



CALL FOR ROSTER
RFP_Roster_25

Subject: Call for ROSTER – Roster of Instructors for the delivery of training and learning activities on selected management topics

1. The United Nations System Staff College (UNSSC) hereby solicits your proposal for the above subject, in accordance with this document and annexes attached hereto. Proposals must be submitted to the UNSSC before **1 March 2021 at 23:59 UTC**.
2. This Request for Proposal (RFP) consists of this document and the following Annexes:
 - Annex A: Terms of Reference
 - Annex B: Terms and Conditions to Submit a Proposal
 - Annex C: Evaluation Criteria
 - Annex D: Areas of Expertise
3. Your proposal must include information in sufficient scope and detail to allow UNSSC to consider whether the proposer has the necessary capability, experience, knowledge, expertise and the required capacity to perform the work specified satisfactorily.
4. The UNSSC reserves the right to request from vendors additional information regarding their commercial activities, history and resources.
5. Your technical and financial proposal must be submitted via email to: procurement@unssc.org
6. **Please note that the Staff College has VAT exemption status and can provide documentation for the same. Hence, your pricing should take this status into account and be presented net of VAT.**



ANNEX A: Terms of Reference

BACKGROUND INFORMATION

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

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

The **Knowledge Centre for Leadership and Management (KCLM)** is an essential team within the UNSSC, specialized in training on management, leadership, and innovation. It applies learner-centred design, case-based learning, and social learning approaches in its design of programmes, to ensure that the learning content is highly relevant, and that UN managers are trained to 'think like experts'. The KCLM is currently designing online, face-to-face, and blended learning programmes aimed at improving management skills of UN middle and senior managers.

The blended learning programmes usually consist of three phases:

- Moderated online learning;
 - Often including instructor-led live Webinars, self-paced activities, and moderated online discussion fora.
- Coaching and a 360° Assessment; and a
- Residential Workshop.

For the purposes of this RFP, the KCLM is seeking instructors with the experience and insight to design and deliver Modules in any of the following areas:¹

- People Management
- Performance Management
- Communication
- Partnership Building
- Strategic Planning
- Executive Decision-making
- Financial Resources Management
- Innovation
- Change Management
- Project Management

DELIVERABLES

The responsibilities of the Instructor include, but are not limited to:

ONLINE MODULE (2-hour Webinar)

- Engage in consultations (via email or by skype/phone) with UNSSC regarding module design and alignment;

¹ Annex D provides additional information of areas of expertise



- Work with the UNSSC team to design and develop an online module examining the relevant theme – incorporating authentic UN cases, and including:
 - Presentation
 - i. .PPT materials utilising the UNSSC template (to be supplied by UNSSC);
 - ii. To be deliverable in a 2-hour online webinar;
 - iii. Incorporating participant engagement exercises and knowledge retention activities;
 - iv. Incorporating best practice regarding cognitive load and adult-learning styles.
- Relevant readings, videos and discussion questions and assignments to encourage contextualisation and knowledge transfer during subsequent moderated online discussion fora;
- Any Instructor-developed readings, exercises, or documents to utilise the UNSSC template (to be supplied by UNSSC);
- Consultation with UN Subject Matter Experts in order to incorporate UN rules and procedures, and alignment with the UN System Leadership Framework, where applicable;
- Comment on participants' responses to questions raised in the moderated online discussion fora, as necessary;
- Deliver the 2-hour online webinar including participant engagement, practical exercises, and knowledge retention activities.

RESIDENTIAL WORKSHOP(S)

- Select relevant cases to use from participant Learning Needs Assessment results;
- Guide case writers in drafting the case scenarios, including practical exercise and discussion points, and approve the final case;
- Participate and act as an Instructor by delivering presentations in assigned sessions, facilitating practical exercises and case study sessions and engaging with participants;
- Provide suggestions to further improve the curriculum, scope, content, design, objectives, and impact of the overall programme.

REQUIREMENTS AND SKILLS

Instructors should possess the following qualifications:

1. A Doctoral degree in management or related fields is required.
 - A Master's degree in management and related areas with considerable teaching experience using case studies in a higher education or executive education setting can also be considered, on an exceptional basis.
2. At least 3 years of teaching experience in management topics in higher education institutions is required; Teaching experience using case studies is highly desirable.
3. Familiarity with online teaching technology (e.g. videos, Webinars etc.) is strongly desirable.
4. Native or near native fluency in English is required.
 - The ability to teach in French and/or Spanish is an asset.

ANNEX B – Terms and Conditions to submit a proposal

SUBMISSION OF PROPOSALS

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

PRE-REQUISITE	<u>Individual Applicants</u>	<p>1) Please provide a comprehensive CV or a P11 form (UN CV form) clearly identifying experience in teaching relevant management topics and use of case studies both online and face-to-face. The P11 form can be found at (http://www.unssc.org/home/sites/unssc.org/files/p11un.doc).</p> <p>2) Please provide a motivation letter.</p>
	<u>Companies</u>	<p>1) Please provide a company profile clearly identifying the experiences that demonstrate expertise in delivering learning on the indicated management topics and use of case studies both online and face-to-face.</p> <p>2) Please provide a motivation letter.</p>
TECHNICAL PROPOSAL	<u>All Applicants</u>	<p>1) Please provide a list of articles, publications and reviews to illustrate your knowledge in the management topics of your expertise.</p>
		<p>2) Please briefly indicate the specific topic(s) selected from the list under Annex D that you are proposing being rostered for (minimum one – maximum four topics)</p>
		<p>3) Please provide a list of courses that you have taught within the past 3 years (sample syllabus would be highly appreciated) in higher education institutions, UN agencies or NGOs. Please highlight the courses that you have taught online and the ones that were case-based.</p>
		<p>(Optional) Please also provide samples of relevant video presentations; live classroom recordings, or webinars, if available.</p>
FINANCIAL PROPOSAL	<u>All Applicants</u>	<ul style="list-style-type: none"> • Please indicate your daily fee expressed in USD, excluding VAT. • The daily fee shall not distinguish between research or delivery. • PLEASE SPECIFY THE VALIDITY OF YOUR FINANCIAL OFFER.

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

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



NO COMMITMENT

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

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

CRITERIA FOR INCLUSION IN THE ROSTER

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

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

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



ANNEX C – Evaluation Criteria

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

PRE-REQUISITE	Fluency in English, and/or French; and/or Spanish (written and spoken)	
TECHNICAL PROPOSAL	Experience in teaching management topics listed above	40%
	Experience in teaching online courses	10%
	Experience in teaching with cases	10%
FINANCIAL PROPOSAL	40%	

ANNEX D – Areas of Expertise

For the purposes of this RFP, the KCLM is seeking instructors with the experience and insight to design and deliver Modules in any of the following areas:

Areas of Expertise	Objectives of the Module
<i>People Management</i>	<p>By the end of the People Management Module, participants should be able to:</p> <ul style="list-style-type: none"> • Manage energy to sustain high performance and well-being • Discuss Emotional Intelligence: the key to effective leadership • Support others to make progress: the most important thing you can do as a manager. • Outline the importance of Inclusion: there's more to each team member than meets the eye • Integrate psychological safety: the most important element of team effectiveness • Create effective working relationships with superiors through managing up • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Performance Management</i>	<p>By the end of the Performance Management Module, participants should be able to:</p> <ul style="list-style-type: none"> • Outline strategies for making performance management matter (rather than simply taking up time) • Conduct effective performance dialogues • Address under-performance • Improve learning and career development - for staff and the self • Effectively coach employees • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Communication</i>	<p>By the end of the Communication Module, participants should be able to:</p> <ul style="list-style-type: none"> • Communicate a vision to staff effectively • Use storytelling to increase motivation and commitment • Plan interactive communication strategies • Listen actively to staff feedback • Delegate effectively • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Partnership Building</i>	<p>By the end of the Partnership Building Module, participants should be able to:</p> <ul style="list-style-type: none"> • Outline the partnership process • Manage conflict constructively • Effectively negotiate with partners • Discuss strategies for dealing effectively with cultural differences • Build trust and maintain long-term relationships with key stakeholders • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Strategic Planning</i>	<p>By the end of the Strategic Planning Module, participants should be able to:</p> <ul style="list-style-type: none"> • Define both strategy and strategic planning

	<ul style="list-style-type: none"> • Explain the difference between planned strategy and emergent strategy - understand the importance of shared values and flexibility • Set aspirations - Mission, Vision, Values • Undertake a Situation Analysis using both external and internal analysis tools • Establish long term objectives using a Strategy Map • Generate, Evaluate and Choose between Strategic Initiatives • Develop Strategic Performance Measures: SMART objectives • Identify and manage Strategic Risks - Contingency Planning • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Executive Decision-making</i>	<p>By the end of the Executive Decision-making Module, participants should be able to:</p> <ul style="list-style-type: none"> • Outline some of the pitfalls of intuitive (“go with your gut feeling”) decision making. • Utilise mental checklists when tackling a range of different types of decision problem. • Employ simple practical processes to help improve decision processes. • Define the linkage between better decision making processes and broader management objectives • Analyse the wide range of views that different stakeholders may have about a decision • Encourage transparency and accountability among decision makers • Align choices with ethical standards and underlying values. • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Financial Management</i> <i>Resources</i>	<p>By the end of the Financial Resources Management Module, participants should be able to:</p> <ul style="list-style-type: none"> • Outline the concept of accounting as a ‘language’ of an organization • Outline the differences between the ‘cash’ and ‘accrual’ bases of accounting • Analyse the budget as a fundamental ‘process’ and ‘document’ of an organization • Describe the budgets technical features and managerial implications • Outline the difference between ‘input based’ and ‘programme based’ budgeting formats and their uses in managerial and institutional budget documents • Discuss the use of main financial metrics to support operational management and decision making in international organizations • Elaborate on the challenges of managing extra-budgetary contributions and achieving full cost recovery and financial sustainability • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Innovation</i>	<p>By the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> • Identify new opportunities in technological innovations as well as human, policy, and management innovations through “scanning the horizon”

	<ul style="list-style-type: none"> • Design for the End-User: design their work with the beneficiary in mind • Outline tactical approaches on how to identify their users • Frame innovation challenges from the user point-of-view • Iterate models, and create prototypes to test and refine solutions with their users. • Discuss lessons learned from successes and failures from within the UN Innovation Network • Utilise tools that managers can use to give their staff the space to take measured risks and learn from what doesn't work • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Change Management</i>	<p>By the end of the Change Management Module, participants should be able to:</p> <ul style="list-style-type: none"> • Explain their role as a change leader • Outline how a system is impacted by seemingly contained change initiatives • Discuss different approaches to change management • Define steps to develop change management strategies with illustrating examples • Other elements as decided through analysis of Learning Needs Assessments and discussed with the UNSSC
<i>Project Management</i>	<p>By the end of the Project Management Module, participants should be able to:</p> <ul style="list-style-type: none"> • Describe basic concepts and principles of project management • Recognise different styles of influence and adopt different approaches in order to increase influence with their team and stakeholders • Identify the preparatory steps for any type of project and define clear project goals • Apply logical framework approach to project management • Apply concepts and techniques to develop accurate project estimates and schedules • Identify and assess the risks involved in project management, by performing qualitative risk analysis and planning risk responses • Evaluate and monitor projects • Develop effective communication skills to allow accurate project status reporting and project closing