THE MANAGEMENT OF HIGH-PERFORMANCE TEAMS IN INTERNATIONAL ORGANIZATIONS

by

Tan Wee Beng

B.A. (Hons), M.A., Physics, Oxford University, U.K., 1989

Submitted to the Alfred P. Sloan School of Management in partial fulfillment of the requirements for the degree of

Master of Science in Management

at

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

June 2004

© Tan Wee Beng. All rights reserved.

The author hereby grants to MIT permission to reproduce and to distribute publicly paper and electronic copies of this thesis document in whole or in part.

Signature of Author: ______________________________________________________________

Alfred P. Sloan School of Management

May 2004

Certified by: ________________________________________________________________

Edgar H. Schein
Emeritus Professor Sloan School of Management

Accepted by: ________________________________________________________________

David Weber
Director, Management of Technology Program
THE MANAGEMENT OF HIGH-PERFORMANCE TEAMS IN INTERNATIONAL ORGANIZATIONS

by

Tan Wee Beng

Submitted to the Alfred P. Sloan School of Management in partial fulfillment of the requirements for the degree of

Master of Science in Management

at

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Abstract

High-performance teams can be used to achieve strategic high pay-offs for an organization. The aim of this paper is to study fundamentals key to the success of high performance teams and to examine the application of these fundamentals in an inherently multicultural international organization, such as the United Nations. The approach is to first review and to discuss relevant articles of work on high performance teams. As far as is possible, the most updated papers and books with a strong focus on both theory-driven approach and research, and which make good use of case studies with ample examples and illustrations are used. The output is the derivation of perspectives and frameworks which will then be used as guides to understanding the case for the United Nations. Following an overview of the United Nations history and current operations, a series of interviews with its key individuals is then conducted, with the aim to learning and making credible hypotheses and meaningful analysis. Towards this end, a good representation across the UN agencies is sought to ensure the necessary depth and breadth. The paper then considers what lies in the way ahead and finally concludes with recommendations for the United Nations and relevant key lessons learnt for the Civil Service of Singapore.

Thesis Advisor: Edgar H. Schein, Emeritus Professor of Sloan School of Management
**TABLE OF CONTENT**

**Part 1 - Overview**
- Aim of Thesis
- Line of Enquiry

**Part 2 - Perspectives and Frameworks**
- Review of the Managerial Perspective
- Review of the Organizational Culture and Leadership Perspective
- Derivation of Guides to the Fundamentals of a High-Performance Team

**Part 3 - Overview of the United Nations**
- Founding — Backdrop and Key Consensuses
- Key Global Landscape Developmental Trends Since 1945
- UN Today — Structure and Operations

**Part 4 - Application of Fundamentals in the United Nations**
- Principal Considerations
- Thrusts of Interviews
- List of Interviewees
- Interview Feedback
- Key Findings
- Recommendations

**Part 5 - Way Ahead**
- Key Developments
- Implications for the United Nations
- Recommendations

**Part 6 — Lessons Learnt and Conclusions**
- Parallels and Differences: United Nations and the Singapore Civil Service
- Relevant Lessons Learnt
- Conclusions
PART 1 - OVERVIEW

INTRODUCTION

1. The use of high performance teams to achieve strategic high pay-offs is not a new concept. The Israeli Defense Force, for example, exploits the unique capabilities of its specially trained naval commandos to conduct unconventional operations such as key personnel assassinations deep in its adversaries heartlands, with the aim to influencing the outcomes of conflicts at the strategic level. In 1939, Franklin D. Roosevelt, the US President who was instrumental in the creation of the United Nations, authorized the creation of Project MANHATTAN, with the aim to producing the GADGET, the atomic bomb which drastically changed the course of World War II and the ensuring security landscape for generations. And just late 2002, United Nations Secretary General Kofi Anan ordered the formation of an expert team to examine how reforms of the Security Council structure, a legacy from the early days of the United Nations founding, could be appropriately achieved.

2. High performance teams have not always succeeded, however. Neville Chamberlain, for example, was advised by his highly regarded inner circle team to appease Hitler during 1937 and 1938, a decision which led to severe consequences for the rest of Europe.
AIM

3. The aim of this paper is to study fundamentals key to the success of high performance teams and to examine the application of these fundamentals in an inherently multicultural international organization, such as the United Nations.

LINE OF ENQUIRY

4. The approach is to first review and to discuss relevant articles of work on high performance teams. As far as is possible, the most updated papers and books with a strong focus on both theory-driven approach and research, and which make good use of case studies with ample examples and illustrations are used. The output is the derivation of perspectives and frameworks which will then be used as guides to understanding the case for the United Nations. Following an overview of the United Nations history and current operations, a series of interviews with its key individuals is then conducted, with the aim to learning and making credible hypotheses and meaningful analysis. Towards this end, a good representation across the UN agencies is sought to ensure the necessary depth and breadth. The paper will then consider what lies in the way ahead and finally conclude with recommendations for the United Nations and relevant key lessons learnt for the Civil Service of Singapore.
PART 2 — PERSPECTIVES AND FRAMEWORKS

INTRODUCTION

1. Two major categories of articles of work related to high performance teams were pursued. The first, which represents the bulk of literature on teamwork, focuses primarily on the manager and provides clinical ideas on how teams can be designed to function optimally. The second, which goes beyond the superficial to examine what really is going on, why and what can be done in order to make the team more effective, focuses on both leadership and culture. The aim here is to derive useful perspectives and frameworks which can serve as useful guides towards the analysis of teamwork dynamics in the United Nations.

THE MANAGERIAL PERSPECTIVE

2. Details of bibliography for the literature research conducted in this area are enclosed at Annex A.

3. For this case, the concept of team is first defined. This is then followed by an examination of the internal and the external factors which must be put in place in order to ensure the most favorable conditions for the teams.
DEFINITIONS

4. **Team.** Katzenbuch and Smith [1] define a team as a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable. According to Hackman [2], teams have five defining characteristics, a shared goal, an interdependence among members, an identifiable membership, an authority to manage their own work and internal processes and a larger organizational context. Both make a distinction between teams and working groups in that while working group members also share information, perspectives and insights, make decisions and help people do their jobs better, focus is largely on individual goals and accountability.

5. **Types Of Teams.** Current literature classifies teams mainly on the basis of either task or degree of autonomy. For example, Thompson [3] classifies teams according to their tasks, with tactical teams being those whose key objective is to execute a well-defined plan (for example, military teams), problem-solving teams which attempt to resolve problems (for example, the Centers for Disease Control) and creative teams whose purpose is to create something new, think out of the box and question assumptions (for example, IDEO teams). Similarly, Katzenbuch [1] defines 3 types of teams according to whether they run things, recommend things or make and do things. Hackman [4] classifies teams as manager-led, self-managing, self-directing or self-governing, in increasing
level of autonomy and a correspondingly decreasing level of control by the mother organization. Each of these has strengths and weaknesses associated with its peculiarities, the details of which are summarized in Table 1 below.

<table>
<thead>
<tr>
<th>TYPES</th>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>SUITABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager-Led:</td>
<td>Greatest control over process and products</td>
<td>Diffusion of responsibility</td>
<td>Military squads</td>
</tr>
<tr>
<td>Manager acts as the team Leader</td>
<td>Efficient</td>
<td>Conformity to leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low start-up cost</td>
<td>Low empowerment</td>
<td></td>
</tr>
<tr>
<td>Self-Managing:</td>
<td>Increased autonomy</td>
<td>Less control</td>
<td>Managerial task forces</td>
</tr>
<tr>
<td>Manager sets the overall goal, team manages method of pursuit</td>
<td>Enhanced morale</td>
<td>More time-consuming</td>
<td></td>
</tr>
<tr>
<td>Self-Directing:</td>
<td>Most potential for innovation</td>
<td>Extremely time-consuming</td>
<td>For complex and ill-defined or ambiguous problems and next-generation planning</td>
</tr>
<tr>
<td>Team determines own objectives and method</td>
<td>Enhanced commitment and motivation</td>
<td>Greatest potential for conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational learning and change</td>
<td>Very costly to build</td>
<td></td>
</tr>
<tr>
<td>Self-Governing:</td>
<td>Extreme control</td>
<td>Intimidation</td>
<td>To investigate</td>
</tr>
<tr>
<td>Team manages own performance processes, designing of teams, and organizational context</td>
<td>Extreme responsibility</td>
<td>Discourages cooperation</td>
<td>serious problems in a company</td>
</tr>
</tbody>
</table>

**Table 1: Types of Teams by Degree of Control**


6. Depending on the specific needs of the organization, therefore, different types of teams, in terms of task and of degree of autonomy as discussed above, may be configured to ensure success. Also, as teams comprise a number of inter-dependant members who share a common goal and who are accountable to each other and to the larger organization, the success of any team will depend on the team’s internal and external dynamics. Leavitt and Lipman-Bumen [5] term these as internal and external conditions. Senge [6] stresses the importance of understanding the dynamics of a team within the context of an enacted system, which comprises individuals, teams and a larger organization.

**INTERNAL DYNAMICS**

7. This is the key focus area of most current literature which usually lists a number of factors which must be in place for a team to be successful. Broadly, a
team needs to have the know-how, commitment and the ability to work together synergistically. Hackman [4] defines these as three essential conditions, namely knowledge and skill, motivation and effort, as well as coordination.

**Knowledge And Skill**

8. **Key concepts in this area are individual capability, diversity and team capability.**

9. **Individual Capability.** For teams to perform effectively, individual members must have the requisite knowledge and skills. A greater resolution is given by Thompson [3] who emphasizes three areas, technical/functional expertise, task-management skills and interpersonal skills. While a detailed elaboration of task-management and interpersonal skills is provided by Sheats [7] in Table 2 below, Morton [8] emphasizes the importance of team members' individual technical/functional specialization and the coupling of these specialists together in order to help enable the teams to achieve new levels of knowledge and innovations. Thompson [3] terms this capability the team's collective intellectual bandwidth.
<table>
<thead>
<tr>
<th>TASK-MANAGEMENT</th>
<th>INTERPERSONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating</td>
<td>Encouraging</td>
</tr>
<tr>
<td>Information seeking</td>
<td>Harmonizing</td>
</tr>
<tr>
<td>Opinion seeking</td>
<td>Compromising</td>
</tr>
<tr>
<td>Elaborating</td>
<td>Gate-keeping</td>
</tr>
<tr>
<td>Energizing</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Coordinating</td>
<td>Following</td>
</tr>
<tr>
<td>Orienting</td>
<td>Standard setting</td>
</tr>
<tr>
<td>Detailing</td>
<td></td>
</tr>
<tr>
<td>Recording</td>
<td></td>
</tr>
<tr>
<td>Challenging</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2: Task-Management & Interpersonal Skills**


10. From a management point of view, the type and blend of expertise needed in a team depends largely on the given task. According to Thompson [3], problem-solving teams often require more interpersonal skills whereas tactical teams require more organizational skills. While this is not supported by any data, it is intuitively correct. As it is extremely hard to find individuals who have the exquisite expertise in all three areas, the manager must therefore focus on diversifying the composition of the team in order to meet and exceed performance objectives. In other words, the manager must appropriately match
people with the right skills to the tasks at hand and to the organizational human resource structure itself.

11. **Diversity**. Diversity increases the likelihood of recruiting and maintaining talents (skills needed by teams as discussed above), soliciting multiple viewpoints and better decision-making. At the same time, however, diversity also brings with it challenges and threats to the teams' performance.

12. Jehn 1999 [9] distinguishes 3 types of diversity: social diversity, informational diversity and value diversity. While social diversity refers to demographics characteristics, informational diversity refers to differences related to education, work experience and organizational tenure. Value diversity is concerned with differences underlying work values and goals. Thompson [3] suggests that teams that focus on informational diversity will tend to debate constructively while teams that focus on social diversity are often destructive. In addition, teams that hold similar values are less likely to engage in destructive conflict. These suggestions do seem self-evident. Similarly, Pelled [10] defines positive or substantive conflicts as resulting from job-related diversity and affective or emotion-based conflicts as resulting from non-job related diversity. An example of the later is described by Kirkham and Thompson [11], who together examined the effects of the presence of female engineers in a R&D workplace.
13. For the manager, therefore, it will be prudent to nurture common organizational values, actively seek the appropriate informational diversity while minimizing focus on differences in gender, age and race. An alternative perspective is for the manager to seek job-related diversity and to minimize non-job-related diversity.

14. **Team Capability.** To create value as a team, a team must have the ability to search for knowledge, share it, and bring it to bear on their goals. Two key areas in this respect are team creativity and team decision making.

   a. **Team Creativity.** This is the essence of a team's whole is greater than the sum of its parts. Brainstorming, a method developed by Osborn and commonly employed by teams, was designed to increase the creativity of teams and organizations. Recent research evidence such as that of Diehl, M. & Stroebe [12], however, suggests that in most cases, solitary brainstorming is much more productive than group brainstorming. Thompson [3] suggests that this is due to four reasons, social loafing — the tendency for people to slack off in a team, pressure on individual to conform in order to be liked and accepted by the team, production blocking as a result of the need for time-sharing, and downward norm setting as people adjust their performance to the least productive member. For the manager, the implication is that a departure from the conventional
wisdom of using the brainstorming model and a redesign of the brainstorming structure is therefore necessary.

b. **Team Decision Making.** Decision-making is a key team activity. Despite the best of intentions, however, teams are affected by well-documented decision-making biases that affect the ability of people to process information and weigh alternatives. 5 common pitfalls are groupthink, where consensus is placed above other priorities thus leading towards a conformity of opinions, escalation of commitment, where teams persist in a losing course of action even in the face of clear contradictory evidence, Abilene Paradox, where decisions are made on the basis of avoiding conflicts, group polarization where as a team, opinions become more extreme, and unethical decision making. The key implication for the manager is to be keenly aware of these biases and to guide the team where necessary.

**Motivation And Effort**

15. High performance teams are almost always characterized by unusually high levels of motivation, commitment and preoccupation with the task at hand, at both the individual and team levels. Key concepts here are team and individual goals, group age, bonding and compensation.
16. **Goals.** Team goals are immensely significant in terms of the challenges and the intrinsic meaning they bring to the group. According to Leavitt and Lipman-Blumen [5], high performance teams always believe that the task is worth doing because it will make a positive difference, and that they are embarking on a journey that will make the world a better place. Bell Labs is given as an example, where a key motivation was the search for truth. Senge [14] stresses the importance of seeing the vision clearly and recognizing the current reality honestly as a team, thereby introducing a creative tension to spur the team onto greater heights. In addition, it is important that individuals' goals are aligned with team goals. Issac [13] emphasizes the importance of the question to the individual's motivation - how much of myself must I leave at the door when I come to my work? Morton [8] declares that his team challenged me and stimulated me to grow — almost in spite of myself. It would appear, therefore, that managerial attention to the definition of the goal and objectives, as well as the selection of individuals who share similar passion for the work at hand, is key to building a good team.

17. **Group Age.** Katz [15] defines an individual's growth within a team to fall into three stages, namely socialization, innovation and stabilization. His studies revealed the need for managers to be responsive to each team member's group age, so as to enable him to perform with the maximum creativity and productivity, which means giving the individual sufficient length of time to settle into the
group and be contributive, but not long enough such as to make work become too much of a routine.

18. **Bonding.** Trust and cohesion among members can affect the levels of motivation and effort of team members. Special operations forces of most military units, for example, build bonding through a process of training and suffering to the extremes together. Nonetheless, conflicts can still occur. Jehn [9] distinguishes between relationship conflicts, task conflicts and process conflicts. While relationship conflict is personal and destructive, task conflict is depersonalized and focused on the merits of ideas, plans and projects. Process conflict, on the other hand, is related to approach and delegation of tasks. Jehn [9], who investigated everyday conflicts in six organizational work teams, found that while relationship conflict is detrimental to performance and satisfaction, task and process conflicts encourage higher decision-making quality, greater understanding and higher commitment.

19. A team is expected to have different levels of relationship, task and process conflicts. Jehn and Chatman [16] term this proportional conflict composition. It is important, therefore, for managers to encourage task and process conflicts and to minimize relationship conflicts. In particular, managers could do this more effectively by emphasizing on shared goals and values, while deliberately creating a place and providing encouragement, for task and process conflicts to get out in the open.
20. **Compensation.** According to Gross [17], pay is one of the loudest ways a company can send a message to an employee, and people tend to behave according to the way they are evaluated and paid. To encourage team success, therefore, managers ought to devise a reward system that is attuned to the necessary behaviors and skills. For example, if pay plans reward the individual but the corporate message is teams, teamwork will be undermined. Hax and Majluf [18] recommend devising a proportion of an employee's pay package to be linked to the corporation's performance. Towards this end, incentive pay system such as gain-sharing is deemed to be more effective than profit-sharing in employee motivation and culture changing, as such gains are expected to be more visible and immediate. However, compensation for some can also take the form of recognition.

**Coordination**

21. Coordination is the ability of the team to synchronize all their actions in order to create value. Key concepts relevant to this are size of teams, leadership, communication and norms.

22. **Size.** A large size can hinder effective interaction. In addition, large teams also face logistical problems. Katzenbach and Smith's [1] work on effective teams found the size to range between 2 to 25 people. While Thompson [3] recommends less than 10, Hackman [4] recommends using only
the smallest number who can do the task. Implicit to this suggestion is the need to provide for all the necessary expertise as discussed in Paragraph 8. Intuitively, managers should note that larger groups can be less cohesive, less likely to cooperate while at the same time are more likely to behave in negative and more socially unacceptable ways.

23. **Leadership.** In the best of circumstances, teams are composed of empowered people who collaborate in a mutually beneficial fashion to enact positive change. Leadership would therefore seem to be antithetical to teamwork. Yet, leadership is often necessary for effective teamwork, such as to shape goals, coordinate effort and to motivate members. Thompson [3] refers to this as the Leadership Paradox, in that while leaders are often necessary for teamwork, their very existence threatens teamwork and vice versa, and recommends that the best leadership model to be one that sees itself as being a leader among equals, rather than a leader of followers. Senge [14] argues that a new model for leadership is in order, whose key functions are to help build a shared vision, to promote effective communication and to enable teams to see the bigger picture of the organization. At this point, one can surmise that leaders ought to empower team members in order to reap the true potential and benefits of a high performance team. However, the type of leadership in use should commensurate with the task and the situational context.
24. **Communication.** Most people take communication for granted in their interaction with team members. Communication among people and between teams, however, is subject to biases that afflict even the most rational beings with the best intentions. Senge [6] points out the potential problems associated with our mental models especially when models are tacit — i.e. when they exist below our level of awareness. This problem is exacerbated if different cultures are involved. Issacs [13] makes a distinction between discussion and dialogue. According to him, while dialogue seeks to open possibilities and see new options, discussion seeks closure and completion. Managers are responsible for ensuring successful communication among team members. Training in the art of conversation and establishing an accurate understanding of the teams mental models are therefore ways that managers should use to combat the threat of sub-optimal communication. Attention should also be paid to physical structures which may impact on communications.

25. **Norms.** A norm is a generally agreed upon set of rules that guides behavior of team members and is critical to the team’s performance in two ways. It reduces coordination problems and can foster team effectiveness if it favors innovation or incorporates shared expectations of success. However, norms develop early on. Most behaviors that emerge at the team’s first meeting will usually define how the team operates after that. If left to natural processes and interaction patterns among members, individuals who are most disruptive and least self-conscious may set unfavorable norms, which are difficult to change.
once they are established, a point which is verified by Fishman s [19] research. From the manager's point of view, therefore, defining norms, preparing for the first meeting and setting a structure during the first meeting is a key milestone in the development of a high performance team.

EXTERNAL DYNAMICS

26. Teams function within the context of a larger organization. Three key concepts are team boundaries, social network and senior management support.

27. **Boundaries.** In the minds of the team members and the organization, an identifiable boundary exists which differentiates the team from the other parts of the organization. According to Alderfer [20], teams can be over bounded where teams with high internal loyalty and a complex set of internal dynamics fail to integrate with others when and where needed, or under bounded where teams with many external ties are not able to coalesce and motivate members to pull together. There is thus a trade-off between internal cohesion and external ties, with more cohesive teams being less likely to engage in necessary external initiatives. For a manager, however, a relationship with the rest of the organization is important from three perspectives, insulating the teams from unnecessary interference, effecting the necessary resource allocation, and enabling the transfer of critical knowledge from outside of the team.
28. **Social Network.** Katz and Allen's [21] studies have shown, however, that teams tend to overvalue knowledge that comes from within the group — the Not Invented Here (NIH) syndrome when in fact, rationally, a team should make use of knowledge that is of high quality wherever it comes from. As a consequence, how teams position themselves within the organization is critical for maximizing diversity of ideas and avoiding the duplication of efforts. The more diversified the network, laterally and hierarchically, across organizations and teams, the more effective the positioning. This can usually be achieved by members within the team who span organizational divides and who integrate the knowledge, innovation and the best practices from different areas of the organization. While Thompson [3] calls these boundary spanners, Roberts [22] calls them gate keepers. Coleman [23] defines the value that a member brings to a team as a result of his ties to other people as social capital. Thompson [3] emphasizes the importance of bridging gaps of knowledge from the perspective of the team, a concept he terms as the bridging of structural holes. From the managerial perspective, a deliberate plan to recognize and fill knowledge gaps by exploiting external resources within the organization though effective networking is therefore potentially significant in enhancing the performance of his team.

29. **Senior Management Support.** Ideally, teams need a supportive organizational context — one that recognizes and welcomes their existence, responds to their requests for information, resources and action; legitimizes the team's task and how they are achieving it; and one that expects the team to
succeed. Roberts [24] advocates the importance of a sponsor in the senior management. His research confirmed the logical — the higher up in the organization a sponsor was located, the higher the probability of success of the teams. Thamhain’s [25] research on 74 project teams totaling 935 professionals found that factors that affect the quality of work of the teams, often derivatives of the organization’s business strategy, have their locus outside of the team organization and in fact reside with the senior management.

30. Discussions of the preceding paragraphs on the key concepts with respect to the definition of teams, internal dynamics and external dynamics which must be considered in the ensuring of the most favorable conditions for teams are summarized in Table 3 below.

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Team</th>
<th>KEY MANAGERIAL PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Types of teams</td>
<td>Ensure optimal internal &amp; external conditions.</td>
</tr>
<tr>
<td>Internal Dynamics</td>
<td><strong>Knowledge &amp; Skills</strong></td>
<td>Match needs with tasks and autonomy.</td>
</tr>
<tr>
<td></td>
<td>Individual Capability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>Match needs with type and blend of individual capability.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nurture values, increase informational, decrease social diversities.</td>
</tr>
<tr>
<td>Team Creativity</td>
<td>Consider modifying group brainstorming structure.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Team Decision Making</td>
<td>Design decision making criteria and provide guidance, avoid the 5 common pitfalls.</td>
<td></td>
</tr>
<tr>
<td>Motivation &amp; Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Deliberate and careful framing of team purpose &amp; selection of passionate like-minded individuals.</td>
<td></td>
</tr>
<tr>
<td>Group Age</td>
<td>Responsive to stage of individual s group age.</td>
<td></td>
</tr>
<tr>
<td>Bonding</td>
<td>Establish trust, design and emphasize group values, get task and process conflicts out in the open, discourage relational conflicts.</td>
<td></td>
</tr>
<tr>
<td>Compensation</td>
<td>Attune pay to team performance. Consider other forms of compensation, such as recognition.</td>
<td></td>
</tr>
<tr>
<td>Coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>Use the smallest necessary.</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Empower model preferred, but commensurate with task and context.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Train team in the art of conversation, and sharpen mental models. Consider physical</td>
<td></td>
</tr>
<tr>
<td>External Dynamics</td>
<td>Boundaries</td>
<td>Protect team from interference but ensure resources available for team.</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Network</td>
<td></td>
<td>Position for value-add network across laterally and hierarchically, especially, pay attention to structural holes.</td>
</tr>
<tr>
<td>Senior Management Support</td>
<td>Use of high-up sponsor to ensure a supportive organizational context.</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3: Managerial Framework**

31. In summary, the Managerial Perspective advocates that high performance teams must be created and managed. In creating a team, a manager must first carefully define the team goal. He should then decide on the team type and the degree of autonomy most suitable, and analyze the types and mix of individual capabilities needed for the task, bearing in mind that besides technical/functional expertise, task-management and interpersonal skills are also essential, which in turn will impact on the optimal size of the team. To also ensure motivation and team value-add, he should carefully only select those individuals whose personal goals and values are consistent with the desired team goals and values, such
that the maximum informational diversity is achieved while social diversity is minimized.

32. In the management of a team, he ought to decide on the norms that will most favor the achievement of his objective, and ensure that this is established during the first meeting. The manager must then prepare and train the team for the task, focusing on the members’ ability to communicate, be creative as a team and be able to make optimal decisions with the minimum biases. To get the best out of the team, he should adopt an empowering leadership style where possible, promote bonding among team members, be responsive to individuals’ group age and morale through compensation, protect the team from unnecessary interference, but ensure that the team has access to the necessary organization support for resources, and position the team for the maximum sources of information throughout the organization by the use of diversified network. Working with a senior sponsor, he should then ensure that policies of the senior management, such as compensation and acceptance levels of risk and failure, are the best for his team.

33. In essence, the manager ought to skillfully practice what Morton [8] recommends, in his ecological approach to the understanding of organizational philosophy, the art of creating Bonds and Barriers.
THE ORGANIZATIONAL CULTURE AND LEADERSHIP PERSPECTIVE

34. Details of this perspective can be found in Professor Edgar H. Schein’s book *Organizational Culture And Leadership*, Second Edition, 1997, a joint publication by The Jossey-Bass Business & Management Series and The Jossey-Bass Psychology Series. A summary, within the context of this paper, is provided in the following paragraphs.

KEY IDEAS

35. Essentially, culture and leadership are seen to be two sides of the same coin. In the beginning, leaders first create cultures as they create groups and organizations when the values and the assumptions that they personally hold are somewhat imposed on the group and are able to ensure success. The culture, in return, then defines for the group criteria of an acceptable leadership. As the group evolves, however, changes in the environment may necessitate a change in the underlying assumptions that have come to be taken for granted since the creation of the group, in order for the group to continue to be successful. Leadership is then the ability to rise above the existing culture, manage resistance to change and ensure the appropriate cultural evolution in the group.

36. Following this, culture is most usefully seen as the accumulated shared learning of a group that deals with both the need to adapt to their environment in
order to survive and grow, as well as the need to integrate internally as a group in order to permit daily functioning and the ability to adapt. This implies, therefore, that culture is both deep and wide and covers the behavioral, emotional and cognitive elements of the group.

37. Towards this end, therefore, a leader must learn to wisely create culture and manage culture and cultural evolution in order for a high performance team, which operates within a larger organization that may be undergoing early growth, transitional, mature or possibly decline phases, to be successful.

ORGANIZATIONAL CULTURE

38. Definition. Culture can thus be defined as a pattern of shared basic assumptions that the group learnt as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.

39. Conditions. Culture therefore provides for the group meaning, consistency and stability. For this to take place, however, there has to be a sufficiently long common history and reasonable stability in membership. Implicit is the need not to have too many subgroups with different sets of experiences, in
which case the main group culture may be pulled apart or be prevented from being formed in the first place.

40. **Levels of Culture.** Culture of a group can be seen to manifest itself at three distinct levels.

a. **Artifacts.** This is everything about the group that a new observer sees, hears and feels, and includes the visible organizational structures and processes. While easy to observe, however, understanding the group's culture using artifacts alone is difficult and one is likely to introduce one's own biases in one's interpretations. These will therefore be incorrect to an unknown degree.

b. **Espoused Values.** Distinct from theories-in-use, espoused values are the group's strategies, goals and philosophies. One can read these espoused values in company credos, J & J, for example. However, one needs to make a distinction whether these are mere rationalizations and aspirations for the future, or whether they are indeed reasonably consistent with the group's real underlying assumptions.

c. **Basic Assumptions.** These are the theories-in-use which have proven effective to the group so far. If these values are strongly held in the group, they are mutually reinforcing and deviation will be
inconceivable. With time, these values become taken for granted and are usually neither debated nor confronted. As a consequence of our need to have cognitive stability, an effort to make a change in these values often involves significant basic and personal anxieties. At the same time, it is psychologically convenient for the group to distort and to deny, in order for the existing thought worlds and mental maps to seem to remain correct and consistent, despite environmental changes. Culture change is therefore difficult.

41. To make sense of a group’s culture, therefore, one has to really get at the essence of the underlying assumptions. After that, the artifacts can then be interpreted more correctly, and the espoused values be seen in the appropriate light.

**DIMENSIONS OF CULTURE**

42. A model of how basic assumptions arise and persist is necessary to enable one to understand both the content and the dynamics of a group’s culture. Towards this end, the most relevant model is one that addresses the two fronts that an organization has to face both at the same time; survival in and adaptation to its environment, and integration of its internal processes to ensure its ability to survive and adapt.
43. **Surviving in and Adapting to External Environments.** This deals systematically with the group's survival and adaptation issues with respect to its environment. Consensus on these issues is necessary if the group is to perform effectively.

a. **Mission and Strategy.** What is the group's function in the larger scheme of things? What is the group's reason-to-be? An affirmative sense of ultimate mission and identity is one of the most central cultural elements.

b. **Goals.** Specific and concrete details of what need to be achieved to realize the mission, with specific time horizons. Goals concretize the mission and facilitate the decision about means.

c. **Means.** The operational day-to-day methodology that is adopted by the group for the achievement of agreed goals. This includes basic design of tasks, division of labor, organization structure, reward and incentive system, control systems, information systems and also the style of the group. Consensus on this aspect encourages behavioral regularities which in turn provide stability to the group and are therefore strongly adhered to.
d. **Measurement of Results.** Criteria to measure performance so as to be able to know what kind of remedial actions are necessary. The significance of this element is that if serious disagreements exist between subgroups, the group's ability to deal with external issues may be severely undermined. On the other hand, if strong consensus exists, it provides another strong element of identity as in mission and goals.

e. **Remedial and Repair Strategies.** This concerns the process by which problems or growth strategies are diagnosed and remedied, and is best understood by the group's responses during crisis. This is likely to reveal the group's other deeper assumptions.

44. **Managing Internal Integration.** For a group to focus on its external tasks, the group's internal relationships must be in place. The internal integration issues are concerned with how a group learns to become a group.

a. **Common Language and Conceptual Categories.** This is essential for communication and for reaching consensus on other issues. A common understanding of conceptual categories is often established by the founder or the more active members of the group. As the group matures, certain common words of the adopted common language will also come to assume special meanings to the group.
b. **Group Boundaries.** This is the criteria on which inclusion or exclusion is based and is necessary so that group members feel secure sufficiently to concentrate on their tasks, and also so that the group is able to maintain a good sense of itself. A key way to examine these assumptions is to ask members what they look for during the hiring of new members and to look carefully at the career histories of existing members.

c. **Distributing Power and Status.** This concerns how influence, power and authority will be allocated and are necessary in the management of feelings of aggression.

d. **Rules for Intimacy, Friendship, and Love.** This is necessary to address the need for workable peer relationships.

e. **Allocating Rewards and Punishment.** A system of what symbolically and actually is defined as a reward or a punishment and the manner in which these are given. Understanding this enables one to understand what is considered to be heroic and sinful in the group, and therefore what the expected right behavior is. Understanding this also enables one to understand the deeper underlying assumptions of the group.
f.  **Managing the Unmanageable and Explaining the Unexplainable.**

This concerns ideologies, stories and myths about events in the past that may shed light on the group's deeper assumptions.

45. A high degree of consensus on the management of internal issues is necessary for the group to concentrate on the important external survival issues that the group may face. Internal integration and external adaptation are interdependent, however. Dealing with survival issues, for example, can enable a group to quickly reach consensus on its internal issues.

46. Beyond these, cultural assumptions will also involve the more abstract, more general but deeper issues of reality, truth, time, space, human nature and human relationships. These dimensions are especially important during the formation of groups that are multicultural.

   a. **Reality and Truth.** What is real and what is not and how truth is to be discovered.

   b. **Time.** The importance of time, the basic concept of time, the way time is defined and measured, and the different kinds of time.
c. **Space.** The way space is allocated and owned, the symbolic meaning around a person, the role of space in defining intimacy and privacy.

d. **Human Nature.** Beliefs about whether the human nature is good, evil or perfectible.

e. **Human Activity.** This concerns one's basic orientation to life, the appropriate level of activity or passivity in life and at the group's level, the relationship between the group and the environment.

f. **Human Relationship.** Beliefs about the right way for people to relate to each other, distribute power, love, resolve conflicts and decision-making.

47. In summary, a group which has a sufficiently long common history and a reasonable stability in membership and which has established strong consensus, through learning as a group, in the areas dealing with survival and adaptation to the external environments and the management of internal integration is likely to be successful as a high performance team, in so far as the environment and the organization continue to be somewhat reasonably stable. For a multicultural team, achieving consensus on the other assumptions is also very important to
preventing misunderstanding across cultural divides, and is related to the need to establish common concept categories. These are summarized in Table 4 below.

<table>
<thead>
<tr>
<th>DIMENSIONS OF CULTURE</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surviving in and Adapting to External Environments</strong></td>
<td></td>
</tr>
<tr>
<td>Mission &amp; Strategy</td>
<td>Provides identity</td>
</tr>
<tr>
<td>Operational Goals</td>
<td>Concretize mission, facilitate means</td>
</tr>
<tr>
<td>Means to Achieve Goals</td>
<td>Regularity, provides stability</td>
</tr>
<tr>
<td>Criteria for Measuring Results</td>
<td>Necessary for coherent response</td>
</tr>
<tr>
<td>Remedial &amp; Repair Strategies</td>
<td>Best seen during crises</td>
</tr>
<tr>
<td><strong>Managing Internal Integration</strong></td>
<td></td>
</tr>
<tr>
<td>Creating a Common Language and Conceptual Categories</td>
<td>Necessary for consensus on other elements</td>
</tr>
<tr>
<td>Defining group Boundaries</td>
<td>Individual security, good sense of team</td>
</tr>
<tr>
<td>Distributing Power and Status</td>
<td>Manage feelings of aggression</td>
</tr>
<tr>
<td>Developing Rules for Intimacy, Friendship, and Love</td>
<td>Manage needs for peer relationships</td>
</tr>
<tr>
<td>Allocating Rewards and Punishment</td>
<td>Defines what is heroic and sinful, norms</td>
</tr>
<tr>
<td>Managing the Unmanageable and Explaining the Unexplainable</td>
<td>A strengthening factor</td>
</tr>
</tbody>
</table>

| Other Assumptions                                    |                                                   |
Table 4: Check List of Functional Categories

<table>
<thead>
<tr>
<th>Nature of Reality and Truth</th>
<th>What is real, how to arrive at truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of Time</td>
<td>Management and sense of time</td>
</tr>
<tr>
<td>Nature of Space</td>
<td>Significance of space</td>
</tr>
<tr>
<td>Nature of Human Nature</td>
<td>Inherently good, bad or perfectible</td>
</tr>
<tr>
<td>Nature of Human Activity</td>
<td>How active with respect to environment</td>
</tr>
<tr>
<td>Nature of Human Relationships</td>
<td>The right way to relate</td>
</tr>
</tbody>
</table>

LEADERSHIP AND CULTURAL CHANGES

48. The environment, however, will most likely change and the organization most likely develop and not stagnate. Leadership, then, is critically important in the creation and the management of cultural changes so that the organization continues to survive, and the conditions under which teams can continue to be high performing are provided.

49. An organization can be seen to undergo 3 phases; founding and early growth, midlife, maturity and possible decline. While culture can come from the founders, the learning experiences of the group as it evolves and the new assumptions of new members, the impact of founders is the most important for cultural beginnings. Options available to the leader for the creation and
management of culture are different in each stage and are summarized in the following paragraphs.

**FOUNDING AND EARLY GROWTH**

50. During founding and early growth, the founder leader imposes his theories and ways of doing things on the group. If these succeed, they create a powerful organization whose culture will reflect these theories and assumptions. The mechanisms with which the founder can transmit his assumptions are shown in Table 5 below.
<table>
<thead>
<tr>
<th>PRIMARY EMBEDDING</th>
<th>SECONDARY ARTICULATION &amp; REINFORCEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What leaders pay attention to, measure, and control on a regular basis</td>
<td>Organizational design and structure</td>
</tr>
<tr>
<td>How leaders react to critical incidents and organizational crises</td>
<td>Organizational systems and procedures</td>
</tr>
<tr>
<td>Observed criteria by which leaders allocate scarce resources</td>
<td>Organizational rites and rituals</td>
</tr>
<tr>
<td>Deliberate role modeling, teaching, and coaching</td>
<td>Design of physical space, facades, and buildings</td>
</tr>
<tr>
<td>Observed criteria by which leaders allocate rewards and status</td>
<td>Stories, legends, and myths about people and events</td>
</tr>
<tr>
<td>Observed criteria by which leaders recruit, select, promote, retire and excommunicate organizational members</td>
<td>Formal statements of organizational philosophy, values, and creeds</td>
</tr>
</tbody>
</table>

**Table 5: Culture-Embedding Mechanisms**
51. The secondary mechanisms during this stage provide powerful reinforcements of the primary messages of the leader if appropriately controlled. During the next stages, however, they become the primary maintenance mechanisms, and can also become ultimately associated with the factors of bureaucratization.

52. Cultural change at this stage is likely to be ignored or resisted, however, and short of a crisis which may then force the founder out and the bringing in of a new senior manager, the leader at this stage could guide cultural change through general and specific evolution of the organization, organization therapy aiming at the creation of insights and cognitive redefinition of assumptions, and the systematic promotion of insiders whose assumptions are better adapted to the new external realities.

**MIDLIFE**

53. During this stage, the organization has had at least 2 generations of general management not related to the founder and there is a diffusion of ownership feelings and a psychological distance from the original founder. Leadership issue is now more complex with fewer options compared to the founder.
54. As the organization differentiates itself along functional lines, geographical basis, in terms of products, markets and technologies, on hierarchical levels, divisions, new arrangements or structural opposition groups, subcultures will develop and co-exist with the overall organizational culture, if these groups are stable and a common history is developed. In such a case, the essence of leadership is to be able to understand these different working subcultures and enable them to work coherently together, by encouraging the evolution and recognition of common goals, language and procedures of solving problems and the integration of thought worlds. In such a case, the diversity of subcultures can become a source of strength for the organization.

55. By now, the founding culture is embedded into the organization's structure and major processes, and a deliberate attempt to build culture, compared to the period of founding and early growth is less critical. In fact, most of the cultural elements will have become taken for granted and the only conscious ones are the credos, espoused values, slogans, charters and pronounced philosophy and ideology. Change mechanisms available to the leader are the systematic promotion of selected subcultures, the creation of parallel learning systems and the use of technological seduction.
MATURITY AND POTENTIAL DECLINE

56. It is essential to note that maturity is a description of the interaction between the organization's output and the environmental opportunities and constraints and not as a function of the age, size or the number of managerial generations.

57. Up to this stage, those shared assumptions that have enabled the organization to succeed can themselves now become a liability because of the need for cognitive stability. The options for change, therefore, are more drastic, such as through the infusion of outsiders, whether a new CEO, a systematic bringing in of outsiders into jobs below the top-management level or a strong outsider or an innovative insider is brought in to manage a more autonomous part of the organization, through scandal and explosion of myths to begin a change process, through coercive persuasion, through turnarounds, and through reorganization and rebirth.

58. In all the above cases, however, change will have to occur through 3 distinct stages, the unfreezing of existing assumptions, a cognitive redefinition, followed by a freezing of new successful assumptions. For these to begin, it is necessary that there is sufficient disconfirming data to show that all is not well to generate sufficient anxiety and the provision of a psychological safety net to show the possible way ahead.
59. Most importantly, it is imperative that the leader is bigger than the organization, in that he should be able to be marginalized so as to be able to have the right perception and insights, be motivated, be strong enough to provide the emotional strength that is necessary to overcome the organization’s anxiety in reaction to change, be able to change the existing assumptions, be able to involve most members in the organization, and finally be able to learn and select the right culture appropriate for the new environment.

60. In summary, internal integration elements must be in place in order for a team to be able to focus on its external issues. In this case, external elements must also be in place for a team to assert an effective and coherent response to challenges. In the case of a multicultural team, the other assumptions are also vital. A leader ought to therefore create all three types of elements appropriate to the tasks of the teams and to the contemporary environment. As the tasks develop and as environment changes, the leader must then exercise his leadership by managing the organizational cultural changes as appropriate using the options commensurate with the stage of the team at that time. A summary is provided at Table 6 below.

<table>
<thead>
<tr>
<th>STAGE OF ORGANIZATION</th>
<th>CHANGE TOOLS</th>
<th>KEY CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding &amp; Early Growth</td>
<td>General evolution, Specific evolution, Organization therapy, Systematic promotion of</td>
<td>Secondary mechanisms become primary maintenance and bureaucratization in later stages.</td>
</tr>
<tr>
<td>Stages</td>
<td>Selective Insiders</td>
<td>Cultural Change will be strongly resisted and ignored.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Midlife</td>
<td>Systematic promotion of selective subcultures</td>
<td>Subcultures develop</td>
</tr>
<tr>
<td></td>
<td>Creation of parallel learning systems</td>
<td>Essence of leadership to integrate these to work together</td>
</tr>
<tr>
<td></td>
<td>Use of technological seduction.</td>
<td>Diversity becomes strength</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture becomes embedded</td>
</tr>
<tr>
<td>Maturity and Decline</td>
<td>Infusion of outsiders</td>
<td>Existing culture can become a liability — deny, distort</td>
</tr>
<tr>
<td></td>
<td>Autonomous division</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scandal and explosion of myths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coercive persuasion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turnarounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reorganization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rebirth</td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Stages, Change Tools and Key Characteristics

**CONCLUSION**

61. Two perspectives providing useful leading marks as guides to understanding the fundamentals key to ensuring the success of high performance teams have been examined by the preceding review and discussion on relevant articles of work. The two perspectives seem to be complementary,
with the former recommending some tools and mechanisms which can be used to do the more important — the creation and the management by the leader of the most optimal organizational culture as emphasized by the later. Accordingly, a framework focusing on organization variables as well as checklists of functional categories, embedding mechanisms, and cultural change tools for the creation and the management of a successful high performance team are then consolidated and organized as at Tables 3, 4, 5 and 6 respectively. Details of these tables will be used to formulate the appropriate questions of the interviews with key individuals in the United Nations.
PART 3 — AN OVERVIEW OF THE UNITED NATIONS

INTRODUCTION

1. This overview, comprising three components, is aimed at the derivation of an accurate context to the dynamics that are operating within the organization, as may be revealed by the series of interviews with its key individuals. A study of the relevant details of the history of the United Nations is necessary in order to better understand the circumstances under which the United Nations was created, and especially, to get at the various important consensuses established during its founding, particularly with regards to the way it would address its external challenges and internal organization issues. In addition, it will be useful to review the key global landscape developments that have taken place since its founding to get a sense of its achievements and to also take a close look at the United Nations as it is today to understand what its current key involvements are.

BACKDROP

2. The founding of the United Nations in 1945 is the fourth attempt by men to reorder the world in the modern age. The first was at the Peace of Westphalia in 1648 after the Thirty Years War, then at the Congress of Vienna in 1815 after the Napoleonic Wars. This was followed, more than a hundred years later, by the League of Nations in Paris in 1919 after World War I, and then finally in San
Francisco towards the end of World War II. Except for the United Nations, however, the first three have all collapsed in disagreements among nations which eventually led again to renewed wars. When the US's membership into the League was blocked by the Senate, then US President Wilson Woodrow had said that I can predict with absolute certainty that within another generation there will be another world war. [1].

3. The two catastrophic global wars, occurring within twenty five years of each other with the second claiming about 67 million lives, however, provided the recognition among states that nations, regardless of their differences, needed to work together effectively to achieve peace. The involvement of the United States in the Second World War also made a significant change in its foreign policy from one of isolationism to one of global leadership in a world characterized by interdependence. The impetus to establish a workable world system aimed at the pacific settlement of disputes among nations and ultimately the ending of all wars was thus formed. This was particularly poignant, with the advent of the nuclear weaponry.

KEY CONSENSUSES

4. Led by the soon-to-be victorious Allied Forces, principally Russia, China, the United Kingdom but especially the United States, the creation of the United Nations took place at the San Francisco United Nations Conference in April 1945.
while war in the European Theatre and in the Pacific was still raging, in order to put in place a viable future global security system while interests of nations were still strong. Taking into careful consideration lessons learnt from the failure of its predecessor, the League of Nations, and from the events which led to the failure of the Senate to ratify United States membership of the League of Nations in 1919, the 2-month long conference overcame a series of disagreements among nations to forge consensus on several critical issues, which culminated in the formation of the United Nations and the adoption of the Charter.

5. Significantly, these consensuses were focused on the United Nations reason-to-be and its rationale, goals, structure and processes, responses to crises, memberships, distribution of power, punishments for bad behavior, definition of relevant concepts and acceptable code of behavior for the conduct of relations between nations. In addition, the principles on which these were based also pointed to a strong shared belief that truth can be arrived at though discussion, debate and consensus, that one ought to be forward looking so as to provide a better world for future generations, that human beings are essentially good, that life can be made better through cooperation and that human beings can do something about the world in which we live in to make life better for ourselves and for our children. In effect, a firm and broad basis for cooperation both at national and at the personal levels was thus established. A summary of these key consensuses and their rationale is provided in the following paragraphs.
6. **Purposes and Principles.** The reason-to-be for the United Nations is to save succeeding generations from the scourge of war. Details are articulated in the Preamble to its Charter, as attached at Annex B.

7. More specifically, the United Nations aims to maintain peace and security based on the principles of justice and international law, to develop friendly relations among nations based on the principles of equal rights and self-determination of peoples, to achieve international cooperation in solving international problems and to promote respect for human rights and for fundamental freedoms without distinction as to race, sex, language or religion, and to be the centre for harmonizing these actions of the nations.

8. **Organizational Structure and Processes.** To enable the United Nations to successfully achieve its purposes, 6 main Organs are established; the Security Council, the General Assembly, an Economic and Social Council, a Trusteeship Council, an International Court of Justice and a Secretariat. In addition, subsidiary organs with specific goals can be established under these main organs when necessary.

9. The Security Council is charged with the primary responsibility of maintaining international peace and security on behalf of the United Nations members. Consisting of the Big Five and ten other non-permanent members, the Security Council is organized to function continuously to ensure an ability to react
promptly and effectively. This membership structure, together with a distinct voting system which gives veto rights to the Big Five and which guides the adoption of resolutions binding on all nations, were designed critically to address two key issues; the need for participation and unity on the part of the greatest powers then in 1945 in order to ensure peace and harmony, as well as the need to balance the representation of other smaller states, without dampening the strength of the Security Council to enforce its decisions.

10. The General Assembly, on the other hand, consists of all members of the United Nations and is charged with the authority to approve budget, non-permanent members of the Security Council, members of the Social and Economic Council, members of the Trusteeship Council, judges of the International Court of Justice and the confirmation of the Secretary General as recommended by the Security Council. In addition, it studies and considers issues deemed relevant to the United Nations with the help of 8 main committees. This scope of authority and duty, the voting system which provides an equal vote to every country regardless of size and its autonomy from the Security Council to rotate its President and 21 Vice-Presidents every year were also designed specially to address two issues; the need to ensure fair representation of all member states, and the need of smaller states to whittle down the dominance of the Big Five as much as possible, while accepting the key role the Big Five play in the Security Council. Resolutions of the General Assembly, however, are not binding unless they are ratified on a voluntary basis.
11. The Economic and Social Council is designed with the lessons learnt from the League which did not extend its range beyond security matters. It aims to create conditions of stability and well-being, minimize international social and financial woes, in order to promote peaceful and friendly relations instead of wars among nations, based on the principle of equal rights and self-determination of peoples.

12. The Trusteeship Council is created to protect territories which had not yet attained self-government but which were administered by members of the United Nations, based on the principle that interests of the inhabitants are paramount, in order to promote international peace and security, to promote human rights and fundamental freedoms for all without distinction as to race, sex, language or religion and to encourage recognition of the interdependence of the world.

13. The International Court of Justice hears cases involving states and not individuals and is the principal judicial organ of the United Nations. Its fifteen judges are recommended by the Security Council and then confirmed by the General Assembly.

14. The Secretary General is designed to be the chief administrative officer of the United Nations. The staffs in the Secretariat are appointed by the Secretary General. The international character of the Secretariat's responsibilities must be respected and nation states must not seek to influence them in the discharge of
their duties. Although the selection of staff is based on efficiency, competence and integrity, due regard is also given to the representation of as wide a geographical basis as possible.

15. Pacific Settlement of Disputes. Disputes which endanger the maintenance of international peace and security must first be settled by negotiation, mediation, arbitration, judicial settlement or through other peaceful means. Members of the United Nations, and non members as long as they are willing to accept the obligations of the pacific settlement provided by the Charter, may bring the dispute to the attention of the General Assembly or the Security Council, which will either refer it to the International Court of Justice, or recommend appropriate measures of settlement.

16. Threats, Breaches of Peace and Acts of Aggression. The Security Council will first attempt to prevent the aggravation of the situation by making recommendations to the nations involved. If these are not complied, the Security Council may recommend measures not involving the use of armed forces such as economic sanctions as well as the severance of communications and diplomacy. If and only if these measures are still inadequate, the Security Council will then resort to action by military forces, which are contributed by the United Nations members on a voluntary basis.
17. **Membership.** Although the fifty countries were the first members, the agreement was to allow admission to all peace-loving states, and who are willing to carry out the obligations of the Charter.

18. **Punishment.** Any member of the United Nations against which preventative or enforcement measure has been taken by the Security Council may be suspended from the exercise of rights and privileges of membership by the General Assembly upon the recommendation of the Security Council. In addition, a member who persistently violates the principles contained in the Charter may be expelled.

19. **Regional Agreements.** Regional arrangements are allowed as long as their principles are consistent with those of the Charter. The Security Council, where appropriate, may make use of these regional arrangements for enforcement purposes. However, where there is a conflict between the obligations of a member under the United Nations Charter and those of the regional agreements, the obligations under the United Nations are to prevail.

20. In essence, the spirit of the Charter in 1945 was to encourage its members and non-members alike to settle all international disputes by peaceful means and to refrain from the threat of the use of force against the territorial integrity and political independence of any state, based on the recognition of the
fundamental sovereign equality of all states. This is consistent with its reason-to-be.

21. At the second-to-last Plenary Session at the San Francisco Opera House which was held to adopt the Charter, an unanimous vote was achieved, and according to Secretary of State Stettinius, Everybody in the whole auditorium stood and applauded continuously for a long time — here and there people were heard to cheer and the echoes and roar of the whole acclaim came from every part of the auditorium, from the orchestra pit containing the interpreters and the steno typists to the topmost row of the balcony high up in the shadows beyond the klieg lights — and even some of the press abandoned their activities in order to join in the general hand clapping. [2]. The next day, US President Henry Truman during his address to the final Plenary Session said that there were many who doubted that agreement could ever be reached by these fifty countries differing so much in race and religion, in language and culture. But these differences were all forgotten in the unshakable unity of determination — to find a way to end wars. [3].

KEY GLOBAL LANDSCAPE DEVELOPMENTS SINCE CREATION

22. Sir Winston Churchill in his famous Iron Curtain speech on March 5 1946, in Fulton, Missouri had warned that the organization must make sure that its work is fruitful, that it is a reality and not a sham, that it is a force for action, and
not merely a frothing of words, that it is a true temple of peace in which the shields of many nations can some day be hung, and not merely a cockpit in a tower of Babel [4]. Since its founding almost seven decades ago, the United Nations has had enormous positive impact on global issues. While it is difficult to make direct attribution to the work of the United Nations, it is nevertheless worth noting the following five key developments.

23. Firstly, there has been a complete decolonization since 1945. With the independence of Palau in 1994, the Trusteeship Council has suspended its operations. Secondly, there has been a spread of democracy around the world, with electoral democracies representing 120 of the 192 existing nations. Thirdly, apart from four incidents — Turkey’s occupation of two-thirds of Cyprus, Morocco’s incursion into Western Sahara, Iraq’s invasion of Kuwait and Indonesia’s annexation of East Timor, there has been no other attempt at the annexation of another state. Fourthly, there has been no nuclear conflict, and lastly, the United Nations has significantly altered the concept of global relations by providing a forum for states to talk to each other on a continuous basis and has helped to assist the spread of international law through the ratification of norms of behavior by all nations. [1]
24. Today, the United Nations has grown from 50 to 191 member states, which, significantly, includes all the independent states in the world. Besides the 6 main organs, there are now more than 70 subsidiary organs which have been established as needs arose, in the forms of Programs and Funds, Research and Training Institutes, Functional Commissions, Regional Commissions, Related Organizations, Specialized Agencies and other UN entities. Some of these are independent and have their own separate and distinct mandates. The entire organization is known as the United Nations System. Details are attached at Annex C.

25. Over the years, too, its offices, and presence therefore, have expanded from its main headquarters in New York to other important offices in Geneva, Vienna, Addis Ababa, Nairobi, Bangkok, Amman and Santiago, as well as UN Information Centers in the capital cities of many countries. Since the founding, also, the United Nations has had 7 Secretary Generals. There are six official languages, Arabic, Chinese, English, French, Russian and Spanish.

26. While the end of Cold War has reduced the arsenal of missiles and a new willingness and confidence among nations to work together, new problems have also arisen; unraveling of political systems, breaking up of States, reawakening of old national rivalries, with ethnic, religious, social and linguistic tensions
threatening to escalate into violent conflicts. Overall, the United Nations is now principally occupied with the following key issues:

a. **Rule of Law and Human Rights.** One key purpose of the organization today is to promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion. The Universal Declaration of Human Rights was adopted in 1948 and is legally binding on all members. The Commission on Human Rights (CHR), under the Economic and Social Council, works with the Office of the United Nations High Commissioner for Human Rights (OHCHR) under the General Assembly, to probe the status of human rights in specific countries and to hold them accountable, to develop rights standards and to promote international cooperation to expand and protect rights. Particularly, this includes women’s rights.

b. **Social and Economic Development.** The thrust is to enable sustainable development by targeting prudent capacity-building, institution-building, investing in people such as in education and health, and making space for the private sector and its cooperation with the local government. The United Nations Development Program (UNDP) is the key United Nations driver. In 2000, the United Nations adopted the Millennium Summit with specific goals to achieve by 2015, notably such as the
eradication of extreme poverty and hunger, the achievement of universal primary education and the promotion of gender equality.

c. **Peace Operations.** The United Nations involvement in this area has expanded from the traditional military observers and military formations providing buffers between hostile forces, to preventive diplomacy, peacemaking, peace enforcement and peace-building. Peace related issues have always been central to Security Council deliberations but in the last decade they have become increasingly numerous and demanding of time and resources. During the year ending June 2003, for example, there were 14 peacekeeping missions, employing some 45 000 personnel at a cost of $2.6 billion. These conflicts are mainly within nations, in the form of civil wars or national resistance, particularly after the end of the Cold War. Increasingly, the operations have combined military with police and civilian functions and personnel with the aim to creating or strengthening political institutions, providing emergency aid, clearing land mines, or administering and monitoring free elections. Once the Security Council has authorized the deployment of an operation, defined its mission and its mode of operation, the Secretary General appoints a Force Commander and through the Secretariat's Department of Peacekeeping Operations (DPKO), arranges for the necessary management and logistics.
d. **Disaster Relief.** Disasters range from earth quakes and floods to famines and diseases. Humanitarian aid organizations collaborate with the appropriate United Nations agencies to co-ordinate rescue efforts depending on the nature of the situation. Typically, the World Food Program (WFP), the United Nations High Commissioner for Refugees (UNHCR), the UN Children’s Fund (UNICEF), and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) are involved.

e. **Control of Nuclear, Biological and Chemical Threats.** This is to reduce the dangers from weapons of mass destruction through UN-sponsored agreements such as the Nuclear Non-Proliferation Treaty (1968), the Comprehensive Nuclear-Test-Ban Treaty (1996) and treaties outlawing chemical (1992), bacterial weapons (1972), the placement of nuclear weapons on the seabed (1971) or in outer space (1967). The Department for Disarmament under the Secretariat work with the International Atomic Energy Agency, an organization related to the United Nations to disarm and to conduct nuclear safeguards and verifications.

f. **Globalization.** The UN’s primary focus here is to help developing countries to successfully engage in the global economy and to establish common standards with the aim to facilitating globalization. In this respect, the United Nations works through the World Bank and the
International Monetary Funds to guide and provide capital opportunities, and through a group of specialized agencies such as the International Labor Organization (ILO), the World Intellectual Property Organization (WIPO) and the World Health Organization (WHO) to establish standards and the necessary soft infrastructures. In addition, Global Compact, designed to engage the business community in a common effort to act according to internationally accepted standards, such as in labor standards, human rights and environmental practices, will be able to significantly help the UN in the advancement of its agendas.

g. **International Crimes.** This concerns drugs, human and weapons trafficking. The UN Office on Drugs and Crimes (UNODC), the Commission on Narcotic Drugs (CND) and the International Narcotics Control Board (INCB) work to reduce the spread of organized international crimes through programs such as the Alternative Development Program, the sharing of intelligence among nations and international agreements such as the International Convention for the Suppression of the Financing of Terrorism.

h. **Protection of the Biosphere and its Inhabitants.** This focuses on global warming, ozone layer depletion and the preservation of plants and animals, through brokering and establishing norms among nations, such as the Kyoto Protocol, the Earth Summit and the UN Convention on
Biological Diversity. Key players are the United Nations Environment Program (UNEP), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Meteorological Organization (WMO).

CONCLUSIONS

27. In conclusion, the United Nations was created with the recognition that nations were interdependent and that nations must cooperate with each other based on the fundamental principles of sovereign equality and mutual respect in order to ensure peace for our future generations. These principles are explicitly expressed in the Charter, which also detail important agreements among nations essential to ensuring the sustainable future success of the organization. Particularly, the founders in 1945 had forged important agreements on its mission, the context under which it would operate, chosen the group members, and had especially biased the responses for the United Nations to succeed in its mission later on. Further, the principles on which these agreements were based also provided a strong basis for cooperation at the personal level.

28. In recognition of the existing power distribution in 1945, however, Permanent Members of the Security Council were given the executive veto authority and the responsibility to ensure peace and security for the rest of the world. This seemingly violation of the very principles on which United Nations
was built was deemed to be necessary, and a counter balance was achieved by ensuring equal representation, participation and authority for all nations in the rest of the United Nations organization, thus further amplifying the need for respect for all and on reaching decisions based on consensus.

29. Since its creation, the United Nations has had more success than its predecessor organizations, and the key agreements tested and proven valid. More agreements, in the forms of resolutions and treaties, extensions of the United Nations principles, have been further added which have been significant in establishing and strengthening the norms of acceptable international behavior.

30. Today, its involvement in global affairs is extensive, ranging from peace and security to social and economic developments of countries and of the globe. Its membership now includes all the independent states on earth, it has expanded its field and office presence geographically, and it now employs more people with even more diversity within its ranks.

31. The preceding discussions of the three components have been aimed at providing an accurate creation, historical and present contexts to the dynamics that interviews with key individuals in the United Nations may reveal. Details of the bibliography are attached at Annex D.
PART 4 — THE APPLICATION OF FUNDAMENTALS IN THE UNITED NATIONS

INTRODUCTION

1. A series of interviews with key individuals in the United Nations was then conducted to examine the application of fundamentals in its teams. Towards this end, a good spread in the representation of interviewees across the spectrum of the United Nations System was sought to ensure the necessary depth and breadth of feedback.

PRINCIPLE CONSIDERATIONS:

2. Three important factors, within the context of the conduct of interviews as recommended in Professor Schein's book on Organizational Culture and Leadership were considered during the preparation for and the conduct of the interviews:

   a. **The Need to Uncover an Outsider's Bias.** In this case, it was to acknowledge the fact that as an outsider, even though I have grown up in a multicultural society and have worked extensively in a governmental organization, my interpretations would most certainly be incomplete and incorrect to an unknown degree and that there was therefore a need to
clarify pointers with the interviewees explicitly, in particular, to verify using specific and contextual examples.

b. **The Need to Overcome the Insider's Lack of Awareness.** To help uncover basic assumptions as defined in Part 2, lead questions and a checklist of more specific pointers are useful. In general, however, interviewees should also be given a certain degree of freedom to help uncover areas that I may have missed during the preparations.

c. **The Need to Cross Inner Boundaries.** To uncover what really went on inside the United Nations, there was a need to earn the insider's trust and willingness to collaborate, and for the questions to be of value-add to the agency involved.

**THRUSTS OF INTERVIEWS**

3. Three key thrusts were identified:

a. **The establishment of the importance of teamwork to the United Nations.**

b. **The tools and mechanisms which senior managers in the United Nations use to create and manage teams.**
c. The dynamics of cross-cultural diversity within these United Nations teams.

4. Based on the insights obtained in Part 2 and Part 3, and the three principal considerations, the following lead questions were formulated for the interviews:

- Given the different contexts of its many operations and the diversity of its staff, how important is teamwork to your agency?

- What are the tools and mechanisms that your agency's senior managers use to create and manage high performing teams?
  - Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?
  - How are these teams created? How are members of the teams selected? What is the basis of selection?
  - What other factors do you consider in creating these teams?
  - How do you make these teams high performing?
  - How do you resolve conflicts and rebuild trust? Could you elaborate on two fronts — internal to team and between teams?
  - What are the challenges that these teams have experienced?
Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

- What are some of the cross-cultural dynamics within your teams?
  - What advantages and challenges have you noticed from your teams being so multicultural?
  - Do the challenges affect team performance? Why is that?
  - Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?
  - What more can you do to overcome the challenges?

- Along similar lines of enquiry above, could you comment on your observations of the UN in general?

- Could you kindly provide some examples in your answers to help me understand better?

**Table 7: Lead Questions Used for Interviews**

5. Based on the perspectives and frameworks derived in Part 2, a checklist is also developed to guide the interviewees along the lead questions, when and where necessary, as given in Table 8 below.
<table>
<thead>
<tr>
<th>S/No</th>
<th>Lead Questions</th>
<th>Specific Points</th>
<th>Managerial Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification of Teams (T2)</td>
<td>- What teams: strategic, operational levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type of teams: tactical, problem-solving, creative?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How strong is the awareness?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Selection of Teams (T2)</td>
<td>- What is the selection process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What is the selection basis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who has the authority</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What is the accountability mechanism</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Creation of Teams (T2)</td>
<td>- What degree of control: manager-led, self-managing, self-directing, self-governing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Commensurate with type of tasks?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What expertise: technical/functional, task-management, inter-personal skills</td>
<td>Use diversity since hard to find all-in-one in person?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What diversity: informational, value, social, how to exploit?</td>
<td>Cultural as informational?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What size:</td>
<td>Encourage informational, enhance common values, avoid social — how?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Bonding: are there team building programs initially?</td>
<td>Small is beautiful, expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Goals: do you ensure definition of worthwhile goals, alignment between</td>
<td>Compare military special operations teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peter Senge: Creative tension</td>
</tr>
</tbody>
</table>
| 4 | Management of Teams (T2) | - How do you encourage team creativity/innovativeness: method - brainstorming?  
- What is the team decision-making method?  
- What is the compensation policy: individual, team, linked to organization performance? Any other forms of compensation?  
- Leadership: what style?  
- Communication: any training program? What is the communication mode? Any problem associated with physical structures?  
- Norms: who sets them, when | Peter Senge’s Creation & Resistance  
Avoid 5 pitfalls:  
Groupthink  
Escalation of commitment  
Abilene Paradox  
Group polarization  
Unethical reasoning  
Need to attune with strategy  
The need to get the best out of the team  
Leadership Paradox  
Leader among equals, empower model  
Commensurate with task and context  
PS: New Leadership Roles  
PS: Mental Models, biases  
How to listen  
What is my map  
Left Hand Column  
Debate, discuss, dialogue  
Effect on coordination and effectiveness. | Bell’s passion for truth |
<p>| 5 | Resolution of Conflicts &amp; Rebuilding | - What types of conflicts: relational, task, process, how are these resolved? | Danger if left to natural forces | First meeting |
|   |                                     | - Group Age: how long, is there a monitoring mechanism? | Avoid relational, focus on task and process, bring out in the open | |
|   |                                     | - Boundaries: what and how to balance between internal cohesion and need for external ties | Katz: balance between settle and too routine | |
|   |                                     | - Social Network: what is done to recognize and bridge gaps by effective networking? | Insulation from interference, effecting resource allocation &amp; transfer of critical knowledge | |
|   |                                     | - What senior management support is given? | To fill structural holes, especially in the UN context. Laterally and hierarchically | |
|   |                                     | - Are there periodic team building programs? | Roberts: Gatekeepers Thompson: Boundary spanners Coleman: Social Capital | |
|   |                                     | - Have they been successful? | Recognizes, responds, legitimizes, expects. Roberts: sponsor, higher better | |
|   |                                     | - What about inter-team conflicts? |   | 68 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Challenges &amp; Solutions (T2)</td>
<td>Listen for other interviewees' factors</td>
</tr>
</tbody>
</table>
|7 | Strengths & Challenges (T3) | Listen for interviewees' factors, particularly:  
| | | Time  
| | | Reality  
| | | Space  
| | | Human Nature  
| | | Human Activity  
| | | Human Relationships |
|8 | General Observation (T3): that cross-cultural diversity is not an issue | **External Adaptation**  
| | | Mission & Strategy  
| | | Goals  
| | | Means  
| | | Measurement of success  
| | | Remedial & Repair actions  
| | **Internal Integration**  
| | Language & Conceptual categories  
| | Group Boundaries  
| | Power & Status  
| | Intimacy, Friendship & Love  
| | Rewards & Punishment  
| | Ideology  
| | **Other Assumptions**  
| | Nature of Reality and Truth  
| | Nature of Time  
| | Nature of Space  
| | Nature of Human Nature  
| | Nature of Human Activity  
| | Nature of Human Relationships |
|9 | Specific Emphasis | Common vision  
| | | Mutual understanding |
| (T3) | - Tolerance  
- Respect  
- Trust  
- Cooperation  
- Motivation |
|---|---|
| 10 New Possibilities (T3) | - Under what circumstances would you prefer a homogenous team?  
- How do you minimize misunderstanding? |
| 11 UN in General (T1, T2, T3) | - Listen for interviewees' factors |

T1: Thrust 1  
T2: Thrust 2  
T3: Thrust 3  

**Table 8: Checklist for Clarification with Interviewees**

**SPREAD OF INTERVIEWEES**

6. Interviews with nineteen individuals were conducted over a period of 2 months. The duration of completed interviews varied between 45 to 90 minutes, and for some of the interviewees, follow-up interviews for clarifications were also conducted. The list of completed interviewees is as shown in Table 9 below.

<table>
<thead>
<tr>
<th>PRINCIPAL ORGANS</th>
<th>DEPARTMENTS &amp; AGENCIES</th>
<th>INTERVIEWEES</th>
</tr>
</thead>
</table>
| Secretariat | Office of Central Support Services | Mr Andrew Toh  
Assistant Secretary General |
| Office of Internal Oversight Services | Mr Dileep Nair  
| Department of Management (DM) | Assistant Secretary General  
| Ms Carina Stern  
| Staff Development Officer  
| Learning Service, OHRM | Ms Laura Layton  
| Performance Management Officer, OHRM |  
| Office of the Secretary General (OSG) | Mr Nadar  
| Ex-Personal Assistant to SG |  
| Department of Peacekeeping Operations (DPKO) | Ms Carolyn Brand  
| Chief, Training and Evaluation |  
| Office for the Coordination of Humanitarian Affairs (DCHA) | Mr Manuel Bessler  
| Senior Advisor, OCHA |  
| Department for Disarmament Affairs (DDA) | Dr Rydell Randy  
| Senior Political Advisor, DDA |  
| Office of Legal Affairs (OLA) | Ms Wong Kai Ling  
| Principal Legal Office | Division for Institution Support Cluster |  
| Economic & Social Council | Functional Commissions  
| Commission for Social Development | Mr Khan Sorbuloul*  
| Director, Support and Co-ordination |  
| Regional Commissions |  
| Economic Commission on Western Asia | Ms Talloway Merat*  
| Special Advisor, Beirut |  
| General | Programs & Funds |
| Assembly | UNDP | Ms Sirkka Korpela  
|         |     | Director,  
|         |     | Division for Business Partnerships  
|         |     | Mr Yann Kwok  
|         |     | Sloan Fellow student  
|         |     | Technical Assistant  
|         | UN Children's Fund (UNICEF) | Mr Hiro Shibuya  
|         |     | Senior Advisor, UNICEF  
|         | UNRWA | Mr Mather Nasser  
|         |     | Chief, UNRWA  
|         |     | New York Liaison Office  
|         |     | Mr Andrew Whitley  
|         |     | Director  
|         |     | External Relations Department  
| Research and Training Institutions | UN University | Mr Nathan  
|         |     | Special Advisor to the Rector  
|         |     | 1 anonymous interviewee  
| Security Council | Related Organizations | International Atomic Energy Agency (IAEA) | Dr Brian Dodd  
|         |     | Senior Scientist  
| International Court of Justice | | Unavailable |
| Others | Diplomats of Permanent Missions of member states | Mr Mahbubai  
Singapore Ambassador to the UN 
Mr Chris Leck  
First Secretary to Ambassador |

* Unable to meet

**Table 9: List of Interviewees**

**INTERVIEW FEEDBACK**

7. Details of interviews conducted were recorded in an almost verbatim format in order to facilitate later analysis. These are captured at Annex E. A consolidation of the interviewees’ feedback, in accordance with the three thrusts and beyond where judged relevant, is described in the following paragraphs.

**THRUST 1 - IMPORTANCE OF TEAMWORK**

8. This is to confirm the initial assumption that teamwork is important to the United Nations and also to obtain an understanding of the rationale. Teamwork was unanimously thought to be imperative:

a. **Expertise.** The operations of the United Nations often require specialists with the relevant expertise in different areas to work together. For example, during the North Korean nuclear crisis, the Department of Disarmament Affairs needed a team comprising specialists in East Asia
security, nuclear armory and international law to work together in the search for an acceptable solution to the parties involved. As another example, the Office for the Coordination of Humanitarian Assistance's role in mobilizing and coordinating an effective response of humanitarian assistance in collaboration with other UN agencies as well as international and local NGOs requires people with different skills to work in concert in order to bring about an on-time response, consisting of various critical components, on the ground. During the recent crisis in Haiti in early 2004, a team comprising specialists in the restoration of order, military operations, as well as people who had local knowledge of the areas and people who had worked under such a context before had to work together seamlessly and effectively as a team in order to meet the rapidly developing demands of the situation there. UNU needs multi-disciplinary teams in order to ensure that topics of concern are thoroughly examined.

b. Perspectives. For solutions to the various international problems which the United Nations deals with to be workable and acceptable, the input and the consideration of various perspectives from around the world is essential. This is especially the case where an understanding of sensitivities and knowledge along local dimensions are necessary. Teams comprising people with the required different perspectives are therefore needed. For example, UNDP's work in developing countries always includes local representatives in the field
teams. Its Heads of Regional Bureaus have always come from one of the countries in the regions. Conversely, as a consequence, people at the UN come from vastly different backgrounds, cultures and geographical regions. Learning to work as a team therefore becomes essential.

c. **Coordination.** In some cases, agencies have to deal with a host of external agencies. UNICEF, for example, deals with many society organizations from where one third of its revenues are obtained. Teamwork is important to ensure that collaboration with the host of external organizations is in place.

d. **Resource Maximization.** While the United Nations mandate and involvement to promote peace and development around the world has increased, resources, such as budget and staffing, are limited. It is imperative therefore that the United Nations maximizes its resources through teamwork.

e. **Time.** Where time is the essence, teamwork becomes very important, especially if only a very small team of people is involved, sometimes due to secrecy considerations. The Department of Disarmament Affairs, for example, has to draw on the strength of its teams to provide the best appreciation of the situations and the best advice to the Secretary General when crisis appear at short notice. The North Korean
crisis is an example in which a suitable solution quickly found and implemented before the crisis becomes public could potentially have prevented countries from hardening their positions and making further negotiations more difficult.

f. **Continuity.** The use of teamwork provides continuity in that not one person is then indispensable. This is seen as an off-shoot advantage from having more than one person work on a problem.

g. **Solution.** A team comprising more than one person is more likely to find a better solution, especially if the team comprises people with different training, experiences and backgrounds. In the Office for Legal Affairs for example, teams are organized in such a way as to promote innovative solutions to legal problems by having a diversified team of people.

**THRUST 2 — TOOLS AND MECHANISMS THAT MANAGERS USE**

9. **Identification of Teams.** This is to obtain an insight as to what teams are and where teams are actually employed in the United Nations. 4 types of teams were identifiable; senior management teams, regional/operational management teams, field teams and teams organized around issues of concern.
10. Details of some examples of the 4 types of teams identified are shown in Table 10 below.

<table>
<thead>
<tr>
<th></th>
<th>SENIOR MANAGEMENT TEAM</th>
<th>REGIONAL/OPERATIONAL MANAGEMENT TEAM</th>
<th>FIELD TEAM</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DDA</strong></td>
<td>Composition USG, 4 Chiefs of Branches (Weapons of Mass Destruction, Conventional Arms, Data Base &amp; Information, Regional Affairs, Director of Administration, 3 Professional Advisors, 1 Executive Assistant. <strong>Focus</strong> Policy, advice to SG, implementation.</td>
<td>Location 3 Regional Centers (Peru, Africa, Katmandu). <strong>Focus</strong> Work with local customs, police and military for teaching, training, exercises, counsel, advice on weapons destruction, mainly conventional.</td>
<td>Composition depends on task — such as promotion of Nuclear Free Zone.</td>
<td></td>
</tr>
<tr>
<td><strong>IAEA</strong></td>
<td>Composition Deputy Generals (DG), 6 DDGs, 3 advisors and assistants. <strong>Focus</strong> Policy matters, strategic decision-making.</td>
<td>Not applicable.</td>
<td>Composition depends on task — Safeguard, safety, security, physical protection &amp; inspections</td>
<td></td>
</tr>
<tr>
<td><strong>OCHA</strong></td>
<td>Composition USG, Assistant USG, Director (NY) &amp; Director (Geneva)</td>
<td>Known as a task force, it is set up to monitor execution on the ground by the field teams. It tries to meet the needs</td>
<td>Comprises members from the office and local contacts. Composition</td>
<td>Protection of Civilians, Policy Develop</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Composition</strong></td>
<td><strong>Features</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic decision-making</td>
<td>The Administrator, 5 Regional Bureau Heads, other administrative heads.</td>
<td>Depends on task. This is the arm of the OCHA and is very important in meeting the needed response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDP</td>
<td>Could be civil society organizations or collaborating governments.</td>
<td>Consists of between 6 to 15 representatives of UNDP personnel and local country personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNRWA</strong></td>
<td>Known as the Management Committee: General-Commission (GC), DGC, 5 Field Directors (Jordan, Lebanon, West Bank, Gaza, Syria), 4 Program Directors (Education, Health, Vocation, Micro-financing &amp; Micro-enterprise), 3 Directors for External Relations, Administration, Coordination.</td>
<td>Comprises the Field Director and managers in the areas of health, education, vocation and micro-financing &amp; micro-enterprise. Employs Palestinians only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic decision-making, reports to Advisory Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td>Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Known as Global Management Team — Executive Director, Deputy Executive Director, 9 Regional Directors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>9 Regional Management Teams. Focus is implementation of policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic decision-making</strong></td>
<td>Composition depends on task, but focus is on the Focal Point Person who exercises leadership on the ground.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 10: What Teams Are and Where**

11. In essence, senior management teams handle policy matters, conduct strategic decision-making, advise the Secretary General or are directly responsible to the principle organs, and usually involve the Under Secretary General or its equivalent. Teams at this level are easily identifiable in that membership is clear and is reasonably stable. The regional/operational management teams are in charge of implementation in the regions, taking cues from the senior management teams and/or provide the command and control link between the senior management team and the field teams. In this case, the teams are also easily identifiable and membership is clear and stable. Field teams, on the other hand, are responsible for the tactical execution of plans on
the ground. Semantic teams are formed to address issues of concerns. In these
two later cases, membership depends on task, and teams are transient.

12. **Factors Considered during the Creation of Teams.** This is to identify
the various factors considered and to understand the rationale behind them when
teams are formed to tackle problems and issues:

   a. **Task Requirements.** Task requirements dictate the number and the
type of personnel needed. For example, 5 Field Directors (Jordan, Syria,
Lebanon, West Bank and Gaza) as well as 4 Program Directors (Health,
Education, Vocation, and Financing) are included in the Senior
Management Team of UNRWA in order to address the agency’s 4 key
development areas in 5 physical refugee areas. DDA’s field project in
Albania, known as Weapons for Food and Development aimed at
providing incentives to villagers to turn in weapons for food and access to
developmental aids, required a mixture of specialists from the UN and also
some non-UN specialists, known as Technical Assistants.

   b. **Competence/Experience of Team Members.** Following from above,
this then involves selecting people with the necessary competence in the
required expertise areas to match the functions of the team. In the IAEA,
for example, technical competence is vital. In addition, having the relevant
experiences is important for some agencies. For example, all 350 OCHA
staffs have had prior experiences in International Red Cross, World Food
Programs and other related organizations. In its operations, it often only sends people who have worked in similar contexts before to a particular field mission. For example, for the relief mission to Haiti in early 2004, selection of personnel was very context specific.

c. **Attitude of Team Members.** In addition to competence and experience, commitment to cause such as belief in the work for the betterment of children in the UNICEF and in humanitarian disaster relief in the OCHA, ability to be a team player, ability to be accountable and willingness to work hard are considered. These considerations can be applied during the selection of personnel because the United Nations often attracts an overwhelming response to its recruitment efforts and its figures for employee retention are high.

d. **Broad Representation in Nationality/Geography/Gender.** This is a secondary consideration after the above factors have been taken into account. Although Article 101 of the Charter states that due regard will be given to the representation of nationalities and gender, there is no official quota system in force. A comparison between the percentage of the number of people from a nationality and the percentage of the funds contributed by that country is often used to describe an over or under representation. The US, for example, is under-represented in 2003 (20% budget, 17% staffing). Some countries, such as Philippines are over
represented. There is a guideline and emphasis given by the General Assembly to increase the representation of women.

e. **Political Considerations.** Some appointments require more specific political considerations. For example, the Secretary General's appointment is usually rotated among the regions. The Administrator of UNDP has always been American, with the exception of the incumbent who is British. UNDP, as another example, will not include an Israeli and a Palestinian together in a team.

f. **Special Considerations.** These are needs unique to the role and context of the agencies. For example, UNRWA employs only Palestinians in the local work but Regional Heads, Main and Executive Committees members have to be Internationals in order to lend legitimacy to UNRWA's presence in the Near East. Other missions, such as those of IAEA for example, often require the presence of language specialists.

g. **Briefing.** In some agencies, new comers are briefed upfront about the vision, the objectives and what are generally expected of them. For example, the IAEA has an orientation week, during which a good 1-hour long video that also deals with multicultural issues is shown to new comers. One division manager in OLA talks about putting the agency's and the UN's interests first, and believes that everything else is easier
once that is clearly established. The UNDP is in the progress of developing an orientation package.

h. Training. UNRWA teams at the refuges camps, for example, have achieved education pass rates far higher than those of the host countries, even though children from the camps and the host countries take the same tests. This is believed to be a direct result of the motivation of the refugees themselves, the autonomy given to the decentralized field teams, but also importantly, as a result of the efforts given in providing the necessary qualification and training to the team workers, which in this case, are the Palestinian teachers.

13. Measures Taken to Make Teams High Performing. This is to identify the measures which managers in the United Nations take in their efforts to increase the effectiveness of their teams:

a. Clear Vision and Goals. A clear vision, supported by specific and clearly articulated short-term, mid-term and long-term goals in order to match the achievement of the vision with weekly, monthly, 6-monthly and sometimes yearly activities is provided by managers in UNU and UNDP. Usually, this is only possible for those agencies that do not deal with crisis and where developmental objectives can be set. In the case of OCHA, for example, a significant portion of its activities are reaction-based. In this
case, however, the vision is still very clear, and the specific goals in each crisis similar.

b. **Deadlines.** Following from the above, deadlines are used to communicate clearly when specific goals are to be attained.

c. **Clear Structure and Procedures.** For most agencies, there are very clear structures and processes in place. Coupled with clear goals, objectives and the use of deadlines, the presence and understanding of these processes greatly help in the team dynamics. In addition, for agencies such as the DDA, IAEA and DPKO, there are established Standard Operating Procedures to guide most operations. In fact, one's success is sometimes measured on how well one conforms to the SOPs. These are possible because the procedures and processes have been well tested for a long time and over many similar problems.

d. **Freedom and Latitude.** Field teams such as those from UNICEF and OCHA are given as much latitude as possible although this is balanced by accountability and an expectation of delivery. In both cases, the presence of a middle regional/operational management team in the chain-of-command structure acts to monitor and to ensure consistency with the agency's higher strategy.
e. **Senior Management Support.** The middle management team also then functions as the chain of command to provide support from the agency to the field teams. For example, in the case of OCHA, the team is supported by the middle management team known as the task force, comprising between 5 to 10 managers, which reports to the Under Secretary General, who in turn advises the Secretary General. Developments and needs on the ground are therefore aimed to be appreciated and supported in real time. Communications with the ground leaders are often enabled by the use of video conferencing.

f. **Experience.** Some problems which the agencies have to deal with are not new and so do not require constant creative and innovative thinking. For example, the work which UNRWA has done on the ground for over fifty years involves similar problems and largely similar responses. Teams have already gained a lot of experiences and local knowledge. This greatly helps in further clarifying procedures.

g. **Organizational Learning.** In addition, one agency, the DPKO has a Lessons Learnt Office to enable a systematic capture of knowledge gained and to provide an institutional continuity in knowledge. This also helps in decision-making.
h. **Motivation.** In OLA, good works are recognized and leaders give compliments generously, in order to enhance morale and motivation. It is recognized, however, that this does not ultimately replace the need to address career concerns.

i. **Team Building Programs.** Most agencies interviewed do not have such programs such as UNRWA and UNDP, although the OSG believes that other agencies do. IAEA has an orientation week for new comers and UNICEF conducts retreats once a year to enable bonding out of the office setting.

14. **Resolution of Conflicts and Rebuilding of Trust.** This is to probe for more specific actions taken by the managers in the management of their teams:

   a. **Dialogue/Consensus.** Dialogue is used to convince team members and open discussion used to arrive at the right decision. This is especially the case for OLA where one can find many stubborn lawyers. Generally, consensus is the desired mode for decision-making in all agencies interviewed.

   b. **Boss Decides.** If no consensus is achieved among members, the team leader will decide. This is the case for UNICEF and for OLA. For
the case of UNICEF, the Executive Director is deemed to be so strong that she ultimately decides on most issues and in most cases, micro-manage.

c. **Team Culture.** A clear norm is established for teams for dialogue and debate and an open and honest environment is established for discussion on tensions and difficulties within the team. This is mentioned by most agencies. For example, the team at OCHA would allow each member before any meeting to talk about other issues and deadlines that he is working on, so as to avoid conflicts of demands, and would also discuss openly the difficulties the team may be facing internally.

15. **Challenges that Teams Face.** The aim of this question is to investigate if any tool or mechanism may have been inappropriately applied, and/or if new measures may be necessary, during the creation and in the management of high performance teams:

   a. **Compensation.** Occasionally, there are difficulties faced with getting suitable good people from developed countries because of a possible adjustment in salary downwards. For example, a nuclear scientist from the US may get a salary drop when he joins the IAEA, whereas a scientist from Africa, for example, may get a raise instead compared to the salaries they would get previously in their own countries.
In addition, there are concerns about what reward is, as while most people will get yearly upgrades, a superb performance does not itself guarantee a higher appointment. This is related to the following point.

b. **Career Concerns.** There is no clear institutionalized career path for staffs and as a result, a significant amount of energy is spent on career concerns. This is particularly the case for middle-level managers who aspire to be senior managers, resulting in fierce competition, withholding of information and an erosion of trust among team members, transparency and efficiency of the teams. Several interviewees have expressed the view that the human resource management is a disaster, in that there are no clear criteria for promotion to the next higher appointments. In addition very few people get permanent contracts. In OCHA, for example, the number of staffs required varies with time, such as during the Iraq and Kosovo crisis, when a lot are needed but during other times, a lot less may be needed. Even if there is a strong sense of group identity, therefore, the sense of job security can still be incommensurately weak.

c. **Leadership.** This is a key problem area and there are several difficulties with leadership. In some agencies, poor commitment on the part of the team leader has led to poor commitment from the rest of the teams. In many cases, leaders are also observed to be incompetent. One cited UNDP’s work in Africa, called Internet for Africa, in which the
leader from the United Nations were observed to be both technically and managerially incompetent, as an example. Team members who did not know each other met and were then thrown into work without any introductions or social interactions. In another agency, one thought that leaders are not able to own up to their mistakes sufficiently either internally or externally and cited Richard Clarke's apology as a good example for leaders to follow. He gave an example of how he had proposed to conduct a research into how the UN could improve on its HR management, and the project was favorably supported until he had proposed that the report be published. One anonymous source observes that one possible reason for poor leadership is that some leaders are selected based on political considerations. This is supported by quite a few other interviewees who think that there are no clear institutional criteria of selection for leadership, and as a consequence, leaders are not good managers or good team builders. This then indirectly affects the development of teamwork. Team members do not usually come together to make the team better because they are also concerned about their job security and their evaluations are given by the team leader.

d. Inter-Team Interaction. Interactions among teams are not thought to be streamlined enough. For example, there is often an overlap in the scope of work between UNDP and UNICEF, both of which conduct developmental work. This has made it difficult for field workers who prefer
a unified leadership on the ground. At the New York Headquarters, interaction among departments and teams is also perceived to be unsystematic and not streamlined enough. As a consequence, harassment by use of repetitive phone calls is sometimes necessary in order to make things happen. Most did not think that there were any serious inter-team conflicts. Usually, inter-team disagreements would have been hammered out because one would know what the senior management thinks and expects. This is the case for UNICEF - You know it.

e. **Time.** There are too many ad hoc committees and meetings, resulting in little time for work.

f. **Decision-Making.** Decisions are too often pushed upwards for confirmation before they are taken, thus resulting in inefficiency and the danger that rationale for the particular case may no longer be valid.

g. **Getting Funds.** Some of the funds critically needed by the agencies are not supported by the United Nations and as a consequence, the agencies have to look for these funds themselves. For example, UNRWA's work in the Near East is not supported by the United Nations regular budget.
h. **Differing Priorities.** Target countries have different priorities, thus leading to difficulties in implementing solutions to problems. For example, while the IAEA with the help of the United Nations wanted to push for an organized inventory of radioactive sources, countries from Africa were very slow in their responses, due to very different national priorities.

i. **Personality Conflicts.** Personality conflicts tend to be between those who are diligent and who can be counted on to deliver and those who are less energetic. In these cases, the less diligent normally get bypassed by not getting the assignments.

16. As a summary, inputs from Thrust 2 are consolidated and matched against the Framework derived at Part 2. Factors considered during creation of teams are marked by * while factors considered for management are marked by #.

**KEY:**

1. Creation considerations *: in addition - political and special considerations.

2. Supporting feedback, as given by preceding paragraphs.

3. Management considerations #: in addition - use of deadlines.

4. Supporting feedback, as given by preceding paragraphs.

5. Problems faced by teams.
<table>
<thead>
<tr>
<th></th>
<th>KEY AREAS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Types of Teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks</td>
<td></td>
<td>*</td>
<td>12(a)</td>
<td>#</td>
<td>13(d)</td>
<td></td>
</tr>
<tr>
<td>Degree of Autonomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Dynamics</td>
<td>Knowledge &amp; Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expertise</td>
<td></td>
<td>*</td>
<td>12(b), 12(h)</td>
<td>#</td>
<td>13(f)</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>*</td>
<td>12(d), 12(b)</td>
<td>#</td>
<td>14(c)</td>
<td></td>
</tr>
<tr>
<td>Team Creativity</td>
<td></td>
<td></td>
<td></td>
<td>#</td>
<td>14(a)</td>
<td></td>
</tr>
<tr>
<td>Team Decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13(g), 14(a), 14(b), 14(c)</td>
<td></td>
</tr>
<tr>
<td>Making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation &amp; Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td>*</td>
<td>12(c)</td>
<td>#</td>
<td>13(a)</td>
<td></td>
</tr>
<tr>
<td>Group Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonding</td>
<td></td>
<td></td>
<td></td>
<td>#</td>
<td>13(i), 14(c)</td>
<td></td>
</tr>
<tr>
<td>Compensation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td>*</td>
<td>12(a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td>#</td>
<td>13(h)</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td>#</td>
<td>14(a), 14(c)</td>
<td></td>
</tr>
<tr>
<td>Norms</td>
<td></td>
<td>*</td>
<td>12(g)</td>
<td>#</td>
<td>13(c), 14(c)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Often pushed upwards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Salary, career, others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Dynamics</td>
<td>Boundaries</td>
<td>Inter-team &amp; time</td>
<td>Inter-team &amp; time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Network</td>
<td>* 12(d)</td>
<td>Differing</td>
<td>Differing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Management</td>
<td># 13(e)</td>
<td>priorities</td>
<td>priorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td>Funds not</td>
<td>Funds not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>supported</td>
<td>supported</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11: Consolidation of Feedback Received

THRUST 3 — CROSS-CULTURAL DYNAMICS

17. The United Nations is an inherently multicultural international organization. The aim of this thrust is to identify ways in which dynamics of this trademark diversity may be affecting the performance of teams and to analyze how and whether these are appropriately addressed.

18. Advantages of being Multicultural. Overall, the multicultural nature of the teams is seen to be a decisive advantage for the United Nations:

a. Legitimacy. The United Nations cannot claim to speak for the world if the staff is not multicultural. In addition, United Nations teams need to be seen as neutral. In the case of OCHA, for example, field teams cannot be perceived to be, say, western even if the United Nations has been given the mandate by a host country to send in a team to coordinate
humanitarian assistance. In the same way, the international character of its teams has lent legitimacy to UNRWA’s work in the Near East.

b. **Guiding Model.** With globalization, which has brought about some unhappiness due to perceived homogenization of the world, there is a great desire among countries to combine diversity and wholeness and to create unity in diversity. In this case, the United Nations diversity, together with its global leadership, allows it to be a leading role model and a guiding light to the rest of the world in maintaining harmony among countries.

c. **Diverse Knowledge.** The diversity of the staff ensures that sensitivities and perspectives are considered, essential for the United Nations teams which are primarily concerned with solving international issues. This is very important for policy making and also for field teams such as those from OCHA which require accurate local knowledge and connections in order to link-up with the locals to ensure that work on the ground can be executed smoothly and then handed over smoothly. The United Nations is thus able to call on the experts in the required areas easily, especially those with connectivity to local knowledge.

19. **Challenges.** This is to gain an insight into cross-cultural challenges faced within teams.
a. **Language.** Problems with language exist. The General Assembly, for example, had to spend a good thirty minutes in a recent meeting to clarify the use by a western country of the word segmentation in the perspective of work, and a significant time was also spent on the propriety of using the term domestic partnerships. To minimize misunderstanding, qualifications are often used in documents to ensure a clear understanding and a common ground, for example, in the definition of Dirty Bomb in the case of the IAEA. Clear definitions in the Charter and the various Resolutions and Treaties also help. It is also usual for native speakers to do the final write-up or the later versions of documents although all could be involved in coming up with the first drafts. In addition, if a leader is a native speaker, team members who are not as proficient and cannot follow the pace are out of the game very rapidly; such in the case of UNICEF, the energetic Executive Director is American and a really fast speaker. Body language can also be a problem. An example was given of how an American supervisor put his feet on his Pakistani subordinate's table, not realizing that this meant significant insult to the subordinate. A Singaporean boss happened to come in and had to interfere to diffuse the situation.

b. **Decision-Making.** Western people tend to be more guided by rational evaluation, while people from the east tend to be greyer. What often happens on the ground is that if time is of essence, western people
tend to take charge, but if the aim of a broad representation and participation is important, individuals from other races may be asked to take charge. This is not always the case, however.

c. **Power.** The English-speaking people from North America, United Kingdom and Europe tend to dominate and take leadership. Others such as from Africa and Asia tend to be gentler and not express themselves too forcefully or strongly.

d. **Friendships.** Mother tongue tends to be the determinant as to who one makes friends with. The next factor is similarity in culture. People of the same language and culture tend therefore to mix more often together. However, it is possible to work well together without making good friendships.

e. **Time and Space.** Westerners tend to be chronological in their time descriptions, whereas an African, if asked to describe himself, would talk about the most important things to him first. Space is also quite distinct, for example, the British and the Latinos are very different, with the later preferring physical closeness, hugs and kisses.

f. **Temperaments.** The temperaments of the British and the Latinos are very different, for example. If teams are led by very different leaders
from this perspective, it can affect the relationship between the two teams. An example was given of how rivalry as a result of turf concerns between two teams was not resolved because of differences in temperaments between the leaders - while one was led by a Scandinavian Ice Lady; the other was led by a fiery Latin American.

g. **Too Many Opinions.** As a consequence of the diversity, there are sometimes too many opinions.

20. **Effects on Performance.** This is to ascertain if cross-cultural dynamics adversely affect the performance of teams, and to determine the factors behind the finding. Significantly, all interviewees thought unanimously that cross-cultural differences have not affected the ability of the teams to achieve their goals. The following reasons were given by the interviewees:

a. **Culture.** It is very much a part of the United Nations culture to treat people with respect and to show great sensitivity to people. There is a broad basis of trust and respect. While the UN is a unique laboratory of different cultures, there is no dominant culture. Another said that people value diversity. It is part of the culture. It would be an alien phenomenon for United Nations staffs to be insensitive.
b. **Values.** Article 101 of the Charter specifically spells out that while the paramount consideration for employment in the United Nations is competence, due regard will be given to recruiting staff on as wide a geographical basis as possible. In addition, the Universal Declaration of Human Rights details that the recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. These values are prevalent in the organization and people at the United Nations, across the various agencies believe in them.

c. **Oath.** As required by the Charter, Article 100, paragraph 2, staffs joining the UN take an oath to pledge loyalty to the international character of the United Nations organization. They see themselves as international civil servant first, and national citizens second.

d. **Global Mindset of People.** The type of people who are attracted to come and work for the United Nations generally understand that they have come here not to advance the interests of one specific country but goals which are truly global in scope. This helps to promote cooperation, understanding and trust. There is in fact an ideology and culture, or a civil religion almost, an attitude, a notion of a unified globe of common problems.
e. **Global Goal.** The UN works for the public good. It mobilizes resources to solve global problems, there is thus less competition and struggle for resources and the mode of operation thus tends to be more cooperative then is competitive. Unlike the business community, it is less of a zero sum game.

f. **Focus.** People are able to focus on work issues, rather than on cultural differences, in order to achieve the objectives. In addition, people do not expect to have to be great friends in order to get the work done. People are free to chose who they want to stick to, for example, at Gaza, where the UNRWA is headquartered, internationals are free to stick to the expatriates, or to mix with the locals. In OLA, where language is important, they try still to focus on the content and not the language. For example, it is recognized that someone from Mongolia is not going to speak as good English as someone from Britain. In addition, people do not wish to let these differences affect their own job performances.

g. **Multicultural Mindset.** People who have volunteered to work in the United Nations are those who like to and expect to work in diversity and with people from different backgrounds, and probably who have worked in such an environment before. The selection for IAEA for example, usually involves finding out the background and the expectation of the interviewee from this perspective, to filter out those with rose-tinted glasses.
h. **Work Experience.** The posting of United Nations staffs also help to create the awareness that people are different and thus enable the staffs to be prepared to accept different viewpoints. OCHA only employs people who have worked in agencies such as International Red Cross and other aids organizations, which are multicultural in nature. However, it is observed that diplomats generally have more difficulties than the permanent United Nations staffs possibly because they are rotated frequently.

i. **Homogeneity.** The United Nations is not strictly multicultural although people come from around the world. This is because there is a certain degree of homogeneity in their backgrounds and education. In other words, people who have manage to come here and be employed by the United Nations are people who have had access to advanced education which in most cases are rooted in western culture and thinking. Since the end of the Cold War, especially, countries are less divided, and together with globalization, people have better access to education abroad. It is common for people to go to UK, Europe and especially now, the US. In addition, there is a common identity among them as expatriates.

j. **Bureaucracy.** This has been cited as a mechanism which has been effective as an oversight to ensure consistency regardless of different
cultural and ethnical practices, for example, the number of work hours per week. Also, bureaucracy slows things down and ensures that somehow, things get done eventually.

k. **Language and Concepts.** There are 6 official languages. For some meetings, simultaneous translation into these languages is available. In addition, the Charter, the Declaration and the various treaties and resolutions, together with all the qualifications that come with them help to ensure a certain degree of understanding. In addition, for some agencies, technical jargon ensures that definitions are quite clear.

21. **Establishing Common Vision, Mutual Understanding, Tolerance, Respect, Trust and Cooperation Across Cultural Divides.** This is a specific question to probe the interviewees on how they manage cross-cultural dynamics.

a. **Clear Vision and Goals.** Setting a clear vision and specific goals helps unite members of the team together. For example, UNRWA’s vision and specific goals which it has been dealing with for over fifty years help ensure understanding and cooperation among its international team members.

b. **Clear Modus Operandi.** This includes clear processes and substance, such as goals, allocation of tasks and a clearly defined
schedule in order to overcome people's different approaches to life and to work. In addition, some responses are fairly standard because similar problems are encountered.

c. **Retreat.** UNICEF, for example, conducts retreats which allow people to interact under informal settings and this enables people to build trust and to cross walls which are harder to surmount in the office setting.

d. **Open Environment.** The conduct of open and honest discussions on issues and the ability of the leader to be humble to admit mistakes are essential to enabling team members to be more trusting and cooperative and to arrive at the right decisions.

e. **Face-to-face Meetings.** Face-to-face meetings are used as far as is possible to encourage trust and bonding, decrease the probability of misunderstanding and to increase the probability of more seriously considering issues, and making the right decisions.

f. **Leadership Style.** The leader of the team who is perceived to one of the group helps to gel the team together better.

g. **Common Ground.** The OLA, which feels that it is difficult to achieve the specific values in the questions asked, for example, attempts to create
a. a common ground by creating this feeling of a big family, with a common purpose and putting the interest of the UN first, and so draw everyone together. It tries to do this when a new comer first arrives. The OCHA also relies on its staffs motivation to help the less privileged as a common ground to rally the team together.

h. Selection. Recruiting high quality and professionally motivated people who want to work for and join the UN help achieve mutual respect, common understanding and motivation within the team.

i. Induction. Orientation programs help new comers to be better prepared. For example, the HR Department of the IAEA runs a week long orientation program, which includes the 1 hour video on multicultural issues.

j. Special Considerations. Some agencies such as UNDP provide special considerations to sensitivities, by not putting, say, an Israeli and a Palestinian together in the same team.

22. The following were some suggestions as to what more can be done:

a. Leadership. A stronger leadership is needed to achieve a better balance and to better reflect different values. For example, one
mentioned that the United Nations is too Euro-oriented and that he hopes the next Secretary General will be able to bring a better balance to that.

b. **Mentorship.** New comers could be briefed by people who have worked there for a longer period who can advise on the national or cultural characteristics of people. For example, the Japanese are very organized, and will always want to have all the details well ahead of time. The Latin Americans, on the other hand, can shout their heads off during a meeting, but are often still quite friendly and will give the shouted at hugs later right after the meeting. As another example, an American scientist from IAEA could not understand why work in Egypt was scheduled to begin on Sundays and to end on Thursdays. When one conducts performance interviews, one could be very frank with the Latino, but one needs to be very careful with the Japanese. With a bad review, the Latino would most probably go out for a beer afterwards, but the Japanese would hara-kiri. One can therefore learn from a more experienced person who has worked at the UN for a while on these tips for better cultural understanding.

c. **Briefing & Team Building Exercises.** Briefing and simple team building exercises for ad hoc teams would be useful before the team is thrown into work, especially for the field teams working for OCHA, UNICEF, UNDP and DPKO. In some cases, non UN staffs may be involved and it is therefore necessary to have a program to bring them and everyone else, who may not know each other, on board.
23. As a summary, inputs to Thrust 3 are consolidated and matched against the framework derived in Part 2. Reasons given by interviewees as to why cross-cultural diversity has not adversely affected team performance are marked by *, tools that managers use to overcome cultural divides are marked by #, while consensuses achieved since the creation of the United Nations are marked by +.

**KEY:**
1 - +: key consensuses achieved during the creation of UN and its development to date, albeit at the larger-than-team context.
2 - *: reasons given as to why culture diversity is not an issue.
3 — Supporting feedback.
4 - #: tools senior managers use to help cross cultural divides: in addition: special considerations.
5 — Supporting feedback.

<table>
<thead>
<tr>
<th>DIMENSIONS OF CULTURE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surviving in and Adapting to External Environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission &amp; Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>*</td>
<td>20(a), 20(b), 20(d), 20(e)</td>
<td>#</td>
<td>21(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>*</td>
<td>20(e)</td>
<td>#</td>
<td>21(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means to Achieve Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>*</td>
<td>20(j)</td>
<td>#</td>
<td>21(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria for Measuring Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>*</td>
<td>20(b)</td>
<td>#</td>
<td>21(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remedial &amp; Repair Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td>#</td>
<td>21(b)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing Internal Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a Common Language and Conceptual Categories</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>Defining Group Boundaries</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>Distributing Power and Status</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>Developing Rules for Intimacy, Friendship, and Love</td>
</tr>
<tr>
<td>*</td>
</tr>
</tbody>
</table>

- Misunderstanding
- Speed
- Assertiveness
- Mother-tongue
- Ethnic culture
<table>
<thead>
<tr>
<th>Allocating Rewards and Punishment</th>
<th>+</th>
<th>**</th>
<th>20(d)</th>
<th>21(d), 21(f)</th>
<th>Mono chronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the Unmanageable and Explaining the Unexplainable</td>
<td>+</td>
<td>*</td>
<td>20(j)</td>
<td># 21(b)</td>
<td>Personal space</td>
</tr>
<tr>
<td>Other Assumptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Reality and Truth</td>
<td>+</td>
<td>*</td>
<td>20(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Time</td>
<td>+</td>
<td>*</td>
<td>20(e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Human Nature</td>
<td>+</td>
<td>*</td>
<td>20(a), 20(b)</td>
<td># 21(j)</td>
<td>Decision-making Assertiveness Temperament</td>
</tr>
<tr>
<td>Nature of Human Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Human Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 12: Consolidation of Feedback Received**

**OTHER IMPORTANT POINTS RAISED**

24. These are points raised by the interviewees, which were not in direct response to the questions asked:
a. **Conflicts.** There are a lot of conflicts among the staffs as a consequence of career concerns. This is particularly the case for mid-level managers. This tends to affect trust especially in the senior management team level, which is closer to the seat of power where one also especially needs expertise and trust. The conflict is less severe in the operational teams.

b. **Competition.** The United Nations is a very competitive place because there are not many places for promotion, and because the career path is not very clearly established. This is the case, for example, in OCHA, OLA and UNCEF. Whereas seniority was given due consideration for promotion 30 years ago, it is now based solely on merit.

c. **Inward Looking.** The UN is very self-involved because it is weak internally, especially in management. Because of that, it is not able to look outwards as much as it should.

d. **Effectiveness.** The United Nations is most influential and most indispensable in areas that are non-political. For example, UNICEF and OCHA are very sought after by new comers. In areas that are political, it is less relevant.
e. **Organizational Learning.** While there is organizational learning and adaptation, this is not really planned, and what we see are incremental changes made over time. This is in the context of the presence of SOPs to guide most situation and responses.

f. **Working with External Agencies.** Working with external agencies has helped the agencies within the United Nations to learn to work with each other better. For example, since UNDP started working with non-governmental organizations, with the inception of the idea that peace and development must go together and the creation of Global Compact, it has learnt to work better with other agencies, compared to before when it only worked with governments and so tended to work as silos.

**SUMMARY OF KEY FINDINGS**

25. In summary, teamwork is imperative to the United Nations. In view of the complex and interwoven international nature of its operations, achieving intended objectives requires an effective cooperation among a number of specialist experts, an understanding and access to diverse national and cultural views and sensitivities, and the ability to coordinate and collaborate with a big host of external organizations. Teamwork is also needed to enable the United Nations to respond swiftly and effectively whenever crises develop, especially if time is short, and particularly if resources available are also limited.
26. Teams can be identified at at least 4 levels within the agencies in the United Nations System; the senior management teams, the regional or operational management teams, field teams and teams created to address specific issues. While membership of the former two is easily identifiable and relatively stable, the membership of the later two depends on the tasks at hand and is usually transient.

27. Interestingly, most managers were not able to say what exactly made their teams work well together, until they were prompted by further more specific questions as provided at Table 8. Based on their feedback, however, it appears that the formation of teams is a critical foundation to the teams success. In this aspect, two factors stand out. Firstly, clarity in the agencies mission and goals has enabled a good identification of skills sets required in the teams. Secondly, because application rates are usually overwhelmingly high, the United Nations has therefore been able to consider and recruit not just people who are professionally highly qualified and experienced, but also people of different nationalities and gender, and people who fit in, such as in terms of passion and commitment, ability to be a team player, willingness to work hard and to work with diversity. It must be noted here that because political and special considerations are in some cases given in the selection of personnel, decisions made can sometimes, therefore, be suboptimal in some agencies. On the whole, however, it appears that while not all are good, the agencies have been able to
recruit and retain a sufficiently high number of very good people, who have become the critical mass main stay of the organization.

28. In the management of teams, four particular factors appear to be most frequently dominant. Clarity in missions and goals enables the definition of concrete objectives, which are then managed by the use of specific time horizons or in other words, deadlines. The efficiency of the teams is then enhanced by the presence of established structures and processes, and in some cases, even Standard Operating Procedures. Finally, open discussions, the use of dialogue and an overarchingly agreement on reaching decision by consensus enables communication within teams. It must be noted here, however, that the established structures and processes as well as the prevailing mode of reaching decision by consensus have at times become a bureaucratic problem. Besides these four factors, there is some degree of evidence of attempts to provide latitude and management support to field teams, promote organizational learning, encourage bonding and raise morale. Unlike the four, however, these measures are fairly inconsistently employed throughout the agencies.

29. An analysis of the problems which teams face reveal two trends; problems within and problems external to teams. Within teams, unclear career paths, and to some degree, compensation inequity, quality of leadership, the lack of time to work due to too many meetings and committees, the lack of authority to make decisions and implement them without having to always first check with the next
higher level, and personality conflicts chiefly due to differing personal energy levels, are key concerns. External to team, poor inter-team interaction is a significant primary concern, with insufficient management support and differing priorities of target countries secondary concerns. It must be noted here that the four most dominant problems are unclear career paths, compensation inequity, leadership and poor inter-team interaction.

30. Cross-cultural differences and difficulties exist within the teams. These were evident in varying degrees in the areas of language, body-language, decision-making, leadership style, friendship, time and personal space, and temperaments. There is a strong and unanimous feedback, however, that these do not impede the performance of teams significantly, and in fact, that cross-cultural diversity is a source of strength to the United Nations teams in several important ways; it provides to the teams legitimacy, morale high ground and the diversity of perspectives essential to the attainment of the teams objectives. It should be noted here, however, that cross-cultural diversity is only one of three main diversity challenges in the United Nations System; the other two are diversity in types of agencies and in geopolitical divisions, with the later only applicable to non-UN staffs.

31. An analysis of the feedback given by interviewees as to why cross-cultural differences have not adversely affected the teams appears to indicate two sets of sub-conscious taken-for-granted dynamics at work; a larger United Nations
System organization culture, complemented by a more local agency organization sub-culture.

32. 8 factors appear to be most important and consistent. The first four are a common global goal, a common identity as international civil servants, a shared belief in respect for diversity and a certain degree of similarity among the staffs in education backgrounds, work experiences and exposures within the organization, and mindsets towards multicultural work. This first category appears to be the common ground which provides a sense of identity to most the United Nations System staffs. The next four factors are clarity in objectives, established structures and processes, clear concepts, and a tacit agreement that one does not have to be great friends in order to work well together. These four factors, particularly at the agencies level, appear to be strong guiding forces for the teams. In addition, there is evidence to suggest that managerial interference, in some cases in the forms of an insistence on face-to-face meetings where possible, retreat, cultivating an open environment, initial briefing to new comers and adopting the right focus on content and not form, while not consistently applied at all the agencies, have helped to strengthened the 8 factors. One can see evidence of some of these factors in certain artifacts, such as the 191 flags which are raised daily in front of the Secretariat's Building, the rotation of members seating arrangement in the General Assembly Hall on a daily basis, the Charter, the Universal Declaration of Human Rights, treaties and resolutions,
and the oath that a new comer must take to pledge his/her loyalty to the international character of the international civil service.

**RECOMMENDATIONS**

33. It appears, for now at least, that the performance of teams at the United Nations is dependant on two components; some individual good sense and practices on the part of the manager in question, supported fortunately, by strong elements of common ground and guiding forces. It is clear, however, that there is no concerted effort either at the United Nations level or the agencies level to establish a strong and common framework for team and team leadership or to exploit the advantages offered by the common ground and guiding forces that now already exist within the United Nations at large and at the agencies. Seen from this perspective, therefore, there is a huge potential for improvement in teamwork in the United Nations.

34. The United Nations System must therefore do both. It must exploit all the best practices of managerial tools and mechanisms available, bearing in mind the type of common ground and guiding forces that can be leveraged. Specifically, during the creation of teams, besides what it is already doing right, the United Nations should consider the following:
a. To further improve the recruitment of more quality people representative of different countries into its ranks.

b. To consider the need for inter-personal skills, task-management skills and local knowledge during recruitment.

c. To use the smallest size necessary in its teams so as to cut cost and to push efficiency limits.

d. To plan and conduct induction programs at the United Nations level, agencies level and team level. This will help promote common values and understanding across the entire system and help promote inter-group cohesion.

35. For the management of teams, the potential for improvement seems unusually huge:

a. To promote team creativity and team decision-making.

b. To be responsive to Group Age and conduct bonding exercises. This will help solve personality conflicts problems due to different energy levels as surfaced by the interviewees.
c. To solve compensation problems, in terms of career movement, salary equity and recognition of good work. In addition, consider the use of evaluation to encourage teamwork. Efforts in this area were started by OHRM last year. However, it is still optional in that managers do not have to include teamwork as part of the evaluation.

d. To devise specific criteria for promotion to leadership positions and leadership training programs. Make the selection of leadership transparent and based on common established traits. This is vital as most interviewees think that there is a problem with leadership quality.

e. To train teams and team members in the skills of communications, particularly across cultural divides and different work organizations. These are the two of three diversity challenges within the United Nations System. A mentorship program can be developed to offer cross-cultural advice to new comers from senior staffs.

f. To devise a way to monitor the possible overload of teams or team members from work given by authority beyond the teams.

g. To consider the need to include target countries within its membership so as to increase commitment of target countries in selective projects.
h. To institutionalize processes for cross-team managerial interactions so as to promote a more institutionalized mode of inter-team co-
operations.

i. To recognize the importance and to provide more senior management support, particularly if the achievement of objectives requires higher management interference.

j. To devise a way to provide more autonomy to teams for quicker decision-making.

36. From the perspective of common ground and guiding forces, it is necessary to proactively exploit the 8 factors which seem to exist today, identify, develop and promote other common ground and guiding forces which exist somewhat but which have dropped out of radar, and to solve those areas where no clear consensus has been reached and which may therefore be problematic. Most importantly, however, the United Nations must exploit and strengthen its concept of teamwork. While this strategy cultural element already exists, it is largely at the United Nations level of member states, teamwork among individuals at the agencies and below levels is still not clearly emphasized.

<table>
<thead>
<tr>
<th>CATEGORIZATION</th>
<th>ELEMENTS</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exist and</td>
<td>Mission and Strategy</td>
<td>Exploit strength. Inculcate teamwork</td>
</tr>
</tbody>
</table>
| within radar                                                                 | as a core strategy, particularly at the agencies level.
|                                                                            | Exploit strength.
| Operational Goals                                                         | Exploit strength but must solve bureaucratization problems.
| Means to Achieve Goals                                                   | Exploit but be aware of speed of language.
| Common Language and Concept Categories                                   | Exploit strength but may need to be more inclusive
| Group Boundaries                                                         | Develop and promote.
| Managing the Unmanageable and Explaining the Unexplainable               | Combine with work on Other Assumptions.
| Rules for Friendship, Intimacy and Love                                  | Promote awareness of these to minimize cross-cultural problems.
| Other Assumptions                                                        | Further develop and promote awareness.
|                                                                             | As above.

| Exist somewhat and not quite within radar                                | Further develop and promote awareness.
| Criteria for Measuring Results                                           | As above.
| Remedial and Repair Strategies                                           | 
|                                                                             | 

| No clear consensus                                                       | Key problem and must be solved - evaluation & promotion to higher appointment.
| Distributing Power and Status                                            | As above.
| Allocating Rewards and Punishment                                        | 

**Table 13: Common Grounds and Guiding Forces**

37. A verification with the Office of the Human Resource Management (OHRM) reveals that some reforms are already underway; for example, there is a new evaluation system in which a staff is evaluated based on 3 core values (integrity, professionalism and respect for diversity) and up to 8 other core competencies. One of these 8 is teamwork. However, it is up to the superior whether to include teamwork as an evaluation basis for the year. The 3 values
are compulsory. In addition, the OHRM conducts teambuilding programs for
teams that request its assistance and general management training programs for
senior managers, supervisors and support staff. It has also developed 2 new
training programs; Cross-Cultural Communication and Diversity Training. The
OHRM has experienced an increase in requests for these courses over the last
few years.

CONCLUSION

38. Some insights into the dynamics of teamwork within the context of the
inherently multicultural nature of United Nations have been obtained by using the
feedback provided by the interviewees and then analyzed using the frameworks
and the overview of the United Nations derived in Part 2 and Part 3 respectively.
A series of possible measures for the United Nations to improve on its teamwork
under the present context and environment is then recommended.
PART 5 — WAY AHEAD

INTRODUCTION

1. The environment under which the United Nations System operates continues to be changing rapidly. Globalization and the information revolution will produce changes which may make irrelevant some of the dynamics of teamwork that have worked for United Nations thus far. It is imperative, therefore, for the leaders of the United Nations to be cognizant of these changes, determine what dynamics have become invalid and then define what the new dynamics should be for the way ahead.

KEY DEVELOPMENTS

2. Globalization can be defined as the growth of worldwide networks of interdependence in the environmental, military, social and political dimensions. It is not new and is as old as the human history itself. What is new, however, is that coupled with the effects of the information revolution, the networks are now thicker, involving more people from more regions and more social classes, more complex, farther, faster, cheaper and deeper. [1]
3. What follows is that effects of events in one geographical area or in the economic dimension can have profound effects in other geographical areas or in the military or social dimension. As these networks become increasingly more complex, their effects will therefore also become correspondingly more unpredictable. As a result, globalization is therefore accompanied by pervasive uncertainty. This is aggravated, particularly, by the speed of globalization that has been made possible by the information revolution. [2]

4. Globalization also causes increasing gaps in many respects between the rich and the poor. In addition, globalization accentuates local awareness, consciousness, sensitivity, sentiment and passion. In other words, globalization has not led to either equity or homogeneity. On the contrary, evidence suggests that both globalization and the information revolution reinforce rather than reduce cultural diversity. [3]

5. Today, the system of sovereignty states remains the dominant pattern in international relations. However, globalization has made national boundaries more porous, and information technology has made the less powerful actors become more empowered. Internationally, nongovernmental organizations can now raise and register their voices, world wide, as never before. Issues, including regulations and practices that were formerly regarded as the prerogatives of national governments, are now significantly influenced by private actors, which include organizations, groups and even individuals.
6. With the end of the Cold War, the United States has become more powerful than any state in recent history. Globalization contributes to this position, because of its economic size, because globalization takes place in its language, because it is organized along neoliberal economic principles; because they impose their legal, accounting, and technical practices; and because they are advocates of individualism. [4] Today, the United States seems to bestride the world like a colossus. [5] However, over the long term, it is likely that globalization itself will spread technological and economic capabilities and thus reduce the extent of American dominance. In addition, many relationships of interdependence go both ways. That is to say, while America, and to a lesser extent, other bigger countries such as China, have more freedom than small states; they are themselves rarely exempt from the effects of globalization.

**IMPLICATIONS**

7. As a consequence, the United Nations should consider making the following key changes:

a. Hitherto, the United Nations System is organized along functional and geographical lines. This arrangement may no longer be valid in view of the thickness, the complexity, the reach, the ease and the depth of interdependent networks effects. To remain relevant in its mission, it must
adapt its organization and processes so as to enable a more holistic approach to its overall strategy by ensuring close and comprehensive collaboration among its different agencies. Its aim must be to achieve system success. Following this, there is a need also to redefine the missions of its agencies, in view of the interdependence of global problems. For example, the Security Council can no longer view security issues through the traditional lens of physical assault, because freedom from hunger and epidemic diseases, for example, are preconditions to peace too.

b. The United Nations System will need to react faster under conditions of more uncertainty and in the face of more complex challenges. Its established system of check and balances, variously referred to by the interviewees as the bureaucracy and the red tape, will no longer be viable now and in the near future. A change is necessary to enable the system to be more nimble, innovative and yet able to preserve a coherent overall strategy. To do all these, the United Nations will need to seek a way to decentralize its decisions more, empower its teams more, enable a more efficient coordination between levels of management and create a learning culture within the entire organization.

c. Up till now, the United Nations System comprises principally either nation states representatives, permanent United Nations staffs or other
public civil servants as members in its teams. In view of the increasing non-public organizations' influence on policy making, it is necessary that the United Nations review its membership thinking in order to find a way to better represent non-public organizations' interests on a more permanent basis. In addition, it is necessary to examine if there are gaps in today's spectrum of agencies, such as in the representation of scientists, for example. A follow-on implication is that the United Nations can also no longer afford to seek common ground only among nation states, but to also proactively consider that of the non-public organizations.

d. As diversity and local identities are expected to continue to be relevant, the United Nations must reexamine its policy of selection to ensure that there is indeed an appropriate spectrum of representation of diversity in its decision-making processes. An important question to ascertain, for example, is whether those selected today are indeed representative of their communities. Another follow-on question is to examine if knowledge of communities' interests can be clearly defined as a required expertise in the formulation of policies and hence be included in the recruitment process.

e. Today, the United States States Department keeps a tab on how member states vote with respect to the United States. It then makes copies of the analysis and distributes them to foreign ministries and United
Nations missions of member states. This practice should be made illegal through a Security Council resolution to enable a more truly global and objective system of addressing issues.

SUMMARY OF RECOMMENDATIONS

8. In summary, the United Nations has two major focus areas for improvement; current weaknesses as addressed in Part 4 and adjustments for future as addressed in Part 5. The later is summarized in Table 14 below.

<table>
<thead>
<tr>
<th>CHANGES</th>
<th>IMPLICATIONS</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network Effects</td>
<td>Need more comprehensive and holistic approach to strategy — agencies missions, goals, means, measurement of success, remedial and repair strategies</td>
<td>Adapt organization and processes for system success, Redefinition of missions</td>
</tr>
<tr>
<td>Uncertainty</td>
<td>Need to be nimble, innovative yet coherent</td>
<td>More local autonomy Empower teams Better coordination between management levels Learning culture within</td>
</tr>
<tr>
<td>Rise of non-state players</td>
<td>Need to be inclusive</td>
<td>Extend membership Identify gaps and create new agencies Extend common ground</td>
</tr>
</tbody>
</table>
Table 14: Necessary Changes on the Present for the Future

<table>
<thead>
<tr>
<th>Diversity and Local Identities</th>
<th>Need to be representative</th>
<th>Truly representative? Local knowledge as expertise?</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Tabs</td>
<td>Need to ensure objectivity</td>
<td>Make it illegal through Security Council resolution</td>
</tr>
</tbody>
</table>

9. The United Nations appears to be at the mid-life stage. Change options that are available are the systematic promotion of sub-cultures, creation of a parallel system, technological seduction, as well as those available to an organization at the founding/early growth stage; general and specific evolutions, organizational therapy and systematic promotion of selective insiders. From the interviews feedback, there is evidence to suggest that agencies which are at the forefront of bearing the brunt of changes brought about by the effects of globalization and information revolution, such as OCHA, UNICEF and DPKO, are better adapted and so are potential candidates for specific promotion of subcultures. For example, the DPKO conducts not only team building programs for UN Peace Keepers, it is also now developing a new generation team building and training program to bring various components of the United Nations agencies together for the purpose of the conduct of Peace Building and Recovery Operations. In a way, these agencies are leading-edge users.
CONCLUSION

10. A leader must recognize the changes that have to be made in the face of changes in the environment which may make invalid some of the dynamics that have worked well in the past. The exercise of leadership is then needed to convince, to overcome resistance and to manage personal anxiety within the organization that comes with these changes by showing with a steady hand a safe and better route to the future and by providing emotional support where required.

11. Details of bibliography are attached at Annex F.
PART 6 — LESSONS AND CONCLUSIONS

INTRODUCTION

1. There are some important parallels between the Civil Service of Singapore and the United Nations System. Some lessons learnt from the preceding discussions on the creation and the management of high performance teams may therefore be applicable.

PARALLELS AND DIFFERENCES

2. Like the United Nations, Singapore is multicultural. Particularly because an ethnic group, in this case, the Chinese population, is predominant, the inclusion of the views and sensitivities of minority groups in the government's decision-making processes is vital to the securing of a long term sustainable peace.

3. The founding of Singapore also closely mirrored that of the United Nations. An initial self-rule as part of Malaya was granted in 1963 when the British pulled out in accordance with the Labor Party's East of Suez policy. This collapsed when Malaya decided that Singapore should be separated. With independence looming in 1965, a Constitution and an entire set of governing
system was established, based on justice and equality, regardless of race, language or religion, principles explicitly articulated in the National Pledge. With military, economic and social problems such as racial riots occurring in the ensuing few years, some existing governing practices were adapted while new ones were created and put in place.

4. Today, like the United Nations, the Singapore government is organized along functional lines. It has grown significantly in size, comprises many races within its ranks and has been reasonably successful since its creation. As in the case of the United Nations where there are six official languages, Singapore has several main languages, Malay is the national language, English the lingua franca, while Mandarin, Tamil and many other ethnic languages are also commonly used.

5. Singapore, however, is more homogeneous than the United Nations System. Fewer races and the development of a strong common ground in the two important areas of education and military service helps develop a Singapore culture that is also significantly facilitated by a clear and established set of values; rule of law, racial equality and meritocracy. Unlike the United Nations, therefore, it is easier for the Civil Service of Singapore to recruit truly the best, and to fire staffs where necessary if efficiency is most desired.
6. One key lesson is to recognize the importance and the significance of teamwork in the Singapore context, and then to devise a comprehensive common plan for the building of teams and for the training of leaders in managerial tools and mechanisms, particularly, in the leadership ability involved during the creation of organizational culture and the management of organizational cultural changes. Today, in the Singapore Civil Service as in the United Nations System, there is a lack of concerted institutional focus in this area and as a consequence, a huge potential is still left untapped.

7. The United Nations staffs offer some invaluable lessons for the Singaporean civil servants. Respect for diversity and the willingness to compromise where possible are values which Singaporean civil servants can learn. Possibly as a consequence of the strong established tradition in the rule of law, the Civil Service has acquired a reputation for its inability to compromise even where it makes sense. It can therefore learn to be more circumspect, cooperative and flexible.

8. The United Nations staffs have had to be innovative, creative and to take risks in order to overcome the complexity of the international problems and to beat the bureaucracy of the United Nations System itself. The Civil Service is
highly regulated by rules. In fact, one is often rewarded for following rules closely. As a consequence, it sets limits on the mental models of its civil servants to think out of the rule box, and to take risk. To progress, the Singapore civil servant begin to adopt a cognitive redefinition of the meaning of rules and to be less risk averse.

9. The United Nations staffs have had to handle a host of different organizations with different mandates, priorities and operating procedures in the search for a thin line common solution that is acceptable by all. It is a skill that will be highly useful to the Civil Service as power and influence become more decentralized in the future.

10. Looking ahead, the recommendations for the United Nations in Part 5 are also applicable for the Singapore Civil Service, although the effects of globalization and information revolution are felt at a smaller scale.

CONCLUSIONS

11. High performance teams can be employed to achieve high strategic pay-offs. The assassinations of the two Hamas leaders in the last few months bear testimony to this. High performance teams, however, must be created and managed. Although managerial tools and mechanisms are available as best practices in the management industry, ultimately, it is the leadership ability to
create and manage organizational culture and change with the use of these tools and mechanisms that holds the key to achieving high performance teams and delivering results.

Enclosures:
Annex A: Bibliography for literature research on management of teams.
Annex B: Preamble to the Charter.
Annex E: Almost verbatim record of the interviews.
Annex F: Bibliography for research on future trends.
ANNEX A

BIBLIOGRAPHY


ANNEX B

PREAMBLE TO THE CHARTER OF THE UNITED NATIONS

We the peoples of the United Nations determined
to save succeeding generations from the scourge of war, which twice in our
lifetime has brought untold sorrow to mankind, and
to reaffirm faith in fundamental human rights, in the dignity and worth of the
human person, and in the equal rights of men and women and of nation large
and small, and
to promote social progress and better standards of life in larger freedom,
and for these ends
to practice and live together in peace with one another as good neighbors, and
to unite our strength to maintain international peace and security, and
to ensure, by the acceptance of principles and the institution of methods, that
armed force shall not be used, save in the common interests, and
to employ international machinery for the promotion of the economic and social
advancement of all peoples,
have resolved to combine our efforts to accomplish these aims.
Accordingly, our representative Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization known as the United Nations.
ANNEX C

ORGANIZATION STRUCTURE OF THE UNITED NATIONS SYSTEMS TODAY
ANNEX D

BIBLIOGRAPHY


3. Transcribed by New York Times on President Truman's address to the final Plenary Session.


ANNEX E

ALMOST VERBATIM RECORD OF INTERVIEWS

INTERVIEW 1: WITH MS SIRKKA KORPELA (UNDP)

Date: 20 Feb 2004  
Time: 1500-1600  
Venue: 1 UN Plaza, Room 23-xx  
Appointment: Director, Division for Business Partnerships, Bureau for Resources and Strategic Partnerships

THRUSTS

1. Given the different contexts of its many operations and diversity of its staff, how important is team building to the UN?

2. What are the tools and mechanisms that UN senior managers use to create and manage high performing teams?

3. What are some of the cross-cultural dynamics within the teams?

LEAD QUESTIONS FOR INTERVIEWS

1. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

At the strategic decision-making level is the senior management team which comprises the Administrator and the 5 Regional Bureau Heads.

At the operational level are the field teams in the countries which consist of between 6 to 15 representatives.

2. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

The Bureau Heads are appointed by the Administrator. The first consideration is competence. The head is usually chosen from within the region. Secondly, the Administrator will ensure that there is a fair representation from countries within
the region over time. However, there is no formal rule to ensure this. But the spirit is to give all a chance.

3. What other factors do you look out for in creating these teams?

For the field teams, some local representatives are always included to help facilitate the work of UNDP.

4. What measures do you take to make these teams high performing?

5. What are the challenges that you have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

There are many ad hoc committees formed to address problems. There are too many meetings, resulting in insufficient time for work.

Besides, most UN workers are generalists.

The UN is very bureaucratic; it is broad and deep. Decision making is normally pushed upwards. For UN to be more nimble there should be more accountability and responsibility.

6. What advantages and challenges have you noticed from your teams being so multicultural?

There is no cross-cultural problem as everyone expects to work with people from different backgrounds. In addition, the posting of UN workers helps to create the awareness that people are different and enable UN workers to be prepared to accept different viewpoints. It is part of work, people value diversity.

7. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

There is no formal program in the UN to help people appreciate this more. The process of multiculturalization is natural. The UNDP has just started to try to develop a program to prepare recruits better.

They will, however, give considerations to sensitivities, such as not putting an Israeli and a Palestinian together.

8. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

9. How do you resolve conflicts? How do you rebuild trust? Could you elaborate on two fronts — internal to team and between teams?
UNDP was formed in 1999, when the importance of working with the private sector to help the poorest of the poor was recognized. Kofi Anan proposed the formation of Global Impact, before the protests against globalization started, so his recommendation was visionary. Global Compact is network-based and there is no formal organizational structure.

UNDP used to work only with the governments, just as UN used to work mainly with governments. Gradually, it was recognized that peace and development must go together, so UNDP has extended its partnerships to non-governmental organizations.

This has had impact on its internal coordination — the exposure to working with external non-governmental organizations has helped UNDP’s various sub-units to learn how to work together better. Before, they used to work like independent silos.

10. Along similar lines of enquiry above, could you comment on your observations of the UN in general?

11. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team’s objectives. In addition, people seem to get along and work together quite well. Why is that?

[This is due to the role and mission of the UN. While every country has a vote each in the GA, the Security Council is different. This was created 60 odd years ago after WW2. Today, it is difficult to reform this structure, but there are various proposals and lobbying to change this, such as to ensure that countries important to every region are represented at the Security Council.]
INTERVIEW 2: WITH DR BRIAN DODD (IAEA)

Date: 27 Feb 2004  
Time: 1845-1930  
Venue: Phone Interview, from 700 Huron Avenue  
Appointment: Scientist, IAEA  
Personal Details: Nuclear engineer, professor at university before joining UN for 5 years to contribute to a larger cause. Now retired.

THRUSTS

1. Given the different contexts of its many operations and diversity of its staff, how important is team building to the UN?

2. What are the tools and mechanisms that UN senior managers use to create and manage high performing teams?

3. What are some of the cross-cultural dynamics within the teams?

LEAD QUESTIONS FOR INTERVIEWS

1. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

There is a variety of teams in the IAEA, with different functions. Strategic decision-making is done by the Director General (DG), assisted by his 6 DDGs (Deputy Director Generals) and a few assistants/advisors. This can perhaps be seen as a strategic team, which meets routinely to discuss policy matters. Each department has between 2-3 Divisions which are in turn divided into sections. Operational mission teams conduct SAFEGUARD non-proliferation inspections, safety, security & physical protection of nuclear power plants inspections or radioactive source safety inspections.

2. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

The DG reports to the Board of Governors (BOG), which in turn is responsible to the General Conference (GC). The General Conference meets once a year in September. It is open to all countries each of which has a vote. The GC chooses the DG and members of BOG. The BOG comprises representatives from 35
countries, 5 of which are automatic members (nuclear powers) and others who are selected based on the status of their nuclear capability.

The DDGs are selected by the DG. There is an unwritten practice to ensure broad representation, nationally/regionally and gender, as set down by the UN Resolutions. Usually, the US ensures that the DDG for Management (Finance) is American. The DDGs, however, are usually selected from the nuclear powers, or those with fairly developed nuclear capability. At the moment, the DG is Egyptian, and there is a Japanese DDG (nuclear safety), a German DDG (science and application), a Russian DDG and a Mexican DDG (technical cooperation).

In the IAEA, however, competence is the most important factor in selection, especially at the operational level. Their countries of origin need not necessarily be nuclear powers, but are usually those countries which are nuclear-developed in some form or another. Staff are divided into D-staff (DDG above), P-staff (professional) and C-staff (clerical). Usually application is overwhelming, and applicants are categorized into Well-Qualified, Qualified, and Not-Qualified. One has to be in the Well-Qualified to stand a chance. Only after this layer of consideration is the principle of broad representation applied.

There is a no official quota on representation of nationality and gender. A way to measure representation, however, is comparing the amount of budget a country pays versus the percentage of staff in IAEA from the country. The US is under-represented (20% budget, but 17% staffing). There is a proactive effort to ensure that as many countries as possible are represented. However, there is an issue with salary. It is difficult to get American or British scientists because they get a pay-cut when they join UN (for example, Dr Dodd), whereas Indians and Africans will get a pay-raise when they join UN and therefore application from these countries are usually overwhelming. There is a guideline given by GC to increase the representation of women.

Choosing an operation team composition for mission is very much task dependant. For example, when he went to Spain for a workshop, he chose someone who could speak Spanish.

There is a yearly report of HR status to the General Conference, which details the percentage of representation and in this way ensures accountability. A link is available, given by Dr Dodd. The IAEA is affiliated to the UN, and does not report to the General Secretary.

I believe they have the same conditions as anyone else. Initial 3 years, with 2 year extension and a possible further 2 years.

Is the composition of the team solely based on task requirement and professional competence (I understand the other broad guideline to have good
representation)? Yes, with the proviso that a native language speaker is desirable.
Is it possible, for example, for an Arab and an Israeli to serve together? Yes, quite possible. We are International Civil Servants first and members of a nation second.
As I said the Secretariat are international civil servants. The requirement for a national nomination for a position at the IAEA was removed several years ago specifically because of this fact. Those on the Board of Governors and at the national missions based in Vienna are of course national representatives.

3. What other factors do you look out for in creating these teams?

4. What measures do you take to make these teams high performing?

He certainly saw his group as a team. But his is more a management issue than a cultural one. Key elements are good leadership, respect, trust, integrity, motivation and feedback. These are the things that we all want at our hearts, regardless of cultures.

5. What are the challenges that you have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

The means of achieving could be a problem. For example, while the UN wanted to push for an organized inventory of radioactive sources, the Africans were very slow in coming. I then clarified that this was perhaps due to different priorities.

He also mentioned that while countries take the UN like a Santa Claus, full of money and equipment, they generally do not welcome the UN to come into their countries. While the professionals in the countries want to do the right thing, they do not have the political power to influence the outcome.

6. What advantages and challenges have you noticed from your teams being so multicultural?

There are no problems with achieving a common understanding and motivation. This is because of the professional motivation and quality of the personnel who wanted to work at the UN in the first place. With regards to goals and objectives, there was no problem and was essentially a management issue.

During the follow-up interview, he elaborated as follows:

a. Measurement of success. No impact from cultural differences, not more than if the team were composed of all Americans.
b. Remedial/corrective actions. As above, except that the western people tend to make decisions more by logical evaluation, more black and white, whereas the eastern tend to have more grey answers.

c. Language and concepts. Not a big problem as English is used. However, there are instances where words may not mean the same things, for example, in the Dirty bombs security. To minimize misunderstanding, a glossary of terms is used. In addition, qualifications are made to documents to ensure a clear understanding and to ensure common ground. Generally, while all in the team would help in drafting, native English speakers would do the final write-up or the later versions.

d. Group boundaries. Teams have clear terms of reference. Sometimes, however, there are internal strife among groups, relating to turfs. He gave an example of 2 teams led by a Latin American and the other by a Scandinavian lady, nicknamed Ice Lady to illustrate how the dynamics were played out by the 2 very different cultures of the team leaders.

e. Power and status. The English speaking from North America, UK and the like tend to dominate and take leadership. Other countries, such as those from Africa, tend to be gentle, and not express themselves too forcefully and strongly.

f. Rewards/compensation. No effect, people get a pay rise every year after a performance review. It is very difficult not to get the raise. He does not remember any.

g. Norms of intimacy/friendship and love. The most significant factor is the mother tongue. That determines who you make friends with. The next factor is similarity in culture. He mentioned the difference between friendship and work relationship and that it is possible to work well together without being good friends.

h. Sense of reality/truth, time and space, human nature. He gave an example of how the Africans would talk about the most important things about himself if asked to introduce, while Westerners tend to be more chronological in their descriptions. Space is quite distinct, say between the British and the Latinos, but strict guidelines are given with respect to sexual harassment, so there is a restrain on contact.

Could you think of any situation in which cross-cultural differences could have prevented the full achievement of objectives?

No.

7. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?
There is an orientation program lasting about a week of half days for a new recruit. One of the components concerns working within a multicultural environment, and aims to provide guidelines with respect to the problems and joys of working in this environment. There is a good 1 hour video that is very well done and is shown during this period. This resides with the HR department (training section or unit). Other than that, there is no special training or team building training.

During selection process, Dr Dodd would always check if the applicant has experience working in a multicultural environment and seek out his attitudes. 2 key questions are Have you worked in such an environment before? What do you think? Someone who has worked in a multicultural environment, or failing that someone who has a realistic understanding of what it entails.” Many US folks for example have a rose-tinted glasses viewpoint.

He thinks that the bureaucracy that is associated with the UN is an oversight that is necessary to ensure that there is consistency, regardless of different cultural and ethnical practices. For example, he gave the example of the number of hours of week.

One can always do more. He thinks that one could institute a mentoring system between the younger and the older, who can advise on national or cultural characteristics of people. For example, the Japanese are very organized but they will always want to have all the details well ahead of time, the Latin Americans for example, his boss, will shout his head off during a meeting and then give him a hug afterwards. Therefore one can learn from a more experienced person who has worked at the UN for a while on these tips on cultural context understanding.

He gave an example of how Americans always thinks that there is only one way of doing things. When he went to Egypt to work, he could not understand why the Egyptians wanted to work from Sunday to Thursday, not realizing that the first day of the week for them is Sunday.

Another example which was told to him by a friend was the different ways his friend conducted performance reviews. While one could be very frank with Latin Americans, one needed to be very much more careful and sensitive with Japanese, who might commit suicide afterwards for a bad review. The Latino would probably just take a beer and forget it.

8. Particularly, how do you establish the following: common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

9. How do you resolve conflicts? How do you rebuild trust? Could you elaborate on two fronts — internal to team and between teams?
10. Along similar lines of enquiry above, could you comment on your observations of the UN in general?

11. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team's objectives. In addition, people seem to get along and work together quite well. Why is that?

FOLLOW-UP INTERVIEW

Date: 1 Mar 04
Venue: Home interview

1. Would it be possible to get more details on the orientation week?

"Sorry, it's been 6 years and I've forgotten the details and it has probably changed." Contact I.Fenn@iaea.org and ask him." Mention my name.

You can check out my resume and then ask more questions on the phone.

http:\members.cox.net/briandodd

After Note: all other pointers clarified have been incorporated into the initial transcript.
INTERVIEW 3: WITH MR YANN KWOK (UNDP)

Date: 10 February 2004-04-05
Time: 2100 - 2200
Venue: Home interview
Personal Details: Student at Sloan Business School

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is team building to the UN?

2. What are the tools and mechanisms that UN senior managers use to create and manage high performing teams? Particularly, how does the UN manage the inherent ethnic cultural differences within its teams to its advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   I worked as part of short-term projects, lasting between 1 — 3 weeks. The teams comprised UN staff and several non-UN staff. The usual number is 6, of which 2 are UN staff. These are the field mission teams of the UNDP.

   b. How are members selected?

   Members are selected based on the requirements of the projects. In this case, the projects were related to Internet for Africa, a cooperation effort between the countries and UNDP, on a 50/50 equal payment basis. The purposes were to evaluate projects, evaluate biddings for the projects and to make infrastructural reports. Therefore, members were selected based on their technical competence.

   c. What other factors do you look out for in creating these teams?

   None that I know of.

   d. What measures do you take to make these teams high performing?

   The UN leader did not take any measure. There was no introduction or socialization, say, over breakfast. People arrived and went straight to work. There was no social interaction.
The leader did not seem to have much management experience.

e. What are the challenges that you have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?
The UN staff selected was generally weak in their technical competence. There were no conflicts, people were generally very cooperative. I’ve worked in small teams and thus may have had more cooperation than usually the case. However, the sheer paperwork and bureaucracy involved in the procedures can be a real impediment at times! (On clarification, bureaucracy means red tapes and refers to layers and layers of decision-making and a standard process in dealing with projects of different scales.) The speed at which decisions were made and then implemented was too slow at the UN side.

f. What advantages and challenges have you noticed from your teams being so multicultural?

In Africa, the teams have been multi-cultural, albeit driven more by availability of skills than culture. Language difficulties can sometimes be an issue.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

From my experience, such issues have been resolved by focusing on the task at hand and not getting sidetracked by cultural or language differences.

A briefing of each team member prior to the meeting would help. A quick, informal, team building exercise at the start of the mission may help too — quite often, the teams are thrown into the gist of the problem right away.

h. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

We try not to be personal. We manage trust by exception. We try to be diplomatic, deliver and get the job done. From my experience, people are usually very cooperative — the missions are short enough to prevent any history from building and resulting in prejudices.

i. How do you resolve conflicts? How do you rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

3. Along similar lines of enquiry above, could you comment on your observations of the UN in general?
INTERVIEW 4: WITH MR NADER (EX-PERSONAL ASSISTANT TO SG)

Date: 11 Mar 2004
Time: 1410 - 1420
Venue: Phone Interview, from Humanities Library, MIT
Appointment: ex-Personal Assistant to Secretary General
Personal Details: 6 years at the Secretary General's Office. Now pursuing Sloan Fellows program at MIT.

1. As an institution, there is a great deal of diversity in its staff. It is very much a part of the culture to treat people with respect and to show great sensitivity to people.

2. There is no dominant culture in the UN.

3. It would be an alien phenomenon for people at the UN to be insensitive. People in fact are able to joke about it, for example, the Africans would joke about the Arabs and vice versa. There is a broad basis of trust and respect.

4. The UN is a unique laboratory of different cultures.

5. Team building is important to the UN, but it is less an issue. People focused on day-to-day issues and not on cultures and background.

6. Also, there was no time for team building exercises. (This is about the Secretariat's office, where there are 29 nationalities among 30 staff)

7. However, he was sure that there are other offices which spent time on team building, but was not sure how much of that was focused on cultural differences.

8. He stressed that cultural differences is a non-issue and suggested that lessons could be learnt from this — how did it happen?

9. He would introduce a couple of friends in the Department of Management who deal with training and retreats in the next couple of days.

10. He suggested meeting up again in 2 weeks time during H2 to discuss further.
INTERVIEW 5: WITH MR MATHER NASSER & MR ANDREW WHITLEY (UNRWA)

Date: 12 Mar 2004
Time: 1400 - 1450
Venue: 1 UN PLAZA, DCI-1265
Appointment: 1. MATHER NASSER — Chief, UNWRA NY Liaison Office.
               2. ANDREW WHITLEY — Director, External Relations Department.
Personal Details: 1. MATHER NASSER — A direct descendant of a Palestinian refugee, he is the highest ranking Palestinian in UNRWA. He is now pursuing a distance-learning MBA.
               2. ANDREW WHITLEY — He worked previously for BBC as a journalist, has taught at an American university and has a private consulting company. He is British but has lived abroad for many years. He has joined UN for 6 years and his motivation is satisfaction in helping people.

THRUSTS

1. Given the different contexts of its many operations and diversity of its staff, how important is team building to the UN?

2. What are the tools and mechanisms that UN senior managers use to create and manage high performing teams?

3. What are some of the cross-cultural dynamics within the teams?

LEAD QUESTIONS FOR INTERVIEWS

1. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   a. Strategic decision-making team: the Management Committee, comprising the General-Commissioner(GC), Deputy General-Commissioner(DGC), 5 Field Directors(Syria, Jordan, Lebanon, West Bank, Gaza), 4 Program Directors(Education, Health, Vocation, Micro-financing & Micro-enterprise),
Director for External Relations, Director for Administration and Director for Coordination. This meets once in 3 months and is based in Gaza. The Management Committee reports to the Advisory Committee once a year through the Consultation Committee. The former comprises US, UK, France, Belgium, Turkey, Egypt, Jordan, Syria, Lebanon, & Japan. PLO is invited as an Observer. The later comprises members of the Management Committee and representatives from legal, outreach and liaison offices.

b. The operational team is the Executive Committee, which comprises GC, DGC, 5 Field Directors and Directors for Administration & Coordination. This meets monthly.

c. The teams on the ground that manage implementation in the 5 areas comprise a Field Director and managers in charge of health, education, vocation and micro-financing & micro-enterprise.

2. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

a. Apart from the field teams, the other two are all internationals. Selection is based on competence and officials are recruited openly. Broad representation is a secondary consideration.

b. The Field Director is an international also, but all other members are Palestinians. *How are they selected?

3. What other factors do you look out for in creating these teams?

The first 2 committees have to be internationals while the field team members are Palestinians. This is to lend legitimacy to their works in the region, and to enable a smoother implementation of policies for the later.

4. What measures do you take to make these teams high performing?

There is no team building program.

5. What are the challenges that you have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

a. The field teams are very high-performing. For example, pass rates in the examinations for grades 2 to 6 have reached about 93%, compared to those of the host countries, such as Syria, which has achieved only about 45%. These children take the same examinations as the host countries in order to ensure a
smooth transition. In gender statistics, UNRWA has reached equal levels of education for males and females by the 70s, way ahead of the host countries.

b. Three key reasons for the success were given. One, the refugees themselves are motivated to pursue a better education, and understand the value of education from stories told to them by parents of educated Palestinians who were able to leave to work in other countries in the late 40s. The Palestinian teachers themselves are also motivated to help the children. For example, make-up classes are made when children miss classes as a result of military operations. Second, the teachers have been given proper training and are now better equipped with the necessary task expertise to teach. For example, teachers must complete a defined syllabus of study and training before they are qualified. There is a set of bureaucratic procedures in place, to ensure consistency with the UN standards. The field teams are also decentralized, thus giving the Field Director flexibility and nimbleness in implementing and meeting changing local requirements.

c. The key challenge is getting funds. Support from the UN is limited to salaries for the regular UN staff working for UNRWA (about 110). UNRWA therefore has to raise all its other requirements itself, such as for Emergency Programs and Projects. (Major donor and minor donor countries meet twice a year. Japan, one of the biggest donor countries has been hit by recession. Also, as these are donations and not required budget from member states to support the UN, these donations can often get reduced). Compounding this challenge is the lack of sufficient visibility and awareness, as other international problems and the political visibility of the Middle East tend to cloud the cost-effectiveness and the efficiency of UNWRA.

d. UNRWA is therefore taking steps to address this, first by organizing a meeting at Geneva this Jun 2004, and inviting sixty odd countries to take part, to raise awareness of UNRWA's work, with the eventual aim to raising more funds.

6. What advantages and challenges have you noticed from your teams being so multicultural?

a. The multicultural nature of the senior and executive teams has lent a neutral legitimacy to UNRWA's work in the region.

b. As a result, therefore, at the moment, there is a difficulty with the fact that the Field Directors cannot be Palestinian.

c. In addition, the Gaza Strip is now declared a non-family zone, meaning that internationals working for the UN are not allowed to bring their families with the there.
d. There is no cultural problem. It depends very much to the internationals whether they want to stick to the expatriates or to go out and understand and mix with the locals.

7. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

8. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

The UNWRA has worked for over 53 years. It is a non-political organization and is a relief and human development agency, providing education, healthcare, social services and emergency aid to over 4 million refugees.

Its vision is therefore very clear.

9. How do you resolve conflicts? How do you rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

10. Along similar lines of enquiry above, could you comment on your observations of the UN in general?

OTHER IMPORTANT DATA

1. UNRWA is the largest UN agency. It employs about 110 internationals, and over 24 000 Palestinians.

2. It is the only UN agency that has an organic implementation capability; such as the 640 schools, hospitals and local staff such as nurses and teachers, and is therefore able to implement and provide the services directly.

3. It is able to be very cost-effective by buying in bulk and by buying direct. It is therefore able to release the money saved back to the refugees. In addition, as its infrastructure and staff are in place and ready, money that is donated will be used significantly directly for the refugees.

4. It is sensitive to protecting the locals work, for example, imports are goods that the locals do not produce, and otherwise they are purchased locally.

5. UNRWA is important to the refugees, the host countries and to Israel. Politically, Israel wants UNRWA to leave, but practically needs UNRWA to help out on the ground.

6. The micro-financing and micro-enterprise are very successful. The program is now self-funding.
7. UNRWA is preparing for the day when it is no longer needed. Mr Nasser is working on the options for micro-enterprise & micro-financing, whether they should be private, NGO or UN.

INTERVIEW 6 : WITH MR HIRO SHIBUYA (UNICEF)

Date: 15 Mar 2004
Time: 1430-1520
Venue: Home phone interview
Appointment: Senior Advisor, UNICEF. He has previously worked for UN in the Office of the Secretary General, international organizations as well as in the private sector.

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is teamwork to your agency?

   Teamwork is imperative. This is because UNICEF deals with more society organizations than any other UN agencies and to achieve its objectives, teamwork and collaboration is essential. This is reflected in its institutionalized structure, and one third of its revenues comes from the private sector.

2. What are the tools and mechanisms that your agency’s senior managers use to create and manage high performing teams? Particularly, how do they manage the inherent ethnic cultural differences within its teams to your advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   The strategic level team is the Global Management Team, which comprises the Executive Director, the Deputy Executive Director, the 9 Regional Directors and Senior Directors who are in charge of various functions.

   In addition, there is a Regional Management team in the 9 regions.

   The filed teams are composed of a Focal Point Person whose leadership is expected to exert over the other team members.
b. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

Staff at UNICEF is selected based on competence. In fact, UNICEF is the most sought after, therefore the most competitive and is therefore not short of competent staff. Essentially, UNICEF has been results-oriented and has been able to avoid the usual political considerations that sometimes hamper progress, although as it gets into the areas of healthcare and maternity care, where HIV issues and gender issues are involved, the political consideration has become more important.

c. What other factors do you look out for in creating these teams?

Particularly, UNICEF looks out for people who have commitment and dedication for children's work. In addition, UNICEF is conscious of gender equality and is looking ahead in its make-up in order to systematically work on improving it.

d. What measures do you take to make these teams high performing?

Teams are given as much latitude as possible. At the same time, we exercise accountability and transparency, and delivery on expectations.

e. What are the challenges that you have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

The larger context is the UN Reform Efforts initiated by the SG to improve on its bureaucratic processes by streamlining and improving coordination among its various agencies.

There is sometimes an overlap in its external work with UNDP, for example, as both also deal with developmental work. This sometimes has made it difficult for field workers who would rather prefer a unified leadership on the ground.

Internally, information is sometimes not always shared among members, thus leading to inefficiency and lack of transparency. (He cited information is a source of power as a reason).

f. What advantages and challenges have you noticed from your teams being so multicultural?

The organization as a whole is very Euro-oriented. For example, staff evaluation on language requirement. Although there are 6 official languages, English is the most used, followed by really, Spanish and
French. For example, if one could not follow the speed of the English of one’s boss, who happens to be a native English speaker, then one is not in the game. Beyond the language, the leadership and thinking are also very European.

He hopes that the next SG would bring in a better balance.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

He thinks that while it is very difficult, leadership is critical. The leader must be competent to achieve a balance and to allow a better reflection of the different values. He is reading articles written by Singapore’s Ambassador to the UN.

h. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

UNICEF does several things. One is retreat, which allows people to interact under informal settings. This is important as it really allows people to build trust and to cross walls which are harder to surmount in the office. Another is the conduct of very open meetings to discuss issues. People also try to see each other on a daily basis, and to have face-to-face meetings wherever possible. They are very concerned of the effects of e-mail system on human relationships, and are also cognizant of it making them less reflective in decision-making.

i. How do you resolve conflicts? How do you rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

Within the team, conflicts of opinions are discussed but ultimately, and unfortunately, the senior leadership makes the call. Between teams, opinions are hammered out and eventually you know it, as in what does the senior management thinks and expects. He thinks that the current Executive Director is very strong, to the extend that she may be micromanaging.

Conflicts of personality have to do more with between people who are diligent and who can be counted on to deliver and those who are less energetic.

3. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team’s objectives. This I have in mind in comparison with the many problems that one
hears of in the business sector, during a merger and acquisition, for example. In addition, people do seem to get along and work together quite well. Why is that?

a. Is it because your agency has a very established and strong consensus on the following:

- Mission & Strategy
- Concrete and clear goals
- Means of achieving goals (such as organization structure, control system)
- Measurement of success
- Remedial and Repair strategies

b. Is it also because your agency has very established and clear guidelines on the following internal issues:

- Language and concepts (for effective communication)
- Group boundaries (for personal security and group identity)
- Power and status (to manage feelings of aggression)
- Rewards and Punishment (to allow people to know how they are doing)
- Ideology
- Rules for friendship and intimacy

4. Along similar lines of enquiry above, could you comment on your observations of the UN in general?
INTERVIEW 7: WITH MR MANUEL BESSLER (OCHA)

Date: 16 March 2004
Time: 1100-1140
Venue: Home Phone Interview
Appointment: Senior Advisor, OCHA. He was a lawyer for 5 years before joining the International Red Cross for 10 years, during which he served in the fields in the Middle East, Syria, Jordan, Iraq, Central Asia, Haiti and Cheyna. He joined as a lawyer for International and Humanitarian Law, after the first Gulf War. He subsequently joined OCHA where he has been since 2000. He is from Switzerland.

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is teamwork to your agency?

The role of the OCHA is to mobilize and to coordinate the effective response of humanitarian assistance in collaboration with other UN agencies as well as international and local NGOs. It is very important for OCHA to work as a team in order to draw out the expertise that is needed to get the work done effectively and on time.

2. What are the tools and mechanisms that your agency’s senior managers use to create and manage high performing teams? Particularly, how do they manage the inherent ethnic cultural differences within its teams to your advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   The focus is not just in the headquarters but also at the local areas.

   The Senior Management Team comprises the Under-Secretary, the Assistant Under-Secretary, Director of OCHA and Director of OCHA (Geneva).
In addition, the HQ has other teams, formed on the basis of semantics, such as for The Protection of Civilians and other issues. One can also see teams in branches, such as The Policy Section, Policy Development & Study Branch.

The local field team is very important, and consists of members of OCHA staff, and local contacts.

b. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

The 350 staff at OCHA is selected based on their expertise and also their level of experience. All of them have previously worked at humanitarian related agencies, such as the International Red Cross, World Food Program or other related NGOs.

Besides skills and experience, geographical and gender representation are also then considered.

c. What other factors do you look out for in creating these teams?

For example, for the crisis in Haiti, they chose people who have worked there before or who have worked under similar context, under a multinational force. A mixture of expertise was needed, which is very context specific, and in this case they needed people who establish and restore order and people who have some military background for example.

d. What measures do you take to make these teams high performing?

A good amount of latitude is given to these teams. In addition, another task force of between 5 to 10 people is set up to meet regularly to monitor and supervise the progress of these teams. The needs of the teams are then met by this task force. This task force will then advise the Under-Secretary who will then advise the Secretary-General on the appropriate measures. A good chain of cooperation is therefore in place. Video conference is often used as a means of communication.

e. What are the challenges that you think these teams have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

There are external problems such as axes, environment security such as were experienced in Iraq, Sudan and Congo.

f. What advantages and challenges have you noticed from your teams being so multicultural?
The key advantage is that the team is perceived to come from the UN, a multinational body that is neutral, and that it is not from a western dominant power. At the same time, it should not be seen to be all males also. These are necessary even though the teams are given the mandate to proceed into the countries and in some cases are in fact invited by the host governments.

The key advantage is having team members who are familiar with the local context, who can then link-up with the local experts who are critical to making the mission work.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

h. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

This a real challenge. People work differently in their approaches to life and to work. There is a need to adapt to the work at the UN. The key thing that has been useful is the establishment of modus operandi, which includes both substance and processes. For example, a clear mission, a clear set of goals, a clear allocation of tasks and a clearly defined schedule.

i. How do you resolve conflicts and to rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

It is critical to create a good team culture. Importantly, he uses good dialogue and debate, establishes a clear norm for open dialogue and honesty and ensures an environment conducive for open discussion on tensions and difficulties.

For example, his team would also discuss not just the work at hand issues, but how the team is working together. In addition, each member would get a 2 minutes floor time before each meeting to talk about the other issues he is working on, and the deadlines he is facing, so as to better coordinate demands on each other.

3. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team’s objectives. This I have in mind in comparison with the many problems that one hears of in the business sector, during a merger and acquisition, for example. In addition, people do seem to get along and work together quite well. Why is that?
a. Is it because your agency has a very established and strong consensus on the following:

- Mission & Strategy
- Concrete and clear goals
- Means of achieving goals (such as organization structure, control system)
- Measurement of success
- Remedial and Repair strategies

b. Is it also because your agency has very established and clear guidelines on the following internal issues:

- Language and concepts (for effective communication)
- Group boundaries (for personal security and group identity)
- Power and status (to manage feelings of aggression)
- Rewards and Punishment (to allow people to know how they are doing)
- Ideology
- Rules for friendship and intimacy

Could you kindly provide some examples to help me better understand?

OCHA's mission and goals are very clear. However, measurement of success is much more difficult. A measure is an effective and good response on the ground, such as the earthquake that happened in [insert location] in the early part of this year.

The language has to be English. While there is clear group boundary, the job is not a secure one. Very few people get permanent contracts. For example, we would need a lot of staff for Iraq and Kosovo, but at other times, we may need less. There is competition for promotion, but because of the background of the staff at OCHA, people are motivated, and this is what that really keeps them together as a team. Commitment and conviction is their common ground.

4. Along similar lines of enquiry above, could you comment on your observations of the UN in general?
INTERVIEW 9: WITH MS WONG KAI LING (OLA)

Date: 15 Mar 2004
Time: 1600-1640
Venue: Home Phone Interview

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is teamwork to your agency?

   Yes, it is very important for several reasons. One, it provides continuity in work, incase one is absent; other people in the team can continue to do the job. Secondly, 2 brains is better than 1. Different people can provide different ideas and that is especially important in the UN where sensitivity and knowledge along many dimensions are necessary. Consequently, where you get people from different background and training, a team will be able to perform better.

2. What are the tools and mechanisms that your agency's senior managers use to create and manage high performing teams? Particularly, how do they manage the inherent ethnic cultural differences within its teams to your advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   The Senior Management Team at the Cluster comprises the Director, the Deputy Director and the First Legal Officer.

   The Senior Management Team at the Department would compose of the Under Secretary-General, the Assistant Under Secretary-General and the 6 Division Heads.
b. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

Competence is the basis of selection. However, broad representation from nationalities and regions is also considered.

c. What other factors do you look out for in creating these teams?

d. What measures do you take to make these teams high performing?

e. What are the challenges that you think these teams have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

f. What advantages and challenges have you noticed from your teams being so multicultural?

As mentioned before, the multicultural nature provides the team with the sensitivity and insights that the team would otherwise not have. However, it is also possible to have too many opinions as a result.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

h. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

This is very difficult. We need a common purpose to bring everyone together. We need to feel like we are in one big family, and that the most important objective is for the UN. We seek to find common ground in objectives to unite the team together.

i. How do you resolve conflicts and to rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

Lawyers are the most stubborn people. We need to have dialogue all the time and try to convince what the right thing to do is. If not, ultimately, it is the boss who will make the decision. As much as possible, we try to have openness and transparency.

3. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team's objectives. This I have in mind in comparison with the many problems that one hears of in the business sector, during a merger and acquisition, for example. In addition, people do seem to get along and work together quite well. Why is that?
a. Is it because your agency has a very established and strong consensus on the following:

- Mission & Strategy
- Concrete and clear goals
- Means of achieving goals (such as organization structure, control system)
- Measurement of success
- Remedial and Repair strategies

When newcomers arrive, I tell them what my vision is, my goals and objectives up front, to set the norms straight. Once I can get the idea that the organization's interests come first, things will be easier after that. The measurement of success is subjective and that is when clients are satisfied with their legal opinion and advice.

b. Is it also because your agency has very established and clear guidelines on the following internal issues:

- Language and concepts (for effective communication)
- Group boundaries (for personal security and group identity)
- Power and status (to manage feelings of aggression)
- Rewards and Punishment (to allow people to know how they are doing)
- Ideology
- Rules for friendship and intimacy

We try to focus on the content of the opinion and not the language. For example, someone from Mongolia is not likely to speak as good English as someone from Britain. There is also a very fierce competition for promotion. 30 years ago, competition was not so keen when seniority was important, now it is merit based. I try to be open and generous with compliments whenever I see good works, but while this helps in motivating people, it does not ultimately prevent the competition that may reduce teamwork.

Could you kindly provide some examples to help me better understand?

4. Along similar lines of enquiry above, could you comment on your observations of the UN in general?
INTERVIEW 10: WITH DR RYDELL RANDY (DDA)

Date: 18 Mar 2004
Time: 1015-1115
Venue: Phone Interview, from 700 Huron Avenue
Appointment: Senior Political Affairs Advisor, DDA.
Personal Details: LSE graduate (1973-1976), PhD in Political Science in Princeton University (1980), almost became a Professor in Political Science, worked as an analyst in a California laboratory on nuclear weapons proliferation, and then worked for 12 years for Senator John Glenn as a special advisor. He joined UN in 1998, when Senator John Glenn retired.

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is teamwork to your agency?

Teamwork is vital and is the strength of the department and also that for the UN as an organization.
The department relies on the division of labor among its staff, as one cannot be a specialist in everything and one has to rely on each other's expertise such as in technology, military or in other expertise areas.
In addition, everyone comes from vastly different backgrounds, cultures and geographical regions. Perspectives are different so people must learn to work as a team.
For example, the crisis in North Korea, the DDA had to send in a team comprising people who were specialists in East Asia security, nuclear weapons issues and international legal matters.
To best advice the Secretary General, therefore, the DDA has to draw upon the strength of all of them with vastly different backgrounds.
At the same time, DDA also draws heavily on individuals.
Some times, when time is of essence, a small team of people may be involved, but by and large, DDA deal with more systematic kind of activities, such as Land Mines issues.

The job of DDA is to provide staff advice and counsel to the Secretary General.

2. What are the tools and mechanisms that your agency’s senior managers use to create and manage high performing teams? Particularly, how do they manage the inherent ethnic cultural differences within its teams to your advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   The Senior Management Team comprises Chiefs of Branches (Weapons of Mass Destruction, Conventional Arms, Monitoring Data Base & Information, and Regional Affairs), Under-Secretary, Director of Administration and 3 professional advisors (Senior Political Affairs, Political Affairs and Executive Assistant).

   DDA has 3 regional centers (Peru, Africa and Katmandu) which work with local customs, police and the military, mainly on conventional arms destruction. Staffs there do teaching, training exercises and provide counsel and advice on how to destroy weapons safely.

   While IAEA staffs deal with nuclear weapons, there is no equivalent for chemical and biological.

   Field teams do get sent, for example to Africa to promote the signing up for a Nuclear Free Zone, and in South East Asia. Composition depends on task.

   Key difference between IAEA and DDA: disarmament versus SAFEGUARD inspections.

   b. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

   Composition of field team depends on task requirements. For example, the project in Albania is a developmental project and is called Project Weapons for Food and Development. Essentially, the scheme is to provide incentives for the villages to turn in weapons in return for access to development aids. In this case, a mixture of specialists was sent.
Sometimes, even non-UN specialists are invited, and these are called Technical Assistant.

c. What other factors do you look out for in creating these teams?

It depends on task requirements. They sometimes perform secretariat’s role, carry out arrangements for conferences and are involved in the First Committee of the General Assembly. He has, for example, written over 100 speeches in the last 5 years.

d. What measures do you take to make these teams high performing?

He is not aware, but noted the following points:
- The Peacekeeping Department has a Lessons Learnt Office, but not DDA.
- Things are routinized over the years, experiences have been gained, and while DDA has new people, new crises, new considerations (such as economics and political) and new circumstances, there is a limited margin as to how innovative the solution can be. In fact, there are SOPs to guide most operations and in fact, one’s success is sometimes measured on how well one conforms to SOP.
- Incremental changes are made overtime.
- There is organizational learning and adaptation, but this is not really planned.

e. What are the challenges that you think these teams have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

f. What advantages and challenges have you noticed from your teams being so multicultural?

Yes — decisive advantages. Article 101, paragraph 3 which at the extreme can mean selection based on quota system within the Secretariat. For example, there is over representation of Indians and under representation of Japanese. The UN is a very diverse international group. There are 6 official languages. The strength lies in how cosmopolitan it is.

In a time of ongoing globalization, during which there is great unhappiness because of perceived homogenization of the world, there is a great desire to combine diversity and wholeness, to create unity in diversity. In this case, having a diverse staff and with UN’s global leadership, it can help in maintaining this harmony.
In addition, the diversity provides legitimacy to UN, which otherwise cannot claim to speak for the world.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

h. Particularly, how do you establish the following; common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

i. How do you resolve conflicts and to rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

3. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team's objectives. This I have in mind in comparison with the many problems that one hears of in the business sector, during a merger and acquisition, for example. In addition, people do seem to get along and work together quite well. Why is that?

a. Is it because your agency has a very established and strong consensus on the following:

- Mission & Strategy
- Concrete and clear goals
- Means of achieving goals (such as organization structure, control system)
- Measurement of success
- Remedial and Repair strategies

b. Is it also because your agency has very established and clear guidelines on the following internal issues:

- Language and concepts (for effective communication)
- Group boundaries (for personal security and group identity)
- Power and status (to manage feelings of aggression)
- Rewards and Punishment (to allow people to know how they are doing)
- Ideology
- Rules for friendship and intimacy

Could you kindly provide some examples to help me better understand?

Unlike the business community, the UN works for the public good. The UN mobilizes resources to solve global problems, it is not therefore a zero sum game, which might be the case for the business community. There is therefore
less competition and struggle for resources, and the mode more cooperative than is competitive.

Generally, people understand that they have come here not to advance the interests of one specific country and goals which are truly global in scope.

In fact, there is an Ideology and Culture, a civil religion almost, an attitude. There is this notion of a unified globe of common problems.

Staff joining will all take an oath to pledge loyalty to the UN organization. See Article 100, paragraph 2.

4. Along similar lines of enquiry above, could you comment on your observations of the UN in general?

**Other Useful Information**

1. UN is most influential and most indispensable in areas that are non-political.
2. In areas that are political, it is less relevant.
3. UN primary task is Peace and Security, as provided for in the Charter.
4. The Security Council can authorize the use of force to ensure this — this is very significant.
5. The primary actor in the UN is the nation State.
6. WMD issues are not sufficiently discussed by politicians who are focused don their terms of service achievements.
7. Most do not have long enough time horizons.
8. He believes that the threat is real, as soon the ability to make a 1945 vintage nuclear bomb will no longer be such a sophisticated ability and expertise is or will be significantly available.
9. There are UN offices in London, such as International Maritime Organization, UN Information Office and another.
10. Website: [disarmament@un.org](mailto:disarmament@un.org)
11. Monitoring Branch and Data Base Information: Michael Cassandra, [cassandra@un.org](mailto:cassandra@un.org)
INTERVIEW 11: Prefers to remain anonymous

Date: 25 Mar 2004
Time: 1700-1750
Venue: Phone Interview, from San Francisco
Appointment:
Personal Details:

LINES OF ENQUIRY

1. Given the different contexts of its many operations and diversity of its staff, how important is teamwork to your agency?

Teamwork is very important.
UN is understaffed, so need everyone to work together.
Also, different perspectives are needed to achieve UN’s objectives, so need more than one person from around the world to do that. Need people to bring to the table different perspectives.
Also, there is a gap between UN’s mandate and its means. The mandate is to contribute to world peace and development, but the means is small, in terms of budget and people, so there is a need to maximize resources, hence need teamwork, and especially leadership, but in most cases, is missing.

He thinks that the UN is not strictly multicultural because although people come from around the world, there is a certain homogeneity in their background and education, that is, the people who manage to be employed by the UN are people who have had access to advanced education, which in most cases, are rooted in the western culture. Since the end of Cold War, especially, countries are less divided, and together with globalization, people have more access to education abroad in the best in the world, but also at home. It is common, however, to come to the US.
Although representation by geography is practiced, for countries such as those from Africa, only those who are the beneficiaries of the social economic inequalities get selected into the UN.

In conclusion, international elites are more homogeneous than from where they come from.

2. What are the tools and mechanisms that your agency’s senior managers use to create and manage high performing teams? Particularly, how do they manage the inherent ethnic cultural differences within its teams to your advantage?

   a. Where would you find teams in your organization? Could you identify them at the strategic decision-making level, at the operational level and at any other level?

   b. How are these teams created? How are the members of the teams selected? What is the basis of their selection?

   The factors that are considered are expertise, language ability and needs of office.

   c. What other factors do you look out for in creating these teams?

   We look out for people who can work well as a team, people with commitment, who are willing to work hard, and the sharing of responsibility, people to whom work can be delegated.

   d. What measures do you take to make these teams high performing?

   This is achieved by the provision of short-term, mid-term and long-term goals, in order to connect strategic vision with daily, weekly and monthly goals. In addition, the use of deadlines, the use of harassment to achieve cooperation from other teams.

   e. What are the challenges that you think these teams have experienced? Could you elaborate on two fronts — internal to team and external to team? What can you do about them?

   If the leader is committed, the team will be, but if not, the team will no be committed. In 99% of the time, the wrong leaders are in place. This is because some appointments are political, the Human Resource management is a disaster, and people care more about their careers than their work. A lot of energy is wasted in people’s concerns about their career. There is no institutionalized Human Resource career planning. He
gave the example of my training at MIT as an example that is not present at the UN.

In addition, dealings with other departments are not run well, there is no constant interaction among the departments. In his word, they are total losers.

Also, the UN is very self-involved, because it is weak internally, especially in the management side. Because of that, it is not as able to look outwards.

f. What advantages and challenges have you noticed from your teams being so multicultural?

The UN needs this, because it needs different perspectives in order to solve global issues.

g. What are some things that you already do to exploit the advantages and to overcome the challenges? What more can you do?

It is the ability to call on experts in those areas, who have the connectivity to the required knowledge.

h. Particularly, how do you establish the following: common vision, mutual understanding, tolerance, respect, trust and cooperation across cultural divides?

Leadership is important here. He should not be above the group, but be part of the group.

i. How do you resolve conflicts and to rebuild trust? Could you elaborate on two fronts — internal to team and between teams?

The team must talk, recognize mistakes with humility. He gave the example of the CIA chief who apologized to the families of 911. He also described how he proposed to conduct a research on how to improve the HR management in the UN, but that the Department of Management rejected it when he proposed that the article be published. He said this was an example of the UN not really owning to its problems.

He thinks that the UN is not very good at recognizing its mistakes or to talk about them, both internally and externally. For example, Richard Clarke apologized to the families of 911 publicly with the families in the room during the Congress hearing. This, he said, is not part of the UN culture.

He does not think that there is inter-team conflict.
3. I am surprised that despite the multicultural nature of the teams, there are not really many problems that seem to hinder the attainment of the team’s objectives. This I have in mind in comparison with the many problems that one hears of in the business sector, during a merger and acquisition, for example. In addition, people do seem to get along and work together quite well. Why is that?

He thinks that this is a wrong assumption because there are a lot of conflicts among people as a result of career concerns. This is particularly the case among the mid-level managers. This affects trust especially in the strategic management team level, which is closer to the seat of power where you need expertise and trust, and less so in the operational teams.

4. Along similar lines of enquiry above, could you comment on your observations of the UN in general?

The UN is a very conflicted place and a very competitive place because there are not many places for promotion. Generally, as the place is n-based on expertise, so there is respect.

He elaborated on the promotion details.

Political appointments such as USG and ASG are appointed by the SG himself.

Professional appointments such as Director 1 (such as Head UNU) and Director 2 are interviewed by the Head of the Department.

P4 and P5 are interviewed by the Head of Department, while P2 and P3 are interviewed by the Head of Unit in the department.

If one is promoted, he can be promoted to any job.

FOLLOW-UP INTERVIEW ON 28 APR 2004-04-29

He agrees with the finding of the thesis and thinks that they are fairly reflective of what is going on inside the UN.

He also thinks that the UN can learn from the Singapore government more, and suggested that I should talk to Mr Delip Nair, Assistant Secretary General from the Office of Oversight.

He has asked me to help him to continue to work on projects while I am back in Singapore.
INTERVIEW 12: WITH ANDREW TOH (OGSS)

Date: 24 Apr 2004
Time: 1400-1500
Venue: Secretariat Office 21
Appointment: Assistant Secretary General, Office of General Support Services
Personal Details: Singaporean, 25 years in UN, retiring in 5 years.

1. 4 main problems — ethnic cultural differences, work culture differences, political divisions, for example, US and UK, France and Germany, Rio countries, Latin Americas, and the difficulty of working together among different agencies which can be very independent and with different mandates.

2. There are other institutional problems — cradle to grave employment concept, and bureaucracy.

3. Employment, reforms in place, i.e. short term contracts, but difficult to implement. It is necessary to justify not extending if someone has worked for 5 years or more, International Organization Tribunal’s ruling that one is reasonably expected to expect a live long career after 5 years.

4. Bureaucracy — old rules that are no longer valid are hard to change, decisions are made based on consensus, so it is always a compromise and it takes time. General Assembly makes constraints on the workings of the Secretariat as Secretary General really has no power.

5. Still, UN is effective, considering it is dealing with 191 countries and the increase in Peace keeping operations etc. It has also an unseen useful role in taking the blows on behalf of adversarial countries.

6. Why — a handful of very good people, bureaucracy slows things down and gets things done eventually. It is a weakness and is strength at the same time.
There is a loose brotherhood based on commonality of being expatriates, and also of common UN values.

7. He could have done with less than half the staff and still be more efficient if in Singapore.

8. It is necessary for Singapore to learn not to do the things that UN is doing. Some things we can learn from the UN: give and take, creativity to beat system, i.e. be less risk averse, how to handle a whole host of different organizations and different objectives and priorities — so need to lobby and to walk the fine line in order to make progress.

9. Cross-cultural differences — more among the diplomats because they come and go. This is less so among the UN staff. For example, feet, use of words such as segregation and domestic partnerships.
INTERVIEW 13: WITH CAROLYN BRAND & 4 STAFFS (DPKO)

Date: 24 Apr 2004
Time: 1515-1625
Venue: 801 Defense Plaza, UNITAR Building
Appointment: Head, Training and Evaluation
Personal Details: Scottish, RN female officer, went to work for the RAN after 4 years. She is a naval Captain, RAN.

1. Teamwork is vital — 19 staff but 18 nationalities, different working experiences, also use of teamwork to achieve flexibility and redundancy.

2. Great commonality — military background.

3. Greatest asset — people come trained and assumed to be trained in leadership and management. All have been to peacekeeping.

4. Why does her teams succeed — passion and commitment that what they do matter, good screening for her as she looks at the resume closely — career profile, and she ignores phone calls of diplomats.

5. Department carries out STM 1, 2 and 3 which are team building for people who are going to be sent out into the field in the areas of common procedures, knowing each other. She is now developing STM 4 for peace building.

**Inputs from her staff on why teams in UN are still producing work despite all the challenges**

6. The reasons are common procedures, sense of mission, respect of diversity, values such as consensus, patience and broad experiences.
INTERVIEW 14/15: WITH CARINA STERN AND LAURA LAYTON (OHRM)

Date: 24 Apr 2004
Time: 1620-1730
Venue: Secretariat Cafeteria
Appointment: Staff Development Officer, Performance Developing Officer.
Personal Details: Carina is from Puerto Rico. Laura was a HR consultant for the UN and has worked for the UN for over 25 years. She is American.

1. Great benefits from diversity — question is how to harness these in the context of teams.

2. Reforms started by Kofi Anan in 1996 have resulted in 3 things from the department: training programs, team building programs and conflicts resolution.

3. Training programs for support staff, supervisors and senior managers. These are strongly encouraged and as a result of the evaluation of managers on how they are building their staff, this is gaining momentum.

4. In addition, they have started to develop cross-cultural communication and diversity training courses.

5. Only when requested, they will go and help build teams, lasting 4-5 days with follow-ups.

6. In addition, they do conflict resolutions.

7. Personal Assessment System — based on 3 basic values and core/managerial competencies. Supervisors are free to choose which competencies to use for the year, teamwork is not a basic value. The 3 are respect for diversity, professionalism, integrity. This system has just been rolled out and so is still being improved.
8. Effect of PAS: if one gets unsatisfactory for 1 year or partial Satisfaction in 2 consecutive years, one's salary increment can be suspended, but this rarely happens. If one does very well, one is still not guaranteed to get a good appointment, although 2 years of PAS results will be considered. In a sense, therefore, it does not really affect most people.

9. People in the UN work for other reasons, they are not here to look for money. They have fund that people want recognition more, so efforts to train managers in this area is included in the 3 training courses. In addition, communication skills are also included.

INTERVIEW 16: WITH MR S. CHIDAMBARANATHAN (UNU)

Date: 27 Apr 2004
Time: 1500-1545
Venue: Home Phone
Appointment: Special Advisor to the Rector
United Nations University
Personal Details: Not available

1. Teamwork is very important to the UNU because it allows the interaction of ideas from different places and experiences, which is important to the UNU.

2. Teams are formed to pursue specific topics of interests, and UNU works with agencies to do these researches. For example, the UNU is now working with the Office for Oversight on how to further improve the international civil service in the UN. Once the topic is considered finished, the group need not be disbanded, the people in the group can continue their research if they so wish.

3. Fundamentally, the UNU conducts research in order to further knowledge for the UN, points the way for capacity development, and to develop the relevant implications for policy making. It does not make policies. Its results are freely available to anyone.

4. He thinks that there will be synergy between what the UNU does and what the governments in the world has to know about, and suggests that a link-up between Singapore and the UNU be made. He also thinks that the UN is probably going to learn much more from the Singapore Civil Service. Singapore, however, can and should take advantage of the research that UNU is doing.

5. He thinks that globalization and the information revolution are the key developments that will impact the UN and mentioned that research is underway for several agencies, for example, the ECOSOC.
INTERVIEW 17: WITH MDM KIRAN BEDI (DPKO)

Date: 28 Apr 2004
Time: 2030-2115
Venue: Home Phone
Appointment: Chief, Civil Police Division, DPKO
Personal Details: Was Chief of the Indian Police Commission, has a great reputation within the UN and in India.

1. Teamwork is important so as to encourage joint accountability; individual work will not last, as it will not have the momentum needed to achieve great things.

2. However, teamwork needs a leader to make it work. In the UN, this is an area of weakness, as leaders are not appointed through a proper and institutionalized process. Most of the positions are filled politically. There are enough best practices out there that can help UN develop leadership, and then teamwork.

3. Within the UN, diversity is strength because it brings together different viewpoints. However, it is also a weakness because leaders are not selected properly, as mentioned earlier, but through politics, network and because of that, leaders do not always have the managerial nor leadership skills. In addition, people in the team cannot do much because they are also dependant on their bosses for the renewal of their contracts, so most people cannot afford to be too open and risk not getting their jobs renewed.

4. The UN has done well in some areas, for example, in East Timor. This is mainly due to the kind of resources that it has.

5. On the other hand, the UN can and should do much more. It needs more cohesion within agencies and there should be more efficient interaction among
the agencies. Smaller countries should join forces together more to counterbalance the influence of the bigger countries such as UK, USA, France, Germany and Japan. Unfortunately, these smaller countries are dependant on the bigger ones for their economic development.

6. Some things that the UN has failed, for example, are the Iraq situation, drug trafficking and terrorism. If we can get more teamwork, more cohesion among the countries and the people, the UN can certainly do much much more.

7. She will be coming to Singapore to give a talk on 3 Aug 2004, and has promised to send me a copy of her book. I have promised to give her help wherever I can.

INTERVIEW 18: WITH SINGAPORE PERMANENT MISSION TO THE UN (MR MAHBUBANI & MR CHRIS LECK)

Date: 29 Apr 2004
Time: see below
Venue: e-mail
Appointment: Singapore Ambassador and First Secretary.
Personal Details:

Dear Mr Tan,

As an international organization dealing with global crises and issues, the UN's strength lies in its political acumen and standing in responding to these crises and issues, not in the internal work processes and organizational culture of its Secretariat.

Nonetheless, the UN Secretary-General has been looking, for some time now, at how work processes and coordination within the UN system can be improved. This is a particularly difficult process, given that the UN is a huge and unwieldy bureaucracy, and only incremental improvements have been and can be made. Further information on UN reform efforts, including a report on the "Strengthening of the UN: an agenda for further change", is available at the Secretary-General's website at http://www.un.org/News/ossg/sg/index.shtml

I hope this information is of some assistance.

Best regards,

Chris Leck (Mr)
First Secretary
Permanent Mission of Singapore
to the United Nations, New York
INTERVIEW 19: WITH MR DILEEP NAIR (OIOS)

Date: 30 Apr 2004
Time: 1815-1840
Venue: MIT Sports Center
Appointment: Assistant Secretary General, Office of Internal Oversight Services.
Personal Details: He worked for the Singapore Civil Service and was once DS (Admin), MINDEF.

1. Singapore is more homogeneous. The United Nations has a broader diversity.

2. Singapore Civil Service can learn a lot from the United Nations from the perspective of having to deal with different interest groups with diversity of views. In Singapore, this will become increasingly so, as groups become more diverse, as policies loosen up and as we get more immigrants. In fact, most of our civil servants come through a common system of training, so it is inevitable that we may all think somewhat alike. An exposure to the kind of work that the United Nations has to do will therefore really broaden our civil servants and help them to be able to see more diverse views, appreciate them and learn how to reconcile them and to find solutions under such a context.

3. The United Nations must deal with the need to improve its inter-agency interactions. For example, the United Nations Development Group, a UNDO mechanism is aimed at improving the coordination of agencies in the field, at every country in which it has presence. This has 3 purposes; increasing collaboration, bring all the agencies together and ensure that they do not work at cross purposes with each other.
ANNEX F

BIBLIOGRAPHY


