Writing Correspondence and Reports course for DPKO-ITS staff

Instructor's Guide with Answer Key
March 2011 version (3-12)

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Introductory Note to the Instructor

This *Instructor's Guide and Answer Key* contains answers to the exercises (*WCR Booklet*) found in the *Writing Correspondence and Reports Booklet*, along with "**Notes to the Instructor**" (in **blue font**) on items that may need special emphasis during each lesson.

The lessons in the *WCR Booklet* cover forms of correspondence and reports that DPKO-ITS staff are tasked with writing; however, the composition of classes may vary, with staff in some groups having to write more or less of a certain type of report or type correspondence. The instructor is therefore free to choose those lessons and exercises that best meet the needs of participants in a given course. Note that there is a section of "Supplementary Exercises" at the back of this *Booklet* – in case any of the language points they address arise in a given lesson.

Also, note that each lesson begins with an excerpt from the book, *A Guide to Writing for the United Nations* (on ODS under ST/DCS/3) by W.H. Hindle, a former editor at the UN. Hindle's tips include a variety of ways to achieve clarity and conciseness, from transforming passive sentences to active ones, noun forms to verb forms, heavy bureaucratic phrases to single words, overly-long sentences to shorter ones.

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The instructor should stress that the reason to make writing concise—is because concise writing is, simply, easier and faster to read. Since the recipients of reports and correspondence are busy members of the UN community—it is in

everyone's interest to make writing reader-friendly. Reports and correspondence that contain easy-to-absorb information are likely to get a faster response.

As Hindle's tips correspond to exercise themes in each lesson, it is good to use the tip as a point of departure for doing the exercise. The instructor is advised to begin the exercise by going through the example and the first exercise item with the class. After setting this model, participants can be instructed to go through the rest of the exercises with the person each is seated next to. Alternatively, participants can do the exercise independently, and then check answers with the person seated beside them. Having class members work in pairs can get energy circulating in the room, thus promoting discussion and sharing of knowledge.

After the "pair work", participants can come together and check the exercise as a whole group, with the instructor facilitating. The instructor might go around the room, having participants take turns reading exercise items with answers. In this way, any misunderstandings can become apparent and be cleared up.

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Exercise on Written Communications: Different Types, Different Forms, Different Audiences

Let's get familiar with the different types of communications and share our knowledge about them.

Work with the person next to you and decide the answers to the following questions. To focus attention, take turns asking the questions aloud:

Note to teacher: After participants have had a chance to discuss the questions, come together as a large group and ask each pair to tell their answer (going in order, one question per pair of participants). This should generate a discussion which could last for about 10 minutes and will allow for sharing and circulation of information.

Answers to exercise on p. 9 of WCR book:

1) Which type(s) of communication can include a closing, "Best regards" followed by the writer's name and signature?

memo   **code cable**   note verbale   **email message**   note   letter   **fax**

2) Which type(s) of communication require(s) a summary of one to three sentences or phrases at the very beginning (just before the body of the message)?

memo   **code cable**   note verbale   e-mail message   note   letter   fax

3) Which type(s) of communication require(s) numbered paragraphs?

memo   **code cable**   note verbale   e-mail message   **note**   letter   **fax**

4) Which type(s) of communication is used to communicate among staff within DPKO/DFS?

memo   code cable   note verbale   **e-mail message   note**   letter   fax

6) Which type(s) of communication is/are used to communicate with organizations outside the UN?

memo   code cable   **note verbale**   **e-mail message**   note   **letter**

7) Which type(s) of communication is/are sent from DPKO/DFS Headquarters to a peacekeeping operation concerning significant, substantive issues—and offer guidance on how to proceed with these?

memo   **code cable**   note verbale   e-mail message   note   letter   fax

8) Which type of communication is always written in the third person?

memo   code cable   **note verbale**   e-mail message   note   letter   fax

9) In which type(s) of communication does the writer need to be clear, concise (not using any more words than necessary to convey the message)?

memo   **code cable**   **note verbale**   **e-mail message   note   letter**   **fax**

10) In which types of communication should the purpose be stated as close to the top as possible (preferably in the first paragraph)?

memo   **code cable**   **note verbale**   **e-mail message   note   letter**   **fax**

Note to teacher: The answer to the final question (question # 10) can be a springboard for making the point that editors have often identified "lack of clear purpose" or an "unclear context" as being the number one problem with writing. The "note" exercise that follows emphasizes the importance of including a purpose sentence or a sentence that sets a context for the communication - right from the beginning.

Exercise on Note to Mr. Zacklin

Note to teacher: Many participants have (or may at some point have) the task of writing notes since this is the format in which to communicate with Senior DPKO officials (see item in the *Checklist for Notes* at the end of this lesson). Therefore, it can be a good format to cover in the first course lesson.

Have participants work in pairs, advising them to take turns reading the paragraphs aloud in order to focus attention simultaneously. Also, point out the benefits to reading passages aloud: one's ear can often catch points of style and logic that the eye alone can miss.

Note that the first question concerns whether or not the purpose of the note is clear. In the particular note offered as an example in this exercise, the writer launches into many details of the situation without setting a context for those details. Therefore, readers may find the information in the note unclear upon the first reading.

Answers to exercise on p. 16 of WCR book

Note to Mr. Zacklin

Work with a partner. To focus attention, take turns reading paragraphs of the "Note to Mr. Zacklin" aloud. Then discuss the following questions:

1) What is the purpose of the note? Underline the sentence(s) that contain the note's purpose.

The note's purpose is contained at the end of paragraph 2 (in the original version) in the sentence that reads):

"We would be very grateful if your Office could review the attached letter and draft MOU. We would also subsequently appreciate OLA's participation with DPKO in

meeting representatives from the legal division of the Terrana Permanent Mission to bring negotiations to an acceptable and expeditious conclusion."

2) What is the main subject matter of the note? What does it concern?

The note requests review of a letter and MOU to which one party has made changes. The note also asks for advice on how to respond.

3) Is it possible to move the note's purpose nearer to the beginning of the communication?

Yes, it is possible to begin the note with the following sentence:

1.   I am writing regarding the recent exchange of correspondence between your Office and the Permanent Mission of Terrana concerning UNACAR activities in Terrana. On [date], we received the attached letter from Terrana which contains some changes to the original agreement. We would be very grateful if your Office could review the attached letter and draft MOU **and advise on how to deal with the revisions to the original agreement.** *(see revision of the 'Note to Mr. Zacklin' on page)*

Note to teacher: The reader should not have to read until the end of paragraph 2 to know what the note's purpose is. Those staff who read notes and other work-related communications have busy, demanding work schedules and need to know the purpose of communications they receive right from the start. As writers, we want to make it easy for our readers to understand the reason we are writing to them. Therefore, by stating our purpose or setting a context for our communication (as shown above), we let the busy recipient know why we are writing right away.

Re-write of Note to Mr. Zacklin

Now, with your partner, take turns reading aloud the revised version of the note and discuss the questions below:

4) Do the revisions match suggestions you and your partner had made after reading the original note?

5) Which note allows you to more readily absorb its content? Why?

6) In the rewrite of the note, the last sentence of paragraph 2 has been revised.
The emotionally charged words, "totally unacceptable" have been changed to "inconsistent with our prior agreement". Note how the revision also provides more information as to what needs to be discussed.

Note to teacher: Note that the rewrite (below) sets a clear context for the information. It fits all the subsequent details into a meaningful context. **Rewrite of "note" on p. 17 of WCR book:**

<div align="right">Unclassified</div>

Note to Mr. Zacklin

Re: MOU between UNACAR and the Government of Terrana concerning UNACAR activities in Terrana

1.I am writing regarding the recent exchange of correspondence between your Office and the Permanent Mission of Terrana concerning UNACAR activities in Terrana. On [date]**, we** received the attached letter from Terrana which contains some changes to the original agreement. We would be very grateful if your Office could review the attached letter and draft MOU **and advise on how to deal with the revisions to the original agreement.**

2.Further to Security Council resolution 1375 (2006), which called for Member States to assist the free, unhindered and expeditious movement to Carnana of personnel and equipment from the United Nations Assistance Mission to Carana (UNACAR), as you recall, your Office drafted an MOU that was dispatched to the Permanent Mission of Terrana on 23 February 2006. After hearing from UNACAR that the Terranian authorities appeared ready to sign the MOU, a second letter, drafted by your Office, was sent to the Permanent Mission on 20 June 2006 asking for formal confirmation and to proceed to signature. However, we have now received the attached letter and draft MOU from the Permanent Mission of Terrana requesting significant changes to the text, which, at first glance we feel is inconsistent with our prior understanding.

3.We would also subsequently appreciate OLA's participation with DPKO in meeting representatives from the legal division of the Terrana Permanent Mission to bring negotiations to an acceptable and expeditious conclusion.

Exercise on Note Checklist

Answers to "note" Checklist on p. 20 of WCR book:

With a partner, scan the **Checklist of Do's and Don'ts on Notes** to find the following information (note that for ease of reference, the Checklist section and item number that addresses each question are included. For more detailed answers, please check the Checklist itself):

I) Purpose

1) What are some possible purposes of (i.e., reasons for writing) notes? (I, items 1,2,3)
-To communicate with senior officials within the Secretariat, including within DPKO and DFS
-To convey information
-To seek a decision and/or recommend action(s)
-To transmit to the chef de Cabinet correspondence and reports for the S-G

2) In general, should you respond to a note in the same format? (I, item 4)
As a general rule, respond in the same format, i.e., if you receive a note, draft your answer in note format

3) Where should you write the purpose of your note? (II, item 3)
Write the purpose in the first paragraph

4) Are notes used for routine, administrative matters? (I,item 3b)
Notes are used for administrative matters that are considered sensitive and not routine

II) Content

5) How should the note be structured? (II, item 3)
a)Structure a note seeking a decision as follows:
b)Subject/purpose (first paragraph)
c)Issue/problem/question (including background/context)
d) Options and their individual pros and cons
e)Recommendations
f)Next steps/actions required

6) What should the total length of the note be? (II, item 2)
Keep it short and simple—under two pages

7) How many ideas should be put in one paragraph? (II, item 5)
Stick to one idea per paragraph
8) Should a degree of analysis or mood of a situation be conveyed in a note? (II, items 9, 11)

As a general rule, while keeping it short, include analysis of underlying trends, the motivation of others, the reason why it matters, strategic picture Give a sense of mood ,e.g., in the meeting room, SC Chamber, etc.

9) What should be made clear at the end of a note? (II, item 6)

When ending a note, be clear as to what actions are required

III)Formatting

10)Where can you find the official DPKO-DFS note format? (III, item 1)

The note format is available in MS Word on your computer

11) Should paragraphs in a note be numbered? (III, item 4)

When the note has more than one paragraph, number all paragraphs

IV) Language, Tone, Style

12)What tone should the writer use when making recommendations? (IV, item 1)

Make recommendations in a direct but diplomatic manner, e.g., "You may wish to consider the following options:", "I would recommend…because…"

13)What is recommended if negative feedback must be conveyed?

Convey feedback in a direct but diplomatic manner (IV, 1)

V) Submission procedures

 In what case should you use the designation "Confidential"? (V, items 3, 5)

Use the designation, "Confidential" sparingly. Use the sensitivity marker "confidential" for "material whose unauthorized disclosure could reasonably be expected to cause damage to the work of the United nations (ST/SGB/2007/6)

Exercise on Memo - Sample 1

Note to teacher: Memos are used for internal communication on routine, administrative matters. As stated in the Checklist on memos in item #), some typical uses are to

Care should be taken to use the appropriate format in order for the memo to have a professional look. Therefore, the questions below speak mainly to format and Organizational editorial conventions (i.e., those described in documents such as the UN Correspondence Manual and the UN Editorial Manual, both of which can be found on ISEEK.

Answers of "note" on p. 28 of WCR book:

1) Is the name and title of the recipient indicated appropriately in the "To" line?

Yes

2) Is the name and title of the writer indicated appropriately in the "From" line?

Note that just the name (but no title such as "Mr." or "Ms') is required in the

"From" line.

3) Is the date written according to UN editorial standards?

Yes, it is. Note the order: date—month—year (no commas)

4) Is the subject appropriate?

The subject is very general. It would be better to have a more specific subject, such as "Request for waiver of word limit in Report of the Secretary-General on Cote d'Ivoire" -- so that the busy recipient of the memo can see at a glance what it is about.

5) Is the purpose of the memo stated clearly in the first paragraph?

Yes, the request (for a waiver from the usual word limit) is clearly stated in the first sentence.

6) Is each paragraph of the memo numbered?

Yes, they are. Paragraphs in a memo need to be numbered.

7) Is any closing (such as "Yours sincerely" or "Best regards") needed in a memo?

No, a memo has no such closing. If the writer chooses to write at the memo's end, "Best regards", those words too need to be in a final numbered paragraph.

8) Does the memo contain a polite closing paragraph?

Yes, it does. A polite closing sentence, such as the one we find in paragraph 2, "It would be very much appreciated if your office could accommodate this request" is appropriate.

Questions on Memo Checklist

Answers to 'memo exercise' p. 30 of WCR book:

I) Purpose and Content

1) In what circumstances are memos used? (I, items 1, 2)

As a general rule use a memo for formal communication with a UN entities other than DPKO and DFS (Un Secretariat, UN agencies, funds, programmes, Un tribunals)

2)In general, should you respond to a memo in the same format? (I, item 3)

As a general rule, respond in the same format, i.e., if you receive a memo, respond with a memo.

3)Where should you write the purpose of your memo? (I, item 4)

Write the purpose of your memo in the first paragraph.

4)Where should you refer to any previous correspondence that may have occurred? I, item 5

Refer to any previous correspondence at the start of the memo.

II) Formatting, language, tone and style

5)Where can you find the official DPKO-DFS memo format? (II, item 1)

You can find the official memo format on Microsoft Word on your computer

6) What font size should you use in a memo? (II, item 2)

Use Times New Roman font size 12

7) Should you number paragraphs in a memo? (II, item 3)

Number all paragraphs, even if the memo has only one paragraph.

8) Where should you indicate the addressee's job title? (II, items 4,5)

Put the addressee's job title next to his/her name, on the same line.

9)When should you use the "Through" line of a memo? (II, item 6)

Use "Through" when official clearance is required to send a memo to this recipient.

10)How do you determine the order of recipients of cc's? (II, item 9)

Organize the list of persons copied (cc'd) on a memo in order of seniority and then alphabetically by surname, and arrange the list vertically.

III)Submission/Clearance

11)How should you indicate an "urgent" memo? (III, item 2)

For urgent memos, write "Priority" into the memo itself and mark the routing slip either "Immediate" or "Most immediate". Then follow up with both OASG and OUSG to reinforce the urgency.

Exercise on Writing E-mail Messages

Note to teacher: All staff need to write email messages, so this lesson is likely to be appreciated by all.

   Have participants answer questions 1 - 13. Then have pairs of participants compare their answers to see if they agree. After, start a discussion about the questions and answers by going around the room, having participants answer them one by one. In the spirit of discussion, allow other participants to comment and question as they choose. Allow about eight minutes for this activity.

Answers to 'email quiz' on p. 34 of WCR book:

<u>Subject Headings</u>

For each of the following situations, which would be the best, most useful subject line? Be prepared to explain your choices.

1. As a result of the recent audit in your department, changes need to be made. As the supervisor, you are writing to your staff to inform them of the changes.

    a. Action needed
    b. Auditor's action points
    c. Good news and bad news
    d. We need to keep better records

2. You are writing to your boss to request a week off work next month so that you can take a trip to Bermuda.

    a. Bermuda
    b. On vacation
    c. Can I take a week off?

    d. Holiday request for 15-19 November

3. You recently missed a mandatory all-department meeting (you forgot about it!), and are writing to your boss to apologize.

    a. Missed meeting
    b. What happened yesterday?
    c. Sorry I missed the meeting – I forgot!
    d. Apologies for absence from departmental meeting

5. You are sending a reminder to other staff in your department regarding tomorrow's meeting on Darfur.

    a. Meeting
    b. Tomorrow's meeting
    c. Darfur report meeting - Tues
    d. Reminder: Darfur report meeting – Tues 12 Oct

6. You are responding to <u>part</u> of a long discussion started about 10 e-mails ago which started as *Departmental Workplan 2010-2011*. You are concerned about the deliverables for one item.

    a. RE: FW: RE: Departmental Workplan 2010-2011- deliverables for new
      website
    b. RE: FW: RE: Departmental Workplan 2010-2011
    c. New website deliverables - 2010-2011
    d. Workplan deliverables – new website

<u>Salutations</u>

For each of the situations listed below, indicate what salutation you feel is best. (More than one answer may be possible.)

7. You are writing to a staff member, Mariam Haddad, whom you don't know personally.

    a. Dear Mariam,
    b. Dear Ms Haddad,
    c. Dear Mariam Haddad,
    d. Good morning,

8. You are writing to a colleague with whom you work closely, Elizabeth Smith, with a new question.

    a. E-
    b. Dear Elizabeth,

      c. Elizabeth,
      d. [No salutation]

9. You have received a simple request from someone signing 'Terry Waite'. You don't know this person and 'Terry' can be either a man's name or a woman's name. How do you set up your response message?

      a. Good morning,
      b. Dear Sir / Madam,
      c. To Whom It May Concern,
      d. [No salutation]

10. You have received a message from a colleague in another programme signing 'Kim Do Young' about an ongoing project. You don't know this person. How do you begin your response?

      a. Dear Kim,
      b. Dear Mr. Kim,
      c. Dear Mr. Young,
      d. Dear Kim Do Young,

11. You are writing to <u>all</u> other staff members in your department.

      a. Dear all,
      b. Dear colleagues,
      c. Dear [Name of your department] staff,
      d. [No salutation]

Closings

12. Which of the following closings do you feel are appropriate for a work-related e-mail message? Circle those you feel are appropriate, and cross out those you feel are not. Can you think of others?

Best regards,	**Regards,**	Till soon,	Bye,	**All the best,**
Warm regards,	Love,	**Thank you,**	**Sincerely,**	Ciao,
Yours faithfully,				Others?

Dates

13. What is the best way to write the date in the following e-mail? Why?

Dear fellow 'Netiquetters',

This is just a friendly reminder that our **next Netiquette meeting** is _____ at **2 pm** in **DC2-610**.

Please see the attached agenda, and, if you like, contact me with any additional topics for discussion.

I look forward to seeing you soon.

Best regards,
Jodi

      a. 11/12/11
      b. tomorrow
      c. next Tuesday the 12th
      d. tomorrow, Tuesday, 12 November 2011
      e. Other? _____

Note to teacher—Question 14 below concerns making the message concise—i.e., using only those words needed to convey the message. In order to achieve this, we must identify and eliminate any words that are extraneous

Being concise

14. Use only as many words as you need—not more. Discuss the following e-mail. What was done well? What could be better?
Be concise in your e-mail message. Use only as many words as you need—not more.

Discuss the following e-mail.
What was done well?

The purpose of the memo is clear from the start and all relevant information is included.

What could be better?

Some words are repetitive or unnecessary. These extraneous words (which have been removed in the rewrite below) could be deleted in the interest of conciseness. For example, we don't need to include the word, "documentation"— when we already use the word, "forms".

Tone

Note to teacher: The questions in the exercise below concern the tone of our communications. The issues we deal with in the Organization are sensitive ones. Our task is to keep tension to a minimum by communicating with our colleagues in a factual, respectful, diplomatic tone. In giving criticism, it is best to use non-judgmental ("non finger-pointing") language, letting the facts speak for themselves.

In our jobs, time is precious. Work-related communications should not generate personal irritations, which can give rise to a vicious cycle of "back-and-forth bickering", impeding the flow of work.

Tone

15. Be attentive to the tone of your e-mail message

Discuss the following two E-mail beginnings.

As a reader, how might you react to each message?

A recipient might feel attacked and on the defensive if told working conditions in the office s/he manages are "unsatisfactory". The latter word is negative. The same message can be communicated using positive words.

Which one is better and why?

Letter B is better. Readers are more likely to respond positively to positive messages which address the need for change constructively.

Letter A
SUBJECT: Unsatisfactory working conditions
Dear Ms Smith,
I am writing to call your attention to the unsatisfactory working conditions in our office…
Letter B
SUBJECT: Suggestions to improve working conditions
Dear Ms Smith,
I am writing with a few suggestions for improving the current working conditions in our office…

•

To BCC *(Blind Carbon Copy)* or not BCC

16. When is it acceptable – or perhaps preferred – to BCC?

        a. When writing to a large group of people.
        b. When you want to protect the privacy of the recipients.
        c. When writing to Mr. A and mention Ms. B, you should BCC Ms B.
        d. When it is important to keep a record of all recipients.
        e. When you are working really late and you want your boss to know.

General guidance for using E-mail

When using e-mail, care in the following five basic areas can help to ensure efficiency in your correspondence: Address Line, Format & Organization, Style, Attachments, Archiving.

1. <u>Address Line</u>

- **Do use the 'To' line for action and the 'cc' line for information.** That is, the more carefully you address your e-mail, the better your recipient can prioritize his/her messages.

   If you want a correspondent to take some action upon receiving your e-mail, then type his/her address in the 'To' line. If you are simply sending a 'courtesy copy' to keep the recipient informed, then type his/her address in the 'cc' line.

   In general, using 'bcc' (blind courtesy copy) is not recommended in the business context because of the lack of transparency. One appropriate use of 'bcc' is when sending out an announcement to a large group of people. (cf. All 'Broadcasts' are sent out in 'bcc'). The advantages of this method include protecting the privacy of the recipients and avoiding a mass 'Reply All'.

- **Don't send to "the world,"** but only to those to whom the message directly pertains. Carefully consider who really needs to receive your message and refrain from 'cc'ing additional people.

- **Don't 'reply to all' unless absolutely necessary.** Use 'Reply to all' only if everyone on the original mailing list needs to see your reply.

2. <u>Format & Organization</u>

- **Do have a clear, appropriate subject line.** A clear subject allows your reader to know the topic and maybe the purpose of your message in advance. Using a clear subject both helps your reader to prioritize what to read and allows him/her to find your message again later.

Example: Subject: Reminder: Netiquette Meeting today, 3 Oct. at 3pm

- **Do** change the subject line if the topic has changed – even if you are using the 'reply' function.

- **Do begin your message with a clear purpose statement.** After reading the first line of the message, your reader should know why you are writing, and ideally, what you want him/her to do in response. All this information should be visible on the first screen of your message.

- **Don't bury your responses within the original message text.**
  Ultimately, your goal is to make it as easy as possible for your reader to find your response. In many cases, if you need to respond to something complex, it may be best to list your responses under short headings that refer to each of the questions you had been asked.

  If there are few questions, you may choose to type each answer immediately below each question in another colour. *(Please note:* colour should only be used for internal messages since the colour formatting may not be compatible with recipient software.)

- **Do include your "signature."** A "signature block" in e-mail refers to the automatic title and contact information found at the bottom of an e-mail you send or receive. Use plain font and include your:

  > Name– including the title Mr./Ms./Mrs., especially if your name is unusual or confusing to many people;
  >
  > Job title – written out, not as an abbreviation
  >
  > Department – written out, not as an acronym
  >
  > E-mail address – especially important for those using 'webmail'
  >
  > Phone number – useful so that your reader can easily call you

  Example: Ms Jodi Nooyen
  English Language Instructor
  UN Language & Communications Programme
  nooyen@un.org
  (212)963-2001

- To create your 'signature' in Lotus Notes, click on TOOLS.

3. Style

- **Do be concise**. Aim for sentences of no more than 15 words each. Your paragraphs should consist of about three sentences with a blank line in

between paragraphs. The following website provides a lesson in this:
http://ceds.vu.edu.au/webbja/Concise_writing1.htm

- **Do avoid redundancy.** Respect your reader's time by saying what you need to say clearly and concisely without unnecessary repetition.

- **Do type the http:// prefix before any website address.** If you send someone a link, it is best if they can simply click on that link. For example, not including the http:// prefix can sometimes cause a 'dead link', a link that is not 'clickable'.

4. Attachments

- **Do use 'Reply with History' for an ongoing conversation via e-mail**. For work, e-mail is often used to discuss a topic. Especially when you are commenting on a previous e-mail, it saves your reader time if the 'history' (and context) is easily accessible.

- **Don't attach large files or files created by very new or uncommon software.** For recipients at your duty station, this is not of great concern. However, this guideline is important if sending a message to a UN mission or to someone outside the UN system. It can take a long time for a large attachment to open if the server is a slow one.

  Also, it is often useful to check if your receiver has the (version of the) software program that you are using.

- **Don't return the original attachment.** – Especially for those with slow internet connections, resending the original attachment can cause your reader to wait a long time for your reply to download. Moreover, deleting the attachment eliminates any doubt that the attachment to one message in the chain may be different to any other iterations.

5. Archiving / Saving messages

- **Do save e-mail messages by topic in folders.** Lotus Notes allows us to create folders and sub-folders for both our inbox and sent messages so that we find correspondence back more quickly.

- **Do keep in mind that your e-mail messages are automatically archived,** not deleted. Archived e-mails can be accessed via your Lotus Notes mailbox, Webmail access and Blackberry.

  An automated archiving system is in effect in DPKO-DFS. Rather than deleting messages from e-mail boxes, the messages are moved to a secondary server. This enables you to retain and access all your e-mail messages without burdening the e-mail servers with the associated storage and processing tasks.

Each night, the system automatically moves messages from your inbox to your archive database, according to the schema specified below:

Message location	Archive items older than
Inbox	90 days
Sent folder	30 days
User folders	90 days
Draft messages	30 days
Calendar entries	366 days
ToDo entries	366 days
Junk Mail folder	7 days

Messages will be archived, NOT deleted, and will remain accessible

Answer key

Lesson two

Language tip: leave our the roundabout phrases

Gain awareness of different cultural styles of organizing information

Change "heavy phrases" to single words

Use verbs instead of nouns (where possible)

Focus on code cable format

Instructor's Guide with Answer Key

Lesson Two

Note to teacher: The exercise below is meant to provide a set of shorter alternatives to typical long phrases often found in Organizational documents. This does not mean that the phrases on the left column may never be used. Rather, the list below is meant to provide a broader selection, offering alternative one-word replacement-words in paragraphs that have become too wordy.

Answers to "Reducing Wordiness" exercise on p. 49 of WCR book:

Exercise on Heavy Phrases to Single Words

Substitute a single word for the phrase on the left.

Heavy Phrase	Single word
along the lines of	**like**
as of this date	**yet, still**
at all times	**always**
at the present time	**now, presently, currently, at present**
at the time of	**when**

by means of	**by**
concerning the matter of	**concerning**
despite the fact that	**despite**
due to the fact that	**because, since**
during the period of	**during**
for the period of	**for**
for the purpose of	**for**
for the reason that	**for**
in a position to	**can, am able**
in a manner similar to	**like**
in reference to	**regarding, concerning**
in regard to	**regarding, concerning**
in connection with	**related to, regarding, concerning**
in relation to	**related to**
in order to	**to**
in spite of the fact that	**despite**
in the event that	**if**
in the near future	**soon**
in view of the fact that	**since**
in the amount of	**for**

prior to	**before**
subsequent to	**after, following**
the majority of	**most**
until such time as	**until**
with regard to	**regarding, concerning**
with respect to	**regarding, concerning**
with a view to	**to**

Instructor's Guide with Answer Key

Lesson Two

Note to instructor: Note that the exercise below is meant to provide an alternative to the over-use of heavy, three-syllable nouns in Organizational documents. It suggests that, where possible, concept nouns may be replaced with gerund (verb+ing) forms.

Emphasize to participants that this does not mean that the concept noun form may never be used. Rather, the exercise is meant to raise awareness of how replacing nouns with verbal forms can lead to greater conciseness and better stylistic flow. The latter qualities make a document more reader-friendly, allowing for ease of communication.

Answers to "noun-to-verb" exercise on p. 55 of WCR book:

Use verbs rather than nouns in the following sentences:

1) Many writers prefer to use verbs rather than nouns.

2) We would appreciate your advice in identifying stakeholders who participated in implementing the new framework and who could contribute to the workshop.

3) We do not intend to participate further (in the matter).

4) A key milestone was adopting a Constitutional Framework, which provided for dividing responsibility between the two parties.

5)The 2004 UNTIR agreement, in cooperation with SPI, facilitated the establishment of a standards process. The process would require the SPI to achieve basic human rights as a condition for commencing the future status process for the country.

Instructor's Guide with Answer Key

Lesson Two

Note to teacher: Below is the sample code cable with comments and answers to the guide questions (written comments follow the sample code cable)

CODE CABLE

IMMEDIATE ONLY

> **Comment [UN1]:** SEE COMMENT 1

> **Comment [UN2]:** SEE COMMENT 2

```
TO:       BUCKE, UNMITER, TERRANA

INFO:     PASCOE, UNATIONS, NEW YORK

FROM:     LE ROY, UNATIONS, NEW YORK
```

DATE: 22 November 2008

```
NUMBER:

SUBJECT:  Meeting with Deputy Mediator Ambassador Reitz
```

   Summary: Supports UNMITER in its efforts to prepare for a possible meeting between Chairman Swanson and rebel leader Richard Dean and encourages the presence of SRSG Bucke and UNMITER representatives in Peacetown at the time of the talks.

> **Comment [UN3]:** SEE COMMENT 3

1.   Thank you for your CDN 23 of 20 November informing of the discussions with the Deputy Mediator and Ambassadors representing the Regional Political Cooperation Organization and the Republic of Sumora. We are grateful for the efforts undertaken on behalf of UNMITER to liaise

with the Mediator and key international partners to ensure the successful implementation of the All Inclusive Agreement.

2.   We welcome the possibility that Chairman Swanson and Richard Dean will meet in Peacetown, and fully support your presence and that of other UNMITER representatives if needed, especially given the possible technical nature of the discussions.

3.   Given the pressure that exists to ensure a positive outcome of this discussion, we fully support your efforts to prepare the ground for a successful meeting in collaboration with the Regional Political Cooperation Organization. We would be grateful to be kept fully informed of the intended preparatory steps to be taken, including at the level of the Verification Mission which would necessarily include the naming of a replacement for Colonel Thompson as Chair, and to receive any indication of what this headquarters can do to assist during the lead up to the discussions.

Comment [UN4]: SEE COMMENT 4

Comment [UN5]: SEE COMMENT 5

        Best regards.

[UNMITER IOT/ADII/OO/DPKO]

Comment [UN6]: SEE COMMENT 6

Answers to "code cable" exercise on p. 57 of WCR book:

Comment 1:
1) Is the urgency designation "IMMEDIATE" appropriate?
<u>Talking point for instructor</u>:

- The urgency designation "**Immediate**" is only used for code cables that require the attention of, or a response from, the mission within the **same day**.
- In this case, an urgency designation of "Routine" would be more appropriate.

<u>Refer to</u> all dos and don'ts under section "VI: Urgency designations for outgoing code cables" in the *Checklist of Dos and Don't on Code Cables*.

Comment 2:
2) Where is the sensitivity designation? What should be the sensitivity designation for this code cable?
<u>Talking points for instructor</u>:

- The drafter has not used the official DPKO-DFS template for a code cable. On the official template, the distribution designation (Only) and the sensitivity designation (Confidential) are selected together.
- In this case, a sensitivity designation of "Unclassified" would be more appropriate as the content of the code cable does not appear to be confidential in nature.
- Do, use the designation **"Unclassified" whenever possible**.
- Do, use the designation **"Only/Confidential" sparingly**.
- Do use the designation **"No Distribution/Strictly Confidential" with extreme caution**, as it carries

significant implications with regard to organizational transparency.

Refer to the *Checklist of Dos and Don't on Code Cables*, section "VIII: Sensitivity designations".

Comment 3:
3) Is a summary needed at the top of this code cable?
4) Is the content of the summary appropriate?
Talking points for instructor:
- The subject title and summary should both reflect the content of the code cable. [Note that in the re-write of the code cable, the subject title has been slightly re-worded to indicate more clearly the content of the code cable.]
- The summary does not capture key substantive points of the code cable nor indicate action/next steps. [Refer to the *Checklist of Dos and Don't on Code Cables*, section "II. Content, point "8. Do outline in the **summary** the **key issue(s)** addressed in the code cable **and any action(s) required** by the mission."]
- In this code cable on UNMITER, no summary is required since the length of the code cable does not exceed two pages in length. [Refer to the *Checklist of Dos and Don't on Code Cables*, section "III. Formatting" point "17. Do include a **short** "**summary**" **at the start** of the code cable if it is **more than two pages** in length." Note that in the re-write of the code cable, the body of the code cable exceeds two pages in length and a summary is therefore required.]

Comment 4:

5) Is substantive guidance and analytical commentary included in paragraph 3?

Talking points:

- Paragraphs 1, 2 and 3 express support for mission activities without providing substantive guidance or analytical commentary. [Refer to the *Checklist of Dos and Don't on Code Cables*, section "II. Content, points

  "8. Do, as a general rule, when providing guidance, describe the **strategic** picture **and** include **forward-looking** recommendations."
  1. Don't send a code cable with no substantive content or clear purpose/message, so as to merely be "seen" to be responding to a mission, for example, a code cable that restates information received from missions or thanks a mission for information received without adding any substantive content.]

Comment 5:
6) Is it appropriate to split a paragraph between two pages?

Talking points for instructor:

- It is acceptable for continue a sentence mid-way onto the following page, since a code cable is an internal form of communication.
- However, it is not acceptable for the final page to have only one or two lines plus the closing salutation and name(s) of the drafter(s). Where this case arises, the drafter should either:
  (i) adjust the formatting of the code cable to fit those one or two lines plus the closing salutation and name(s) of the drafter(s) onto the previous page; or
  (ii) move the entire last paragraph of the body of

the code cable onto the final page, followed by the closing salutation and name(s) of the drafter(s). [Note that in the re-write of the code cable, the latter option was chosen].

Comment 6:
7) Is the proper convention used for indicating the drafter(s)?
Talking points instructor:

- The name of the main drafter(s) of the code cable must be indicated at the end of the code cable for a number of reasons including: (i) organizational transparency; (ii) to enable mission colleagues to follow-up on the substance of the code cable; and (iii) to enable the "Code Cable Room" to follow-up with the drafter of the code cable (e.g., in case part of the annexes are missing) as they do not receive the internal DPKO-DFS routing slip where the name of the drafter is indicated.
- **Refer to** the *Checklist of Dos and Don't on Code Cables*, section "III. Formatting. Point

  "21. Do **identify the main drafter(s)** at the end of the code cable using the following convention: [Drafted by [Surname], [Department]/[Office or Division]/[Service or Section or Unit]] to help with working-level follow-up. For example:
  (a) [Drafted by Smith, DPKO/OO/ELAD]; or
  (b) [Drafted by Jones, DPKO/OO/AMED and Bergson, DFS/FPD/FPOS]."
- Note that the organizational units are listed from large (DPKO) to small (ELAD).
- Note that the smallest organizational unit mentioned is the regional division (i.e., ADI, ADII, ELAD or AMED) and not the Integrated Operational Team (e.g., Darfur IOT).

- **Refer to** the *Checklist of Dos and Don't on Code Cables*, section "III. Formatting. Point "22. However, in rare instances **where the identification of the drafter is not advised** (such as the exposure of the staff member(s) to undue pressure, difficulty or risk), do **omit** the name of the drafter and, if needed, also the name of the regional division/service/section, for example: (a) [Drafted by DPKO/OO/AD]; or (b) [Drafted by DPKO/OO]."
- In this particular code cable, the content of the code cable does not appear to warrant the omission of the drafters' names, and the term "UNMITER IOT" should be replaced with the names of the main drafter(s) instead. Note also that the name of the organizational unit should be stated from large to small i.e. it should be "DPKO/OO/ADII" and not "ADII/OO/DPKO".
- **Refer to** the *Checklist of Dos and Don't on Code Cables*, section "III. Formatting. Point "23. Do add the name of the main co-drafter(s) where another DPKO/DFS office or UN entity has provided significant input into the draft code cable, for example: (a)   [Jones, DPKO/OO/AMED and Bergson, DFS/FPD/FPOS]; (b)   [Drafted by Smith, DPKO/OO/ELAD and Selous, OLA].
- Note that the following way of indicating consultation is not acceptable: [Jones, DPKO/OO/AMED in consultation with Bergson, DFS/FPD/FPOS].

Note to instructor: Below is a possible rewrite of the "UNMITER" code cable –in which the above guidance has been applied:

CODE CABLE

UNCLASSIFIED

TO: BUCKE, UNMITER, TERRANA

INFO: PASCOE, UNATIONS, NEW YORK

FROM: LE ROY, UNATIONS, NEW YORK

DATE: 22 November 2008

NUMBER:

SUBJECT: **Meeting with Facilitation Team**

Summary: Welcomes the expected Swanson–Dean meeting; stresses the importance of the preparatory steps required; shares thoughts on the desired outcomes of the meeting.

1. Thank you for your CDN 23 of 20 November regarding the above. We are very pleased to learn that the anticipated meeting between President Swanson and Richard Dean is expected to take place on 25 November. As you know, it has been our view that a meeting at that level is a prerequisite for any meaningful movement on the implementation of the All Inclusive Agreement.

2. Given the high stakes involved, we agree that every effort should be made to create a propitious environment for a positive outcome. This will require <u>intensive preparations</u> prior to the meeting and we welcome your efforts to prepare the ground in collaboration with the Regional Political Cooperation Organization. We also fully support your participation in this important meeting.

3. In this regard, agreement on a clear and focused agenda, as well as on expected outcomes will be essential. Similarly, participation in the meeting should be as limited as possible. It will also be important to avoid "negotiations" or open-ended discussions that would unnecessarily extend the process. Instead, both sides should aim at reaching a common and definitive understanding on the overall political framework that would lead to the expeditious implementation of the All Inclusive

Agreement.

4. In this context, agreement on the modalities for the inclusion of members of the
    Rebel Group (RG) in the national institutions, in particular the level and number of
    posts that could be provided to the RG leadership within the Government, would be
    a significant step forward. The provision by President Swanson of the necessary
    guarantees for the safe return of Dean and other RG leaders would also be very
    helpful.

5. In turn, RG should be encouraged to put forward realistic demands and to undertake
    to proceed with the implementation of the All Inclusive Agreement in good faith
    and without any further preconditions. Accordingly, discussions on a Military
    Compensation Package, or other issues that may further delay the implementation
    of the All Inclusive Agreement, should be avoided. In addition, both sides should
    also aim to agree on a new, realistic timeline for the implementation of the All
    Inclusive Agreement.

6. We would be grateful to be kept closely informed of the preparatory steps
    undertaken with the Regional Political Cooperation Organization, the Facilitation
    Team, and Regional Initiative representatives. You may also wish to enlist the
    support of key donors, in particular those who have leverage over RG. Finally, we
    would appreciate your views on how we could support your efforts from this end, if
    necessary.

    Best regards.

[Drafted by Parker and Okala, DPKO/OO/ADII]

Instructor's Guide with Answer Key

Lesson Two

Exercise: Scanning/Discussion
Of the Checklist for Code Cables

Note to instructor: Many staff have the task of writing code cables, so this lesson is likely to generate much attention and discussion.

Answers to "code cable Checklist exercise" on p. 65 of WCR book:

With a partner, scan the Checklist of Do's and Don'ts on Code Cables to find the following information:

Page 1 Purpose

1)   What are three possible purposes of (i.e., reasons for writing) code cables?

The possible purposes of a code cable are stated in the Checklist for Code Cables (on page 1, Purpose). Below is quote from the Checklist:

Use a code cable, inter alia [among other reasons], for the following purposes (or a combination thereof):

**   (a) To provide operational, political or strategic guidance to the mission;**

**   (b) To recommend action(s) or positions;**

(c) To make or respond to a request;

(d) To convey or request information;

(e) To transmit correspondence and documentation;

(f) To approve travel/leave request from a Head of Mission.

2)   Do you need to answer every code cable?

According to the Checklist on Code Cables (page 1, item 5), you must use your judgment to decide if a code cable requires a response. It depends on the subject of the cc and the nature of the situation. If a code cable requires a response, also decide if the subject and situation allows another means of communication, such as fax or email message.

3)   Where should you write the purpose of your code cable?

According to the Checklist on Code Cables (page 1, Purpose, item 4), its purpose should be stated in its first paragraph.

4)   Are code cables used for routine, administrative matters or working-level interaction?

According to the Checklist on Code Cables (page 1, Don't, item 1), cc's should not be used for routine, non-sensitive administrative matters. For the latter, use fax or email.

Page 2 Content

5) Should a code cable include just straight reporting of a situation or should it also include analysis and guidance?

According to the Checklist on Code Cables (page 12, II .Content, item 1), the cc should provide some guidance, indicating the strategic picture and offering some forward-looking

recommendations. CC's should include some analysis and commentary, not just straight description.

6) Roughly how many ideas should each paragraph contain? How many sentences should each paragraph contain?

As stated in the Checklist on Code Cables (page 12, II)Content, item 5), as a general rule, keep one idea per paragraph.

5)   What information should be contained in the cc summary (if a summary is needed?)

Code Cables that exceed two pages in length require a brief summary at the top of the first page. The summary should contain an outline in the

summary the key issue(s) addressed in the code cable and any action(s) required by the mission.

Page 3, 4, 5 Formatting
8) Where can you find the official DPKO-DFS code cable format?

According to the Checklist (**page 13, formatting, item 1**), the official DPKO-DFS format is indicated in the code cable template on your PC

9)   Does every code cable need a summary at the top?
According to the checklist, only code cables that exceed two pages in length require a summary at the top.

Only code cables that exceed two pages in length require a summary at the top.

10) In what circumstances should a drafter not be identified?

According to the checklist, (page 14, item 22), in rare instances where the identification of the drafter is not advised (such as the exposure of the staff member(s) to undue pressure, difficulty or risk), do omit the name of the drafter and, if needed, also the

name of the regional division/service/section, for example:

(a) [Drafted by DPKO/OO/AD]; or

(b) [Drafted by DPKO/OO].

11) In general, what is the maximum length of a cc?

According to the Checklist (page 15, item 24), as a general rule, keep the maximum length of a code cable to four pages.

Pages 5 Language, Tone, Style

12) What are some features of style the checklist recommends?

The Checklist recommends (on page 15, Language, Tone, Style, item 1), being short, concise and to the point. Write in the third person plural (use "We", not "I").

13) What is recommended if negative feedback must be conveyed?

Always use a formal respectful tone in your writing. Whenever possible, balance negative feedback with positive feedback or offers of assistance, for example:

"We think that…is not the most effective way forward. We would suggest instead that the mission…We are ready to liaise with UNDP in New York to facilitate the release of staff to assist you with the assessment."

Page 6   Consultation procedures

14) Is it possible to send a cc without consulting other relevant parties first?

As stated in the Checklist (page 16, item 1), consultation is mandatory. Always consult the relevant DPKO/DFS office(s) and other relevant parts of the UN Secretariat, agencies, funds and programmes on the content of your code cable, as appropriate.

Indicate who was consulted on the routing slip by ticking the relevant box(es) and adding the initials of the person(s) consulted.

Page 7 Urgency designations

15) In which cases should the urgency designation "Immediate" be used?

According to the Checklist (**page 17, item 1**), use the urgency designation, "**Immediate**" for code cables that require the attention of, or a response from, the mission within the **same day**.

16) In which cases should the designation "Most Immediate" be used?

According to the Checklist (page 17, items 2 and 3), use "Most Immediate" on outgoing code cables very sparingly. A member of the mission's senior management team, including the Head of Mission, may be woken up in the middle of the night to attend to the cable.

Discussion questions (As responses to discussion questions may vary from group to group, so answers are supplied here)

17) Question #5 (above) asks if a cc should include straight reporting or guidance for the mission. When guidance is offered, should it be general or specific (i.e., should specific instructions be offered or general guidelines?

18) Question #14 (above) asks if the drafter must consult with before sending the cc. In making time to consult does time and meeting deadlines become an issue?

19) Question # 13 asks about the tone of a cc. If several cc's containing the same important request go unanswered, how can the writer indicate the necessity of receiving a response while maintaining an appropriate tone?

Sample "Kat-Byrd code cable" (from exercise, "Composing a code Cable" on p. 81 in WCR book)

FROM: ALDWORTH,

DATE: 8 May 2012

NUMBER: 0968

SUBJECT: **Signing of End-of-Conflict Agreement in Chaseland**

1. Further to your code cable 0765 we welcome the effort
   made by the Mission of United Office for Chaseland
   (UOCL) to organize a meeting between Mr. Byrd and Mr.
   Kat to negotiate the end of hostilities in Chaseland.
   Conflict between the warring parties has been ongoing
   since March 2008; however, a lull in the fighting has
   provided an opportunity to bring key individuals
   together to negotiate a peace settlement.

2. This Headquarters would like to stress the importance
   of both Mr. Byrd and Mr. Kat committing to a date for
   the meeting. We are aware of the concerns expressed by
   Mr. Byrd regarding his personal security. It is
   therefore recommended that the Mission begin
   operational planning for the meeting, which should
   include all the necessary security considerations.

3. Very Special Envoy (VSE) Mr. Dawg will be visiting
   Chaseland from 5 to 10 January, during which time it
   may be possible to arrange a joint meeting between Mr.
   Byrd, Mr. Kat and the VSE. We encourage the Mission of
   UOCL to use this opportunity to bring these two
   individuals together under the auspices of VSE Dawg.
   The Very Special Envoy's presence will allay the
   security concerns of Mr. Byrd while at the same
   highlighting the importance of the talks to the United
   Office for Chaseland.

4. This Headquarters encourages the Mission of UOCL to
   liaise with the New York Office accordingly. The UOCL

in New York stands ready to offer its support in
arranging the meeting and providing logistical
support, as required.

Best regards.

Drafted by/ DPK / UOCLH /

Exercise on Fax

Look at "Fax – Sample 4" and then work with a partner to answer the following questions.
(note that for ease of reference, the Checklist section and item number that addresses each
question are included

Answers to "fax exercise" on p. 79 of WCR book:

1) When do you use a fax, to communicate with a Member State? (I, item 1, a, c, d)

Use a fax for the following purposes;
--For urgent communications to Permanent Missions to the UN, regional inter-
governmental organizations, and entities with unreliable email;
--For non-confidential, operational and administrative matters
--For invitations to meetings to Permanent Missions of the UN
--To transmit urgent official documentation (memos, notes, notes verbales, letters)

2) Should confidential information be sent by fax? (I, item 1 b)

Non-confidential information can be sent by fax.

3) When is it appropriate to number the paragraphs on a fax? (II, item 3)

When there is more than one paragraph, number the paragraphs.

4) If the writer is very familiar with the fax content, can s/he send the fax without consulting
other DPKO-DFS offices or UN entities? (I, item 6)

Consultation is mandatory. Indicate who was consulted on the routing slip.

5) When should the "Attn" and "Info" lines be filled in? (II, item 2)
   Where should the name of the drafter appear? (II, item 5)

When sending a fax to a senior official in a peacekeeping operation, fill in the fields "Attn" and "Info" to ensure the fax is routed to the right persons. The "Attn" line contains the name of the person who is expected to take action on the fax.

6) In your experience, what type of faxes can be signed by the
   Integrated Operational Team Leader or Regional Director in OO?
   When should a fax be signed instead by the ASG/OO or USG/DPKO? (II, item 7)

   Use your judgment when deciding if the fax should be signed by such officials. (Instructor--participants may discuss their different experiences with this).

Answer Key

<u>Lesson three</u>

Language tip:

Exercise on stylistic balance

The FOG Index

Using a diplomatic tone

Focus on letters

Lesson 3
Instructor's Guide with Answer Key

Using parallel structure

Note to instructor: Emphasize to participants that another way to reduce wordiness and increase clarity is by using parallel structure. Explain that sentences should have "stylistic balance". Explain that this means that both parts of a sentences—or, perhaps, items on a list—should keep the same grammatical structure. This is shown in the answers below:

Answers to "parallel structure" exercise" on p. 86 of WCR book:

1) They were advised to contact all managers and to alert support staff.

2) The team recommends the following:

(a) Organize local committees to foster community involvement

(b) Compile a list of names of influential community members

(c) Prepare a schedule of meetings to assign projects

3) Staff members have information regarding:

(a) Discounts on local hotels and residences

(b) Free entrance to the Museum of Modern Art

(c) Reduced entrance fee for cinemas

4)The Committee accepted the proposals and then directed Organization staff to lay groundwork for implementing them.

5) The job involves preparing speeches, writing report, and taking notes at conferences.

6) The Director asked her secretary to write the report quickly, accurately and thoroughly.

7)The French, the Italians, the Spanish, and the Portuguese....
OR
The French, Italians, Spanish, and Portuguese

Instructor's Guide with Answer Key

Lesson Three

Note to instructor: Emphasize to participants that in writing an SG letter, formality is the key word. Be careful to observe all advice in the Checklist (on using the formulaic openings and closings, etc.).

Answers to "S-G letter"exercise on p. 98 of WCR book:

Exercise on reviewing a letter from the office of the Secretary-General

A. Principle of writing, language, tone and style

Salutations

1) Who is the recipient of the letter? What is the opening and closing salutation? How do the opening and closing salutations differ from a letter from the Secretary-General to a senior United Nations official such as a Head of Mission?

The recipient of the letter is a Head of State. The opening salutation is "Excellency".

The closing saluation for such a letter is, "Please accept, Excellency, the assurances of my highest consideration" (note that when the latter closing is used, "Yours sincerely" is *not* used).

Note: a letter to a senior United Nations official would have the salutation, "Dear Mr._____" or "Dear Ms _____" and the closing salutation, "Yours sincerely".

First paragraph

2) What is the purpose of the letter? Underline the single sentence that is used to express the purpose of the letter.

The purpose of the letter as expressed in its first sentence is to express appreciation, "I would like to express my appreciation for your Government's consistent support to the peace process in Terrana"

Second paragraph

3) How does the letter become more specific in the second paragraph, i.e., describing the appreciated act? Underline the phrase that describes the appreciated act.

The letter becomes more specific by showing appreciation for the particular role

that the recipient played in the process, "I would also like to pay tribute to your

personal engagement, which led to the successful conclusion of negotiations

between the Government of Terrana and rebel faction Goribaba-RG, and the

signing of the All Inclusive Agreement in Peacetown on 23 July 2006."

Third paragraph

4) How does the letter "get down to business" and show what still needs to be achieved? What "transition word" is used to show that content of the letter is moving in another direction?

In the third paragraph, the letter begins to take a new direction. This new

direction is signaled by the word, "However" in the sentence, "However, despite

all efforts, no progress has yet been achieved in the implementation of the

Agreement and I am concerned by the impasse"

Fourth paragraph

5) What tactful phrase is used to point out what needs to be done in the situation (without "telling" the recipient what do, i.e., giving an order?)

The tactful phrase begins the sentence, "I trust you share my view about the

urgent need to bring this final phase of the peace process to an expeditious and

successful conclusion."

Fifth paragraph

6) What qualifying clause (i.e., qualification) introduces the main sentence?
How does the paragraph end on a positive note?
The qualifying phrase is, "**While the primary responsibility for addressing the
current impasse lies with the Terranian parties,"**

Sixth (final) paragraph

7) What phrase is used to express confidence in the recipient?

A phrase that is used to express confidence in the recipient is, "I count on your leadership…"

What phrase offers help/commitment? How does the final paragraph end on a positive note?

A phrase that offers help/commitment is, "For my part, I wish to assure you of the commitment of the United Nations to support your efforts. I have asked my Executive Representative for Terrana, Ms. Murada, to work closely with…"

B. Formatting and UN editorial conventions

8) When is it appropriate to divide words at the end of a line? For instance, this is done in paragraph 6 with the name of the organization "Regional Political Cooperation Organization.

9) Can abbreviations be used in letters from the Secretary-General?

No, abbreviations cannot be used in letters of the Secretary-General.

10) When should pages be numbered?

Put page numbers on SG letters that are three or more pages in length. Numbering should start at 2, be typed without dashes (2 not -2-) and be centred at the top of the page.

11) What information is included in the address of the recipient?

For government officials, include the recipient's name, title and city in the address. Don't use honorific titles for UN civilian officials (e.g., "Ambassador" or "Dr."). The title "Dr." should only be used for a UN official who is a medical doctor.

How does this differ from the information included in the address of a recipient who is not a Head of State?

Honorific titles are included for Heads of State.

12) What languages should the Secretary-General draft in when writing to Permanent Representatives?

Letters to Heads of State and to Permanent Representatives should be drafted in English, French, or Spanish as appropriate. The language of correspondence of each Member State is stated in the book of *Permanent Missions to the United Nations* ("Blue Book") and available at: http://missions.un.int/protocol/.

How does this differ from the languages that the Secretary-General drafts in when writing to the President of the Security Council.

Draft Secretary-General letters to the President of the Security Council either in English or French, as appropriate

13) What type of letterhead is used for a letter from the Secretary-General to a Head of State? How does this differ from the letterhead for a letter from the Secretary-General to a recipient who is not a Head of State?

Letters to Heads of State, which should be printed on cream-coloured, embossed, water-stamped, Secretary-General letterhead. Secretary-General letterhead is available from the Correspondence and Records Management Unit (CARMU), OUSG/DPKO. (CARMU generic e-mail: dpko-ousg@un.org). For letters other than those to Heads of State, use white, water-stamped, Secretary-General letterhead.

Answer Key
Blunt vs Diplomatic Language

Answers to "Blunt vs. Diplomatic Language" exercise on p. 100 of WCR book:

Blunt style	Diplomatic style
• The situation in Terrana is obviously horrible. You've got to do something to stop it.	I trust you share my concern about the current situation in Terrana and the urgent need to find a way forward.
• Ok, you've tried a lot of things to end the crisis, but nothing has worked and nothing is happening now.	Despite numerous efforts, the process no progress in has yet been achieve in reaching an agreement, and I am concerned by the impasse.
• You're the leader. You've got to think of something.	I count on your leadership to find a way forward.

Answer Key
Using a Diplomatic Tone

Note to instructor: Emphasize to participants that a tactful tone is important in *all* types of communications to colleagues at *all* levels, especially when providing feedback.

A blunt, critical tone that offends the recipient is likely to impede the flow of communication. As such communication is emotional rather than factual, it does little to further understanding of the causes of the problem. It is best to give feedback that is professional in tone and allows the facts to speak for themselves

Answers to "Using a Diplomatic Tone" exercise on p. 102 of WCR book:

Which of the above do you prefer: sentence "a" or sentence "b"?

Sentence b is to be preferred. Its tone is more respectful and it conveys more information about the nature of the disagreement.

Below are some possible "re-writes" of the exercise sentences:

1) We have checked the calculations, but have come to a different conclusion.

2) If you send the information by the 31 October deadline, we can include it in the report.

3) At the meeting we understood your office would send the information by the agreed 12 December deadline. It is now 14 December, and our office has not received it.

4) In our meeting last fall, we understood your report would include information on the Tanley Ageement; however, we find no such information in the report.

5) Our office does not find compliance with the guidelines set in our agreement of 1 November in the actions your office has taken. [instructor: advise participants to be specific about what the guidelines and actions were].

Questions on Checklist for Letters from the Secretary-General and Other Senior Officials

Work with a partner and scan the Checklist for the following answers to the questions below (note that for ease of reference, the Checklist section and item number that addresses each question are included):

I Purposes of Letters from the Secretary-General

1)What are some purposes of Secretary-General letters? (I, items 1, 2)
--To inform Security Council members on significant issues and senior appointments
--To request guidance from and action by, or agreement of the Security Council on issues relating to peacekeeping operations outside of the S-g's standard reporting cycle
(see checklist for Letters from S-G and other Senior Officials foe more detailed information)

2) What are some purposes of Secretary-General letters to inter-governmental and regional organizations? (I, item 3)

II Purposes of letters from USG and ASG

3)What are some purposes of letters from the USG and ASG? (II, item 1)
When a major event occurs in the mission area, a letter from the S-G should be immediately prepared to the government concerned. Major events that require an immediate official reaction from the S-G include i) inauguration of a new head of State or government 2) Death of a head of State 3) attacks on or deaths of multiple peacekeeping personnel due to hostile action

III Content

4)What is a way that content of a Secretary-General letter differs from content of a USG or ASG letter? (III, items 2, 3)

--Ensure that S-G letters are more strategic in nature with minimal detail, and that they contain a clear message or purpose
--Include more detail and more technical content in letters from USG/DPKO and ASG/OO

IV Formatting of Secretary-General letters

5)Is the same format used for all Secretary-General letters regardless of recipient? (IV, items 1, 2,)
Use the official format for a letter from the S-G to the President of the Security Council.

Use the official format fro a letter from the S-G to government officials (both formats are available on your PC in Microsoft Word.

6) How do the opening and closing salutations differ for a Secretary-General letter to a Head of State or an Ambassador, and a Secretary-General letter to the head of an international organization or NGO? (VI, item 2)
Use the appropriate opening and closing salutations, depending on whether the letter is addressed to a person with ambassadorial rank (honorific) or to others (non-honorific), for example:
a)For a Permanent Representative, use the honorific "Excellency,"…"Please accept, Excellency, the assurances of my highest consideration."
b)For the head of an international organization or NGO, use the non-honorific:
:Dear Mr./Ms [Surname]"…"Yours sincerely,".

7)Can the names of peacekeeping missions be abbreviated in Secretary-General letters? (VII, item 8)
Write out peacekeeping abbreviations in full the first time they are used (e.g., names of DPKO/DFS offices and units, technical peacekeeping terms, such as Technical Assistance Mission with the abbreviation in parentheses next to it. Thereafter, use only the abbreviation.

8) Which words can never be divided at the end of a line? (VII,"Don't", item 1)

Never divide the words "Secretary-General" and "United Nations" at the end of a line.

9) Are there any other points from the Checklist you/your partner would like to highlight?

No model answer offered, as responses will vary with class participants.

Answer Key
Lesson four

Language tip: prefer active sentences over passive ones

Exercise on changing sentences from passive to active

Review of editing techniques

Focus on note verbales

Instructor's Guide with Answer Key

Lesson Four

Passive constructions vs. Active constructions

Note to instructor: Emphasize to participants that they may use a passive construction of they have an appropriate reason for doing so, i.e., if the action performed is more important that the actor who performed it, or if a sensitive situation calls for delicacy. Otherwise, an active construction is preferred, as indicated in the explanation below:

"If you can say a thing directly, then say it directly."

Consider when and whether you need to use a passive construction.

Organizational documents often use passive constructions. **Sometimes there are good reasons for this. It may be that an action is more important than the person or authority that implements it, as in the sentence below:**

"Smoking is prohibited in this area"

instead of

"The law prohibits smoking in this area"

It may be obvious that it is the law that prohibits smoking, so the writer doesn't need to write it because the question of who has prohibited smoking is obvious (the law, the local rules or other authority).

Another reason a writer may use the passive is to pay heed to personal or political sensitivities, as in the sentence below:

"It was stated that…"

However, sometimes writers use passive constructions merely out of habit. They tend to choose it automatically—even when an active sentence might be clearer. Consider the *italics portion* of the sentences below:

The decision was reached by the team and called for the implementation of the new procedure with a view to streamlining operations.

Consider transforming the above sentence to the active below:
The team decided to implement the new procedure…

Lesson 4

Instructor's Guide with Answer Key
Exercise: change the passive sentences below to active ones

Answers to "change passive to active" exercise on p. 117 of WCR book:

Example:
The staff requested the Committee to report the results of its discussion of the topic.

Example:

1) **All parties agreed to participate in a conflict resolution session.**

2). **The Chief of the Section called a meeting and requested all staff to attend.**

3).**The Committee decided to change the procedure, and the Administration implemented the change**.

4**) The Government of Arcadia stressed that the international community should support the efforts of the Government of Terrana to meet the high expectations of its citizens.**

5). **Council members supported extending the Mandates as well as the Secretary-General's recommendations for a gradual draw-down.**

6)**The Capital Master Plan has designated staff movements, many of which will be carried out in summer 2009.**

Applying editing techniques: review

Keeping in mind the editing tips we have reviewed, revise the sentences below. You may consult the Quick Tips to remind yourself of the different transformations that are possible:

Note to instructor: Remind participants of the different editing techniques covered in previous lessons: transforming nous to verbs (where possible), heavy phrases to single words, parallel structure)

Answers to 'Applying editing techniques" exercise on p. 118 of WCR book:

1) Managers are directed to arrive at the conference room at 9 a.m. and support staff at 10 a.m.

2) All committee members agreed to change the set of procedures before the next annual meeting.

3) In view of the ongoing crisis, the team decided to implement the new procedure to streamline operations.

4) The new policy should help bring about a gradual change that facilitates better communication among staff `members.

5) Through implementing the new procedure, the office can streamline operations and accelerate the flow of work.

Instructor's Guide with Answer Key
Exercise on use of Note Verbale

Answers to "note verbale" exercise on p. 120 of WCR book:

Note Verbale Guidelines

1) Is there a conventional opening and closing salutation (e.g., "Dear Mr. _____?")?

No. A note verbale has no opening salutation (such as "Dear Mr. _____") or closing salutation, such as "Yours sincerely").

The note verbale has an opening formula sentence.

The Secretariat of the United Nations presents its compliments to the Permanent Mission of to the United Nations and has the honour to   ..

and a closing formula sentence:

The Secretariat of the United Nations avails itself of this opportunity to renew to the Permanent Mission of [Member State] to the United Nations the assurances of its highest consideration.

2) What is the purpose(s) of the communication expressed? Underline the purpose(s).

The purposes are expressed in the second and third paragraphs. The purpose expressed in the second paragraph is to thank Germany for its contribution and leadership.

The purpose expressed in the third paragraph is to request additional maritime assets.

3) From whom and to whom is a note verbale written?

Note verbales are used to exchange information between the UN and Governments or Permanent Missions to the UN, for example, to request

contributions of uniformed personnel or matériel for a peacekeeping operation.

 4) Is a note verbale ever written in the first person (i.e., "I am writing to…")?

> **No. A note verbale is always written in the third person, e.g., "The Secretariat is of the view that…"**

5) In whose name is a note verbale written?

> **A note verbale is written in the name of the Secretariat.**

Underline some words that help express the formal tone of the note verbale.

> **Presents its compliments/has the honour to/ is much welcomed and appreciated/ Nations avails itself of this opportunity to renew to the Permanent Mission to the United Nations the assurances of its highest consideration.**

 6) Is a note verbale signed? Who can approve a note verbale?

> **A note verbale is initialed. Ensure that the note verbale is initialled (not signed) above the date by the authorized official (at the USG, ASG, or D-2 level).**

7) In which languages should a note verbale be drafted?

> **Draft a note verbale to a permanent mission in either English, French or Spanish, as appropriate.**

 8) From where can a reference number be obtained?

> **Ensure that a reference number has been assigned by the Correspondence and Records Management Unit (CARMU), OUSG/DPKO prior to submitting the draft note verbale for approval/initialing by a DPKO official. This is the main drafter's responsibility.**
> **Notes verbales initialed by DFS officials are assigned a reference number by OUSG/DFS. (CARMU generic e-mail: dpko-ousg@un.org)**

 9) What type of letterhead is used for a note verbale?

Print the first page only of a note verbale on white, water-stamped, United Nations letterhead (with the address) and print subsequent pages on white, "continuation page" paper (with a letterhead but no address), not regular printing/photocopying paper. The same letterhead is used for notes verbales in English, French or Spanish.

Instructor's Guide with Answer Key
Exercise: Maintain your use of the third person
throughout the note verbale

Answers to "Maintain use of third person exercise" p. 122 of WCR book:

Be careful to maintain use of the third person throughout your note verbale:

DFS/Year/

The Secretariat of the United Nations presents its compliments to the Permanent Mission of Terrana to the United Nations and has the honour to refer to the recent meeting on provisions for medical evacuation services to its peacekeepers in the United Nations Mission in Arcadia.

The Secretariat is concerned that **it receive a** response by the 30 July deadline so **the** evacuation of patients to the hospitals in Tulka can begin.

Please be informed that to facilitate approval by the Mission **the Secretariat must** receive all responses by the deadline. If there are other outstanding issues that are militating against Mission approval, kindly **inform so the Secretariat** may undertake appropriate actions**. If, however, there are no such actions required, **the Secretariat** requests that the Mission expedite the approval of the documents.

The Secretariat of the United Nations avails itself of this opportunity to renew to the Permanent Mission of Terrana to the United Nations the assurances of its highest consideration.

initials of writer

6 July 2009

Answers to Questions on Note Verbale Checklist
Answers to exercise on p. 123 of WCR book:

Work with a partner to answer the following questions. (note that for ease of reference, the Checklist section and item number that addresses each question are included):

I. Purpose and Content

1. What are some purposes of a note verbale? (I, item 1)

Some purposes of notes verbales are
--to exchange information between the UN and Governements or permanent Missions to the UN, for example to request contributions of uniformed personnel or materiel for a peacekeeping operation.
--to transmit information regarding meetings or other events
--for other requests, acknowledgements to Governments relating to the substantive work of the UN.

2)Generally speaking, how long should a note verbale be? (I, item 8)

Keep it short; as a rule, just a single page

II. Formatting

3. In what languages can a note verbale to a Permanent Mission be drafted?
(II, item 2)

Draft a note verbale to a Permanent Mission in either English, French or Spanish, as appropriate. The language of correspondence of each Member State can be found in the "Blue Book":
http://missions.un.int/protocol

4.   What can you do if you need an urgent official translation? (II, item 3)

For urgent notes verbales in French or Spanish, first contact the Documents Control Section to check whether they can do an urgent, official translation. If this is not possible, arrange for an in-house translation by a colleague.

III. Language, Tone and Style

5. Is a note verbale written in the first person (e.g., "I am writing to…")?
(III, item 2)

No, a note verbale is written in the first person and in the name of the Secretariat, e.g., "The Secretariat is of the view that…"

6. What are the correct opening and closing salutations of a note verbale?
(III, items 3, 4)

The opening saluation for a note verbale is, "The Secretariat of the United Nations presents its compliments to the Permanent Mission of [   ]   to the United Nations and has the honour to…"

The closing salutation for a note verbale is, "The Secretariat of the United Nations avails itself of this opportunity to renew to the Permanent Mission of [   ] to the United Nations the assurances of its highest consideration."

7. Can you write a note verbale in the name of a department (e.g., DPKO or DFS)? (III, item 2)

No. Always write the note verbale in the name of the Secretariat (see answer to question #5 above).

IV. Submission/Clearance

8.What can you do when dispatching a large number of notes verbales to Member-States? (IV, item 6)?

When dispatching notes verbales to a large number of Member States (e.g., over 25), consider asking the Electronic Messaging Unit of DM ("Communications Centre", ext 3-6312 or 3-6213) to fax them to the relevant Permanent Missions.

<u>Answer Key</u>
<u>Lesson five</u>

Language tip: use short sentences, shorter, familiar words

Prepositions in common expressions

Guidance on capitalization

Focus on talking points

Lesson 5

Instructor's Guide with Answer Key

Note to instructor: A theme of this lesson is, "Don't forget the little things". In the case of this unit, "little things" can refer to considering shorter alternatives to frequently used words; being careful to use the correct preposition with the verb or adjective being used; being careful to use a capital or lower-case letters for frequently used terms.

Answers to exercise on p. 132 of WCR book:

Exercise on Preposition Practice

1) I apologize **for** being absent **from** the meeting last week.

2) The Achievement Prize will be awarded **to** a member **of** our department.

3) I am writing to advise you **of** a recent change **in** the procedure.

4) The staff counselor is ready to advise you **of** your decision regarding the new post.

5) It is hoped that the new policy will bring **about** positive changes.

6) He is tired **from** working overtime **for** two weeks straight.

7) He is tired **of** doing but nothing but filing papers day **in** and day **out**.

8) He is disgusted **with**/**by** the unfairness **of** the new policy.

9) He is quite familiar **with** the work of that department.

10) The representative insisted **on** the reinstatement **of** the agreement.

11) He is devoted **to** carrying out the reforms.

12) He must limit the number of requests **to** three per month.

Instructor's Guide with Answer Key

Exercise on Capitalization

Answers to exercise on p. 135 of WCR book:

Please correct the capitalization in the following sentences.

1. The **Organization** will cooperate with the local government to develop a policy.

2. The Holy See is a **Permanent Observer** to the United Nations.

3. The **Secretary of the Second Committee** will advise us of the decision.

4. The **western** part of the United States will be affected by the new policy.

5. The **Western Powers** have formed an alliance.

6. The **Second World War** ended in 1945.

7. The **representative** of Spain called for support of the proposal.

8. The **fifty-fifth session** of the General Assembly took place in 2000.

9. The training is open to both **General Service** and **Professional** staff.

10. Reference is made to **resolution** 686 in the agreement.

Instructor's Guide with Answer Key

Exercise on Talking Points

Answers to exercise on p. 147 of WCR book:

Questions regarding purpose, audience, content

1) What are the two purposes of these talking points? Where are they indicated? Do the talking points achieve those purposes?

The two purposes of these talking points are listed close to the top of the 'TP' document:
--To discuss the forthcoming debate in the Security Council on transitions
--To seek assistance in identifying Sierra Leonean stakeholders to participate in the workshop on transition planning in Liberia

2) Consider the audience – is there enough background information for the speaker? Where is the background information indicated?

Yes. Information on recent key developments (including the relevant resolution and its implications) is included in the background. In addition, a clear statement of the mission's strategic goal is stated. Recent progress, remaining challenges and next steps are all indicated.

3) Are the talking points written in the first-person, first-person plural, or the third person? Which of the latter choices is the most appropriate for a set of talking points?

The talking points are written in the first person. According to the Checklist (VI, item 2), it is appropriate to write talking points in the first person ("I") or the first-person plural ("We") to make them "speaker-ready".

Questions about language, tone and style

4) Are the talking points speaker-ready, i.e., would it be easy for a speaker to pick them up and use them easily in his/her presentation?

Yes, the talking points are written in the first-person and in full sentences that are not overly-long. They are speaker-ready.

Questions about formatting

5) Do the talking points follow the guidance in the Checklist for Talking Points? Has the drafter used the 'talking points' template?

Yes, the talking points follow the guidance in the Checklist on Talking Points. They use the talking points template. They contain fewer than the limit) of three objectives. The background includes only the most recent developments. The talking points are put under sub-headings by topic. The number of points per topic does not exceed the recommended limit of five.

Instructor's Guide with Answer Key

Note to instructor: Emphasize to participants that talking points should be easy for the speaker to see and absorb with the immediacy called for in a public speaking situation. Points should be written in full sentences, ready for presenting. Limit points to four per topic. Make sure that different topics are arranged under appropriate sub-headings. Prioritize talking points in order of importance.

Answers to exercise on p. 150 of WCR book:

Guided Questions on Talking Points Checklist

I) Content

1. What are some purposes of a set of talking points?

--to convey information or offer assistance
--to request information or action
--to thank a person or entity for a contribution or for ongoing support/assistance

2. What is KISS? How should the writer tailor a set of talking points?

KISS stands for "Keep it short, simple, and sharp" The more concise talking points are, the more likely they will help achieve the objectives of the conversation.

3. What should be included in the background of a set of talking points?

Include in the background *only the most recent and relevant developments* and/or elements that are specific to the interlocutor and the objective of the meeting/call. Also consider adding what the interlocutor may plan to achieve

4. When should if-asked points be included and how should they be formatted?

Include **"if asked" points** if you anticipate that the interlocutor may ask about issues which the senior UN official would not necessarily raise him/herself but should have a prepared response to.

For "if asked" points, put the words **"if asked", the topic and the background,** as needed, within square brackets**.** Use boldface for both the topic and the words "if asked", and also underline the latter. For example:

[***If asked***: ***Unilateral declaration of independence****. The Secretary-General may be asked for his position in the event of a UDI.]*

On this aspect, I would assess the situation as it unfolds

III.Talking points for the Secretary-General

5. For SC luncheons, what should the talking points seek to do?

For Security Council luncheons, seek to engage and elicit views from Security Council members to promote two-way communication rather than one-way information sharing, unless it is necessary to state a concern or draw attention to a particular development.

6. How do you allow for sufficient flexibility in talking points for the DSG, USG/DPKO and ASG/OO?

For the DSG, USG/DPKO and ASG/OO, as a general rule, draft broad and open-ended statements or questions to launch the discussion rather than a detailed script to allow for greater flexibility at the meeting/call, e.g., "I would like to seek your views on co-hosting the donor's conference on Afghanistan".

IV.Talking points for USG and ASG?

7. How do you allow sufficient flexibility in talking points for the DSG, USG/DPKO, and ASG/OO? (II, item 17)
As a general rule, draft broad and open-ended statements or questions to launch the discussion rather than a detailed script to allow for greater flexibility at the meeting, e.g., "I would like to seek your views on hosting the donor's conference on Afghanistan."

8. How many talking points should there be for each topic? (V, item 5)

As a general rule, limit the number of talking points to a maximum of *four per topic* and limit individual bullets to five lines or less.

IV.Formatting

9. Where can you indicate background information? (V, item 4)
In a paragraph just above the talking points.

10. How much space should be devoted to background information?

Limit the background information to two paragraphs per topic. If the background information exceeds this limit, put it on a separate page.

11. Should subheadings be used in talking points? Why or why not? (V, item 6)

Organize talking points under subheadings by topic to support the coherence of the conversation.

Language, Tone, and Style

12.What should be the style of language used in talking points?

Write in direct, punchy and straightforward language so that the talking points can be spoken easily and naturally.

13.Should points be written in bullet phrases or in full sentences?

Write the bullet points in full sentences and in the first person, e.g., "I am concerned about…", "We strongly believe that…". The background section will be in the third person.

Organize talking points under subheadings by topic to support the coherence of the conversation.

14.With meetings/calls with French-speaking interlocutors where DPKO is in the lead, what language should be used in the background? In the greeting? In the first and last points? In the other points?

For SG talking points during meetings with French-speaking interlocutors where DPKO is in the lead (i.e., host country representative or Minister of Defence of a TCC), draft the greeting, introductory remarks, the main (first) topic and closing points in French. Provide the English translation in parentheses immediately after the relevant bullet points.

<u>Answer Key</u>
<u>Lesson six</u>

Language tip: questions to ask yourself before writing

Use of subheadings in a long report

Use of subjunctive sentences for making recommendations

Position of "only" and other words that describe

Three rules for clear writing

Quick tips for editing

Focus on Reports of the S-G

Lesson six

Instructor's Guide with Answer Key

Exercise with subjunctive sentences

Note to instructor: Emphasize that the subjunctive sentence is a formal structure often used in reports when making recommendations in reports. Note that the verb form in the phrase that follows the expression (e.g., "it is crucial that...", "It is recommended that…" etc.) is **not** conjugated, but remains in its base form.

Answers to exercise on p. 166 of WCR book:

Write the correct form of the verbs in the blank spaces:

1. (be) It is crucial that lapses in communications systems **be** addressed.

2. (arrive) It is essential that he **arrive** on time for the meeting.

3. (neg: arrive) It is important that he **not arrive** late.

4. (understand) It is imperative that all staff **understand** the warning system.

5. (understand) It is imperative that each staff member **understand** the warning system.

6. (apply) We recommend that he **apply** for the post.

7. (neg: grant) We recommend that the office **not grant** the transfer request at this time.

8. (meet) Our team proposes that the committee **meet** to discuss the matter next week.

9. (passive: represent) The report proposed that all parties **be represented** in the negotiations.

10. (neg passive:change) The team suggested the procedure **not be changed** until the end of the year.

Note to instructor: Emphasize to participants that subjunctive sentences (for expressing urgency or making recommendations do, indeed exist in the "real world" of reports and other documents. Three examples of such sentences are in the mission report:

Answer Key: identifying subjunctive sentences in mission report

The subjunctive sentences are <u>**underlined and bolded**</u> in the RECOMMENDATION sections of paragraphs 4, 5, and 6 of the mission report below:

Answers to exercise on p. 171 of WCR book:

SUBJECT: Mission to Arcadia City and Oceantide: needs assessment of transportation facilities

Purpose and Mandate for Mission

1.   The purpose of this report is to provide an assessment of the present state of the transportation infrastructure of Arcadia following the recent civil strife between the Government –supported National Arcadia Forces (NAF) and the rebel Arcadia Liberation Alliance (ALA).   The UN Emergency Mission in Arcadia (UNEMA) Infrastructure Assessment Team has undertaken this mission under the authority of Security Council resolution 7A, which mandates the Organization to provide the necessary resources to enable the distribution of foods and medicines to continue. The mission took place from 1 October to 1 November 2003. After carrying out this phase of the assessment, mission to evaluate possible assistance in reconstructing damaged transportation infrastructure, UNEMA Team has made suggestions in its report, some of which are presented below. This report is the first in a series.

Scope of Mission

2.   Team #1 from the Department of Infrastructure Assessment has evaluated the transportation facilities of the area throughout the capital, Arcadia City, and also of the key roads to the port city of Oceantide. The team has assessed roads, bridges, and numbers of helicopters needed to transport goods. Based on its findings, it recommends remedies to facilitate the flow of vital goods.

3.   Below is a description of the current security situation evaluation list of key facilities, followed by the recommendations of Team # 1:

Current Security Situation

4.   At the 2 August Meeting for the UNEMA Peace Initiative, both NAF and ALA agreed to a cease-fire. Thus far, both sides have respected the agreement and the continuing talks indicate the cease-fire will hold.

(a) **Roads**
    Many key roads needed for the transportation of food, medicines and essential personnel are no longer functional. These roads have sustained severe damage as a result of the recent strife. The main roads leading to and from the airport are so badly damaged that vehicles cannot pass through. In addition, fallen trees and buildings block their way.

RECOMMENDATION: **it is crucial that a team of 20 additional workers be sent to repair roads and clear the area so that normal traffic can resume as quickly as possible**. Two specialists must be sent to ensure that the traditional style of Arcadia's

roads, a source of cultural pride and tourist revenue, are preserved.

(b) **Bridges**

5.Thanks to the successful intervention and respect for the cease-fire agreement, only one bridge, the "Arcadia Minor Bridge", suffered damage due to the recent strife. It was learned that rebels had used the remote area around the bridge as a base of operations; the bridge was severely damaged in the subsequent fighting. However, as this was a little-used bridge in a remote part of the city, its damage poses no immediate hindrance to the transport of vital goods. Before the outbreak of tensions, the "Arcadia Minor Bridge" was under repair. Its repair work has been temporarily suspended.

RECOMMENDATION**: The team proposes that suspension of the repair work on the "Arcadia Minor Bridge" be continued**. In this way, workers and other resources can be directed to repairing roads vital to the transport of key supplies.

© **Helicopters**

At the present time, UN helicopter flights carrying aid workers and other essential personnel are able to take off and land at both airports. The 15 available helicopters then transport passengers to their destinations in and around Arcadia City.

6.Northern Arcadia has two major airports, Arcadia International Airport, 15 miles east of Arcadia City and Oceantide Airport, located about 10 miles north of the main port. The team found that, although the civil strife caused the closing of both airports, the latter suffered virtually no damage to their facilities. As soon as major roads leading to the airports are repaired, the airports should resume full service and normal flight schedules.

RECOMMENDATION: **The team urges that 10 more UN helicopters be made available until key roads leading to and from the airport are repaired**. Goods destined for Oceantide may be delivered directly to the city's port from the neighboring country of Palomia.

Next assessment

7. The UNEMA Infrastructure Assessment Team continues to monitor the developing situation and is scheduled to make a second visit to Arcadia on 1 October, The Team will then make the second report in the series

Vocabulary exercise: some typical phrasings

Note to instructor: Ask participants if they find themselves using the same familiar vocabulary and phrases over and over again in their reports. Have they ever noticed more sophisticated phrasings in reports they read, and have wanted to try using such phrases in their own reports? What has stopped them from doing this? Perhaps they are not sure how to use such phrases correctly? Below is an exercise that allows participants to replace familiar phrasings with more sophisticated ones.

Answers to exercise on p. 174 of WCR book:

1) **Further progress has been halted** due to shortage of funds.

2) **In the wake of** increasing concern about safety, security precautions have been stepped up.

3) **Major logistical hurdles**, together with lack of government funds, **pose considerable challenges.**

4) If current trends are not reversed, ongoing political, military, humanitarian recovery efforts **may prove insufficient to stem the violence**.

5) UN agencies, **together with** non-governmental organization partners, have **scaled up** their operations in order to support the efforts.

6) **With the onset of** the heavy rains, displaced person and refugee returns continued at a steady but reduced rate.

7) The Government commitment to **shouldering an increased share of** the cost is **a welcome development**.

8) The patrols could not accurately **detect the gravity** of the situation.

9) These are the fundamental issues, which, if not addressed, could **hamper efforts** to establish stability in the country.

10) Such are the problems that **continue to plague** the region.

11) **Efforts are underway** to establish a Mission presence elsewhere in the region.

Answers to Checklist Exercise on S-G Reports

Questions on "Checklist for Reports of the Secretary-General to the Security Council on the Peacekeeping Operations"

Work with a partner to answer the following questions. (note that for ease of reference, the Checklist section and item number that addresses each question are included):

Answers to exercise on p. 176 of WCR book:

Purpose

1. As a general rule, how should you draft reports of the Secretary-General to the Security Council on the Peacekeeping Operations? (item 1)

Draft reports of the SG to the Security Council on peacekeeping operations in response to a request by the Security Council. As appropriate, draft a special report at the initiative of the Secretary-General on mates that are within his remit, such as the reconfiguration or relocation of a peacekeeping operation.

2. What are some main purposes of Secretary-General reports? (item 2)

To inform Security Council members on a future or existing peacekeeping operation, including
i)   **The situation in a country/region in which the Council has declared readiness to authorize the peacekeeping operation**
ii)   **Progress made with regard to deployment and or mandate implementation**
iii)   **Latest and significant developments challenging or impeding deployment, including follow-up on any emergency situation to which the SG had alerted the Council in a letter**
iv)   **A specific aspect of or request relating to a peacekeeping operation, such as benchmarks for a possible drawdown**
To recommend to the Security Council a course of action related to
i)   **The establishment of a new peacekeeping operation or follow-up mission on an inaugural report**
ii)   **The renewal of an existing mandate or its modification**

iii)   The termination of a mandate
iv)   A change in strength, composition or deployment

Content

3. In general, how should a Secretary-General report be structured? (item 2)

As a general rule, structure the SG report as follows:
a) Introduction
b) Core sections (can vary from report to report, e.g., 'Security Situation', 'Findings')
c) Financial aspects/implications
d) Observations
e) Annexes

4. What should the writer ensure? (item 3)

Ensure the focus is on information and analysis, not opinions or recommendations

5. How should the writer (as much as possible) represent present activities in a report? (item 4)

As much as possible, present activities in a way that is results-oriented and shows impact or action (e.g., describe agreements reached, rather than the process toward reaching them)

6. What should the report writer show concerning "mandate implementation"? (item 6)

Show how mandate implementation relates to the achievement of the envisaged end-state as well as time horizon and benchmarks.

7. What should the writer do concerning "inaugural reports"? (item 7)

In "inaugural reports"seeking the authorization for establishing a new mission, include a separate section on the proposed mandate, identifying strategic priorities, distribution of tasks, mission concept

8. What should the writer do in regard to "gender-related" concerns? (item 9, 10)

Reflect gender-related concerns and chills-protection issues in all relevant core sections, such as Security, Rule of Law, etc.

9. What should the write consider given the confidential nature of the report and the sensitive or confidential nature of some of the information? (item 16)

Consider sharing sensitive or confidential information with the Council during the oral briefing.

Formatting

10. What is the precise word limit? (item 2)

The word limit is 8,500 words, including annexes (about 16 pages).

11. Does the word limit include annexes?
Yes.

12. How should the report be structured? (item 3)

Identify chapter headings by roman numerals, first-degree sub-headings by capital letters and second-degree sub-headings by Arabic numerals.

Language, Tone and Style

13. Should you make extensive use of passive constructions? (item 1)

Use the active voice (rather than the passive) as much as possible.

14. How many ideas should be included in each paragraph? (item 2)

As a general rule, keep one idea per paragraph.

15. How should government officials be named? (item 9)

Use both first and last name of government officials the first time they are used, "President Winslow Smith". After, use only the title and the last name, e.g., "President Smith".

16. What are some examples of words that can be used to qualify an unverified report? (item 14)?

Use words like "reportedly" and "allegedly" to report incidents that could not be verified.

Observations

1. What advice is given on handling the "Observations" section? (items 23—30)

--Reflect larger, strategic goals for the mission and peace process
--Provide an overall assessment of mandate implementation to date, immediate longer term risks (including the risk of inaction) and opportunities
--Ensure that recommendations for action by the Security Council are targeted, realistic, time-bound, and reflective of a longer-term vision
--Communicate a limited number of key messages in order to maintain focus
--Highlight the outcome of consultations held so far with Member States regarding propose recommendations

Look over the items in the different sections of the Checklist. What are some other important things to consider?

Answers may vary from participant to participant, depending on the nature of the contribution they make to reports.

Answers to Questions on sample S-G (UNMIS report)

Answers to exercise on p. 191 of WCR book:

Note to instructor: Emphasize to participants the structure, statement of purpose and mandate, format (including sub-headings, section labeling, and paragraph numbering, and editorial rules such as writing numbers.

Introduction

1) Is legislative authority for the report indicated in the introduction?

Yes, Legislative authority for the report is indicated in paragraph 1 where the resolution that prompted the report is named and described.

2) Is the purpose of the report clear from the start? With a partner, look at item #8 in the possible purposes in the 'Checklist on SG Reports'. Which of the purposes is reflected in the sample report?

Yes, the purpose of the report is clear. It is to provide an overall assessment of the situation in the country since the previous report. It is to assess progress make against developed benchmarks.

3) Are the sub-headings of different parts of the report useful?

Yes, the sub-headings in the report are useful. They allow the reader to go to the particular aspects) of the report (e.g., Security situation, Political developments', etc.) That may be of particular interest or relevance.

4) In paragraph 1, could the length of the first sentence be reduced? If so, what is a possible way to do this?

Yes. One possible way to reduce the length of the sentence might be to place a full-stop after "UNMIS". The subsequent sentence might begin, "The Council requested the report include an assessment of progress made against those benchmarks, as well as any consequent recommendations regarding the configuration of the Mission."

5) In paragraphs 7 – 12, notice how the key word, "elections" is repeated and used in specific contexts to develop and move forward the description of events. With a partner, find and underline some examples of this.

All the sentences in paragraphs 7 - 12 containing the word, 'elections"show examples of this.

6)Note how some paragraphs (such as paragraph 3) begin with transitional phrases that help move ideas forward and develop them by showing their relation to ones previously stated). Such phrases are "In addition", "In this context", "During the reporting period", "In response to", "In a positive development". Can you find one or two more examples of transitional phrases?

Yes. Other examples are at the beginning of paragraphs 48 ("During the reporting period,"), 56 ("In addition",), and 88 ("Despite the significant progress in disarmament,").

7) In paragraphs 19 – 21, notice how the description moves from general to specific. What is the "umbrella sentence" that captures a general sense of the situation? What word is used to refer to all the participating bodies? How does the description become more specific in subsequent sentences?

The "umbrella" or "topic" sentence in "paragraph 1 uses general words, such as "parties" and "structures" economic, security, social, etc.). Subsequent sentences become are more specific in naming just who and what these "parties" and "structures" are, e.g., "a newly formed committee", the "Governor of Southern Kodofan", etc.)

8) In paragraphs 44, 45, and 50 the text includes numbers. Note how the numbers are written. Are they written as figures or as words? With your partner, underline some examples and review the editorial rule for writing numbers.

In paragraph 44, 93 per cent is written as a figure and a word; in all the paragraphs, the numbers over nine, such as in "22 sites", "2,236 police:, and "317 women" are written as figures; in paragraph 48, the number in "five language assistants" is written as a word — as, in general, are all numbers 'ten' and above).

9) In the "Observations" section (beginning at paragraph 77) of the sample report, note how the sentences balance encouraging words with words that state actions that need to be taken. With your partner, underline some examples of sentences (in paragraphs 77 – 81) that show this "balance"

Some examples of balancing encouraging words with stating actions that need to be taken are

"While some progress has been made…important benchmarks have not been reached."

"Resolving these issues will require deep commitment and extraordinary effort by the parties"

"I encourage parties to strengthen their partnership

"I welcome the renewed international attention focused on the Peace Agreement"

"I encourage members of the international community to intensify their engagement"

"Significant effort is needed from the parties…"

10) In the 'Checklist for Writing SG Reports', item #56 states that the "Observations" section should discuss the topic at hand in terms of larger strategic goals of the Mission. With your partner, underline examples of this in the accompanying sample report.

In paragraph 82, an example of this is, "Elections in the Sudan are a crucial benchmark in the implementation of the Comprehensive Peace Agreement"

11) In the 'Checklist for Writing SG Reports', item #59 indicates that the Observations section should indicate risks of possible actions taken or not taken. With a partner, find and underline some examples of this in the 'Observations' section of the sample report.

> **An example of this is in paragraph 84, Furthermore, long-term peace and stability will not be possible without an agreement on the post-referendum arrangements.**

12) Note that "United Nations", "Secretary-General", and Security Council" are not abbreviated in reports. How are other abbreviations (such as abbreviations of missions) handled?

> **The name of a peacekeeping mission (for example in this report's introduction) is written out in full the first time with its acronym in parenthesis next to it). After that, only the acronym is used.**

Instructor's Guide with Answer Key

The following paragraphs are taken from an SG report. Notice how key words help to carry ideas from one paragraph to another and become "building blocks" to develop them further:
Are there any opportunities to streamline sentences by changing nouns to verbs?

a. MINUSTAH continued to pursue its revised community violence reduction programme, which focuses on institutional support, labour-intensive projects and small arms control.

b. Logistical, financial and technical support was provided to the National Commission for Disarmament, Dismantlement and Reintegration in order to reinforce its capacity. The strategic approach adopted by the Government is one of urban development on the basis of a participative process. The Mission will support the efforts of the Government to establish community forums in nine priority areas identified by the Government as requiring immediate attention. Such forums will benefit from a special coordination office established by the Government to fast-track projects within targeted communities.

c. MINUSTAH is also seeking to stabilize vulnerable communities by **creating** short-term employment, which can facilitate the reintegration of former armed elements. On 1 March, MINUSTAH launched six labour-intensive projects in violence-affected communities. The projects employ 7,572 individuals, including 214 formerly armed individuals and a further seven projects will be launched in the coming weeks. All of the projects were identified jointly with the local authorities. MINUSTAH is also supporting the National Prison Administration in implementing a pilot four-month pre-release reinsertion programme for 200 individuals who are scheduled to be released soon.

d. In addition, MINUSTAH and UNDP are assisting the Government in **revising** current legislation on the import and possession of arms and in the **implementing** a weapons registry system. MINUSTAH is also supporting the Haitian National Police **in reforming** its weapon registration unit and in a new registration programme for about 6,100 weapons that began in February. MINUSTAH

carried out a social mobilization and sensitization campaign aimed at **promoting** a culture of non-violence that targeted some 100,000 citizens in vulnerable communities.

Instructor's Guide with Answer Key
Supplementary Exercises

Tone and perspective

Note to instructor: Emphasize to participants that, in the interest of smooth communication, writers need to use an appropriately formal, respectful tone in their correspondence. An angry or irritated tone may elicit a similar response from the recipient—and thus set off bickering, which will impede the flow of work and completing of tasks.

It is also important for writers to speak from their own points-of-view. For example it is better to write, "Our office will send the documents within two weeks", rather than, "Your office will receive the documents within two weeks." The writer cannot speak for what might happen on the recipient's end. It is therefore better to write from one's own perspective.
.

What is the difference in tone between the pairs of sentences below:
Answers to exercise on p. 212 of WCR book:

1) a) Last year's funds have been exhausted.
 ("Sentence a" is more "emotionally charged".)

   b) Last year's funds have been expended.
 ("Sentence b" is more neutral)

2) a) The amendments to the agreement are unacceptable.

"Sentence a" is emotionally charged could elicit a defensive reaction from the recipient (who may be the party who made the "amendments to the agreement"). Sentence a offers no information about what the problem is, i.e., why the

amendments are pronounced "unacceptable"—so does not further dialogue about this.

 b) The amendments to the agreement are inconsistent with the prior agreement
   "**Sentence b" is more neutral in tone. It also provides information about what the source of the disagreement is.   Providing such information furthers dialogue and the process of settling the issue. The sentence is non-judgmental, letting the facts speak for themselves.**

3) a) Your office has not yet sent any response to our department's repeated requests.

"Sentence a" has a complaining, judgmental tone. It may elicit a defensive response from the recipient. Defensive responses can take the form of a delayed response or of writing a response in a similarly complaining tone. Either response impedes communication and slows completion of the task.

    b) It does not appear that our office has received a response to the request in CCC1 (5   January), CCC2 (15 January), and CCC3 (15 February).

"Sentence b" speaks from the writer's point-of-view and, by supplying dates of unanswered correspondence, lets the facts speak for themselves.

4) a) As the leader, you need to find an effective strategy.

"Sentence a" is judgmental as it appears to "give an order" the recipient. It also implies the recipient has not acted effectively –which could elicit a defensive response from the recipient and therefore impede communication.

        b) I count on your leadership to find a way forward.
"Sentence b" shows confidence in the recipient of the communication. As a positive communication, it is more likely to elicit a positive, desired response.

5) a) You will receive the requested documents within two weeks

"Sentence b" tries to speak from the recipients' point-of-view. As it is not really possible to say what will happen on the recipients' end, it is better for writers to speak from their own point-of-view, as in "sentence b"

    b) Our office will send the requested documents within two weeks.
"Sentence b" speaks from the writer's own point-of-view, stating the action the he or she will take. It is appropriate for writer to speak for their won point-of-view.

Instructor's Guide with Answer Key

Note to instructor: Emphasize to participants that, in the interest of conciseness, writers may want to use "to + verb" in place of "in order to+ verb".

As shown in the examples below, many times "to+ verb" and "in order to + verb" can used interchangeably. In such cases, "to+ verb is preferred over "in order to+ verb", as the former ("to + verb") is more concise. However, in some cases, it is not possible to replace "in order to + verb" with "to + verb". The various cases are illustrated below and should be reviewed with course participants.

Guidance on the Use of "to + verb" and "in order to + verb"

"In order to" and "to" can often be used interchangeably. As the more concise version, "to" is, in many cases, the preferred one, as in the examples below:

(a) The team held a meeting in order to discuss the new policy.

(b) The team held a meeting to discuss the new policy. (more concise)

However in some cases, the formal quality of "in order to" is needed, as in the case below:

(c) "We the people of the United States of America, in order to form a more perfect Union…"

"in order to" is also preferred if a sentence already contains several infinitives in succession:

(d) We need to study other cultures, to understand them on their own terms in order to interact successfully.

In negative sentences, only "in order not to" can be used (and not replaced with a more concise form):

(e) In order not to forget the points of their discussion, he made careful notes.

Exercise on Use of "to + verb" and "in order to + verb"

Work with a partner and decide whether "to" or "in order to" is the more appropriate choice in the sentences below.

Answers to exercise on p. 214 of WCR book:

1) We will need to practice the new procedure, to test it in a number of contexts, and to get feedback from different sources **in order to determine** its effectiveness.

2) He went to the conference **to** solicit support for his proposal.

3) **In order not to** exacerbate the conflict, they limited talks to the most pressing issue.

4) Our team needs to learn the needs of the local people, to get a better sense of their values and way of life **in order to** help bring positive changes to their society.

5) Listen to the report of his difficulties carefully **in order not to** make the same mistakes.

Text with Numbers Written According to UN Editorial Standard

Note to instructor: As numbers are often used in reports, it is important to write them appropriately. Emphasize to participants that it is therefore important to write numbers in keeping with Organizational editorial rules to avoid any possible confusion.

Standard United Nations practice for the use and presentation of numbers can be found in section E of the *United Nations Correspondence Manual* (pages 38-39) as well as in the on-line *United Nations Editorial Manual*.

Look at the following texts and underline all the numbers written either in figures or words. The first two paragraphs are done for you:

(a)   At present, there are approximately 3.5 million data items, of which one third are numerical data and two thirds are the codes used for defining and accessing the numerical data. They are stored in approximately 115,000 SAS observations on some 80 essentially different SAS variables. The total size of this data base is about 10 to 20 megabytes.

(b)   With regard to institutional sector accounts, 3 per cent of all developing countries have established integrated accounts, for all sectors, compared with 7 out of the 46 countries (15 per cent) in the present study.

(c)   With regard to geographical coverage, all except four claimed to have national coverage. Furthermore, 16 countries indicated that non-market production was included in their censuses of agricultural activities; of these, six also included it in their national censuses;

(d)   With regard to estimates of final demand, information available from the country replies indicates that nine countries have conducted investment surveys and nine surveys of stocks, and 28 used construction permits. These surveys may give direct information on capital formation and related capital accounts. Forty countries have conducted household surveys and 39 used customs data.

(e)   A compact optical disk based on entirely new technology for data recording/retrieval can hold up to nearly 500 megabytes (or 500 million characters) on a 5 ¼ inch disk. This is more than 1,000 times the capacity of the current 5 ¼-inch 360 KB magnetic disk and is equivalent to 150,000 pages of documents.

Exercise on Rules for Writing Numbers

Extrapolate eight rules for writing numbers in Organizational documents based on the preceding data. Fill the blanks with "figures" or "words".

Answers to exercise on p. 225 of WCR book:

(a) In general, numbers under 10 should be expressed in **words**.

(b) Numbers from 10 to 999,999 should normally be written in **figures**.

(c) A number at the beginning of a sentence should be expressed in **words**.

(d) When two or more numbers to which different rules apply occur in a series, referring to the same thing, they should be expressed in **figures.**

(e) Millions and billions should be expressed in **figures and words**.

(f) Number with decimal or vulgar fractions should be written in **figures.**

(g) Vulgar fractions alone should be expressed in **words.**

(h) Percentages should be expressed in **figures** and the sign should be expressed in **words**.

Key Resources

**List of Useful Resources on
Drafting Correspondence and
Principles of Report Writing**

Guidelines on handling sensitive information

Routing slips

Quotes about Writing

List of Useful Resources on
Drafting Correspondence and Principles of Writing

A. Recommended Resources Specific to DPKO and DFS

"Guidelines on Drafting Correspondence for DPKO Political Affairs Officers" of 1 May 2008; available on the UN Peace Operations Intranet and in Microsoft Word on your computer (File/New Document/On my computer/OO Checklists).

Sample Book of Correspondence for DPKO Political Affairs Officers" of 1 May 2008; available on the UN Peace Operations Intranet and in Microsoft Word on your computer (File/New Document/On my computer/Samples & Models). .

DPKO-DFS guidelines and templates on correspondence; available in Microsoft Word on your computer (File/New Document/On my computer/ DPKO&DFS Guidelines and DPKO&DFS Templates).

"DPKO-DFS Model Note Extension of Appointment (2008)"; available in Microsoft Word on your computer (File/New Document/On my computer/Samples & Models).

"Tips on Using DPKO and DFS Templates;" available in Microsoft Word on your computer (File/New Document/On my computer/ DPKO&DFS Guidelines).

B. Recommended Books

Benson, Morton, Evelyn Benson and Robert Ilson. (1997). *The BBI Dictionary of English Word Combinations***, revised edition. Philadelphia: John Benjamin's Publishing Company.**

Burchfield, R.W. (2000). *The New Fowler's Modern English Usage***. 3rd edition. New York: Oxford University Press.**

*Collins Cobuild English Language Dictionary***, 2nd edition. (1995). London: Harper Collins Publishers.**

* The Concise Oxford Dictionary, 11th edition. (2004). New York: Oxford University Press.

Hacker, Diana and Wanda Van Goor. (1998). *Bedford Basics***, 3rd edition. New York: Bedford/St. Martin's Press.**

* **Hindle, W.R. (1984).** *A Guide to Writing for the United Nations***. New York: United Nations.**

Partridge, Eric. (1997). *Usage and Abusage: A guide to Good English***, Janet Whitcut, editor, New York: W.W. Norton and Company.**

Skillin, Marjorie E. and Robert M. Gay. (1974). *Words into Type*. **Pearson PTP.**

* Strunk, William, Jr., E.B. White and Roger Angell. (2000). *The Elements of Style*, 4th edition. New York: Pearson Higher Education.

* Swan, Michael. (1995). *Practical English Usage,* Second Edition. Oxford: Oxford University Press.

Williams, Joseph M. (1997). *Style: Ten Lessons in Clarity and Grace,* **Fifth Edition. New York: Longman.**

Zinsser, William K. *On Writing Well.* **New York: HarperResource, 2001.**

C. Recommended Websites[1]

UN Resources

UN Correspondence Manual
http://iseek.un.org/m246.asp?dept=363&did=1584&k=%22un+correspondence+manual%22&c=0&df=&dt=&p=1&sc=

UN Editorial Manual
http://intranet.un.org/dgaacs/translation/editorial/

or available through the internet at: www.dgacm.org (click on "Editorial Manual Online" then type in the Username: emanual and the Password: 1234)

UN Protocol and Liaison Service
http://missions.un.int/protocol/

UN English Language Programme
http://www.un.org/depts/OHRM/sds/lcp/English/

General Usage

World Wide Words
http://www.worldwidewords.org/qa/qa-moo1.htm
Created by a Cambridge University educated writer, BBC studio manager, museum curator and advisor to the Oxford English Dictionary. He writes about international English use from a British perspective.

Ask Oxford
http://www.askoxford.com/?view=uk

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[1] **Source: "ECLAC Drafting Class, OCTOBER 2005"**

Web site about the English language by the publishers of the Oxford English Dictionary (Oxford University Press). Articles and information about English, its vocabulary, grammar, and use throughout the world. You can submit a question to the OED's English experts, search the English dictionary, thesaurus, and quotation dictionary, learn new words and to play word games.

Plain English Campaign
http://www.plainenglish.co.uk/

General Writing Skills

Bartleby (The Elements of Style)
http://www.bartleby.com/141/
This is the on-line version of the Strunk and White Style Manual. However, according to another website (which is listed below), this on-line version is the 1918 edition of the manual. If that is true, some of the "rules" may be outdated. (Strunk, William, 1869–1946. The elements of style, by William Strunk, Jr. 1st ed. Ithaca, N.Y.: Priv. print. [Geneva, N.Y.: Press of W.P. Humphrey], 1918.)

Bartleby (Fowler's "The King's English")
http://www.bartleby.com/116/
This is the on-line version of Fowler's The King's English. Again, it is the early edition (1908) and therefore also somewhat outdated. (Fowler, Henry Watson, 1858–1933. The King's English. 2d ed. Oxford, Clarendon Press, 1908.)

The British Council
http://www.learnenglish.org.uk/adult_frame.html
The British Council's website – it has some very useful links.

Ohio University
http://www.ohiou.edu/esl/english/writing/reference.html
Ohio University's website is a good resource for many language-related topics and includes links to other university writing centres.

On-Line Dictionaries

One Look
http://www.onelook.com/
A mega-dictionary with links to other dictionaries. Provides translations in French, Italian, Portuguese, German and Spanish.

United Nations
Department of Peacekeeping Operations
Department of Field Support

Ref.

Guidelines on Handling Sensitive Information

Content:

A. PURPOSE

1. The purpose of these guidelines is to support United Nations Secretary-General Bulletin ST/SGB/2007/6 *Information Sensitivity, Classification and Handling* by providing guidance for the handling and storage of sensitive information.

2. These guidelines serve strictly as an interim tool prior to the issuance of the Archives and Records Management Section's *Peacekeeping Information Sensitivity Toolkit*, which will provide comprehensive policy and procedure for the creation, transmittal, storage, and destruction of sensitive information.

B. SCOPE

3. These guidelines apply to all Confidential and Strictly Confidential information, regardless of format, created and received by Department of Peacekeeping Operations (DPKO), Department of Field Support (DFS), and peacekeeping operations staff members.

C. GUIDELINES

See following page.

Information marked as *CONFIDENTIAL*	
Definition	"The designation 'confidential' shall apply to information or material whose unauthorized disclosure could reasonably be expected to cause damage to the work of the United Nations" – ST/SGB/2007/6 Section 2.2
Clearance Level	An internal SOP should designate the functions/staff that are permitted to handle this information. These include all staff with the transmission, storage and disposal of the information.
Marking	The following terminology must be used: "Confidential". Hardcopy documents Classification must be marked at the top of the title page, on each interior page and on the reverse side of the last page. Electronic documents Documents must be marked with appropriate headers to ensure that information transmitted will have appropriate marking. Removable storage media such as CD-ROMs, DVDs, etc. must bear an outer label with the appropriate classification level. Note that the term "Only" is not a substitute for "Confidential". A code cable marked as "Only" must be additionally marked handled as a "Confidential" document.
Electronic Transmission	Information transmitted across any networks must be encrypted using a system or database approved by ICTD. Except under exceptional circumstances, information must not be transmitted by a fax or email system.
Electronic Storage	Information must be stored in a secure electronic document management system approved by ICTD and the UN Archives Records Management Section.
Manual Handling	Within UNHQ Material should be double enveloped with "by hand" stamped or hand-written on the outer envelope, sealed and dispatched hand, with hand-to-hand receipts at each stage of the process. Transfer between UNHQ and other bodies Material must be double enveloped and sealed with a receipt form included inside the inner envelope and carried by the Diplomatic Pouch service.
Manual Storage	Information must be stored in a locked container, vault, room, or area under UN control.
Reproduction	Photocopying only allowed with authorization from officer responsible for the information.
Disposal	Hardcopy documents Documents should be transported in lockable containers and/or in totally enclosed and lockable vehicles. They should be destroyed in the presence of an officer of your business unit. For extra security, sensitive paper records may also be shredded in-house before being sent for pulping or incineration. Electronic documents Particular attention should be paid to digital documents that contain sensitive information and which need to be destroyed. are strongly advised to collaborate with ICTD to ensure best practice in the destruction of digital documents. Additional guidance on document destruction may be found at: http://archives.un.org/unarms/en/unrecordsmgmt/unrecordsresources/destroyingrecords.htm

Information marked as *STRICTLY CONFIDENTIAL*	
Definition	"The designation 'strictly confidential' shall apply to information or material whose unauthorized disclosure could reasonably be expected to cause exceptionally grave damage to or impede the conduct of the work of the United Nations" – ST/SGB/2007/6 Section 2.3
Clearance Level	An internal SOP should designate the functions/staff that are permitted to handle this information. These include all staff with the transmission, storage and disposal of the information.
Marking	The following terminology must be used: "Strictly Confidential". Hardcopy documents Classification must be marked at the top of the title page, on each interior page and on the reverse side of the last page. Electronic documents Documents must be marked with appropriate headers to ensure that information transmitted will have appropriate marki Removable storage media such as CD-ROMs, DVDs, etc. must bear an outer label with the appropriate classification le Note that the term "No Distribution" is not a substitute for "Strictly Confidential". A code cable marked as "No Distribution" be additionally marked and handled as a "Strictly Confidential" document.
Electronic Transmis	Information must be transmitted using the Secretariat Code Cable System. Except under exceptional circumstances, information must not be transmitted by a fax or email system.
Electronic Storage	Information must be stored in a secure electronic document management system or database approved by ICTD and th Archives and Records Management Section.
Manual Handling	Within UNHQ Material should be double enveloped with "by hand" stamped or hand-written on the outer envelope, sealed and dispatc hand, with hand-to-hand receipts at each stage of the process. Transfer between UNHQ and other bodies Material must be double enveloped and sealed with a receipt form included inside the inner envelope and carried by the Diplomatic Pouch service.
Manual Storage	Information must be stored in a <u>locked</u> safe or vault under UN control.
Reproduc	Photocopying only allowed with authorization from officer responsible for the information.
Disposal	Hardcopy documents Documents should be transported in lockable containers and/or in totally enclosed and lockable vehicles. They should b destroyed in the presence of an officer of your business unit. For extra security, sensitive paper records may also be sh in-house before being sent for pulping or incineration. Electronic documents Particular attention should be paid to digital documents that contain sensitive information and which need to be destroye are strongly advised to collaborate with ICTD to ensure best practice destruction of digital documents. Additional guidance on document destruction may be found at: http://archives.un.org/unarms/en/unrecordsmgmt/unrecordsresources/destroyingrecords.htm

4.   **Terms and Definitions**

Document – Recorded information or object which can be treated as a unit.
(*International Standard ISO/TR15489-1, Clause 3.10*)

Electronic document management system (EDMS) – automated system which provides creation and management controls for electronically created documents including electronic mail messages.

Security classification – a security level (Strictly Confidential, Confidential, or Unclassified) that is applied to documents and records and which corresponds to the degree of sensitivity of information in those documents and records.

Security violation – an event which can lead to a security breach, but did not. Examples of security violations include alteration or retention of sensitive information without authorization, or a failure to protect sensitive information.

Sensitive information – information that, as determined by the UN, must be protected because its unauthorized disclosure, alteration, loss, or destruction will at least cause perceivable damage to the Organization, including its staff members, operations, security or international relations. In accordance with ST/SGB/2007/6, all sensitive documents created or received by the UN in the course of its business must be marked as Confidential or Strictly Confidential.

D.   REFERENCES

5.   Normative or superior references

ST/SGB/2004/15 – *Use of Information and Communication Technology Resources and Data*

ST/SGB/2007/5 – *Record-keeping and the Management of United Nations Archives*

ST/SGB/2007/6 – *Information Sensitivity, Classification and Handling*

E.   Monitoring Compliance

6.   DPKO-DFS records management focal points, as designated by the Peacekeeping Information Management Unit, will monitor compliance with these guidelines.

F.   Contact

7.   The Peacekeeping Information Management Unit should be contacted for information about these guidelines at peacekeeping-imu@un.org.

G.   History

8.   No amendments have been made to this document.

Signed:

Date:

Priority: **NORMAL**   **Classification:**   **UNCLASSIFIED**

UNITED NATIONS

ROUTIN
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PURPOSE: Guidance on the preparation of the routing slip

SUBJECT:

REMARKS:

8. All materials submitted for signature, decision, action, attention or information must be submitted under the cover of a routing slip. The purpose of the routing slip is to highlight the decision/action requested and show the consultation process. It should be focused on the specific issues requiring action, decision, and/or attention and the information presented should be concise and clear. As the routing slip is a transitory document, it is imperative that all substantive information be included in the document(s) under its cover. If background information is required, attachments should be provided in the form of numbered annexes, and listed at the bottom of the routing slip. If the materials annexed are particularly voluminous, a brief summary of the salient issues or highlighted points to be considered should also be included.

9. **Consultation grid:** Each routing slip must contain an indication that the content of the material submitted for signature or approval has been coordinated with and/or cleared by the relevant counterparts within DPKO, DFS, UN Secretariat departments and offices, and UN agencies, funds and programmes. Coordination means that the different areas of DPKO and DFS work together to develop an integrated product. Clearance means that concurrence has been sought from the appropriate official from the relevant areas, or that areas have been given the opportunity to provide comments on/inputs to the <u>final</u> product. The initials of the colleagues with whom the document has been coordinated/cleared should be indicated beside the relevant box(es). Failure to undertake or complete the consultative process will result in delays in submission for signature or return of the correspondence.

10. If there is disagreement on the document/proposal submitted, this should be clearly indicated in the routing slip, with an explanation of the differing positions. If consultations did not take place, please indicate why.

11. **Submission process:** All materials should be submitted through the established chain-of-command. The name and telephone extension of the drafter(s) should appear on the routing slip.

12. The normal **turnaround time** for materials sent to the USG for signature is 24 hours, if submitted after due consultation and the document is correct in form and content. All front offices will be advised of circumstances that might affect the turnaround time on a particular day. Each routing slip should indicate the degree of urgency required for action. In cases where the senior manager should be interrupted in order to review the material and take action, the material should be categorised as "**Most Immediate**". In cases where the material should be processed the same day, they should be categorized as "**Immediate**". Materials that can be processed within the normal turnaround time should be categorized as **"Routine".**

13. All materials requiring "**Immediate**" attention on a given day must be submitted no later than 4 p.m.; otherwise they might not be seen/actioned until the following day. Staff are encouraged to use the designation **"Routine"** wherever possible.

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14. **If it is not be possible to meet the submission deadlines, the originating office should immediately advise the OUSG of "Most Immediate" material to be submitted, the anticipated timing of its submission and the particular processing requirements. If these procedures are not followed, conflicting operational requirements may hinder the document processing and prevent action being taken within the required time frame. It is the responsibility of the submitting area to alert the OUSG of the submission of all materials requiring "Most Immediate" processing.**

15. **Talking points for the USG** should be submitted to the OUSG by 4 p.m. on the date before the meeting, unless otherwise indicated.

RECOMMENDED ACTION:

Coordinated with or cleared by (please indicate name or initials):

DPKO	Coordinat	Cleared		Coordina	Cleared		Coordina	Cleared
OUSG			OO			OROLSI		
Front Office	☐	☐	Front Office	☐	☐	Front Office	☐	☐
PAU	☐	☐	AD-I	☐	☐	CLJA	☐	☐
IMU	☐	☐	- IOT1	☐	☐	*DDR*	☐	☐
EO	☐	☐	- IOT2	☐	☐	*MAS*	☐	☐
SitCen	☐	☐	AD-II	☐	☐	*PD*	☐	☐
OMA			- IOT1	☐	☐	*SSR*	☐	☐
Front Office	☐	☐	- IOT2	☐	☐	**DPET**		
CMOS	☐	☐	AMED	☐	☐	Front Office	☐	☐
FGS	☐	☐	- IOT1	☐	☐	ITS	☐	☐
MPS	☐	☐	- IOT2	☐	☐	PBPS	☐	☐
SMC	☐	☐	ELAD	☐	☐			
			- IOT1	☐	☐			

DFS	Coordinat	Cleared		Coordina	Cleared		Coordina	Cleared
OUSG			*CITS*	☐	☐			
Front Office	☐	☐	FBFD	☐	☐	SECRETARIAT		
SLAS	☐	☐	FPD	☐	☐	DEPT./OFFIC	☐	☐
OASG			LSD	☐	☐		☐	☐
Front Office	☐	☐					☐	☐
CDU	☐	☐						
FPPL	☐	☐				AGENCY/INST.		
AFP	☐	☐					☐	☐
BOI	☐	☐					☐	☐

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ERPIMG	☐	☐					☐	☐

If no consultation or coordination was made please clarify why:

    Annexes:

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Quotes on Writing

"The most valuable of talents is never using two words when one will do."
-Thomas Jefferson

"Omit needless words. Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts."
- William Strunk, Jr.

"Euphemism, question begging and shear cloudy vagueness fall on the facts like soft snow, blurring the outlines and covering all the details."
- George Orwell

"I didn't have time to write a short letter, so I wrote a long one instead."
- Mark Twain

"Easy reading is damned hard writing."
- Nathaniel Hawthorne

"Don't tell someone what you know. Tell them what they need to know, what it means, why it matters."
- General David C. Jones,
US Air Force Chief of Staff
(1978—81)

"I believe more in the scissors than I do in the pencil."

-- Truman Capote

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Guidance on guest speaker

Note to instructor: It is a good practice to invite a guest speaker to address the class in week 4 or 5 (of the six-week group session course). The guest speaker should share expertise on writing code cables and other correspondence with the group. In addition, the guest speaker might share tips on routing slips and submission procedures.

Purpose

In lesson four, a guest speaker from the Office of Operations in the Department of Peacekeeping Operations (DPKO) is invited to reinforce key points relating to guidance on, and templates for, notes, memos, code cables, letters, notes verbales, faxes and e-mails.

Format

The following format is suggested:
- Presentation by the guest speaker (10 minutes);
- Questions and answers session (10 minutes).

Total time allocated for the guest speaker segment is 20 minutes.

Content

The guest speaker's presentation would typically address the following:

1. **Common errors by staff in the Office of Operations** (don'ts) relating to any aspect of drafting correspondence such as formatting, sensitivity designations, language, tone and style and submission procedures **and tips on how to avoid them (dos)**. This information can be obtained, for instance, by consulting Office of Operations managers who edit the work of others, as well as front office staff from the Office of Operations and
Office of the Under-Secretary-General for Peacekeeping Operations.

2. Explanations and examples of what constitutes **good analysis or guidance in internal** correspondence (e.g., a note to the Secretary-General providing options and a recommendation on action to take) **and external correspondence** (e.g., a code cable providing guidance to a head of mission following a change in

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mandate).

3. **Participant questions** are collected by the instructor and submitted to the guest speaker ahead of time. Such questions would typically focus on procedures and practices relating to the drafting of correspondence that require detailed, inside knowledge of the
Office of Operations.

Guest Speaker

The guest speaker should be someone who is considered to have strong drafting skills as well as in-depth, specific knowledge of Office of Operations procedures and practice on drafting correspondence. This person could be, for instance, a Senior Political Affairs Officer in an Integrated Operational Team or a Special Assistant in a front office of a Regional Director or the Assistant Secretary-General for Peacekeeping Operations.

The guest speaker could also invite a General Service staff from the Office of Operations to answer questions relating to formatting and submission and clearance procedures. This person would typically be an Administrative Assistant from a front office of a Regional Director or the Assistant Secretary-General for Peacekeeping Operations.

Preparations

Timing	Trainer	Guest Speaker
Three weeks before lesson four (i.e., after lesson one)	1. Request the Office of Operations course contact person to identify a guest speaker for lesson four. 2. Brief the guest speaker on all aspects of his/her presentation (format, content, venue, timing etc.) and provide him/her with a copy of the "Guidance for guest speaker" (23).	1. Identify common errors relating to the drafting of Office of Operations correspondence and tips on how to avoid them. 2. Identify examples of what constitutes good analysis or guidance in internal or external correspondence.

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One week before lesson four (i.e., during lesson three)	1. Request participants to e-mail questions for the guest speaker to the instructor by 6 p.m. on the Friday before lesson four.	
Two days before lesson four (Monday)	1. E-mail participant questions to guest speaker by 6 p.m. on the Monday before lesson four. 2. Confirm with the guest speaker the timing of his/her presentation and venue.	

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Lesson Plans
Plan for Lesson One

Goals:
- Introduce participants to one another; and
- Provide an overview of the course objectives and contents:
  - principles of clear writing,
  - UN editorial conventions, and
  - formats and guidance on correspondence.
- Develop awareness of guidance on and formatting of notes and memos.

Output	Method	Time
Participants become acquainted with instructor and one another.	Introduce self and have participants do the exercise "Let's Introduce and Discuss" on the welcome and introduction pages (1).	10 minutes (minute 10)
Participants become acquainted with their booklets, course structure and guidance materials in lesson one.	Introduce participants to the contents and structure of their binders. Highlight relevant course information on welcome and introduction pages (1). Refer to the course syllabus (2). Refer to "A brief history of report writing at the UN" (3) and "Before writing" (4).	5 minutes (minute 15)
Participants take in course objectives and receive an overview of Organizational writing concerns.	Show PowerPoint Presentation *"Drafting Correspondence and Reports Course for Peacekeeping Personnel"* (5).	15 minutes (minute 30)
Participants will become familiar with types of correspondence.	Have participants work in pairs and review the Exercise on Written Communication: Different Types, Different Forms, Different Audiences (6). Then discuss answers as a large group, using the Answer Key (7).	15 minutes (minute 45)
Participants become more familiar with form and	Refer to the DPKO-DFS note template (8) and DPKO-DFS model note on extension	5 minutes (minute 50)

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contents of a note	of senior leadership appointments (9). Refer to DPKO-DFS note guidelines (10). Discuss uses of a note.	
Participants have knowledge reinforced by exercise review and discussion	Have participants do the "Exercise on Note to Mr. Zacklin" (11) with its accompanying sample note (12) and compare answers amongst themselves. Discuss answers as a large group, using the Answer Key (13). Distribute the "Re-write of the Note to Mr. Zacklin" (14 - **Handout**). Review rewrite of Zacklin note, comparing rewritten elements to participants' suggestions for revising.	10 minutes (minute 60)
Participants have knowledge of different uses of note reinforced	Instructor does "wrap-up" summary review of different uses of notes referring to relevant points in the "Checklist of Dos and Don'ts on Notes to the Secretary-General and Other Senior United Nations Officials" (15). The points referred to in the checklists would typically include issues identified as problematic for the participants prior to the start of the course as well as queries raised by the course participants during the session.	5 minutes (minute 65)
Participants become familiar with uses of memo	Refer to the DPKO-DFS memo template (16) and DPKO-DFS memo guidelines (17). Show sample letterhead for a memo (18).	5 minutes (minute 70)
	Show Memo – Sample 1 (20) and discuss uses of a memo. Have participants do "Exercise on Memo – Sample 1) (19) with its accompanying sample "Memo – Sample 1) (20). Compare answers from participants in plenary, using the Answer Key (21).	10 minutes (minute 80)

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Participants have knowledge of different uses of memo reinforced	Instructor does "wrap-up" summary review of different uses of a memo referring to relevant points in the "Checklist of Dos and Don'ts on Inter-office Memorandums (Memos)" (22). The points referred to in the checklists would typically include issues identified as problematic for the participants prior to the start of the course as well as queries raised by the course participants during the session.	5 minutes (minute 85)
Participants check their own work against standards for memos and notes reviewed in lesson	Explain home assignment: participants chose either a note or memo from their file and send it to instructor for feedback. Instructor should receive e-mailed assignment two days prior to the next class session.	5 minutes (minute 90)
Materials Distributed	1. "Drafting Correspondence for Peacekeeping Personnel" – Participant's Booklet (one booklet per participant); 2. "Guidelines on Drafting Correspondence for DPKO Political Affairs Officers" (one hard copy per participant, to be obtained from the Office of Operations); 3. "Sample Book on Drafting Correspondence for DPKO Political Affairs Officers" (one hard copy per participant, to be obtained from the Office of Operations); 4. Re-write of note to Mr. Zacklin (after) *(14 - Handout)* 5. Sample memo letterhead (to show) (18).	
Equipment Required	1. Computer connected to an overhead projector with screen; 2. Flip chart and pens.	

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Plan for Lesson Two

Goals:
- Develop awareness of the following principles of clear writing: cultural styles, a "clear language tip", replacing heavy phrases with single words and how to make sentences more concise by using verbs rather than nouns, using parallel structures, removing extraneous words and reorganizing sentences with misplaced modifiers.
- Develop awareness of guidance on and formatting of code cables.

Output	Method	Time
Participants are made aware of cultural differences in organizing information and guidance on avoiding heavy phrases.	Refer to "Organization of Information: Cultural Styles" (1). Refer to "A first positive rule of clear writing" (2).	5 minutes (minute 5)
Participants review reducing wordiness by replacing "heavy phrases" with single words.	Have participants look at "Exercise on Heavy Phrases to Single Words" (3). Review answers to the exercise as a large group (note—refer to answer key)	10 minutes (minute 15)
Participants practice ways to make sentences more concise.	Have participants look at "Exercise on Making Sentences More Concise" (5). Lead group in identifying extraneous words in first two exercise sentences and removing them/editing sentences to make them more concise; instructor puts rewritten sentences on a flip chart. Have participants work in pairs to make remaining exercise sentences more concise. Review answers as a large group, using the Answer Key (6).	15 minutes (minute 30)

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Participants are introduced to guidance and formatting issues on code cables.	Refer to the DPKO-DFS code cable template (7) as well as the additional template containing the list of all heads of mission as of November 2008 i.e., the DPKO-DFS circular code cable template (version of November 2008) (8). Refer to the DPKO-DFS code cable guidelines (9).	5 minutes (minute 35)
	Have participants look at "Exercise One on Evaluating a Code Cable (11). Do first question as a large group to model. Have participants do the rest of exercise questions in pairs. Review answers to questions as a large group, using the Answer Key (12).	20 minutes (minute 55)
		15 minutes (minute 70)
Participants will become more aware of the guidance on code cables for future use.	Instructor will take questions/comments from group about code cables. Instructor will lead group in finding answers on "Checklist of Dos and Don'ts on Code Cables" (14).	15 minutes (minute 85)
Participants have the tools to better evaluate a code cable and get instructor's feedback.	Give home assignment: have participants choose a sample code cable from file and e-mail it to instructor for feedback.	5 minutes (minute 90)

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Equipment Required	Flip chart and pens.	
Other Preparations	3. Request the Office of Operations course contact person to identify a guest speaker for lesson four. 4. Brief the guest speaker on all aspects of his/her presentation (format, content, venue, timing etc.) and provide him/her with a copy of the "Guidance for guest speaker" (15) - ***Handout***.	

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Plan for Lesson Three

Goals:
- Develop awareness of the following principles of clear writing: developing stylistic balance by using parallel structure;
- Develop awareness of the use of active rather than passive voice and of ways to achieve clarity and readability by applying the FOG index;
- Develop awareness of diplomatic language
- Develop awareness of guidance on and formatting of letters;
- Develop awareness on guidance on correspondence that is specific to the Office of Operations

Output	Method	Time
Participants are made aware of guidance on principles of clear writing related to pruning excess words	Refer to "Hindle positive rule" (1).	5 minutes
Participants become aware of stylistic balance and its role in reducing wordiness and making information easier for readers to absorb	Have participants look at examples and exercise, on achieving stylistic balance through parallel structure Exercise: Parallel structure Review answers to the exercise as a large group	15 minutes
	Introduce participants to FOG Index: a calculation for measuring the "readability" of writing	5 minutes

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		20 minutes
.	Have participants work in pairs, answering question on letter sample SG letter; suggest that one member of the pair read the letter aloud to focus attention. Participants come together as a large group and review exercise	
Participants gain awareness of guidance on content and formatting of SG and USG letters	Have participants take note of diplomatic phrases used in SG letters and note differences between conveying ideas in diplomatic rather than blunt language	25 minutes
Participants will become more aware of the guidance on letters	Instructor will take questions/comments from group about letters. Instructor will lead group in finding answers on "Checklist of Dos and Don'ts on SG letters	15 minutes
Participants have guidance on and formatting of letters reinforced in the context of new subject matter.	Instructor gives home assignment to e-mail: (i) A letter from participant's file (ii) Questions on any form of correspondence covered in the course, for onward transmission to the Guest Speaker who will participate in Lesson Four.	5 minutes
Materials Required	*UN Correspondence Manual* (5) *– to show*	
Equipment Required	Flip chart or white board and pens.	

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Plan for Lesson Four

Goals:
- Conduct a mid-point review of principles of clear writing covered so far;
- .Transforming passive sentences to active
- Focus on note verbale

Output	Method	Time
Participants get a review of clear writing principles discussed so far.	Show mid-point review PowerPoint presentation: "New and Review" (1). Review "Quick Tips for Editing" in plenary (2).	15 minutes
Participants are made aware of guidance on principles of clear writing relating to use of active rather than passive voice.	Refer to "A third positive rule for clear writing: use active rather than passive voice" (3).	5 minutes
	Have participants do exercise on changing passive sentences to active ones and check with partner—the check together as large group	15 minutes
	.Show participants sample note verbale and review its features	10 minutes
	Have participants work in pairs, answering accompanying exercise questions to Checklist on Note Verbales	15
Participants gain awareness of guidance on correspondence that is specific to the Office of Operations.	Introduce the Guest Speaker (22). Guest Speaker provides answers to participant questions that were submitted to him/her ahead of time. Guest Speaker also answers new questions.	30 minutes

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Plan for Lesson Five

Goals:
- General theme is "don't forget the little things"
- Develop awareness of short word alternatives to frequently used longer words
- Develop awareness of importance of correct proposition use
- Develop awareness of common terms which are and are not capitalized
- Develop awareness of guidance on and formatting of talking points.

Output	Method	Time
Participants are made aware of principles of clear writing relating to use of short alternatives to frequently used longer words. .	Refer to Hindle's fifth positive rule for clear writing: use short words, short sentences, and short paragraphs whenever possible."	5 minutes
Participants are made aware of appropriateness of using some short word alternatives – even when writing formal documents	Review list of "Shorter Alternatives to frequently appearing words". Let participants know that short words are ofen more easily absorbed than "heavy words".	5 minutes
Participants are made aware of importance of suing the correct preposition—and of how the entire meaning of a sentence can change if the wrong preposition is used.	In keeping with theme of "don't forget the little things"—have participants do "Exercise on Preposition Practice"	10 minutes
	Review alphabetical list of "Common Adjectives and Verbs with Prepositions" and ask participants about other expressions they frequently use in the documents they write.	10 minutes

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Participants are made aware of *UN Correspondence Manual* as a resource for checking need for capitalization in frequently used terms	Refer to guidance on capitalization from the *UN Correspondence Manual* (pages 30-37) (6).	5 minutes
Participants are made aware of UN editorial conventions for capitalization through active practice	Have participants look at Exercise on Capitalization (7). Do first question as a large group to model. Have participants do the rest of exercise questions in pairs. Review answers to questions as a large group, using Answer Key (8).	10 minutes
Instructor can assess participants level of knowledge and experience with writing talking points; participants are able to let instructor know f any concerns they have concerning writing talking points;	Introduce topic of 'writing talking points'. Ask participants about their experience writing them. What are some difficulties in the task?	5 minutes
.Participants have the opportunity for a close reading and consideration of a sample of written talking points with a colleague	Have participants look at sample of 'talking points. Have participants work in pairs. To focus attention, have each participant take turns reading aloud the background and talking points.	5 minutes
.Participants have a chance to discuss/learn more about appropriateness of sample talking point documents	Have participants work together, discussing and answering the accompanying exercise questions	10 minutes
Participants have a chance to compare their responses to the sample talking points with those of their colleagues. Participants can share knowledge.	Have participants come together as a large group and review answers to exercise questions. Allow time for discussion.	10 minutes

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Participants have the tools to better evaluate a set of talking points	Have participants work in pairs and do exercise that accompanies "Checklist for Talking Points" to settle any disagreements or misunderstandings that have arisen in the course of the discussion	10 minutes
Participants have the opportunity to receive instructor's feedback on their writing of talking points	Instructor gives home assignment to: (i) Select a set of talking points from their personal files and send it to the instructor for feedback;	
Equipment Required	Flip chart and pens.	

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Plan for Lesson Six

Goals:
- Use of subjunctive sentences for making recommendations
- Correct position of the modifier, "only" in sentences
- Quick Tips for Editing
- Focus on S-G reports

Output	Method	Time
	Refer to Hindle's questions to consider before beginning to write. Review this with participants and ask about their own writing process styles. How do they begin the writing process?	
	Discuss the necessity of keeping focused on the report's purpose	10 minutes (minute 10)
	Discuss sentence structures frequently used when writing a report. Point out a typical subjunctive structure for making recommendations. Show examples of this structure by indicating sample sentences from reports	10 minutes (minute 25)
	Have participants do "Exercise with Subjunctive Sentences". Have participants check their answers with their partners	10 minutes (minute 35)
.	Have participants come together as a large group to check answers. Answer participants' questions, clear up any misunderstandings	5 minutes
	Review page on "Misplaced Modifiers"	5 minutes

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	Review "Three Simple Rules for Clear Writing"	
	Have participants look at sample SG report, Ask about participants' experience writing SG reports	
	Have participants work in pairs, doing accompanying exercise to SG report. To focus attention, suggest that participants take turns reading aloud the relevant part(s) of the SG report,	
	Have participants come together as a large group and review answers to exercise. Allow time for discussion and questions	
	Have participants consult "Checklist for Writing SG Reports" to clear up any misunderstandings or disagreements that may have arisen during the discussion	
	Home assignment: instructor asks participants to send a sample part of an SG report (or other type of report) they have written. Encourage participants to send a part of the report they are *less* satisfied with –to have helpful feedback from the instructor	

		5 minutes
Equipment Required	Flip chart and pens.	