better future decisions.

Behaviours:

- Model openness in complex decisions, including limitations and unknowns.
- Support shared ownership of decisions and their consequences.
- Use post-decision reflection to guide future improvements.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead decision-making that incorporates diverse insights and risk management.
- ...model ownership and learning in complex or uncertain situations.
- ...set clear, measurable and shared expectations that align individual and team workplans with organizational priorities.

LEVEL 4

Knowledge:

- Evaluate principles of institutional accountability and trust-building.
- Appraise the features of decision-making systems that support equity, integrity, and effectiveness.
- Judge how accountability affects legitimacy and stakeholder confidence.

Skills:

- Shape systems where responsibility and learning reinforce performance.
- Model evidence-informed, principled decisions in complex environments.
- Use foresight and dialogue to support decision legitimacy and coherence.

Attitudes:

- Stewardship of resources and values: align major allocations and policies with UN principles to protect long-term public trust.
- Principled courage: make transparent decisions - even when controversial - and communicate the rationale under scrutiny.
- Accountability for ethical conduct: build checks that detect misconduct, act on findings, and model zero-tolerance for breaches.

Behaviours:

- Champion accountability at institutional and systems levels.
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- Reflect openly on decisions and their impact, even under scrutiny.
 - Align leadership choices with values, strategy, and long-term public trust.
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Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...institutionalise processes that support accountable, values-driven decisions.
- ...design a decision-making approach for a current or anticipated high-complexity situation - specifying how they will manage political and cognitive bias and communicate the rationale transparently.
- ...model accountable decision-making under risk, evidenced by publicly owning a complex trade-off and its rationale.

Structured Progression:

- Level 1: Demonstrate reliability, transparency, and responsibility in assigned tasks.
- Level 2: Take more informed, ethical decisions and support shared accountability in teams.
- Level 3: Lead inclusive, reflective, and risk-aware decision-making in complexity.
- Level 4: Shape institutional systems that sustain credibility through principled decisions.

Self-Assessment Questions:

- When have you taken full ownership of a decision or outcome - what did you do?
 - How do you ensure your decisions are informed, ethical, and aligned with UN values?
 - What steps do you take to include others in decision-making or share accountability?
 - How do you reflect on outcomes - especially in uncertain or high-stakes situations?
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CHANGE AND TRANSITION

Navigate and support change with clarity, adaptability, and empathy - fostering resilience, trust, and alignment during transitions across people, processes, and systems.

Change and Transition is a core leadership and organisational capability in the UN, where mandates, contexts, and tools are continually evolving. This competency goes beyond managing operational shifts - it speaks to how individuals and teams engage with uncertainty, maintain purpose, and support others through adaptation.

At early stages, it focuses on openness to change and maintaining performance under shifting conditions. At higher levels, it includes leading change with integrity, creating space for dialogue and reflection, and designing processes that embed participation and trust.

Change and Transition closely reinforces *Resilience and Wellbeing, Learning Agility and Growth, Strategy and Foresight, and People and Culture*, and supports the agility and coherence required by UN 2.0 and the Quintet of Change.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Remain flexible, maintain professionalism, and stay engaged during transitions.	Adapt to changes in team dynamics, priorities, or processes.	Uphold performance and accountability when mandates or structures evolve.
Level 2	Anticipate effects of change and contribute to supportive transitions.	Encourage open communication and emotional awareness during team change.	Help ensure continuity and alignment during operational or strategic shifts.
Level 3	Lead people through uncertainty by enabling clarity, participation, and stability.	Design change processes that integrate learning, dialogue, and inclusive planning.	Support transformation by aligning people, systems, and purpose.
Level 4	Champion entity-wide transitions with empathy, credibility, and strategic direction, in line with UN change frameworks.	Shape cultures of adaptability and coherence across diverse teams.	Lead complex transitions that reinforce organisational trust, purpose, and long-term impact.

Alignment Anchors

- **UN System Leadership Framework**
 - **Transformational:** *(The United Nations system) needs to strengthen its own agility and adaptability to change.*
- **UN Values and Behaviours Framework**
 - **Adapt and innovate:** *Demonstrate flexibility, agility and the ability to think and act in novel ways.*
- **UN Secretariat Leadership Development Roadmap**
 - **Transformation through Innovation:** *Adapting to Change.*
- **UN 2.0 and the Quintet of Change**
 - **Forward-thinking Culture:** *Accelerating change in our culture is a critical step to position the United Nations system at the forefront of global efforts to promote peace, development and human rights.*

Efficiency Integration

- **Level 1:** Maintain continuity and clarity during shifting workflows or processes.
- **Level 2:** Anticipate disruptions and support smooth adaptation in the team.
- **Level 3:** Increase adoption of new systems and practices by involving people and learning from input.
- **Level 4:** Align structural or strategic change to efficiency, coherence, and long-term resilience.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- List key factors that can drive change in the UN context.
- Identify how transitions affect individual and team roles.
- Recognise basic coping strategies for navigating uncertainty.

Skills:

- Adapt approach and behaviour during organisational change.
- Maintain clarity and professionalism when priorities shift.
- Seek clarity on new processes or expectations.

Attitudes:

- Flexibility: adapt work methods and priorities when circumstances shift, while maintaining quality and meeting agreed deadlines.
- Openness to change: listen to the reasons for change, ask clarifying questions, and try new tools or processes before forming a judgement.
- Ownership during transition: own personal deliverables during transition, flag emerging issues early, and follow through on revised expectations.

Behaviours:

- Respond constructively to changes in roles, tools, or direction while signalling capacity limits early.
- Maintain consistent performance through transitions.
- Adjust habits or plans in response to new expectations.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...adapt to new instructions, processes, or systems without loss of quality.
- ...maintain professionalism and respectful collaboration during uncertainty.
- ...analyse how a current change in their work context is affecting their role, priorities and team dynamics.

LEVEL 2

Knowledge:

- Describe emotional, cultural, and operational impacts of change.
- List common responses to change and tools for managing transitions.
- Identify risk factors in implementation or adoption.

Skills:

- Use active listening and reassurance to support peers in transition.
- Flag issues early and share practical ideas for improvement where appropriate.
- Support small group discussions by encouraging participation and sharing key messages on upcoming changes.

Attitudes:

- Empathy for colleagues in transition: notice how change may impact different colleagues and adjust tone to show understanding.
- Proactivity: look ahead for likely obstacles and share ideas for addressing them.

- Support for colleagues adopting change: offer quick tips or pair up with others so they can use new processes confidently.

Behaviours:

- Check in with colleagues about change-related challenges.
- Anticipate impacts of transitions and contribute to adapting team plans where possible.
- Take active steps to support adoption of new practices or tools within the team.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...support change by anticipating impacts and sharing constructive suggestions.
- ...recognise and respond empathetically to concerns or uncertainty in others.
- ...contribute to team discussions that help prepare for transitions.

LEVEL 3

Knowledge:

- Compare models of adaptive leadership and change readiness.
- Assess mechanisms for feedback and co-creation during transitions.
- Analyse psychological safety and trust as foundations for successful change.

Skills:

- Use facilitation to engage stakeholders in shaping change.
- Apply inclusive planning and communication in transition processes.
- Support others to manage emotion and uncertainty during transformation.

Attitudes:

- Clarity of purpose in change: frame each change decision with a clear “why” and align actions to that stated purpose.
- Accountability for others’ experience: regularly check how teams are navigating the shift and adjust plans when feedback shows friction.
- Curiosity about root causes: probe beneath symptoms and invite diverse insights to refine transition strategies.

Behaviours:

- Lead with calm and clarity during ambiguity.
- Create safe spaces for dialogue and feedback.
- Adjust change processes in response to signals and input.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead change processes that balance direction and inclusion.
- ...apply tools that reduce resistance and strengthen trust during transitions.
- ...analyse the emotional, cultural, and operational impacts of change on their team, including awareness of their own responses.

LEVEL 4

Knowledge:

- Critique the strengths and limits of systems-change models and transition strategies.
- Evaluate how cultural, structural, and psychological dimensions interact in change.
- Appraise the success factors for institution-wide adaptation and alignment.

Skills:

- Shape large-scale transitions through participatory and values-based leadership.
- Ensure coherence between strategy, people, and implementation.
- Model empathy and moral courage in complex change environments.

Attitudes:

- Steadiness through turbulence: hold a clear long-term direction while absorbing short-term turbulence; communicate what is known and what is not, so teams can orient without rumour or fear.
- Empathy for systems and individuals: recognise that transitions affect people, processes, and structures differently - adapt the pace and support accordingly, without losing momentum on the overall direction.
- Ownership of the full arc of change: from design to embedding - including unintended consequences; model the courage to course-correct openly and without blame when implementation reveals new realities.

Behaviours:

- Lead transitions that integrate values, purpose, and people's experience.
 - Champion future-ready behaviours during uncertainty and change.
 - Reflect openly on change outcomes and model iterative improvement.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...guide transitions that support organisational alignment and trust.
 - ...foster psychological safety and inclusion throughout systems change.
 - ...make a values-based decision during a period of high uncertainty and set out the trade-offs considered.
-

Structured Progression:

- Level 1: Maintain performance and adapt constructively during transitions.
 - Level 2: Anticipate, communicate, and support others during team or process change.
 - Level 3: Lead inclusive, principled change efforts that foster trust and resilience.
 - Level 4: Guide and institutionalise coherent, values-aligned transformation across systems.
-

Self-Assessment Questions:

- How do you typically respond when priorities or structures change - what helps you stay grounded?
 - When have you supported others in a difficult transition - what worked and what didn't?
 - How do you design or lead change processes that maintain trust and inclusion?
 - What feedback have you sought or received about your approach to leading or navigating change?
-

EFFICIENCY AND RESULTS

Deliver high-quality work by simplifying processes, managing resources well, and focusing on outcomes that serve broader mandates.

Efficiency and Results is central to achieving the UN's mission with accountability, trust, and credibility. It goes beyond time or cost savings - it involves setting clear priorities, managing workload and resources ethically, learning from results, and improving processes to deliver better value to people and systems.

This competency supports a culture of delivery while upholding fairness and long-term impact. At junior levels, it involves clarity, task ownership, and time awareness. At senior levels, it encompasses strategic trade-offs, performance systems, and institutional coherence.

Efficiency and Results directly supports *Accountability and Decision-making*, *Innovation and Behaviour*, *Digital and Data Fluency*, and *Learning Agility and Growth*, and reflects the principles of UN 2.0 and the Quintet of Change through agile, outcome-focused delivery.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Organise time, tasks, and focus to meet expectations and contribute reliably.	Maintain attention to quality and timeliness in team deliverables.	Align personal work with expected outputs and deadlines.
Level 2	Apply planning and problem-solving to improve workflow and results.	Support a team environment that values clarity, accountability, and practical innovation.	Deliver measurable outcomes aligned with programme goals and resource use.
Level 3	Align resources, people, and priorities to deliver strategic results efficiently.	Foster adaptive delivery, learning from data, reflection, and performance feedback.	Improve systems and processes to increase delivery and long-term impact.
Level 4	Champion performance, transparency, and learning in service of sustainable UN results.	Shape institutional environments that reward ethical, coherent delivery.	Guide entity-wide effectiveness by linking strategy, action, and value to people served.

Alignment Anchors

- **UN System Leadership Framework**
 - **Accountable (UNSLF narrative):** *We must unambiguously focus on achieving impact for the people we serve.*
- **UN Values and Behaviours Framework**
 - **Deliver Results with Positive Impact:** *Take advantage of new technologies and language skills to deliver results and maximize impact.*
 - **Deliver Results with Positive Impact:** *Ensure that the work of individuals and teams is aligned with the purpose and priorities of the wider department/office/mission/Organization.*
- **UN Secretariat Leadership Development Roadmap**
 - **Ownership and Accountability:** *Results Orientation.*

Efficiency Integration

- **Level 1:** Improve reliability and output through task clarity and time management.

- **Level 2:** Strengthen workflows, communication, and results in team contexts.
- **Level 3:** Enhance programme and team results through aligned, adaptive delivery.
- **Level 4:** Sustain performance and trust through systems that balance ambition and realism.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Identify deadlines, outputs, and expectations for their role.
- List basic planning tools (e.g. checklists, work plans).
- Recognise standards of quality and professionalism in deliverables.

Skills:

- Organise tasks based on urgency and importance.
- Track progress and adjust time allocation when needed.
- Maintain focus and attention to detail in execution.

Attitudes:

- Reliability: consistently meet agreed deadlines and follow established procedures.
- Commitment to quality: double-check work for accuracy and completeness before submission.
- Responsiveness: acknowledge requests promptly and keep stakeholders informed of progress.

Behaviours:

- Meet deadlines with deliverables that meet required standards.
- Communicate early when delays or issues arise.
- Complete tasks with care and consistency.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...manage their time and tasks to meet expected outputs.
- ...communicate clearly about progress and delivery risks.
- ...deliver outputs that meet required quality standards.

LEVEL 2

Knowledge:

- Describe components of effective planning and workload management.
- Identify sources of inefficiency or duplication.
- Discuss simple feedback, monitoring, or results tools.

Skills:

- Apply basic planning tools to organise tasks, set timelines, and manage competing priorities.
- Identify and flag sources of inefficiency or duplication and propose practical fixes.
- Use simple monitoring or feedback tools to track progress and strengthen future outputs.

Attitudes:

- Proactivity: anticipate upcoming workload, flag resource or information gaps early, and initiate solutions before deadlines are at risk.
- Practicality: propose workable fixes that balance quality, time, and available resources rather than ideal-but-impractical options.
- Ownership of delivery: track tasks through to completion, coordinate with relevant colleagues, and adjust plans as needed to keep commitments on target.

Behaviours:

- Identify and act on process improvements that reduce waste or friction.

- Take responsibility for shared tasks and results.
- Clarify objectives and timelines across the team.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...propose changes to improve workflow or efficiency.
- ...apply feedback to strengthen future outputs.
- ...contribute to a team culture of quality and clarity.

LEVEL 3

Knowledge:

- Analyse planning, budgeting, and performance tools.
- Trace the links between people, systems, and delivery outcomes.
- Interpret how data informs programme results and improvement.

Skills:

- Align people, resources, and time to deliver strategic goals.
- Facilitate performance reflection and course correction.
- Use insight and foresight to anticipate delivery risks or needs.

Attitudes:

- Commitment to impact: keep team efforts focused on what measurably advances the mandate.
- Curiosity about improvement: seek feedback and test small refinements to raise performance.
- Judgement in balancing constraints: balance long-term goals with real-world constraints to deliver workable results.

Behaviours:

- Lead programme or team planning with focus on results.
- Link team learning to future process improvements.
- Make strategic trade-offs that protect long-term effectiveness.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...lead planning that balances quality, speed, and sustainability.
- ...integrate learning and data into team delivery cycles.
- ...adjust delivery strategies in response to feedback or risk.

LEVEL 4

Knowledge:

- Evaluate the requirements of Results-Based Management systems and institutional coherence.
- Weigh how delivery trade-offs arise in strategic, ethical, and resource terms.
- Appraise change levers that influence sustained impact and trust.

Skills:

- Build systems that reward effectiveness, feedback, and collaboration.
- Lead strategic prioritisation across units or mandates.
- Ensure coherence between resources, values, and delivery expectations.

Attitudes:

- Stewardship: safeguard resources and systems for long-term mission benefit, not short-term gains.
- Integrity: model transparent decision-making and hold the entity to its stated standards.
- Discipline in prioritisation: stay the course on priority outcomes, resisting distractions and scope creep.

Behaviours:

-
- Champion transparent performance review and improvement.
 - Align strategic choices with ethical delivery and long-term trust.
 - Shape institutional cultures of responsibility, learning, and high performance.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...institutionalise delivery systems that reward ethical effectiveness.
 - ...lead prioritisation and planning for complex mandates or transitions.
 - ...set entity-level delivery standards that balance ambition with realism, and apply them to a major decision.
-

Structured Progression:

- Level 1: Deliver reliably and professionally on defined expectations.
 - Level 2: Improve workflows and apply learning to strengthen team outputs.
 - Level 3: Align resources and learning to deliver strategic, sustainable results.
 - Level 4: Shape entity-level systems and culture that reinforce ethical, effective performance.
-

Self-Assessment Questions:

- How do you ensure your work is delivered on time and to the expected standard?
 - When have you helped improve a workflow or process - what was the result?
 - How do you track or reflect on performance to improve delivery?
 - What trade-offs have you made recently to maintain focus on results and purpose?
-

SYSTEMS, ACUMEN, AND ALIGNMENT

Think and act with a system-wide perspective - understanding how policies, actors, resources, and outcomes interconnect - and ensure actions contribute to broader coherence, impact, and values.

Systems, Acumen, and Alignment is the capacity to trace how a decision in one part of an entity changes conditions in another - and to act on that understanding. It means recognising where mandates overlap, where resources compete, and where a local choice carries system-wide consequences, then aligning action so that what helps one part does not quietly undermine the whole.

At foundational levels, this means recognising how one's work contributes to a larger mission. At higher levels, it involves shaping strategic coherence across entities, functions, and values. This competency reinforces and is reinforced by *Strategy and Foresight, Accountability and Decision-making, Partnerships and Engagement, and Change and Transition*.

Systems, Acumen, and Alignment is essential for realising the integration ambitions of UN 2.0, and advancing systemic transformation across the Quintet of Change.

Self | Team | Mission × Level Matrix

	Self	Team	Mission
Level 1	Discuss how individual work connects to broader goals and systems.	Respect interdependencies and roles in team processes.	Support consistency with UN values, policies, and priorities.
Level 2	Identify patterns, risks, and interconnections in team or programme contexts.	Promote alignment between team actions and system mandates.	Apply a systems lens to improve planning, delivery, and accountability.
Level 3	Navigate complexity with system awareness, connecting priorities, actors, and outcomes.	Lead integration of cross-cutting themes and learning into plans and structures.	Align workstreams and partnerships to maximise coherence and public value.
Level 4	Shape entity strategies, governance, and partnerships to reinforce long-term contribution to system transformation.	Model system leadership through inclusive dialogue, alignment, and foresight.	Champion values-based system coherence that strengthens legitimacy, trust, and global impact.

Alignment Anchors

- **UN System Leadership Framework**
 - **Multidimensional:** *Today's United Nations leader is required to learn, access and shape new ways to connect cross-pillar knowledge and experience and to ensure coherence while safeguarding a principled approach.*
 - **Multidimensional (UNSLF narrative):** *Analyse the environment as a set of complex, live ecosystems.*
- **UN Values and Behaviours Framework**
 - **Analyse and Plan:** *Encourage critical thinking and a systems approach to analysis and planning.*
- **UN Secretariat Leadership Development Roadmap**

- **Purpose and Direction:** Prioritize UN's mission and objectives when making strategic decisions and communicate these priorities clearly to maintain alignment.
- **UN 2.0 and the Quintet of Change**
 - **Integrate UN 2.0 approaches** (data, digital, innovation, behavioural science, foresight and culture change) into the programme and operations priorities of entity-level multi-year strategic plans.

Efficiency Integration

- **Level 1:** Increase relevance by linking individual contributions to system goals.
- **Level 2:** Reduce duplication and improve delivery through shared understanding of roles.
- **Level 3:** Improve impact by aligning processes, data, and partnerships to shared goals.
- **Level 4:** Sustain trust and coherence by driving integrated, values-based change at scale.

Knowledge | Skills | Attitudes | Behaviour × Level Matrix

LEVEL 1

Knowledge:

- Describe their entity's mandate and how it fits in the broader UN system.
- Identify key stakeholders and their roles.
- List basic UN planning and reporting frameworks.

Skills:

- Align tasks with programme goals.
- Communicate relevance of work to others.
- Follow procedures that support coherence and clarity.

Attitudes:

- Curiosity: ask how each task fits into the wider process and who relies on the output.
- Respect for context: recognise local constraints and adapt actions to fit rules, culture, and mandate.
- Awareness of contribution: link daily work to team goals and the entity's broader outcomes.

Behaviours:

- Ask how work fits into bigger processes or outcomes.
- Show care in aligning actions with guidance or priorities.
- Seek understanding of mandates and relationships.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...describe how their work contributes to a broader goal or system.
- ...apply alignment principles when planning or executing tasks.
- ...communicate how they fit into the team or entity's purpose.

LEVEL 2

Knowledge:

- Describe interdependencies between teams or mandates.
- List risks of siloed or misaligned work.
- Discuss cross-cutting themes (e.g. gender, climate, inclusion) as system connectors.

Skills:

- Align work with partners or units to avoid duplication.
- Support integration of diverse perspectives into planning.
- Apply basic systems thinking in reviewing processes.

Attitudes:

- Openness to complexity: embrace interdependencies and explore root causes before acting.
- Commitment to cross-functional working: engage colleagues across functions to create a shared view of the system.
- Awareness of interdependencies: consider how team choices affect other units and mandates when shaping plans.

Behaviours:

- Promote linkages between tasks, themes, or stakeholders.
- Identify unintended effects of decisions or plans.
- Support alignment with UN values and cross-cutting themes.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...identify risks and opportunities in alignment and integration.
- ...connect team actions to broader goals and partnerships.
- ...propose adjustments that improve alignment and coherence.

LEVEL 3

Knowledge:

- Interpret systems theory and its relevance to UN coherence.
- Diagnose enabling and blocking conditions for alignment.
- Analyse the interlinkages between strategy, delivery, and legitimacy.

Skills:

- Design workstreams with built-in alignment and accountability.
- Facilitate collaboration across functions, mandates, or regions.
- Use insight and feedback to improve integration.

Attitudes:

- Systems stewardship: steward cross-functional alignment to maximise overall system impact.
- Long-term orientation: align present choices with future consequences and sustainability goals.
- Humility about others' expertise: invite diverse expertise and share credit to strengthen collective solutions.

Behaviours:

- Build relationships that bridge gaps across the system.
- Lead processes that integrate values and cross-cutting priorities.
- Act to resolve tensions or contradictions between actions and goals.

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...design plans or initiatives that connect across mandates or levels.
- ...facilitate processes that increase alignment and collaboration.
- ...distil a complex, cross-mandate issue into a clear, sequenced action plan.

LEVEL 4

Knowledge:

- Evaluate how policies, systems, and power structures interact at scale.
- Appraise the common root causes of fragmentation and inefficiency.
- Critique governance levers for system transformation.

Skills:

- Shape governance and partnerships to promote coherence and trust.
- Align strategies, resources, and communication across actors and systems.
- Model long-term alignment across uncertainty, mandates, and transitions.

Attitudes:

-
- Courage to challenge convention: challenge entrenched processes when they hinder system coherence.
 - Accountability for entity-level impact: hold self and peers accountable for entity-level results and unintended consequences.
 - Generosity in collaboration: share resources, information, and credit to advance collective outcomes.
-

Behaviours:

- Identify one cross-mandate duplication or contradiction per planning cycle and convene the relevant parties to resolve it.
 - Strengthen systems thinking and leadership across the organisation.
 - Lead long-term change that connects vision, action, and legitimacy.
-

Potential Learning Objectives:

By the end of the programme, participants should be able to...

- ...guide institutional reforms that promote alignment and reduce fragmentation.
 - ...mobilize others around identified leverage points to create conditions for collective sense-making and progress in rapidly shifting contexts.
 - ...navigate ambiguity while maintaining alignment with long-term goals.
-

Structured Progression:

- Level 1: Recognise how individual tasks connect to broader mandates and actors.
 - Level 2: Support alignment across themes, teams, and stakeholder needs.
 - Level 3: Design and lead systems-aware processes that deliver coherence and value.
 - Level 4: Shape institutions and strategies that strengthen legitimacy, trust, and transformation.
-

Self-Assessment Questions:

- How do you ensure your work contributes to a larger goal or mandate?
 - When have you identified a gap or misalignment in your team or entity - what did you do?
 - What systems or actors do you need to consider before making a strategic decision?
 - How do you foster alignment and coherence in your leadership or planning?
-

CONCLUSION: A SHARED ANCHOR FOR LEARNING, LEADERSHIP, AND SYSTEM RESULTS

This Framework is the first of three connected parts. It sets out the behavioural expectations for leadership and management across the UN system - calibrated to grade and scope of responsibility, and expressed as Knowledge, Skills, Attitudes and Behaviours that can be taught, observed, and assessed, with learning objectives and alignment anchors built in.

The *Roots to Results Theory of Change* document sets out how development in those competencies is expected to translate into practice - a set of programme-level and pathway-level causal frameworks mapping how learning grounded in these 15 competencies contributes to observable behavioural change, improved team performance, and stronger leadership culture. Building on this architecture, *Roots to Results: The UNSSC Leadership and Management Pathway* is where both are put to work: the structured expression of this approach in learning, spanning emerging leaders to Directors.

Together they form a single design logic. The Framework provides the behavioural architecture; the *Theory of Change* sets out the causal assumptions, risks, and enabling conditions; the Pathway delivers against both, with its Tracks, learning objectives, 360-degree Assessments, and evaluation architecture built directly from the 15 competencies and four-level matrix.

The *Theory of Change* incorporates logic models aligned with Kirkpatrick Levels 1-3, key assumptions and risk mitigation strategies, and a monitoring and evaluation framework that uses both the Foundational and Pulse 360-degree Assessments as primary instruments for measuring Behaviour-level change. Programme designers and entity HR teams are encouraged to engage with it alongside this Framework.

The Framework's Behaviour descriptors also work beyond any learning intervention - in manager conversations, coaching, and reflection - as indicators of whether development has shifted practice. Participants and their managers are encouraged to identify relevant Behaviours as reference points before, during, and after any learning engagement.

They are best understood as contribution indicators. As outlined, behaviour change in complex institutional environments cannot be attributed solely to any single learning intervention: whether development translates into sustained practice depends on organisational culture, line manager support, workload, and structural conditions at entity level as much as on the programme itself. The descriptors are evidence that a learning investment has been part of a shift in practice, not the sole cause of it - a framing consistent with UN Results-Based Management norms and with the evaluative principles set out in the *Theory of Change*.

Looking ahead, UNSSC will use this Framework as a central anchor for shaping how KCLM designs and delivers leadership and management learning - across the *Roots to Results* suite, bespoke offerings, coaching, assessment, and system-wide collaborations. It provides a shared language and common reference points, supporting coherent development pathways for individuals, teams, and organisations across the UN system. In doing so, we reaffirm UNSSC's role as a Centre of Excellence, Knowledge Broker, and Strategic Partner for leadership and management development across the UN system. UNSSC KCLM - the College's Centre of Expertise for leadership and management - will continue to serve as steward and primary implementation lead for this Framework, the *Roots to Results Pathway*, and the leadership and management portfolio it anchors.

This Framework has been shaped through extensive listening and engagement, and we extend our sincere thanks to all colleagues, contributors, and entities involved in its scoping, design, development, and drafting. Their continued trust, partnership, and openness have helped to shape a Framework that reflects real leadership needs across missions, duty stations, and organisational contexts.

It will continue to evolve through ongoing evidence, dialogue, and iteration - strengthened by the lived experiences and insights of UN staff across the system. As we use it to guide learning design, delivery, assessment, and alignment with organisational priorities, it will support greater coherence and help leaders and teams deliver against the mandates we collectively uphold.

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Together, we lead for the world we serve.

UNSSC

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