

## ANNEX A1 - SOFT-SKILL and HR MODULES REQUIREMENTS

### 1. Criteria for priority and Level of proficiency

Priority	Criteria	
M	Mandatory	This requirement is compulsory for the project and must be provided by the vendor - either by the requirement specified or by a suitable alternative.
D	Desirable	This requirement is optional but may be omitted if there is a valid reasons to so do.
Level of Proficiency	Criteria	
B	Basic	
I	Intermediate	
A	Advanced	

### 2. Instructions

For each requirement please provide the following details

Fully met	Please check	Please indicate if your solution fully meet this requirement (checked) or not (unchecked).
Work around	Y/N	In case you left the "fully met" question unchecked, please indicate if you can provide a work around to this requirement (Yes or No).
Cannot be met	Please check	Please indicate here if your solution does not meet this requirement (checked) or not (unchecked).
Comments		Free text box for your comments on this requirement.

### 3. Requirements

Topic	Requirement topic	Description of the topic	Priority	Level of proficiency	Fully met (please check)	Work-around	Cannot be met	Comments
Requirements	Id.							
TR 1.	Emotional intelligence - Self awareness	Emotional self awareness: the ability to read and understand your emotions	M	I				
TR 2.	Emotional intelligence - Self management	Self control, trustworthiness, adaptability, achievement orientation, initiative	M	I				
TR 3.	Emotional intelligence - Social awareness	Empathy	M	B				
TR 4.	Emotional intelligence - Social skills	Visionary leadership, influencing others, developing others, communication, change, conflict management, team work and collaboration, building rapport, relating culturally, self disclosure	M	I				
TR 5.	Emotional intelligence - Leadership styles	Coercive, democratic, coaching, authoritative, affiliative, peacemaking - Based on Goleman	M	B				
TR 6.	Emotional intelligence - The impact of leadership style	Leadership style is a conscious choice	M	I				
TR 7.	Project management - What defines a project	Finite resources, start and end date, objectives, deadline, expected outcome	M	B, I and A				
	Project management - Project typology	Provide typology of project and the delineate the implication on project management (e.g. IT projects vs. HRD projects)Project management scope	M	B, I and A				
	Project management - Project cycle management	PRINCE2 and/or PMI (Planning, resources, budget, forecast, controlling and monitoring, closing, evaluation)	M	B, I and A				
	Project management - Project organization(s)	Link between project organizations and deliveries, stakeholder involvement, terms of reference	M	B, I and A				
	Project management - Project roles	ToR, manager and leader, toolbox	M	B, I and A				
TR 8.	Team building	How to create an effective team for projects	M	I				
TR 9.	Stress management	How to manage stress in the workplace	M	I				
TR 10.	Technical writing	How to write basic professional documents and memos	M	I				
TR 11.	Typing	How to increase speed and accuracy of typing	M	I				
TR 12.	Effective leadership	The impact of leadership style	M	A				
		Leadership style is a conscious choice	M	A				
		Maximising authenticity and skill	M	A				
		Stages of a team (forming, storming, etc.)	M	A				
		Team roles	M	A				
		Motivation	M	A				
		Skill/will matrix	M	A				
TR 13.	Communication	Communication in a multi-cultural environment	M	I				
		Verbal, non-verbal communication	M	I				
		Communication channels, interruptions	M	I				
		Synchronicity between words and body language	M	I				
		Win-win situation	M	I				
		Active listening	M	I				
		Self awareness / self esteem / Conscious use of verbal and non verbal communication	M	I				
TR 14.	Conflict management	Conflict types	M	I				
		Different approaches to conflict	M	I				
		Stages of a conflict	M	I				
		Why to solve the conflict at an early stage	M	I				
		How to communicate in conflict – understanding your and others' style. Adapt.	M	I				
TR 15.	Written communication	Objective writing	M	I				
		Adapt to target audience and to the media used						
		Convey key messages with impact						
		Focused, structure						
TR 16.	Time management	Pareto theory	M	I				
		Covey's matrix	M	I				
		Attitudes towards time	M	I				
		Polychronic and monochronic cultures	M	I				
		Importance of understanding cultural attitudes towards time	M	I				
		Time wasters and time stealers	M	I				
		Interruptions	M	I				
		To do lists and "to don't" lists	M	I				
		Prioritising	M	I				
		Urgency	M	I				
TR 17.	Effective meeting	Purpose of the meeting, does it have to be a meeting?, whom to invite, agenda, preparation, time frame, time keeping, facilitation of the meeting, conclusion, action points, follow up, clear, engaging, active listening, ownership	M	A				
TR 18.	Performance coaching	Roles of the supervisor and the coachee The 6 basic steps: - Build on feedback collected from previous year - Competencies - Organisational/divisional objectives understood - Development plan drafted with SMART objectives – easier to measure at year end and personal subjectivity can be avoided - Objective setting conversation - Revise and sign off development plan Preparation of the individual Do draft objectives and make sure that the coach has it for his own preparation Chose appropriate place, where there won't be anyone interrupting you or the coach - coachee's responsibility Book enough time and well in advance for you and your coach Regular meetings set up over the course of the year for review and reflection Coaching in the workplace – basic coaching skills	M	I				
TR 19.	Objective setting	Cascade down from organizational/divisional strategy, Consider appropriate competency levels, Think of personal development and career path	M	A				
		SMART(er) objectives	M	A				
		Stretching out from the comfort zone to the learning zone	M	A				
TR 20.	Giving feedback	Barriers of giving feedback Why it is important to give feedback 5 principles of giving feedback How to structure feedback Difficult conversations (personal change) Tips for difficult conversations Giving feedback to peers and supervisors	M	A				
TR 21.	General Management	Introduction to Management (the role of managers in bureaucracies; typical challenges to managers and the applicable management strategies)	M	I and A				
		Managing change in bureaucracies (change models, change processes and the managers as change agent)	M	I and A				
		Managing innovation in bureaucracies (models of innovation and the manager as facilitator of innovation)	M	I and A				
		Managing performance in bureaucracies (focus on motivational models and tested approaches to staff motivation)	M	I and A				
		Managing HRD in bureaucracies (the role of HRD and steps / approaches to HRD)	M	I and A				



		Knowledge management in bureaucracies (understanding knowledge and approaches to managing organizational knowledge)	M	I and A				
TR 22.	Human Resources	HR Fundamentals, Developing Human Resources, Strategic Human Resources, Performance Management, Career Management.	M	I				
TR 23.	Leadership Management and Organisation Development	Developing Leadership, Leadership Development, Management Development, Women in Leadership, Managing Performance, Motivating	M	I				
TR 24.	Career support Programmes	Career development, Career planning	M	I				
TR 25.	Staff Welfare	Optimizing your work/life balance, Maintaining your life balance, Taking control of your stress, Managing a well-balances workload, Managing	M	I				
TR 26.	Self awareness – know your profile	Value system (SDI)	D	I				
		Preferred behavioural style	D	I				
		Preferred communication style (DISC)	D	I				
		Team roles (Belbin)	D	I				
TR 27.	E-mail etiquette	Convey a professional image by e-mail, write effective and efficient e-mails, increase employee awareness of e-mail rules	D	I				
TR 28.	Public speaking	How to deliver an effective speech or presentation	D	I				
TR 29.	Staff well-being	Improve confidence of staff, reduce stress, and help maintain a proper work-life balance	D	I				
TR 30.	Developing interview skills	How to effectively prepare for job interviews	D	I				
TR 31.	Preparing written job applications	How to prepare effective CVs and cover letters for job applications	D	I				
TR 32.	Substance abuse awareness	Information on recognizing drug and alcohol abuse and providing assistance	D	I				
TR 33.	HIV awareness	Basic course on HIV transmission and safety	D	I				
TR 34.	Negotiations	Stretching out from the comfort zone to the learning zone	D	A				
		The Influence Model	D	A				
		Non-Verbal Communication	D	A				
		The four styles of influencing	D	A				
		The Eight Steps of Persuasion	D	A				
		Personal Style Circle of Influence	D	A				
		Style Choices Planning	D	A				
		Practice	D	A				
		Push-pull strategies	D	A				
		Own belief cycle	D	A				
TR 35.	Presentation skills	What are barriers to presenting successfully? Understand the importance of presentation preparation and planning Be able to set the right objectives for presentations and will know how to structure key messages. How to create strong first impression in presentation delivery. Be able to better build rapport and interaction with the audience. Understand how face, voice and body influence the impact of their presentations Be able to deal with questions and objections from the audience more effectively. Be able to create effective visual aids for the presentation. Show examples of good and bad presentations – why are they good or bad?	D	A				
TR 36.	Basic public information	convey key messages with impact	D	I				
		effective summarising	D	I				
		communication strategies	D	I				
		writing for the web	D	I				
TR 37.	Networking	How to improve professional networking skills	D	I				
TR 38.	Gender/Diversity	Cross-cultural communication, Diversity at workplace	D	B				
TR 39.	Medical Services	First aid, Hygiene, Safe sex, Disease	D	I				
TR 40.	Online Books (particularly HR) library	The books shall have access to HR-related content. Relevant and up to date.	D	B				
TR 41.	PHR/SPHR-aligned content	Professional Human Resources/Senior Professional Human Resources-aligned content	D	I/A				
<b>Language requirements</b>								
LR 1.	General language requirements	Courses to be culturally adapted, e.g. in case studies, examples Accent should be neutral	M					
LR 2.	English	All courses to be available in English. UK or US English for text and audio.	M					
LR 3.	French	Most courses should be available in French.	D					
LR 4.	Spanish	Some courses should be available Spanish	D					
LR 5.	Arabic	Some courses should be available in Arabic	D					
LR 6.	Russian	Some courses should be available in Russian	D					
LR 7.	Chinese	Some courses should be available in Mandarin (simplified Mandarin) or Cantonese	D					
<b>Design requirements</b>								
DR 1.	Diversity	The courses must reflect UNHCR's culture of - acceptance and respect, recognising our individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.	M					
DR 2.	Interactivity	High-level of learner-course content interaction. High user engagement through interactive games, quizzes, scenario-based learning. The appropriate use of audio, video and animation.	M					
DR 3.	Course structure and design	Logical and pedagogically sound structure Linear and branching navigation depending upon the course content.	M					
DR 4.	User friendliness (usability)	Easy to use interface No training should be required to complete the courses.	M					
DR 5.	Assessments	Scenario-based assessments throughout the courses. End-of-course tests with randomized questions from a question bank.	M					
<b>Technical requirements</b>								
TR 1/A*	Hosted on UNHCR LMS	Ability to load packages of the content physically on UNHCR's LMS using SCORM 1.2 standards. (See Annex H - Cornerstone SCORM API)	M					
TR 1/B*	Linked to UNHCR LMS	Ability to link to the content on the vendor's server with the ability to track using AICC standards (see Annex I - Cornerstone AICC API)	M					
TR 2.	Non-embargo	The servers hosting the content should not have embargos with any countries, i.e. content should be available in all countries including Cuba, Syria, Iran.	M					
TR 3.	Browser specification	Please refer to Annex F - Technical Environment at UNHCR	M					
TR 4.	Master external hard drive or access to online vendor platform provided	A master external hard drive of the content or access to an online platform should be provided to download courses and course updates	M					
TR 5.	Offline availability with tracking back to LMS	Ability to use courses offline with the ability to send tracking information back to an LMS (currently not supported by Cornerstone but the functionality will be available soon)	D					

\* Supplier should mandatorily comply with either TR1/A or 1/B requirement