

**Annex I, Appendix 1**  
**TO REQUEST FOR PROPOSALS (RFP) n° PTD/09/080**  
**Proposed Learning and Training Initiatives/Activities (Suggested Content Details)**

WIPO is interested in moving to a learning organisation model. Accordingly to accurately reflect policies and guidelines training must ensure that knowledge and skills are continually being developed, embedded and spread throughout the organisation in a consistent and sustainable manner with a focus on quality.

Note: **Yellow Highlights show Core MINI Modules** within the course. These modules are to be developed with an additional more advanced delivery option to cater for mixed audiences (e.g. more experienced managers) who require a refresher and further embedding of knowledge and skills. The same key learning messages should be reflected in both development options. This will allow for a spiralling curriculum and training that advances and continues to develop higher level skills while providing a framework for measuring the quality of learning. These MINI modules are designed to be flexible modules – can be standalone and used in individual coaching or targeted small group coaching e.g. with a small team.

Several of the courses below will require the successful tender/s to work closely with WIPO to meet the specific needs of the ‘WIPO work ‘context. (e.g. Project Management courses)

Special terminology: Short days mean initiatives whose length of time is longer than a standard half day of 3.5hrs. These could be of 4-5 plus hours but less than 7-8 hours which constitutes a full day. These time frames can be scheduled across any part of the working day to allow flexibility for staff to start and/or the day and end their day at the office but include a collegial lunch break where participants can meet and mingle.

**CATEGORY A**

**Communication Skills and Competencies Proposed Courses**

Course	Suggested Content Outline	Who	Length
<b>Communication</b>			
<b>LEVEL 1</b> Can't Do Without Communication Skills	<p><b>Individualised communication profile (completed beforehand). Debrief</b></p> <ul style="list-style-type: none"> <li>• Identify methods of communication</li> <li>• Types of communication</li> <li>• Understanding confidentiality</li> <li>• Barriers to communication</li> <li>• Overcoming barriers to communication</li> <li>• Effective record keeping and communication</li> </ul>	Managers  New Managers	1 day

Course	Suggested Content Outline	Who	Length
	Suggest course include a practical session Preferred methodology – case based	All Staff (eventually)	
<b>LEVEL 2</b>  Oral Communication for Managers	<ul style="list-style-type: none"> <li>• Self assessment –personal interactional skills and their impact</li> <li>• What makes a person a good communicator?</li> <li>• Different theories of oral communication</li> <li>• Reflection and analysis of successful communication and public speaking</li> <li>• Essential competencies in oral communication</li> </ul> Practical exercises and simulations according to the professional applications and needs of individuals <i>(Preference for: practical tasks and demonstrated performance)</i>  <i>Given the specific target group for this course (, managers): It is envisaged that participants work in pairs or 3s to deliver their practical demonstration. This requires a higher level performance as they will also need to demonstrate their ability to work effectively in a team context where all members are holistically responsible for the oral communication process</i> <i>If and when this course is made available to all staff, the time allocation will need to be reviewed</i>  <i>(This course should be available to all staff, in due course)</i>	For groups of 6-8 maximum) <sup>1</sup> Managers  Anyone in administration dealing with external stakeholders  Talent pool candidates	1.5 days (Can be scheduled consecutively in half day blocks OR non consecutively depending on group requirements  This course may also be used as specialised coaching course with flexible delivery - over 4-5 sessions
<b>LEVEL 3</b>  Communication Cooperation and Advocacy	<b>Knowledge and preparation for advocacy campaigns (Template)</b> Methodologies behind successful advocacy Communication strategies for successful advocacy <b>Creating a basic communication strategy/template /media plan/model</b> Selection of appropriate tactics	Managers and  Other Senior staff dealing with stakeholders,	1 day

Course	Suggested Content Outline	Who	Length
	<p>Persuasive communication Argument deconstruction</p> <p>Risk of communication strategies - for UN sector managers Legislative communication in a direct clash setting</p>	constituents etc in external environments	
<p><b>BASIC COURSE</b></p> <p>WIPO Customer Service in a UN context (Must link directly to competencies)</p>	<p>Learn how to transform every customer contact into a positive experience and an opportunity for your organization and you.</p> <ul style="list-style-type: none"> <li>• Case based (from WIPO workplace)</li> <li>• How important are customer service skills in the WIPO world of work? Reflection and discussion of</li> <li>• Assess your interpersonal skills and practice building new ones</li> <li>• Taking ownership of a customer problem including how to answer a phone professionally at all levels of the organisation and how to deal with a query you know little about in a customer friendly manner</li> <li>• Essential customer service skills – model and practice (keep to a reasonable number, say 5-6) Demonstration of new skills 'Moments of truth' – using the customer feedback loop positively for improving your work and that of WIPO</li> <li>• Discuss and reflect on the impact of customer service outcomes on your work and the organisation</li> <li>• Individual work plan for improving own skills</li> </ul> <p><i>Note: in addition to the training itself, this workshop requires trainers and participants to add the following time considerations: A meeting of up to 2 hours to define specific needs and outcomes of the group for the purposes of refining and contextualizing the course elements specifically to group needs. Pre-workshop meeting: Up to 2 hour meeting with participants to establish agreed parameters, based on a needs, for workshop Up to half a day debrief meeting once participants have returned to their own base and have implemented at least one item on their personal development list- to be completed within a fixed time of the initial workshop</i></p>	<p>Mandatory for: Managers New Staff And any interested staff</p> <p>(Should be a mandatory course for all staff in due course)</p>	<p>2 Days for group of (8-10) participants maximum in any one workshop</p>

Course	Suggested Content Outline	Who	Length
	<i>date (e.g. 3 weeks).</i>		
<b>TARGETTED COURSE</b>  Customer Service Standards – the global benchmarks for the public sector; A course for Managers	What you need to know and what you can strive for in customer service as a Manager There are 5 key areas in the Charter Mark revised global standard for Customer Service. This course helps Managers to understand the benchmarks for customer service in global contexts whether they operate in public or private sectors. <b>1. Customer insight:</b> How you measure their satisfaction and use that knowledge to improve your business <b>2. The Culture of the Organisation:</b> How you put your customers at the heart of your policy and culture. Your commitment to professional, service-driven values throughout your organisation <b>3. Information and Access:</b> How you make information available to your customers. How you ensure they get the right information when they need it. How well you co-operate with partners and providers to support your customers. <b>4. Delivery:</b> Your standards, performance indicators and targets. How you measure your performance targets and keep customers informed of results. How you deal with problems. How effectively you consult with customers and others about local standards and targets <b>5. Timeliness and Quality of Service</b> Show you have measurable standards in place for timely service delivery, and you meet those standards consistently.	Managers	1.5 days
<b>TARGETTED COURSE</b>  Promoting Communication inside WIPO for improved working practices	Understanding the organisational internal communication map Scoping the channels of communication in my everyday work Blind spots of the internal communication processes How to avoid them <i>(In due course: May be made available to all new staff in due course during induction and may also be available as a general course for all staff members)</i>	New Managers/  Existing Managers/ wanting to refresh or polish skills	Half day
<b>TARGETTED COURSE</b>  Communication Technologies– getting the best out of the message – in the WIPO context	Characteristics of email and web communication <ul style="list-style-type: none"> <li>• Shorter</li> <li>• More punchy</li> <li>• Focused on SEO (Search Engine Optimization)</li> <li>• More direct</li> </ul>	First time and Managers  New staff  Individual staff and	Half day

Course	Suggested Content Outline	Who	Length
	<ul style="list-style-type: none"> <li>• Hyper audience-focused</li> <li>• When to use /and not to use email</li> </ul> <p>Tone/choice of words – preferred WIPO style            Innovative communication technologies – trends/uses/challenges  <i>(Course should have a practical focus –reflection on actual own experience and/or effective/ineffective models are encouraged )</i></p>	teams who want a refresher or to fine tune skills and competencies	

**CATEGORY B**

**Managing People Skills and Competencies - Proposed Courses**

Course	Suggested Course Content	Who	Length
<b>Managing People</b>			
<b>BASIC COURSE</b>  Time Management and Stress Reduction	<p>Basic Time management techniques and prioritising – how to organise yourself more effectively.            Being able to put your fingers on something quickly can save you a lot of time and stress.            Become a creature of habit when it comes to where you place things.            Put them back when finished using them – different information storing techniques and when to use them            Never put off the hard or time consuming task - .learn to schedule them when ‘you’ can tackle it best according to your preferred working style.            (Suggest a follow-up activity within a bound time frame be included)</p>	<p>Managers  Team leaders  Whole Teams  Open to All staff</p>	1 day
<b>LEVEL 1</b>  Essential guidelines to implement and help you manage people	<p>The 7 Implementable guidelines for effective people management</p> <ul style="list-style-type: none"> <li>• Be accessible (quick succinct answers to questions – transparency)</li> <li>• Set proper expectations (honest direct and up front – don’t say something you cannot do – thorough with explanations – don’t strategically leave out information)</li> <li>• It’s all in the follow through ( do something when you say you will – strong personal organisation, )  <i>(Connect directly to Workshop on Stress and time management)</i></li> <li>• Be disciplined</li> <li>• Don’t freak out</li> <li>• Be nice (Treat people the way you want to be treated)</li> </ul>	<p>Existing Managers and Managers taking on the Management of a new or existing Team  New Managers</p>	1 day

	<ul style="list-style-type: none"> <li>The bottom line</li> </ul> <p><i>(The focus of this course should be practical allowing for reflection on personal experience and/or based on case studies )</i></p>		
<p><b>LEVEL 2</b></p> <p>The Difference Between Leadership and Management</p>	<ul style="list-style-type: none"> <li>The difference between leadership and management.</li> <li>Evaluating your own performance. – objective cross check of own performance</li> <li>Personal leadership.</li> <li>Work-style preferences.</li> <li>Methodologies</li> <li>Templates</li> <li>Motivation and values.</li> <li>Interpersonal leadership.</li> <li>Communication. – reflecting on your experience</li> <li>Coaching and counselling (dealing with poor performance).</li> <li>Healthy conflict. (Managing difficult conversations)</li> <li>Dealing with resistance</li> </ul>	<p>Managers</p> <p>Professionals who are, or may become, responsible for overseeing work done by others in the pursuit of organisational objectives.</p>	<p>2 days intensive</p>

## CATEGORY C

### Mediation and Negotiation Skills and Competencies – Proposed Courses

Course	Suggested Content Outline	Who	Length
<p><b>Mediation and Negotiation Skills</b></p>	<p>NOTE: <u>Short Day</u> means scheduling flexibility to suit groups. The workshop content for SHORT DAY workshops requires longer than 3.5hrs, though not a full day. A lunch break can be scheduled and the workshop finished after lunch. This means scheduling for these courses can be flexible starting later in the morning and allowing Managers to get back to their desk by about 3.30-4.00pm to catch up on their work yet it also allows them some time to reflect over lunch before more learning is embedded. It also encourages them to ‘share’ over lunch</p>		
<p><b>CORE BASIC COURSE FOR ALL EXISTING and NEW MANAGERS</b></p> <p>The Approachable Manager</p>	<ul style="list-style-type: none"> <li>Self assessment</li> <li>Remaining open and approachable.</li> <li>Maintaining a positive relationship with subordinates</li> <li>Strategies inc: Leave your door open, chat up your staff, set up your staff up for success, don't punish the messenger Simulations and role plays and or case studies could to be used</li> </ul>	<p>Managers,</p> <p>Potential Future Managers</p>	<p>Short day (e.g. 5 hrs)</p> <p>Allows flexible scheduling for groups</p>
<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>Understanding Conflict</li> <li>Confidentiality and Directness – their place in managing positively</li> </ul>	<p>Managers</p>	<p>1 day</p>

Course	Suggested Content Outline	Who	Length
Resolving Conflicts Positively	<ul style="list-style-type: none"> <li>• Effective Communication before, during and after the conflict</li> <li>• Listening Actively V Reacting Immediately</li> <li>• Practising the 'Mediation Process'</li> </ul> <p><i>(Development in this course should be directly linked to Level 1 in Communication – 'Can't Do Without Communication Skills.'</i></p>		
<b>LEVEL 2</b> Essential Mediation and Negotiation Skills for UN contexts	Principles, methods, dynamics of negotiation Awareness of personal skills in resolving and mediating conflicts and negotiations Skills for taking your place at the 'Table' - facilitating discussions/negotiations Practice in bargaining and mediation simulations common in WIPO and UN contexts	Managers	1 day
<b>LEVEL 3</b> Resolving Workplace Harassment	<ul style="list-style-type: none"> <li>• Identifying bullying and making right decisions to prevent it</li> <li>• Understand its impact on stakeholders</li> <li>• Resolving bullying situations</li> <li>• Defining bullying</li> <li>• Types of bullying including 'the silent treatment'</li> <li>• Understand and practice the difference between strong leadership qualities and those demonstrating bullying behaviour</li> <li>• Best practice solutions/cases - benchmarks</li> </ul>	Directors Managers All staff	1.5 days
<b>TARGETTED COURSE</b> Strategic Negotiation Strategies for Improved Commissioning and Procurement	<ul style="list-style-type: none"> <li>• Systemic thinking – an introduction</li> <li>• Comparing thinking models, systemic thinking and dynamic thinking</li> <li>• Understand importance of long-term relationship building</li> <li>• Develop and define your strategy to improve procurement outcomes</li> <li>• How to avoid convenient methods when re-negotiating contracts</li> <li>• Avoiding common pitfalls</li> </ul>	Directors	1.5 days

## CATEGORY D

### Ethics Skills and Competencies – Proposed Courses

Course	Suggested Content Outline	Who	Length
<b>Ethics</b>	<p>NOTE: <u>Short Day</u> means scheduling flexibility to suit groups. The workshop content for SHORT DAY workshops requires longer than 3.5hrs, though not a full day. A lunch break can be scheduled and the workshop finished after lunch. This means scheduling for these courses can be flexible starting later in the morning and allowing Managers to get back to their desk by about 3.30-4.00pm to catch up on their work yet it also allows them some time to reflect over lunch before more learning is embedded. It also encourages them to 'share' over lunch</p>		

Course	Suggested Content Outline	Who	Length
<b>CORE BASIC COURSE FOR ALL EXISTING and NEW MANAGERS</b>  Ethics and the Workplace	<ul style="list-style-type: none"> <li>• What is ethics?</li> <li>• Why is it important?</li> <li>• How do we know we are facing an ethical dilemma?</li> <li>• What to do when faced with an ethical dilemma</li> <li>• Case study analysis of WIPO ethical dilemma</li> </ul> <p><i>(In keeping with UN directives this is a mandatory course for all staff with existing Director's, managers and being targeted first – available to all within 12 months)</i></p>	All staff	1 day
<b>LEVEL 1</b>  Cross Cultural Ethics and Diversity in the Workplace	<ul style="list-style-type: none"> <li>• Understanding the cross cultural workplace</li> <li>• Strengths and pitfalls</li> </ul> <p>Case study analysis of different workplace scenarios</p>	All staff	Half day
<b>LEVEL 2</b>  Managerial Ethics	<ul style="list-style-type: none"> <li>• What is a good 'ethical role model.'</li> <li>• Understanding the importance of high quality role models</li> <li>• Loose ethical practices - Effects on organisations</li> <li>• Analysis of scenarios based on WIPO context</li> </ul> <p><i>(Suggested: Compulsory course for all NEW Directors, Managers, , prior to taking up position))</i></p>	Directors  Managers	Short day (short e.g. 5 hrs)

## CATEGORY E

### Presentation Skills and Competencies

Course	Suggested Content Outline	Who	Length
<b>Presentations Skills</b>  <b>CORE BASIC COURSE</b>  WIPO preferred presentation skills	<ul style="list-style-type: none"> <li>• What constitutes a 'good presentation'?</li> <li>• Understanding your personal presentation style</li> <li>• Alignment between your message and your personal presentation style</li> <li>• Alignment between the message, body language and other visuals e.g. PowerPoint, flip charts, white boards, teleconference etc</li> <li>• Simulations and practice - (range of messages)</li> <li>• Elements of the delivery: volume, tone, pitch, pace, designing visuals and use of colour, images sound effects etc</li> </ul>	For groups of 6-8 maximum)  Directors  Managers and other staff whose duties and	2 days (Can be scheduled in consecutive day blocks OR non consecutive blocks

Course	Suggested Content Outline	Who	Length
	<p>(Emphasis of this course should be on <u>demonstrating the skills</u>)</p> <p><i>The two day time allocation allows for a day of input, and a day of demonstration of oral skills. Demonstration itself should be taped and followed by feed-forward debrief</i></p> <p><i>This course may also be used as specialised coaching course with flexible delivery - over 4-5 sessions over 5-6 weeks</i></p>	responsibilities require presentation skills	depending on group requirements
<p><b>LEVEL 1</b></p> <p>Advanced Presentation Techniques</p>	<ul style="list-style-type: none"> <li>Using your personality and energy to project a positive image</li> <li>Captivating your audience and creating impact</li> <li>Modelling success techniques to achieve outstanding results and build your own personal style of presenting</li> <li>Using body language and voice to be authoritative and persuasive</li> <li>Packaging the communication – how to relate to your audience and focus on their needs</li> <li>Receive objective feedback for feed-forward improvements</li> </ul>	Directors  Senior Managers	1 day

## CATEGORY F

### Project Management Skills and Competencies – Proposed Courses

Course	Suggested Content Outline	Who	Length
<p><b>Project Management</b></p> <p><b>CORE BASIC COURSE</b></p> <p>Basic Project Management in WIPO and the UN Sector</p>	<ul style="list-style-type: none"> <li>Understanding the mission-critical, product-driven project context of the UN Sector</li> <li>Understanding the basic service project cycle</li> <li>How to work within the frameworks, problem-solving and UN project management requirements e.g. planning an event, conference, a solution response etc</li> <li>Overview: WIPO and UN physical, economic, and social planning within a framework of social change.</li> <li>Developing shared knowledge through cooperative standards and benchmarks</li> <li>Avoiding ‘clash’ pitfalls – what to look for in advance</li> <li>Overview: Ethics in Cooperative Project Management</li> </ul>	Existing Project Managers  Project Teams  New Project Managers  Project Support Staff	1 day

Course	Suggested Content Outline	Who	Length
<b>LEVEL 1</b>  WIPO Project Management Cooperation	<ul style="list-style-type: none"> <li>• A look at the emerging trends in project management</li> <li>• Model Thinking, Systemic Thinking, Dynamic Thinking – assessing the pros and cons</li> <li>• Assessing the ‘fit’ stakeholders and the proposed project cooperation</li> <li>• Understanding different WIPO Country contexts</li> <li>• Planning a Country Project – essential knowledge</li> <li>• Selection and negotiation with stakeholders for cooperative Impact</li> <li>• Agreeing on roles, deliverables and outcomes for Cooperation</li> <li>• Essential set-up elements</li> <li>• Project Monitoring and Follow-up</li> <li>• Practical application of knowledge gained in a current or planned project</li> </ul> <i>(Part of Second day: real life context implementation of aspects and knowledge gained)</i>	Existing Project Managers and  Project Teams  Project Support Staff  New Project Managers and other interested Managers	2 day
<b>LEVEL 2</b>  Essential Advanced Project Management Skills in the WIPO context <i>(Prince 2 Related)</i>	<ul style="list-style-type: none"> <li>• Project conceptualization (project cycle, main features and steps)</li> <li>• WIPO project management and implementation – alignment with WIPOs project management system e.g. use of expected results performance indicators and target baselines, introducing accountability – a sound practice</li> <li>• Monitoring and evaluation – tools and methodologies</li> <li>• People management – soft skills</li> </ul> <i>(Note: Some WIPO Divisions are using the system referred to as Prince-2. Therefore in developing content for this course this system must be taken into account and developers will need to liaise with WIPO prior, during and in final stages of development)</i>	Project Managers  Staff involved in technical assistance delivery	3 days (consecutively) Or 5 half days followed by case exercises with coaching

## CATEGORY G

### Coaching for Individuals and Small Group - Development of Targeted Needs – Proposed Special Needs Courses

Course	Suggested Content Outline	Who	Length
<b>Coaching</b>  Selected Mini Modules may be used for individual or small group coaching sessions specifically targeted to meet identified needs	<ol style="list-style-type: none"> <li>1. As per MINI modules</li> </ol> <b>Plus</b> <ol style="list-style-type: none"> <li>2. Other individually customised sessions as requested</li> </ol> <b>Plus</b> <ol style="list-style-type: none"> <li>3. Generic Suggested Topics Offered as needed and requested: Time Management Skills – personal development project</li> </ol>	Individuals and small groups as required	Minimum 3- maximum 8 sessions  Depending on identified needs

Course	Suggested Content Outline	Who	Length
	Handling Stress Strategic Planning Effective Decision Making Strategies for Teams		