

# Performance Management System for Federal Government Employees

## Attached to Cabinet Resolution No. (35) of 2020

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## Introduction

Based on the Federal Government policy of continuously reviewing Human Resources policies whenever the interest of work requires it, and in light of the government orientations towards creating a happy and positive work environment in the Federal Government, and in a manner that supports raising the efficiency of government employees towards performing their job duties in line with the UAE Vision 2021 and the UAE Centennial 2071, and based on the continuous updating of Human Resources legislation in line with best practices, the Federal Authority for Government Human Resources has developed a Performance Management System for Federal Government Employees, which aims to achieve the following:

- Establishing performance rules and annual employee Assessment criteria.
- Determining the performance levels that deserve the periodic bonus.
- Approving the performance levels required for promotion.
- Drawing up a process for grievances concerning the results of the annual Performance Assessment.

Accordingly, this updated System includes the following features:

- Adding Specialised Competencies while aligning Behavioural competencies in line with the UAE model for Government Leadership approved by the Prime Minister Office, with the subsequent amendment of weights and competencies in accordance with the updates made to the system.
- Providing sufficient flexibility to the Direct Manager and the Employee to review the annual Performance Document throughout the year in terms of amending the objectives or adding new objectives.
- Developing mechanisms to assess employees assigned to complete specialised projects in their workplaces.
- Developing frameworks for assessing the performance of employees who have joined the national service or are on study leave.

# Chapter One

## General Framework

### First: Definitions:

In application of the provisions of this System, the words and expressions set forth herein shall bear the meanings ascribed to them, unless the context otherwise requires:

- State** : United Arab Emirates (UAE).
- Government** : Government of the UAE.
- The Cabinet** : The Cabinet of the UAE.
- Decree- Law** : Federal Decree-Law No. (11) of 2008 concerning Human Resources in the Federal Government and amendments thereof.
- Executive Regulations** : The Executive Regulations of the Decree-Law.
- Federal Agency:** : Any ministry established in accordance with Federal Law No. (1) of 1972 Concerning the functions of ministries and the powers of ministers, and amendments thereof, any Federal authority, Organisation or regulatory bodies, as well as any other bodies affiliated with the Federal Government.
- FAHR** : The Federal Authority for Government Human Resources.
- Senior Management** : The Undersecretary or Assistant Undersecretary and those in similar rank.
- Employee** : Whoever occupies one of the jobs included in the Budget.
- Annual Performance Assessment** : It is a process during which an Employee Performance is assessed in comparison with the objectives and key performance indicators that were set jointly by the Employee and the Direct Manager for the period during which the Assessment is taking place. It is worth noting that these objectives and indicators are originally determined at the beginning of the Assessment period during the performance period in order to take into account any major changes in tasks or responsibilities.

- Behavioural Competency Framework** : It is a general framework compatible with the UAE model for Government Leadership and includes the competencies subject to Assessment that shall be available to employees of Federal Agencies.
- Professional Competency Framework** : It is a reference to the knowledge, skills and abilities expected and required from the Employee to perform the tasks, duties and responsibilities of his job.
- Individual Development Plan:** : It is an action plan prepared in a manner that is compatible with the person job in order to develop specific competencies that will improve his performance in his current job or prepare him to assume other future responsibilities.
- Key Performance Objectives:** : These are measurable objectives that are determined and agreed upon in advance between the Direct Manager and the Employee at the beginning of the Performance Assessment Cycle. At the end of the Performance Management Cycle, they help measure the Employee progress towards achieving the individual objectives or tasks required of him. All objectives are directly linked to achieving the strategic plan.
- Direct Manager** : He is the person responsible for the process of planning and assessing Employee Performance.
- Interim Review** : It is a periodic meeting held between the Direct Manager and the Employee in order to review and assess the responsibilities and behaviours included in the annual Performance Document so that the Employee can know his position in relation to the required performance level in order to be able to correct his path before the end of the Assessment period, provided that this meeting is documented and signed by both parties in accordance with the special form for that.

- Periodic Review** : Preventive control means continuous review by the Direct Manager and the Employee to correct or support achievement in accordance with the objectives and Behavioural competencies specified in the annual Performance Document.
- Annual Performance Planning** : It is a written action plan that includes objectives and competencies, stating the weight of each objective, how to assess achievement, tasks, responsibilities, and Assessment mechanisms for each objective and competency, and the skill level required for the competencies.
- Weight of Objectives** : It is a measurement method that aims to demonstrate the importance of some objectives in comparison with other objectives during the Assessment year.
- Performance Improvement Plan** : It is a procedural plan that is developed to improve Employee Performance. It lasts for three months and can be extended for a similar period. It is intended for employees who achieve a performance level of "1".
- Committee for Control and Balancing Proportions** : It is the Committee formed in each Federal Agency that applies this law and is entrusted with ensuring a fair and just Assessment of the results of the annual Performance Assessment as explained in Chapter Four of this System.
- Electronic Performance System** : It is an electronic system that organises the procedures of the process carried out by the Employee and the Direct Manager.
- Training and Development Law** : The Law for training and developing Federal Government Employees, approved by Cabinet Resolution No. (11) of 2012.

## **Second: Principles:**

The Performance Management System for Federal Government Employees is based on the following principles:

- **Strategic Alignment:** Meaning enhancing and developing the culture of performance by linking the individual Employee Performance to the strategic direction of the Federal Government in general and the entity in which he works in particular.
- **Management by Objectives:** Meaning involving the Employee in the planning process, setting objectives, and achieving a connection with the strategic objectives of the Organisation, as he feels that his work is valuable and appreciated by the management, which achieves job satisfaction.
- **Feedback:** Encouraging fair and positive feedback from Direct Managers who follow up on the performance of their employees as a method for developing and reviewing performance.
- **The Complementary (Reciprocal) Relationship:** linking performance to incentives, bonuses, promotion opportunities, training and development, as measuring the effectiveness of the government entity performance depends on the extent to which it achieves objectives.
- **Fairness and Credibility:** Establishing a system for managing Employee Performance that is characterised by stability, fairness, equity and credibility, by defining clear standards, policies and procedures that are consistent with Federal Government legislation and regulations. It acts as a motivational wheel that enhances job loyalty.

## **Third: Scope of Application:**

This system applies to all employees of Federal Agencies, regardless of the type and duration of the contract, including part-time employees. The following categories are exempt from the application of the system:

- Employees occupying job grades from grade (8) to grade (14) or equivalent grades in Federal Agencies that have their own schedules and grades, provided that their performance is assessed based on the tasks assigned to them.

- Members of the judiciary and diplomatic corps, provided that their performance systems are consistent with the general principles and general framework of this system.

#### **Fourth: Objectives:**

The Federal Government seeks, through the preparation of this system, to:

- Establish approach to reward outstanding achievements and results.
- Improve and increasing employee productivity through an annual Performance Assessment that is consistent with the Federal Government objectives.
- Match the strategic objectives of the Federal Government entities and establishing them at the individual levels.
- Encourage and promoting individual achievements within the umbrella of the spirit of teamwork.
- Develop and encourage a culture of continuing education and increase opportunities for professional development.
- Enable Human Resources in the Federal Government for the requirements and skills of the future.
- Enable Federal Government agencies to identify and appreciate employees who have a high degree of outstanding performance, efficiency and skill that contribute to achieving government excellence.
- Establish clear foundations for measuring the extent of actual contributions to achieving and accomplishing the strategic objectives of Federal Agencies.

#### **Fifth: Pillars of the Law:**

The aim of developing the Employee Performance Management System is to ensure focus on achieving the strategic objectives of the Federal Government. To this end, the main axes of the Employee Performance Management System revolve around two main pillars:

1. **Objectives:** This axis represents what the Employee is expected to accomplish during the year, as these objectives help the Employee focus on the main important aspects of his work, which achieves the accomplishment with full efficiency and effectiveness.



In addition, all employee objectives are aligned and linked with the Organisational objectives of the Federal Agencies or the operational requirements of the departments and sections.

2. **Competencies:** This axis examines the method or mechanism that determines how an employee achieves his objectives in accordance with the general framework of Behavioural competencies. The general framework of Behavioural competencies includes three main axes that were derived from the UAE model for Government Leadership, as shown in Table No. (1) below.

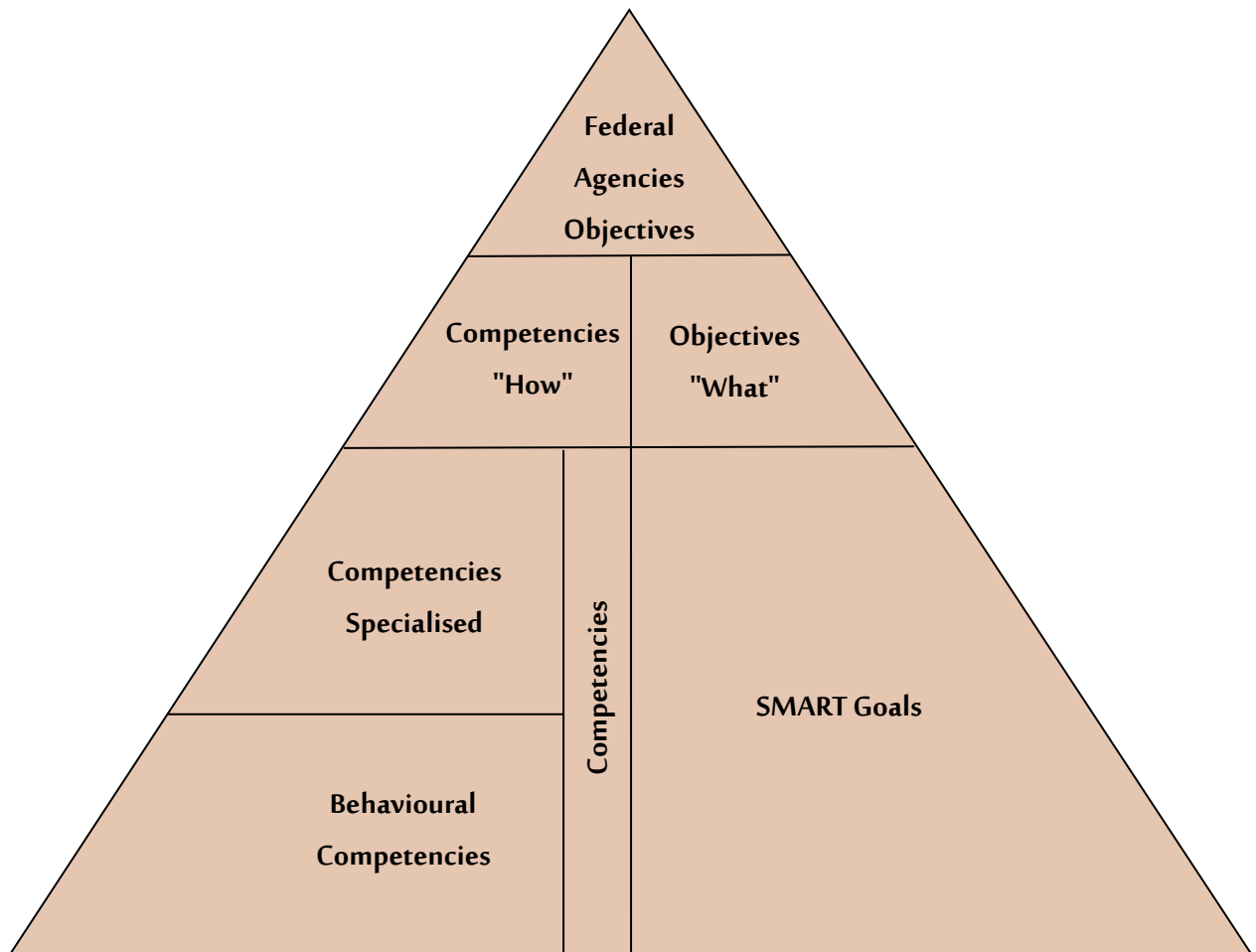
**Table No. (1) General Framework of Behavioural Competencies Compatible with the UAE Model for Government Leadership**

The Axis	Skills	Clarification/Explanation
<b>Leadership Spirit</b>	<b>Enabler of people</b>	Inspires, encourages and motivates others, develops human energy and talent, empowers, enables and builds leadership, transfers skills and effectively leverages their capabilities, and is emotionally intelligent.
	<b>Good role model</b>	He is characterised by ethics, values, integrity, humility and respect. He is optimistic about the future, passionate and persistent. He embraces and spreads the concepts of happiness and positivity. He seeks to make tangible contributions and reflects a good image of the State.
	<b>Open to the world</b>	Open-minded, peaceful, tolerant and coexistent, looking forward to communicating with the world and benefiting from different experiences, has a

		network of relationships, and is aware of international culture.
<b>Future Outlook</b>	<b>Future foresight</b>	Informed of global trends, imaginative, forward-looking, works on early anticipation of opportunities and challenges, analysing them and developing scenarios and proactive plans.
	<b>Innovative and catalyst for radical change</b>	Innovative, adopts creative thinking, encourages and stimulates entrepreneurial thinking, understands the mechanisms of radical change between individuals and in the Organisational context, has a sense of risk-taking and believes that there is no such thing as impossible.
	<b>Well-versed in future technology</b>	Well-versed in advanced future technology such as the Fourth Industrial Revolution and artificial intelligence, their impact, and ways to benefit from and invest in them in building the future and human happiness.
	<b>Lifelong learner</b>	He has a passion for continuous learning and seeks self-development in order to diversify and continuously update skills to keep pace with future requirements and changes. He has a love of learning, research and exploration for what is new.
<b>Achievement And Impact</b>	<b>Flexible and fast</b>	He is flexible, fast, builds an environment that promotes change, speed of achievement, effective use of available resources, and is self-confident in different situations.

	<b>Makes smart, effective and efficient decision.</b>	He adopts a way of thinking that enables him to make smart, practical, effective, wise and impactful resolutions. He is aware, courageous and shrewd in taking the right measures.
	<b>Focuses on the higher objectives of government and achieving results.</b>	Deeply informed about the government orientations, disseminates the concept of the government higher goals and objectives, works and contributes to achieving common national objectives, specific results and creating added value.

**Figure (1) Pillars of the Performance Management System**



## Chapter Two

### Duties and Responsibilities

Since this system is comprehensive in terms of application and implementation, which requires defining responsibilities for implementation by all concerned parties in the Federal Government, it was necessary to distribute tasks and responsibilities among those concerned as follows:

#### **First: The Federal Authority for Government Human Resources (FAHR):**

FAHR tasks are as follows:

- Develop all mechanisms, policies and procedures for managing the performance of Federal Government Employees, in addition to providing the necessary support tools for best practices to develop the methods used to achieve the objectives contained in the system.
- Monitor the Federal authorities' commitment to the provisions stipulated in this system.
- Provide advisory support to Federal Government agencies during the implementation phase.

#### **Second: The Head of the Federal Agency and Those in His Position:**

The duties of the head of the Federal Agency and those in his position include the following main responsibilities:

- Take on the main and responsible role in implementing the Employee Performance Management System.
- Provide the necessary resources for implementing the system in the relevant Federal Agency.
- General supervision of the implementation of the system in the relevant Federal Agency.
- Direct guidance to those concerned within the Federal Agency to pay attention to activating the system in accordance with the rules stipulated therein.

#### **Third: Senior Management in Federal Agencies:**

Senior Management tasks include the following key responsibilities:

- Ensure the implementation of the Employee Performance Management System and procedures, in addition to ensuring effective communication with stakeholders within the Federal Agency.
- Take responsibility for the effective implementation of the control process and balancing effective ratios in all sectors and departments under their jurisdiction.

#### **Fourth: Human Resources Departments in Federal Agencies:**

These departments shall do the following:

- Take responsibility for managing and implementing the Employee Performance Management System.
- Provide support and assistance to Direct Managers during the implementation of the Employee Performance Management System.
- Hold workshops and training courses for Direct Managers and employees aimed at raising their awareness about the Performance Management System.
- Communicate with FAHR to clarify any obstacles or difficulties that may hinder the correct implementation of the system or any other urgent problems.
- Ensure that all sectors and departments in Federal Agencies comply with the time frame specified for the Employee Performance Cycle.

#### **Fifth: Direct Managers:**

The Direct Managers in the Federal Agency shall bear the primary responsibility for the effective implementation of this system within their departments and within the specified time, through:

- Ensuring that their subordinates have a correct and comprehensive understanding of the Performance Management System.
- Discussing and agreeing with their subordinates on objectives, behavioural competencies and individual development plans.
- Monitoring the performance of their subordinates and managing their performance development through continuous and interim periodic reviews.

- Discussing and agreeing on the annual Performance Document stipulated in this system and in accordance with the individual development plan included in the Federal Government Employees Training and Development System.
- Providing their subordinates and work teams with feedback on their performance and measuring the individual performance of each employee in a documented manner on the “My data” Human Resources Information System.
- Completion and advance preparation for the Interim Review and its proper documentation.
- Taking all necessary measures for the final annual Assessment Process.
- Assessing the performance of their subordinates objectively and transparently in light of the achievement made.
- Complying with the specified time frame for the Employee Performance Management Cycle.

#### **Sixth: Employees:**

The Employee shall be considered the main pillar of the Performance Management System, as he is required to play a large and important role in implementing this system through:

- Propose objectives and the weight of each objective and agreeing on them with the Direct Manager.
- Seeking feedback and comments from the Direct Manager, conducting dialogue and agreeing with him on work plans and how to implement them.
- Taking the initiative to search for methods to develop the required competencies in accordance with the Federal Government Employee training and development system.
- Implementing the performance plans agreed upon under the annual Performance Document accurately and honestly in order to refine competencies and achieve objectives.
- Taking the initiative to request the Direct Manager to review the performance through the periodic review.

## Chapter Three

### Employee Performance Management System Course

This Chapter examines the content of the Performance Management System, its stages, and how to align the strategic objectives of the Federal Agency with the individual objectives of the Employee, and then how to prepare the Performance Document, the Interim Review, then the Final Assessment, the work of the control and ratios balancing Committee, and the Statement of the grievances process and the results arising from the results of the final Annual Assessment in terms of linking them to promotions, periodic allowances, and rewards, in accordance with what is stipulated in the Human Resources Law and Executive Regulations thereof.

#### **First: Stages of the Employee Performance Cycle:**

The Employee Performance Management Cycle in the Federal Government goes through three stages:

##### **1. Performance Planning:**

The performance planning phase of the Federal Government Employee Performance Management System shall be determined based on a set of inputs supporting Employee Performance:

- Projects, responsibilities and tasks assigned to each employee.
- The operational and strategic plan for each Federal Agency.
- Framework of Behavioural competencies compatible with the UAE model for Government Leadership.
- Professional Competency Framework.

This stage begins in January and February of each year, where an agreement is reached on setting and defining objectives, in addition to stating the expectations and competencies required from the Employee and expected to be accomplished by the end of the year, and recording all of this in the annual Performance Document in accordance with the job grade indicated, which shall be signed by both the Employee and the Direct Manager at this stage, taking into consideration that performance planning is available throughout the year if the nature of the Employee work requires adding, modifying or deleting objectives throughout

the year as flexibility available to the Employee and the Direct Manager without being bound by a specific time frame.

Feedback is also available to the Employee and the Direct Manager throughout the year.

## **2. Interim Review:**

This stage is scheduled for the months of (June and July) of each year. During this stage, the Employee developments and achievements shall be reviewed within the planned objectives, in order to identify and enhance strengths and weaknesses, and to direct and correct the course of work towards achieving the required objectives and tasks in a manner that is consistent with and achieves the best results during the annual Assessment, in accordance with the job grade indicated in the (Performance Document).

Feedback is also available to the Employee and the Direct Manager throughout the year.

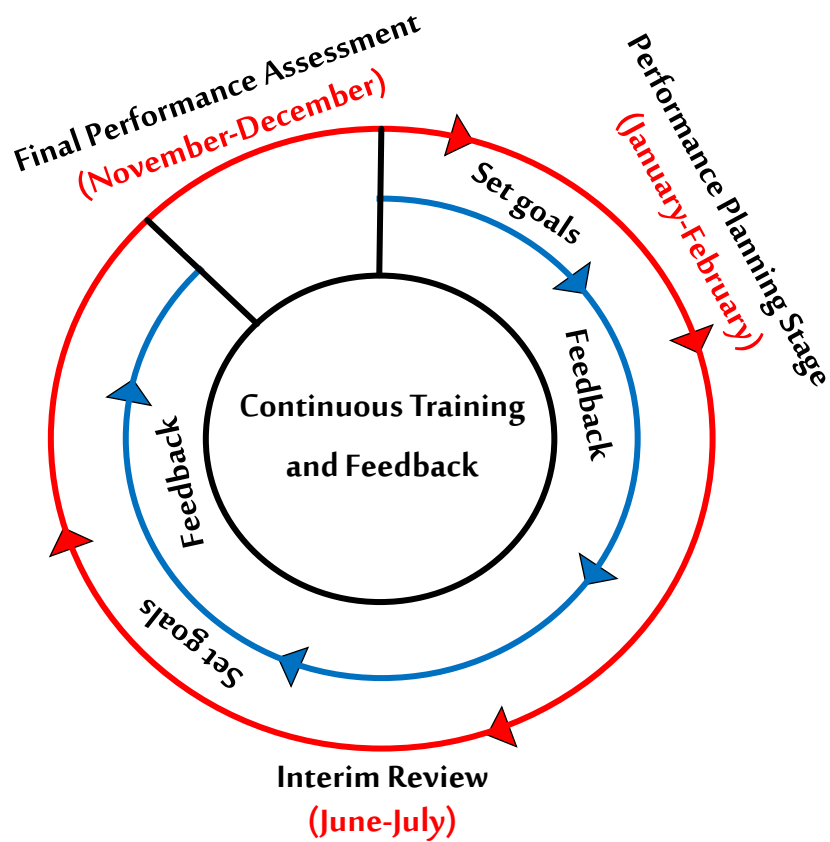
## **3. Final Assessment of Annual Performance:**

This stage is considered the final link in the stages of the Employee Performance Management Cycle, as it begins in the last two months of the year (November and December), during which the final Assessment of the Employee Performance is conducted in accordance with the approved standards stipulated in this system.

It is worth noting here that the three stages mentioned above are interspersed with continuous periodic review, with the necessity of guidance and monitoring of achievement in light of the annual Performance Document and benefiting from continuous and documented feedback on the Electronic Performance System to provide support to employees by Direct Managers.



Figure (2) Employee Performance Management Cycle



	Objective setting is up-datable and editable
	Continuous Feedback

## **1. Stage One: Performance Planning**

Before setting objectives within the aforementioned Annual Performance Document, Federal Agencies shall first approve, disseminate and upload their strategic plans into the system so that employees can project organisational objectives as a closely linked part of their individual objectives.

### **Objective Projections:**

The process of Objectives Projections aims to achieve complete compatibility and harmony between the strategic plan on the one hand and performance management on the other hand, as it starts from the top of the administrative pyramid and then continues down to the bottom of the pyramid, i.e. from one level to another, as follows:

**First:** Through the electronic Performance Management System, the strategic plan of the Federal Agency and the operational plan (for all organisational units in the structure available in the My Data system) are uploaded.

**Second:** The Undersecretary of the Ministry meets with the Assistant Under-secretaries of the Ministry (affiliated with him) and those in their position with the aim of reviewing the Organisational objectives of the strategic plan originally approved in each Federal Agency and which were previously uploaded to the system to align the subsequent objectives and tasks that will arise from managing the performance of the Employees affiliated with them with the strategic plan.

**Third:** The Assistant Undersecretary and those in his position in each Federal Agency shall meet with the directors of the departments affiliated with him in accordance with the Organisational structure to inform them of the strategic plan and key performance indicators for agreeing on setting their own annual objectives in line with the strategic plan. Objectives appear automatically in the system in accordance with the Employee organisational unit.

**Fourth:** Department Managers repeat the same role with the heads of their organisational units in terms of meeting with department heads, team heads, or supervisors to inform them of the strategic plan and key performance indicators for agreeing on setting their own annual objectives, which appear automatically in the system.

**Fifth:** Each Direct Manager then meets with his employees to agree with them on the individual objectives that were selected from the system based on their main business responsibilities and the objectives of the organisational units to which they belong. Taking into account individual differences in performance level and previous assessments, if the objectives are not approved by the Direct Supervisor, the objectives are submitted to the next supervisor for approval.

### **Preparing the Annual Performance Document:**

The Annual Performance Document is prepared through several steps as follows:

#### **1. Objective Setting:**

In order to begin preparing the Annual Performance Document, a meeting is held between the Employee and the Direct Manager at the beginning of the year, to discuss the objectives and competencies that the Employee concerned is expected to accomplish and achieve by the end of the year, provided that these objectives are consistent with the SMART criteria, which are intended to be:

- **Specific** - i.e. written in a clear and unambiguous manner as to what is to be achieved.
- **Measurable** - There shall be clear and transparent metrics to measure objectives.
- **Attainable** - The objective shall be achievable, operational, applicable, and feasible, reflecting the government ambitions to improve the standards of Federal services, and shall be achievable.
- **Relevant** - that is, to reflect the general objectives that the Federal Agency seeks to achieve.
- **Timely** - A specific time period shall be set for the objective to be accomplished and achieved.

When formulating objectives, the requirements of the UAE Government shall be taken into account, and the objectives shall be ambitious and challenging in order to contribute to accelerating the achievement of the objectives of the national agenda and strategy and enhancing the State competitiveness.

During the document preparation meeting, each employee in the Federal Agency shall work on discussing and agreeing on a number of main objectives that are compatible with the job grade, provided that the number of objectives proposed in Table No. (6) included in this system is taken into account and agreed upon, then the document is signed by the Employee and the Direct Manager.

## **2. Determining the Objective Weight:**

During the objective setting meeting, each Direct Supervisor shall assign a weight to the importance of each individual objective. The importance of this weight lies in:

- Show the relative importance of each objective compared to other objectives over the next twelve months.
- Demonstrate and identify the key areas that employees shall focus on in their work.
- The minimum objective weight shall be (10%) and the maximum shall be (25%).
- If an objective has a greater value than other objectives, the Direct Manager and the Employee shall realise that achieving that goal confirms their achievements.
- Direct Managers shall also ensure that there is a balance between objectives so that the total weight for the importance of the objectives total 100%.
- Direct Managers and employees can rely on the Smart Objectives Bank within the electronic Performance Management System to link individual objectives to corporate initiatives and Programmes and to ensure the improvement and unification of objective formulation in line with the government strategy.

### 3. Determining Behavioural Competencies:

- Each Direct Manager, after completing the stage of determining the objectives and their weights, shall determine the Behavioural competencies and the level required for each competency of his subordinates in accordance with the general framework of Behavioural competencies.
- The Direct Manager and the Employee shall comply with the skill level corresponding to each competency in accordance with the job grade shown in the competency map table No. (2).
- The Employee and the Direct Manager shall also refer in this regard to the general framework of Behavioural competencies that is compatible with the UAE Model for Government Leadership in order to review all competencies and their corresponding skill levels in general and to comply with the skill level corresponding to each competency in accordance with his job grade in particular.

**Table No. (2) General Framework of Behavioural Competencies Compatible with the UAE Model for Government Leadership**

			Grade 5 to 7	Grade 3 to 4	Special B/ Grades 1 and 2	General Manager/CEO/ Special A
			Proficiency Level 1 Aware	Proficiency Level 1 Aware	Proficiency Level 2 Practitioner	Proficiency Level 3 Proficient
<b>Leadership Spirit</b>	Enabler of people	Develops talents		*	*	*
		Supports a culture of accountability and responsibility		*	*	*
		Communicate strategically		*	*	*
		Enabling Collaboration	*	*	*	*
	Good role model	Passion, enthusiasm, ethics and values		*	*	*
		Inspires, motivates and empowers others.		*	*	*

		Happiness and Positive Theory	*	*	*	*	
	Open to the world	Leadership by influence		*	*	*	
		Encourages diversity		*	*	*	
		Deals with variables and ambiguity	*	*	*	*	
<b>Future Outlook</b>	Future foresight	Strategic Insight		*	*	*	
	Innovative and catalyst for radical change	Innovation, creative thinking and support for experiments		*	*	*	
		Risk taking		*	*	*	
		Redesign and reshape work practices		*	*	*	
	Well-versed in advanced future technology	Follow the technology of the future	*	*	*	*	
	Lifelong learner	Self-development	*	*	*	*	
<b>Achievement and Impact</b>	Flexible and fast	Observes and interprets the surrounding environment		*	*	*	
		Responds and adapts quickly	*	*	*	*	
	Makes smart, effective and efficient decision.	Effective Decision-making		*	*	*	
		Encourages others to learn to make effective decisions		*	*	*	
	Focuses on the higher objectives of government and achieving results.	Informed of government directives, disseminates the concept of the government objectives and higher objectives		*	*	*	*
				*	*	*	*

#### 4. Determining Specialised Competencies:

The Employee and the Direct Manager shall refer to the framework of Specialised Competencies in order to clearly view the competencies and corresponding skill levels in general. Each Direct Manager, after completing all the stages of determining the objectives and Behavioural competencies, shall agree with the Employee concerned on the Specialised Competencies in accordance with the job families, while adhering to the skill level corresponding to each job grade from those shown in Table No. (3) below concerning the number and levels of Behavioural and Specialised Competencies.

**Table No. (3) Number and Levels of Behavioural and Specialised Competencies**

Competencies		General Managers, Executive Directors/Special Grade A and their equivalents	Special Grade B/ Grade 1/Grade 2	Grade 3/Grade 4	Grade 5/Grade 6/ Grade 7
		Proficiency Level: Proficient (Expert)	Proficiency Level: Practitioner	Proficiency Level: Aware	
<b>Total number of Competencies</b>	<b>Behavioural Competencies</b>	10	10	10	6
	<b>Specialised Competencies</b>	0	0-5	From 2 to 5	From 4 to 8
<b>Efficiency Weight</b>		Equal weight for competencies			

#### 5. Performance Management for Project Category Employees:

Given the nature of the work of some Federal Agencies, which requires the completion of various specialised projects in accordance with specific completion standards and time frames, and in line with that, this System grants Direct Managers and employees responsible for completing and implementing those projects sufficient flexibility that is consistent with the nature of their work, which is as follows:

1. The Employee Performance for each project shall be assessed upon completion in accordance with the agreed upon completion criteria.
2. Possibility of modifying the annual Performance Document throughout the year.

3. SMART objectives can be modified and changed by the Direct Manager in coordination with the Employee during the Performance Management System cycle without waiting for the Interim Review stage.
4. The individual Performance Document shall be reviewed on an ongoing basis, either quarterly or on a project completion basis.



## **2. The Second Stage: Interim Review**

Despite the continuous feedback of the Employee from the Direct Manager, all Federal Government Employees shall undergo an Interim Review, through a meeting with their Direct Managers within the framework of the Employee Performance Management Cycle. Direct Managers shall consider the Interim Review meeting an opportunity for communication, motivation and correction to ensure continuity of performance and achievement of the required.

Note that the official Interim Review, as previously mentioned, takes place during the months of June and July between each Direct Manager and his employees in order to determine:

- The development and progress made towards achieving the objectives and identifying the difficulties that may prevent the achievement or realisation of the objectives.
- Statement and discussion of the desired Behavioural competencies.
- How to change or modify any objective if it is unrealistic or irrelevant, provided that this item is not exploited for modification and avoiding follow-up and auditing of performance in the event of a decline.
- Identify the most important problems so that they can be corrected as soon as possible.
- Plan and adjust objectives for the remaining six months if required.
- Review the weight of objectives.

Noting that the electronic system allows for the documentation of continuous feedback provided to support employees by Direct Managers.

### **3. The Third Stage: Annual Performance Assessment**

#### **First: Assessment Paths:**

#### **Employee Performance Is Assessed Through Two Tracks:**

##### **1. Annual Performance Assessment of Objectives and Tasks:**

- The annual Performance Assessment Process for each employee in the Federal Agencies is entrusted to the Direct Manager responsible for the performance planning phase as well as the continuous review and the Interim Review. The Direct Manager discusses with the Employee during the final annual Performance Assessment meeting the extent of development and progress achieved in terms of objectives and tasks, given that the annual Performance Assessment ensures a complete review of the Performance Assessment, although the focus is on areas of improvement.
- The Direct Supervisor and the Employee shall agree together on the performance results, considering the results observed during the Interim Review.
- Accordingly, and due to the importance of this stage, the results of the Performance Assessment shall be justified in terms of stating justifications, observations and reasons, in addition to stating the strengths and weaknesses and the areas of improvement necessary to address the technical and behavioral development points that the Employee needs and overcoming any negatives, and all of this shall be documented and recorded in the Performance Document in accordance with the Employee job grade.
- The Employee individual objectives or tasks shall be assessed in accordance with an Assessment scale consisting of (5) points, as shown below:

**Table No. (4) Assessment Scale for Objectives and Tasks**

Assessment	Description
5	<ul style="list-style-type: none"> <li>● Achieved his objectives efficiently and effectively throughout the year.</li> <li>● The percentage of measurement of the performance indicators set for the objectives significantly exceeded 100% and more.</li> <li>● Achieved more than the agreed upon objectives.</li> <li>● The objectives he achieved had a clear and tangible positive impact on his employer.</li> <li>● Offered suggestions and initiatives that were accepted and implemented by his employer.</li> </ul>
4	<ul style="list-style-type: none"> <li>● Achieved his objectives efficiently and effectively.</li> <li>● Achieved the measurement rate of the performance indicators set for the objectives (85-99%).</li> <li>● The objectives he achieved had a clear and tangible positive impact on the department or sector in which he works.</li> <li>● Offered positive suggestions and initiatives.</li> </ul>
3	Performs work regularly and in a timely manner and meets expectations in all that is required of him. Achieves most of his objectives. (70-84%).
2	Often performs his work regularly and in accordance with the established procedures, meets expectations in what is required of him, and achieves his objectives (60-69%).
1	The Employee Performance level is always below expectations, as he achieves a performance indicator measurement rate of less than 60% in many basic areas of work, and his performance needs to be developed and improved to reach the required level.

## **2. Annual Performance Assessment of Behavioural and Specialised Competencies:**

As in the process of assessing objectives, the process of assessing the behavioural and Specialised Competencies of each employee in the Federal Agency is entrusted to the Direct Manager who was responsible for the performance planning stage through the annual Performance Document, where the Direct Manager discusses with the Employee during the final Assessment meeting how the Employee accomplished his objectives and tasks based on

the general framework of Behavioural competencies consistent with the Emirates Model for Government Leadership, which is an indicator that reflects the extent to which the Employee has achieved the approved indicators for each of the competencies specified for the levels indicated in the document in accordance with the competency framework that the Direct Manager shall refer to for understanding the content of the competencies and their levels before conducting the Assessment Process, noting that the Assessment shall be conducted in accordance with Table No. (5) for the Assessment scale shown below:

**Table No. (5) Assessment Scale for Behavioural and Specialised Competencies**

Assessment	Description
5	<ul style="list-style-type: none"> <li>• Demonstrate the required competencies throughout the year with efficiency and effectiveness.</li> <li>• The percentage of measurement of the performance indicators specified for competencies significantly exceeded 100% or more.</li> <li>• Demonstrated competencies beyond the level expected of his job grade.</li> <li>• Offered suggestions and initiatives that were accepted and implemented by his employer.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrate the required competencies efficiently and effectively.</li> <li>• Achieved the measurement rate for the performance indicators specified for the competencies (85-99%).</li> <li>• The competencies he demonstrated had a clear and tangible positive impact on the management or sector in which he works.</li> <li>• Offered positive suggestions and initiatives.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrates competence and meets expectations in all areas of competence (70-84%).</li> </ul>
2	Often performs, demonstrates competencies and meets expectations (60-69%).
1	The level of demonstrating competencies is always below expectations, as it achieves a measurement percentage for indicators of less than 60% in many basic areas of work.

- Given the importance of the process of assessing the Employee behavioural and Specialised Competencies, the Direct Manager concerned with the Assessment shall

monitor the Employee Performance in general and document the observations he sees on the Employee in a cumulative manner concerning the Behavioural and Specialised Competencies he displays during the assessment year, in the manner he deems appropriate, provided that all observations are written and indicate the type and date of the observation in order to discuss them with the Employee later during the Assessment Process and consider them as evidence of the Employee commitment to this behaviour or not based on what was agreed upon in the annual Performance Document.

- Upon completion of the Assessment Process, the Direct Manager and the Employee shall utilize the Assessment results by adopting them as inputs for the Employee individual training and development plan in accordance with the training and development system.
- If the Employee is working on specific projects, the Direct Manager, in coordination with the project managers, will review and assess his annual performance, as the Performance Document is available for modification and addition throughout the year.

### **Second: Performance Results:**

After completing the Employee Assessment Process, in accordance with the two paths above, the Assessment result shall be signed by the Employee, noting that this signature is considered a notification of review of the result and not acceptance of it, and the overall performance results are calculated as follows:

- Total objective scores: The scores are calculated by multiplying the Performance Assessment score for each objective by its weight and the score is added together.
- Competency score rate: It is calculated by summing the scores and dividing them by the number of agreed competencies (equal weight for competencies).
- Final performance result: It is the sum of the objective results and the average efficiency results multiplied by their respective weight shown in Table No. (6) below, and the final Assessment result is the sum of them.

**Table No. (6) Guidelines for Measuring the Value of Objectives and Competencies**

Objectives	General Managers, Executive Directors/Special Grade A and their equivalents	Special Grade B/ Grade 1/Grade 2	Grade 3/Grade 4	Grade 5/Grade 6/ Grade 7
	Proficiency Level: Proficient	Proficiency Level: Practitioner	Proficiency Level: Aware	
Objective Weight	70%	60%	50%	
Efficiency Weight	30%	40%	50%	
Number of Objectives	4 - 10			
Objective Weights	Minimum 10% - Maximum 25%			

It is worth noting here that after completing the process of calculating the performance results of the Employees, the Direct Manager shall raise the performance results to the next level through the electronic system for approval. The next level of the Department Manager shall also be notified electronically if the performance results fall within performance level 5, 4 or 1 for review and approval before the Control and Balance of Percentages Committee carries out its duties.

## Chapter Four

### The Process of Control, Balancing Ratios, Complaints and Grievances

#### First: The Process of Control and Balancing Ratios:

- In order to provide fair and equitable Assessment data in all departments and administrations, the performance classifications of all employees within the Federal Agency shall be adjusted through the process of adjusting and balancing the percentages that takes place after the annual Performance Assessment meeting and before informing the Employees of the final Performance Assessment score or result.
- This process outlined below, aims to settle and balance all Employee Performance results within the Federal Government entity.
- The Committee has full powers to request any Direct Supervisor to provide any data related to the results of the Assessment of his subordinates. Then the Control and Balance of Percentages Committee, which is formed in each Federal Agency, headed by the Undersecretary/Director General and with the membership of the Director of the Human Resources Department, Assistant Under-secretaries of the Ministry and those of similar status in the Federal Agencies, undertakes the control process, as the main objective or purpose of its formation is to assess levels in all Federal Agencies and ensure fair and equitable Assessment. The resolutions of this Committee are considered the final Assessment of the performance of each employee.
- The Control and Budget Committee shall approve the results of the Employee Assessment within one month of the end of the Assessment year, and the Director of the Human Resources Department shall take the resolutions of the Control and Budget Committee, after which notification procedures shall be taken electronically or in any official form.
- Here, the Control and Budget Committees in the Federal Government agencies shall distribute the total results of the Employee Performance Assessment in that agency, not exceeding the ceiling of the percentages shown in Table No. (7) below.

**Table No. (7) Principles for Distributing Final Assessment Percentages**

Performance Rating	Employee ratio
5	0 – 5%
4	0 – 15%
3	60 – 80%
2	0 – 15%
1	0 – 5%

- As for the performance distribution ratios between departments in the Federal Agency, they differ based on the Organisational key performance indicators and the government classification of the Federal Agency performance results, noting that these guiding principles for performance distribution are considered necessary to ensure the realistic distribution of performance classifications in the Federal Agency.
- If the Control and Budget Committee does not meet within the specified period for approving the Assessment results, the Human Resources Department in the entity shall assume the Committee task in terms of approving the final results.
- The employer may not amend any of the Performance Assessment results for the years prior to the Assessment or retroactively unless there is a clear material error or manipulation in the data on which the results were based.

**Second: Complaints and Grievances:**

- Any employee may appeal the performance result he obtained to the grievance Committee formed in his place of work within (5) working days from the date of notification of the final Assessment result.
- An employee who receives a Performance Assessment result of Assessment level (1) may also object to the resolution of the Grievances Committee to the Objections Review Committee in the Federal Government within (10) working days from the date of notification of the Grievances Committee resolution, and the resolution of the Objections Committee shall be final in this regard.



## Chapter Five

### Performance-Based Bonuses and Training Policies

#### First: Promotions and Periodic Bonuses:

- Based on the results of the “Control and Balance Committee” meeting, the Human Resources Manager distributes the final Employee Performance results to the Direct Supervisors, who are required to communicate the final performance results to their employees.
- Accordingly, and as a result of the Performance Assessment, the Federal Agency appreciates and rewards distinguished employees who have a high level of performance as a result of implementing the Performance Management System (in accordance with Table 8 shown below). This appreciation shall be in the form of periodic allowances or promotions from within the annual job budget approved for each Federal Agency and in accordance with the provisions of the law and Executive Regulations thereof or any subsequent amendments thereto.

**Table No. (8) Performance-Related Bonuses**

Final Performance Assessment	Periodical Increment	Promotion
5	Executive Regulations	Eligible for exceptional, functional or financial promotion
4	Executive Regulations	Eligible for job or financial promotion
3	Executive Regulations	Qualified for financial promotion
2	Executive Regulations	Not eligible for any type of promotion
1	Not eligible for periodic bonus	Not eligible for any type of promotion

\* Promotions are linked to the annual budget approved by each Federal Agency and are subject to the promotion provisions stipulated in the Human Resources Law and Executive Regulations thereof.

Accordingly, the **exceptional promotion of an employee** to two higher grades shall be subject to the following standards and controls:

- a. That the promotion to a higher grade position is vacant.
- b. The job title, objectives and duties of the promoted position shall be different and have higher responsibilities than those of the previous position.
- c. The Employee shall have a Performance Assessment within level 5 for the Assessment year.
- d. The Employee shall not have been subjected to any administrative penalties or sanctions - including penalties related to attendance - during the Assessment year.

As for **job promotion**, in addition to the terms and conditions stipulated in the Decree by Law and Executive Regulations thereof, the same criteria and controls mentioned above apply, except for clauses (c) and (d), as the Employee shall have obtained a Performance Assessment within level "4" for the Assessment year.

In accordance with the above table, the actual periodic bonus granted to the Employee is linked to the Assessment result, and on this basis it varies from one year to another.

- An employee whose Performance Assessment is within the following levels: "2", "3", "4" or "5" is entitled to a periodic bonus in accordance with the provisions of the law and regulations. It is also permissible to grant an employee who obtains an Assessment level of "5" an exceptional, functional or financial promotion, and level "4" a financial or functional promotion, and level "3" a financial promotion. An employee whose performance level is "2" is granted only the periodic bonus but is not entitled to any type of promotion.
- An employee whose performance level is "1" may not be granted a periodic bonus or any promotions or financial rewards, and he shall communicate with his Direct Manager to develop a Performance Improvement Plan.

- The Employee is entitled to the periodic bonus on the first of January following the expiration of at least one year from the date of appointment.
- An employee whose services are terminated for any of the reasons specified by law during the Assessment year or even during or after the issuance of final resolutions related to bonuses and rewards linked to the Performance Management System and before their implementation shall not be subject to the application of those bonuses and rewards or any other annual increases.

**Second: Rewards and Training Plans:**

1. Employees are granted bonuses and incentives in accordance with the provisions of the Incentives and Rewards System issued by the Cabinet in this regard.
2. Training plans for employees are developed in accordance with the training and development system approved by the Federal Government issued by the Cabinet by Resolution No. (11) of 2012.

## Chapter Six

### Managing Poor Performance and General Provisions

#### **First: Addressing Poor Performance:**

Any employee whose performance falls within level (1) is considered to have low performance. The Human Resources Department in the Federal Agency shall take the following measures:

1. Issue a written warning to the Employee to improve his performance within a period of three months.
2. If the Employee Performance does not improve after the expiry of the aforementioned period, another written warning will be issued to the Employee to improve his performance during a final warning period of three months.
3. If the Employee Performance does not improve after the expiry of the two periods mentioned above, the service of the Employee concerned may be terminated due to his job incompetence, in accordance with the provisions of the law and Executive Regulations thereof.
4. An employee whose service has been terminated due to job incompetence may submit a written grievance to the Grievances and Objections Committees in accordance with the procedures and mechanisms specified in the Federal Government Human Resources Law and Executive Regulations thereof.

#### **Second: General Provisions:**

1. Temporary contract employees shall have objectives, tasks and competencies set for them from the beginning of the contract, with continuous and phased review in accordance with the provisions of this system, so that they may be assessed if they are appointed to a permanent position after the end of the temporary contract. This is to ensure they are evaluated if they are appointed to a permanent position after the temporary contract ends, provided that there is no time interval between them. In the event of non-appointment, the Assessment procedures will be suspended due to the interruption of the Assessment basics.

2. Part-time employees are subject to the provisions of this system, and performance-related bonuses are calculated in proportion to the working hours and job grade.
3. If the Direct Supervisor is unable to implement the Employee Performance Management Cycle for any reason, then the person who replaces him as Direct Supervisor duly undertake this task.
4. If any change occurs in the Employee status during the year, whether transfer, secondment or loan, he shall then review his objectives. However, if the change is related to the focus of his duties (for work-related reasons), it is necessary to reconsider the formulation and definition of his objectives accordingly during the Interim Review phase.
5. The performance of an employee whose grade or job duties change after the start of the Assessment year is assessed as follows:
  - a. If the transfer or change occurs within the first three months of the start of the Assessment year, the Assessment will be based on the new position only.
  - b. If the transfer or change takes place after three months from the start of the Assessment year, then his performance is assessed based on previous work and current work, so that the Direct Manager (previous and current) participates in his annual Assessment Process.
6. When assessing the performance results of employees enrolled in national service or on extended study leave, the employer may be guided by the results of the Assessment of the concerned employees in the National Service and Reserve Authority, or based on the academic results of the Employee on study leave, or the employer may conduct the Assessment Process for this category on its own. In the two cases above, the Assessment level shall not exceed (4).
7. The performance result shall be calculated for employees who are on the job only if their total work period during the Assessment year is more than six consecutive or separate months. With regard to employees whose period of presence on the job is less than (6) months due to absence from work for an acceptable excuse, their performance is not

assessed for that year and they are paid the periodic bonus and no performance level is determined.

8. As for the new employee during the probationary period, a Performance Document is determined for him in accordance with the system, and his performance is assessed at the end of the probationary period (6 months and may be extended for a period of 3 months). If his job efficiency is proven, he will be confirmed and his objectives will be updated for the remaining period of the year if the remaining period is (6) months or more, and he will be assessed at the end of the year like other employees. However, if the period is less than (6) months, he will not be included in the Annual Performance cycle.
9. The employer may not modify the results of the Performance Assessment of its employees for previous years retroactively unless there is a clear material error or if it becomes clear that the data on which the entity relied in the Employee Assessment is incorrect.
10. If an employee receives a Performance Assessment score of 5, 4 or 1, the next supervisor will review and approve the final score.

#### **Cases for Modifying Employee Performance Objectives:**

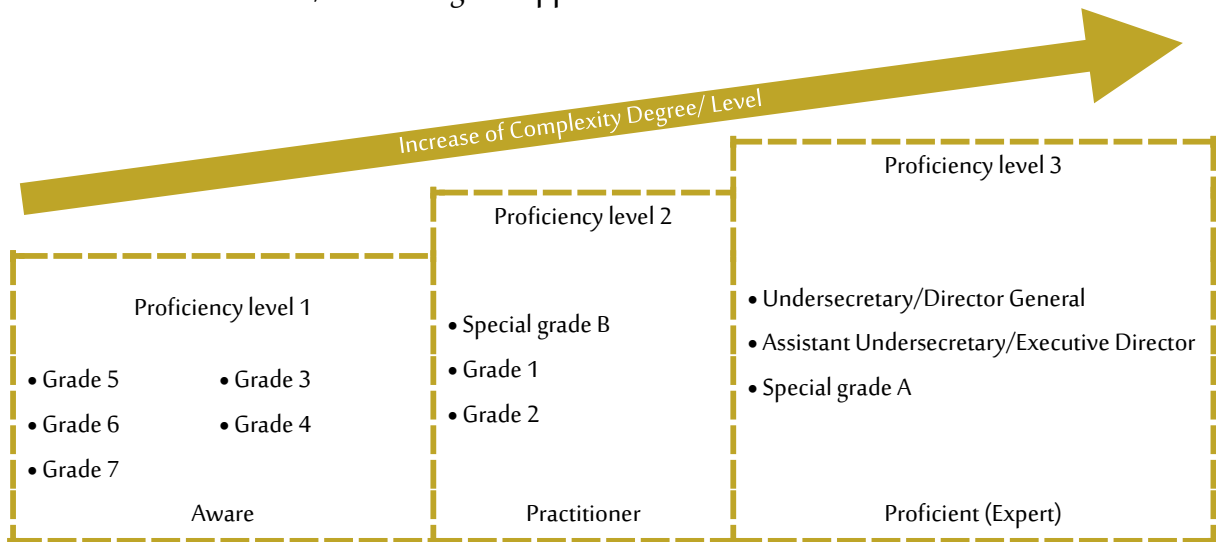
- Transferring the Employee to another organisational unit during the year, which requires updating his objectives to be in line with the objectives of the unit to which he is transferred.
- Assigning the Employee additional tasks to his current tasks.
- The Employee achievement of the Stated objectives within a shorter time frame than planned.
- Assigning the Organisational unit to which the Employee belongs new projects and initiatives.
- The emergence of technical, financial or individual challenges to achieving the planned objectives.
- FAHR may amend or create new forms in accordance with work requirements.

# Chapter Seven

## Attachments

### First: Behavioural Competencies Framework:

A behavioural competency framework has been adopted that is compatible with the UAE Model of Government Leadership, which includes 3 competency levels with clear behavioural indicators for each trait, facilitating the application of the framework.



### Behavioural Competency Framework

Competency Description		Key Competency	Behavioral Indicators	Skill Level	
<b>Leadership Spirit</b> Others can ensure that they have the skills to drive and lead organisational objectives, communicate effectively, and have the skills and ability to practice and lead values, passion, and enable happiness in the workplace.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
<b>Good role model</b>	Characterised by ethics, values, integrity, humility, respect, optimism about the future, passionate and persistent. And adopts the concepts of happiness. And positivity and spreads it and seeks to make tangible contributions and reflect the good image of the State.	<b>Passion and enthusiasm</b> <b>Ethics and values</b>	<ul style="list-style-type: none"> <li>• Enthusiastic about carrying out work and tasks</li> <li>• Helps the team discover individual motivation and integrate it into their job roles.</li> <li>• Realises the national values of the UAE.</li> <li>• Believes in the Organisational principles and values that have been established.</li> <li>• Complies with the Organisational policies and procedures.</li> <li>• Acts in an honest and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to create an emotional and enthusiastic work environment.</li> <li>• Integrating his personal work into his field of work.</li> <li>• Believes in the ideas and values he promotes and his daily actions reveal his values to others.</li> <li>• Able to present points of view clearly without belittling others' points of view.</li> <li>• Embodies the national values of the UAE.</li> <li>• Reflects the values and ethics of the community.</li> <li>• Operates within the framework of special standards and precautionary measures. In the Organisation.</li> <li>• Drives organisational principles and ideals.</li> <li>• Works within the standards and guidelines set by the Organisation.</li> <li>• Works for the interest of the entire Organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows his love for his work.</li> <li>• He seeks to find ways to integrate his personal passion into his business.</li> <li>• Believes in the principles and ideas he promotes.</li> <li>• Can present his ideas logically and clearly.</li> <li>• Represents the national values of the UAE.</li> <li>• Represents the values and ethics of the experience.</li> <li>• Defines and instils corporate values and ethics.</li> <li>• Represents a Good role model who promotes organisational values and principles.</li> </ul>

Behavioural Competencies of Job Classes			Grade 5 to Grade 7	Grade 3/Grade 4	Special B/ Grade 1 and Grade 2	General Manager/CEO /Special A
			Proficiency Level 1 Aware	Proficiency Level 1 Aware	Proficiency Level 2 Practitioner	Proficiency Level 3: Proficient (Expert)
Leadership Spirit	Enabler of people	Develops talents		*	*	*
		Supports a culture of accountability and responsibility		*	*	*
		Communicate strategically		*	*	*
		Enabling Collaboration	*	*	*	*
	Good role model	Passion, enthusiasm, ethics and values	*	*	*	*
		Inspires, motivates and empowers others.		*	*	*
		Happiness and Positive Theory	*	*	*	*
	Open to the world	Leadership by influence		*	*	*
		Encourages diversity	*	*	*	*
Deals with variables and ambiguity			*	*	*	

Behavioural Competencies of Job Classes			Grade 5 to Grade 7	Grade 3/Grade 4	Special B/ Grade 1 and Grade 2	General Manager/CEO /Special A
			Proficiency Level 1 Aware	Proficiency Level 1 Aware	Proficiency Level 2 Practitioner	Proficiency Level 3: Proficient (Expert)
Future outlook	Future Foresight	Strategic Insight		*	*	*
	Innovative and catalyst for radical change	Innovation, creative thinking and support for experiments		*	*	*
		Risk taking		*	*	*
		Redesign and reshape work practices		*	*	*
	Well-versed in advanced future technology	Follow the technology of the future	*	*	*	*
	Lifelong learner	Self-development	*	*	*	*



Behavioural Competencies of Job Classes			Grade 5 to Grade 7	Grade 3/Grade 4	Special B/ Grade 1 and Grade 2	General Manager/CEO / Special A
			Proficiency Level 1 Aware	Proficiency Level 1 Aware	Proficiency Level 2 Practitioner	Proficiency Level 3: Proficient (Expert)
Achievement and Impact	Flexible and fast	Observes and interprets the surrounding environment		*	*	*
		Responds and adapts quickly	*	*	*	*
	Makes smart, effective and efficient decision.	Effective Decision-making		*	*	*
		Encourages others to learn to make effective decisions.		*	*	*
	Focuses on the higher objectives of government and achieving results.	Informed of government directives, disseminates the concept of the government objectives and higher objectives.		*	*	*

Leadership Spirit					
The Ideal Leader of a government organisation leads by example, and others can be assured that they have the skills to drive and lead the Organisational objectives. The Ideal Leader communicates effectively and has the skills and ability to practice and lead with values, passion and enable happiness in the workplace.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Enabler of people	Inspires, encourages and motivates others, develops human energy and talent, empowers, enables and builds leadership, transfers skills and effectively leverages their capabilities, and is emotionally intelligent.	Develops talents	<ul style="list-style-type: none"> <li>Encourages team members to contribute their best by contributing to the team effort.</li> <li>Encourages individuals to work based on their unique strengths.</li> <li>Supports others on the team to develop their skills and is aware of their thoughts and feelings.</li> <li>Has the ability to identify situations that are likely to have a negative impact on oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies team talents and skills and develops capabilities.</li> <li>Develops others' readiness for leadership positions.</li> <li>Recognises the need for and leverages a variety of skills within the team.</li> <li>Assigns tasks in line with the skills of others.</li> <li>Encourages individuals to use and work on their strengths.</li> <li>Depends on the diverse talents and opinions of team members.</li> <li>Does not allow personal feelings to influence how they view others skills and recognising the emotional needs of others.</li> <li>Identifies the competencies and experiences that the Organisation needs in the future, and proposes appropriate training plans.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a learning culture and provides development opportunities for the team.</li> <li>Engages the skills and talents of others to advance the State strategic objectives.</li> <li>To leverage the skills of leaders across the Organisation.</li> <li>Provides opportunities for leaders to learn across the Organisation.</li> <li>Able to balance their feelings and needs with the needs of others in a way that is appropriate to the situation.</li> </ul>

		<b>Supports a culture of accountability and responsibility</b>	<ul style="list-style-type: none"> <li>• Taking responsibility for carrying out and executing tasks.</li> <li>• Encourages others to take responsibility and accountability for their actions.</li> <li>• Able to prioritise tasks in line with team objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible for his own actions and those of the team.</li> <li>• Holds others accountable for achieving results.</li> <li>• Applies a realistic and practical approach to prioritizing resources within the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Drives a culture of accountability and responsibility.</li> <li>• Reward employees for taking responsibility on a regular and periodic basis.</li> <li>• Ensure accountability and responsibility across the Organisation to achieve standards of excellence and desired results.</li> <li>• Implements various initiatives to overcome ambiguity, trends and global challenges.</li> </ul>
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Skills	Skills Definition	Features	Aware	Practitioner	Proficient
<b>Enabler of people</b>	Inspires, encourages and motivates others, develops human energy and talent, empowers, enables and builds leadership, transfers skills and effectively leverages their capabilities, and is emotionally intelligent.	<b>Communicate strategically</b>	<ul style="list-style-type: none"> <li>• Able to express and clarify overall strategic objectives.</li> <li>• Realise the impact of how to deliver important messages to others.</li> <li>• Listens to others and summarizes to clarify understanding.</li> <li>• Communicates in a clear and concise manner.</li> <li>• Participates in constructive discussions.</li> <li>• Has the ability to see the world through the eyes of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Translates strategic plans into practical objectives.</li> <li>• Communicates strategic and operational objectives effectively and in an inspiring manner.</li> <li>• Enables two-way communication between individuals.</li> <li>• Listens to others effectively. Asks questions to clarify understanding.</li> <li>• Effectively communicates and expresses views to allow others to understand them.</li> <li>• Reduces emphasis on hierarchy/structure to allow open communication across different levels within the Organisation.</li> <li>• Focuses on two-way communication to ensure participation and integration.</li> <li>• Focuses on two-way communication to ensure participation and integration.</li> <li>• Actively updates relevant stakeholders on issues that the Organisation is likely to face.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates strategic plans within the Organisation.</li> <li>• Focuses on two-way communication to ensure participation and inclusion.</li> <li>• Involve others and consider different points of view in corporate initiatives.</li> <li>• Adapting communication styles to meet the needs of others.</li> <li>• Emotional intelligence is shown in managing different situations.</li> <li>• Balances emotional and mental intelligence.</li> <li>• Has the ability to see the world through the eyes of others. Considers the needs, hopes, and dreams of others. Encourages individuals to show empathy for each other when necessary. Listens for meaning and interprets what he hears correctly.</li> <li>• Enables two-way communication.</li> </ul>
		<b>Enabling Collaboration</b>	<ul style="list-style-type: none"> <li>• Works as part of a team in performing daily tasks.</li> <li>• Acknowledges the contribution of others.</li> <li>• Overcomes differences with others to work collaboratively.</li> <li>• Identifies individuals to align leadership tasks into forward working practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads and supports his immediate team to promote team spirit.</li> <li>• Enables team spirit</li> <li>• Encourages team alignment towards a common objective.</li> <li>• Addresses differences between team members to ensure cooperation.</li> <li>• Builds common ground by bringing diverse teams together to achieve a greater objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads and drives collaboration among team members across various corporate functions.</li> <li>• Instils team spirit and a sense of belonging.</li> <li>• Instils consensus and agreement among team members in various functions based on common objectives.</li> <li>• Applies a realistic and practical approach to allocating resources in accordance with priority.</li> </ul>

Leadership Spirit					
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Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Good role model	Characterised by ethics, values, integrity, humility, respect, optimism about the future, passionate and persistent. Positivity and spreads it and seeks to make tangible contributions and reflect the good image of the State.	Inspires, motivates and empowers others	<ul style="list-style-type: none"> <li>Empathises with others when necessary.</li> <li>Assess the motivations of others.</li> <li>He is seen as an inspiration to others.</li> <li>Considers the views of others.</li> <li>Able to see things from other people perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages individuals to show compassion towards each other.</li> <li>Helps the team discover and merge personal motivations.</li> <li>Inspires and encourages others through daily tasks.</li> <li>Considers other people opinions.</li> <li>Recognises their needs and empowers others through delegation.</li> </ul>	<ul style="list-style-type: none"> <li>Seen as a leader who is compassionate towards others.</li> <li>Cultivates a stimulating work environment.</li> <li>Commitment and diligence by enabling individuals to achieve the objectives that are important to them.</li> <li>Uses a range of techniques to empower leaders such as task compensation.</li> <li>Seeks out the views and opinions of others and incorporates these into the work.</li> </ul>

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Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Good role model	Characterised by ethics, values, integrity, humility, respect, optimism about the future, passionate and persistent. Positivity and spreads it and seeks to make tangible contributions and reflect the good image of the State.	Happiness and Positive Theory	<ul style="list-style-type: none"> <li>He has a positive and happy outlook.</li> <li>Works on assigned tasks until completion.</li> <li>Optimistic and positive in outlook.</li> <li>Maintains focus and perseverance to complete given tasks.</li> <li>Maintains a positive outlook when under pressure.</li> <li>Overcomes challenges with a positive outlook.</li> </ul>	<ul style="list-style-type: none"> <li>Acts in a positive and optimistic manner in all circumstances.</li> <li>Works to instil a culture of happiness and positivity within the team.</li> <li>Apply mindfulness practices when faced with ambiguity and lack of clarity.</li> <li>Create a positive work environment for their team.</li> <li>Maintain focus and ensure team concentration when under pressure.</li> <li>Focus on addressing and identifying challenges that may increase stress in the team.</li> </ul>	<ul style="list-style-type: none"> <li>Works to instil a culture of happiness and positivity within the Organisation.</li> <li>Overcomes resistance and perseverance in the face of adversity and uncertainty.</li> <li>Perseverance and maintaining the path of positive change despite resistance.</li> <li>Adapts quickly to changes and is good at dealing with unclear situations.</li> <li>Creates a platform across the Organisation to enable a positive and optimistic outlook.</li> </ul>

Leadership Spirit					
The Ideal Leader of a Government Organisation leads by example. Others can ensure that they have the skills to drive and lead organisational objectives, communicate effectively, and have the skills and ability to practice and lead values, passion, and enable happiness in the workplace.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Open to the world	Open-minded, peaceful, tolerant and coexistent, looking forward to communicating with the world and benefiting from different experiences, has a network of relationships, and is aware of international culture.	Leadership by influence	<ul style="list-style-type: none"> <li>Uses rational logic and zeal when persuading others.</li> <li>Uses methods that appeal to reason and emotion when persuading others.</li> <li>Understands the emotional impact on others when Decision-making.</li> <li>The ability to influence and persuade others to support the completion of required tasks.</li> <li>Recognises the needs of others when trying to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>Present arguments that address both organisational and individual needs.</li> <li>Studies and uses aspects that may not be tangible to win others over.</li> <li>Recognises and seeks to minimise the negative impact of actions on others.</li> <li>Seeks to achieve success for both parties when negotiating and in cases of dispute.</li> <li>Seeks to find common ground by bringing together different teams to achieve common objectives.</li> <li>Able to adapt his style to suit the needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a holistic approach when persuading others - considering both logical and illogical arguments.</li> <li>Uses "soft power" through position in a logical and constructive manner in order to influence others.</li> <li>Drives the importance of intangible factors such as emotions and values when influencing others.</li> <li>Constantly adapts methods when influencing and negotiating with others.</li> <li>Establishes the pursuit of common ground between different parties to increase the Organisation potential.</li> <li>Enters into negotiations that meet the interests of all parties while maintaining the Organisational strategy.</li> </ul>

Leadership Spirit					
The Ideal Leader of a Government Organisation leads by example. Others can ensure that they have the skills to drive and lead organisational objectives, communicate effectively, and have the skills and ability to practice and lead values, passion, and enable happiness in the workplace.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Open to the world	Open-minded, peaceful, tolerant and coexistent, looking forward to communicating with the world and benefiting from different experiences, has a network of relationships, and is aware of international culture.	Encourages diversity	<ul style="list-style-type: none"> <li>Realises that individuals have different viewpoints and opinions.</li> <li>Accepts different opinions and points of view.</li> <li>Has the ability to understand and see other people points of view from their own perspective.</li> <li>Works in social, political and cultural settings.</li> <li>Treats other cultures with understanding and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Brings others with different viewpoints into the team.</li> <li>Promotes and encourages intellectual diversity within the Organisation in order to give new ideas.</li> <li>Works successfully in different social, political and cultural settings.</li> <li>Builds a sense of loyalty by treating others with respect.</li> <li>Accepts and is able to work with different cultures and organisational systems.</li> </ul>	<ul style="list-style-type: none"> <li>Builds common ground by bringing diverse teams together to achieve a greater objective and create added value.</li> <li>Increases the effectiveness of the Organisation by relying on the diverse talents and opinions of team members.</li> <li>Promotes intellectual diversity within the Organisation in order to introduce new ideas.</li> <li>Eliminates the focus on hierarchy.</li> <li>Allows open communication across different levels.</li> <li>Works successfully in different social, political and cultural settings.</li> <li>Encourages tolerance and coexistence with global cultures.</li> <li>Develops a network of relationships to advance and drive organisational objectives.</li> <li>Operate effectively and remain respectful when working internationally within different cultures.</li> </ul>
		Deals with variables and ambiguity	<ul style="list-style-type: none"> <li>Review variables and provide opinions based on a clear methodology.</li> <li>Participate in constructive discussions to overcome difficulties.</li> <li>Offers constructive solutions when faced with difficulties.</li> <li>Keeping abreast of new government initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively explores various aspects to drive operational objectives.</li> <li>Works with the team to overcome difficulties.</li> <li>Encourage employees to learn about the world and different cultures through daily tasks.</li> <li>Avoid dealing with the unknown.</li> </ul>	<ul style="list-style-type: none"> <li>Adapts/changes organisational objectives in line with global changes.</li> <li>Applies compatibility with global variables.</li> <li>Global and government data will be used to drive corporate initiatives.</li> <li>Apply skills in analysing external information and utilising it within the Organisation.</li> <li>Cultivates a culture of proactivity to overcome ambiguity and uncertainty.</li> <li>Stays informed on cultural and economic trends Demonstrates knowledge and confidence in all situations.</li> </ul>

Future Outlook					
The Ideal Government Leader is future-oriented, future-proof, and recognises the impacts of global and national trends on the Organisation. Continuously seeks to implement new and innovative practices and unconventional methods to achieve organisational success and reduce risks. The Government Leader keeps pace with new developments and enhances his skills to meet new global demands.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Foresight For the future	Informed of global trends, imaginative, forward-looking, works on early anticipation of opportunities and challenges, analysing them and developing scenarios and proactive plans.	Strategic Insight	<ul style="list-style-type: none"> <li>Aware of the Organisation needs to respond to future challenges and opportunities.</li> <li>Understands the vision of the Organisation.</li> <li>Ensures that the vision and strategy are aligned with the broader context.</li> <li>Early anticipation of the opportunities and challenges, analysing them and developing long-term proactive plans for them at all levels to achieve awareness achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in developing effective strategies in line with the corporate vision and strategy.</li> <li>Aligns team objectives and priorities with broader organisational objectives.</li> <li>Identifies and pursues new opportunities and strategic relationships.</li> <li>Early foresight of opportunities and challenges.</li> <li>Developing long-term proactive plans for them at all levels to achieve awareness achievements.</li> <li>Seizing the opportunities of future variables while ensuring strategic and operational flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>Defines the Organisation vision and strategy in light of broader national and global priorities.</li> <li>Strengthening strategic partnership at global and national levels to advance the strategic agenda of organisations.</li> <li>Develop effective strategies that take into account future changes and challenges.</li> <li>Leads the Organisation in alignment with the vision and mission.</li> <li>Early foresight of opportunities and challenges, analysing them and developing long-term proactive plans for them at all</li> </ul>

					<p>levels to achieve awareness achievements.</p> <ul style="list-style-type: none"> <li>Identifies, analyses, and maps new trends or links between organisational issues and translates them into organisational priorities.</li> </ul>
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Future Outlook					
The Ideal Government Leader is future-oriented, future-proof, and recognises the impacts of global and national trends on the Organisation. Continuously seeks to implement new and innovative practices and unconventional methods to achieve organisational success and reduce risks. The Government Leader keeps pace with new developments and enhances his skills to meet new global demands.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Innovative and catalyst for radical change	Innovative, adopts creative thinking, encourages and stimulates entrepreneurial thinking, understands the mechanisms of radical change between individuals and in the Organisational context, has a sense of risk-taking and believes that there is no such thing as impossible.	Innovation and support for experiments	<ul style="list-style-type: none"> <li>Enhances efficiency and results despite new ways of working.</li> <li>Identifies factors of success and failure.</li> <li>Tries new ideas.</li> <li>Uses unconventional methodologies within a framework that offers creative solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>Study past successes and failures and learn from them when implementing new initiatives.</li> <li>Quick to implement new ideas and unconventional methodologies.</li> <li>Identifies appropriate opportunities for experimentation at the Organisation level.</li> <li>Encourage and motivate others to share their creative ideas and solutions.</li> <li>Thinking beyond the available data and information to find creative solutions when faced with obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Develops platforms that enable employees to experiment, learn, and come up with their best ideas.</li> <li>Encourages learning from both successes and failures.</li> <li>Encourages experimentation with new ideas and unconventional approaches.</li> <li>Allocates resources to enable experimentation efforts.</li> <li>Links incentives to experimentation in a way that does not penalize "failure."</li> </ul>
		Risk taking	<ul style="list-style-type: none"> <li>Identifies opportunities and risks involved in certain unclear situations.</li> <li>Recognises risks when implementing new ideas.</li> <li>Leverages the expertise of more experienced team members to better manage risks.</li> <li>Suggest different ways to overcome risks.</li> </ul>	<ul style="list-style-type: none"> <li>Sees uncertain situations as opportunities rather than risks.</li> <li>Takes appropriate risks in difficult or purposeful situations.</li> <li>Able to deal with unclear issues and recognise the risks involved in implementing new ideas.</li> <li>Uses team expertise to effectively manage risk.</li> </ul>	<ul style="list-style-type: none"> <li>Encourages corporate risk-taking for potentially great success.</li> <li>Take risks in uncertain situations that will bring long-term organisational success.</li> <li>Can handle the ambiguities and risks associated with implementing new ideas.</li> <li>Uses team expertise to better manage risks.</li> <li>Create a platform to ease the calculated risk taking to ease success.</li> <li>Guiding and supporting others during times of uncertainty to drive organisational objectives.</li> </ul>

Future Outlook					
The Ideal Government Leader is future-oriented, future-proof, and recognises the impacts of global and national trends on the Organisation. Continuously seeks to implement new and innovative practices and unconventional methods to achieve organisational success and reduce risks. The Government Leader keeps pace with new developments and enhances his skills to meet new global demands.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Innovative and catalyst for radical change	Innovative, adopts creative thinking, encourages and stimulates entrepreneurial thinking, understands the mechanisms of radical change between individuals and in the Organisational context, has a sense of risk-taking and believes that there is no such thing as impossible.	Redraw and design Business practices	<ul style="list-style-type: none"> <li>Recognises the current limitations that constrain the Organisation and its operations.</li> <li>Understands business processes and practices and works effectively in line with guidelines.</li> <li>Makes suggestions for enhancing and reorganising current work practices.</li> </ul>	<ul style="list-style-type: none"> <li>Thinks outside the box to benefit the Organisation.</li> <li>Informs stakeholders of potential future disruptions that the Organisation may face.</li> <li>Defines procedures for the team to ensure flexibility to cope with unexpected changes.</li> <li>Shows understanding of the impact of work practices on the main stakeholders.</li> <li>Corrects team and work practices to ensure achievement of organisational objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies national and global issues that may impact organisational operations.</li> <li>Responds in a timely and effective manner to unexpected challenges by reorganising operational practices.</li> </ul>

Future Outlook					
The Ideal Government Leader is future-oriented, future-proof, and recognises the impacts of global and national trends on the Organisation. Continuously seeks to implement new and innovative practices and unconventional methods to achieve organisational success and reduce risks. The Government Leader keeps pace with new developments and enhances his skills to meet new global demands.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Well-versed in advanced future technology	Well-versed in advanced future technology such as the Fourth Industrial Revolution and artificial intelligence, their impact, and ways to benefit from and invest in them in building the future and human happiness.	Follow the technology of the future	<ul style="list-style-type: none"> <li>Ability to identify modern technology.</li> <li>Constant search for sources of modern technology.</li> <li>Possess the skills to keep up with the latest developments in technology.</li> <li>Early opportunity foresight and challenges of urban technology and the ability to explain them.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in developing effective strategies that take into account future transformations and challenges related to technology.</li> <li>Contributes to developing the Organisation vision and strategy for technology.</li> <li>Promote the use of technology across all organisational team functions.</li> <li>Actively called upon to implement and utilize advances in new diving technology for operational efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies and organisational vision for implementing future technology.</li> <li>Identifies, analyses, and maps new trends or links between organisational issues and translates them into organisational priorities in terms of modern technology.</li> <li>Cultivates the use and application of technology throughout the Organisation.</li> <li>Aligns the Organisation strategy with international technology.</li> <li>Creates a culture of thinking across the Organisation in using and innovating new technology initiatives.</li> </ul>

Future Outlook					
The Ideal Government Leader is future-oriented, future-proof, and recognises the impacts of global and national trends on the Organisation. Continuously seeks to implement new and innovative practices and unconventional methods to achieve organisational success and reduce risks. The Government Leader keeps pace with new developments and enhances his skills to meet new global demands.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Lifelong learner	He has a passion for continuous learning and seeks self-development in order to diversify and continuously update skills to keep pace with future requirements and changes. He has a love of learning, research and exploration for what is new.	Adopt the concept of lifelong learning (self-development)	<ul style="list-style-type: none"> <li>Seeks to update knowledge and specific skills related to the job role.</li> <li>Adopt a different approach to learning to enhance knowledge and understanding.</li> <li>Identify opportunities to gain and develop capacity through direct learning.</li> <li>Seeks opportunities for growth and professional development.</li> <li>Has the ability to identify situations that are likely to have an impact on oneself.</li> <li>Understanding individual emotions and the mental and physical impact on the psyche.</li> <li>Manages self effectively when going through stressful times or difficult situations.</li> <li>Actively seeks feedback and Assessment of own performance.</li> </ul>	<ul style="list-style-type: none"> <li>Uses different teaching methods to enhance knowledge and skills.</li> <li>Actively develop advanced skills necessary to drive organisational objectives.</li> <li>Puts himself in an unfamiliar/less experienced situation to develop and grow his own capabilities.</li> <li>Uses self-reflection techniques to assess and reduce the impact of actions and instils these techniques among team members.</li> <li>Self-motivated and objective oriented.</li> <li>Has self-awareness and control over emotions and behaviours. Deals with difficult/stressful situations.</li> <li>Welcomes performance feedback and takes it into consideration to develop himself.</li> </ul>	<ul style="list-style-type: none"> <li>Drives a culture of continuous learning across the Organisation.</li> <li>Provides a collaborative environment that encourages leaders to learn from each other throughout the Organisation.</li> <li>Serves as a model that fosters self-reflection among leaders to encourage greater awareness of their actions.</li> <li>Effectively manage personal stress through self-awareness and development.</li> <li>Assess self-performance and get feedback on approach, style and how to enhance and develop themselves.</li> </ul>

Achievement and Impact					
The Ideal Government Leader has the ability to lead and achieve the Organisation strategic and operational objectives in line with broader government and national agendas. The Government Leader adopts a mindset that enables him to make practical and effective decisions with organisational impact. The Government Leader is flexible, responsive and adaptable to changes and developments in the global market.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Makes smart, effective and efficient decisions.	He adopts a way of thinking that enables him to make smart, practical, effective, wise and impactful resolutions, and he is aware, courageous and wise in taking the right measures.	Decision-making effectively	<ul style="list-style-type: none"> <li>Carefully examines information and data.</li> <li>Realises that resolutions shall be based on logic, analysis, or values.</li> <li>Responds quickly to signals or messages received from others.</li> <li>Carefully examines information and data.</li> <li>He considers the values and principles he believes in when Decision-making.</li> <li>Uses the best mechanisms when Decision-making and is always working to develop those mechanisms in line with future changes.</li> <li>Shows flexibility in his views.</li> </ul>	<ul style="list-style-type: none"> <li>Examines the second level consequences of the decisions he makes.</li> <li>Makes resolutions with confidence knowing that these resolutions are subject to potential scrutiny.</li> <li>Considers principles, values, analysis and logic when Decision-making.</li> <li>Seeks to reduce the time between observing indicators and responding to them at the Organisation level.</li> <li>Prepares to reconsider assumptions and assumptions related to Decision-making.</li> <li>Committed to self-correction when necessary despite external pressures.</li> <li>Has the flexibility to review his personal views.</li> </ul>	<ul style="list-style-type: none"> <li>Examines the second and third level consequences of the decisions he makes.</li> <li>Reach decisions in a language of societal/organisational control.</li> <li>Relies on principles, values, analysis and logic to reach resolutions.</li> <li>Limits the number of structural levels in the Organisation in order to reduce the time wasted between observing indicators and responding to them.</li> <li>Adopts a practical way of thinking that enables him to make practical, effective and impactful resolutions at the right time in line with the specific vision and strategy.</li> <li>Makes effective decisions in the right direction.</li> <li>Be aware, courageous and shrewd in taking corrective measures.</li> </ul>
		Encourages others to learn to make effective decisions.	<ul style="list-style-type: none"> <li>Carefully examines information and data.</li> <li>He considers the values and principles he believes in when Decision-making.</li> <li>Uses the best mechanisms when Decision-making and is always working to develop those mechanisms in line with future changes.</li> <li>Shows flexibility in his views.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares to reconsider assumptions and assumptions related to Decision-making.</li> <li>Committed to self-correction when necessary despite external pressures.</li> <li>Has the flexibility to review his personal views.</li> </ul>	<ul style="list-style-type: none"> <li>Helps employees master the effective method of Decision-making.</li> <li>Encourages employees to practice self-control and deep analysis when making decisions, regardless of any external pressures</li> <li>Encourages others to use the best mechanisms when making decisions and to continuously develop those mechanisms in line with future changes.</li> <li>Encourages others to be flexible in dealing with different circumstances and to make effective decisions.</li> </ul>

Achievement and Impact					
The Ideal Government Leader has the ability to lead and achieve the Organisation strategic and operational objectives in line with broader government and national agendas. The Government Leader adopts a mindset that enables him to make practical and effective decisions with organisational impact. The Government Leader is flexible, responsive and adaptable to changes and developments in the global market.					
Skills	Skills Definition	Features	Aware	Practitioner	Proficient
Flexible and fast	He is flexible, fast, builds an environment that promotes change, speed of achievement, effective use of available resources, and is self-confident in different situations.	Observes and interprets the surrounding environment	<ul style="list-style-type: none"> <li>Understands global markets and some of the macro and micro economic risks that affect businesses.</li> <li>He can study the environment in order to anticipate local, regional or international events and trends.</li> <li>Identifies potential future changes that may affect the team or organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of global markets and most of the macro and micro risks that affect businesses.</li> <li>Monitors the surrounding environment from time to time and anticipates local, regional and international events and trends that may affect his departments or his business unit within the Organisation.</li> <li>Identifies the competencies and experiences that the Organisation needs in the future, and proposes appropriate training plans.</li> <li>Implements appropriate changes to the department or business unit in line with global changes.</li> <li>Flexible in work and dealing with variables.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of global markets and the macro and micro risks that affect businesses.</li> <li>Refines the definition of success as the general context changes in light of globalisation, the influence of governments and social transformations.</li> <li>Does not take anything for granted, and always seeks to identify unexpected events or circumstances.</li> <li>Implements change when he anticipates important events or trends rather than waiting and reacting to them.</li> <li>The foundations are looked at in order to re-adapt the Organisation position to the changing environment.</li> </ul>

					<ul style="list-style-type: none"> <li>• Plots the way to the future and how to overcome challenges.</li> <li>• Identifies the competencies and experiences that the Organisation needs in the future, and proposes appropriate training plans and working on implementing it.</li> <li>• Flexible and confident in dealing and communicating with relevant parties.</li> <li>• Works with the team in an atmosphere of mutual flexibility.</li> </ul>
		<b>Responds and adapts quickly</b>	<ul style="list-style-type: none"> <li>• Has the skill to identify different experiences that influence the work.</li> <li>• Learn flexible leadership skills.</li> <li>• Gaining change management skills and dealing with difficult situations.</li> <li>• Flexible in approach to handle uncontrollable changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire flexible management skills.</li> <li>• He has the ability to identify different situations, work to accept variables, and deal flexibly.</li> <li>• Responds in a timely manner when faced with a change in direction that aligns with management and the team accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultivates a culture of flexibility and responsiveness to change.</li> <li>• Strategically realigns organisational priorities and objectives to address a change in the Organisational or national agenda Acts as an agent of change.</li> <li>• Using a systematic approach to apply flexibility and speed mechanisms in accepting variables.</li> <li>• Has the ability to identify different situations and mechanisms for dealing with them.</li> </ul>

## **Second: The Framework of Specialised Competencies:**

- The purpose of the framework is to define standard professional competencies for all employees at the Federal Government level with the aim of achieving strategic objectives and building a culture of high productivity.
- The framework of Specialised Competencies constitutes a stock and reference for the expected knowledge, skills and capabilities that lead to an acceptable level of performance at work and play a vital role in achieving individual and organisational performance objectives. The total competencies reach 99 competencies distributed in accordance with the (20) job families approved by the Federal Government.

1.	Health and Safety	11.	Programme and Project Management
2.	Environment and Water	12.	Support Services
3.	Natural Sciences	13.	Human Resources
4.	Legal/Natural	14.	Finance and Accounting
5.	Political/Diplomatic	15.	Economics and Statistics
6.	Religious	16.	Organisational development
7.	Social Development	17.	Audit and Governance
8.	Engineering	18.	Information Technology
9.	Culture, Arts and Literature	19.	Work
10.	Media	20.	Education



## Structure of Specialised Competencies in the Federal Government:

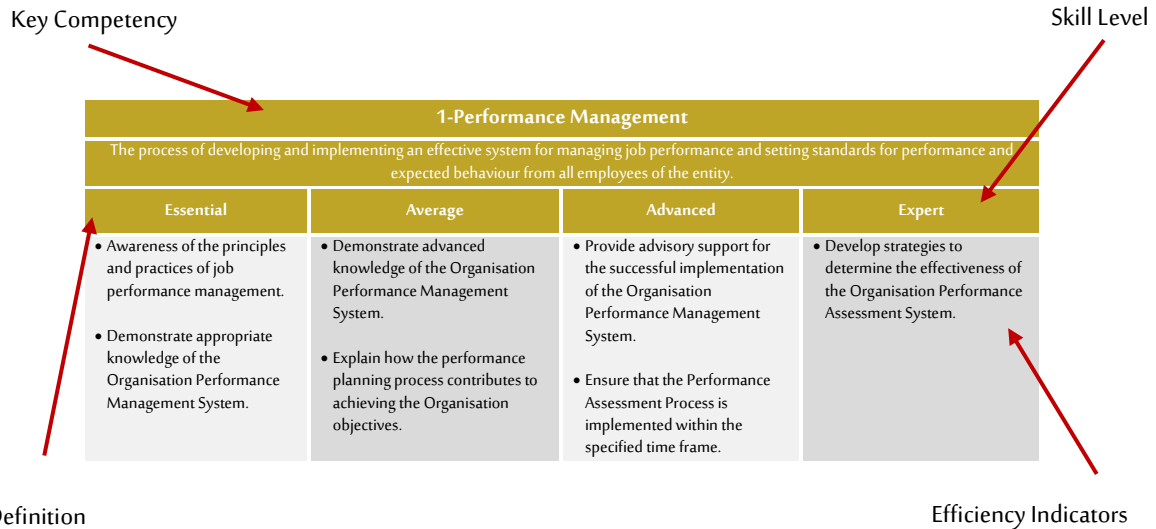
**Key Competency:** This is a short name for the competency and is usually unique and easy to understand and publish.

**Definition:** Explanation that clarifies what is meant by each competency, giving additional details about what the competency is and what it includes.

**Skill level:** Description of the progression of proficiency represented by technical indicators such that the level of complexity and difficulty of proficiency gradually increases as the Employee moves from the current level to the next level.

**Efficiency Indicators:** These indicators provide information and details on specific technical aspects of efficiency at each level so that examples are provided on how efficiency is measured. The technical indicators at each level of proficiency are indicative, meaning that there are other possible examples of technical aspects (knowledge, skills and abilities) other than those mentioned. In addition, each level of efficiency is cumulative, which means that technical indicators from lower levels will not be repeated at higher levels, but will apply to them.

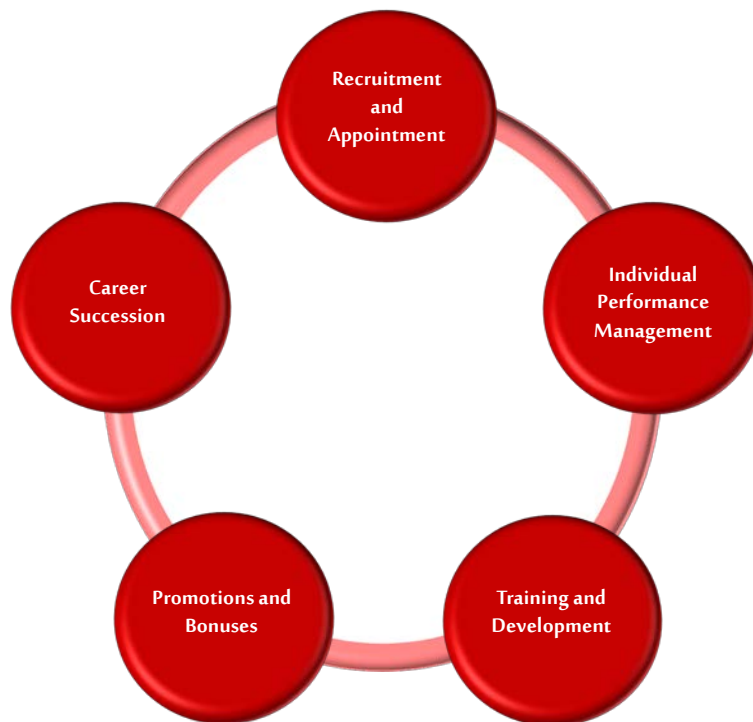
## Illustrative Example of the Structure of the Competency Framework



## Structure of Specialised Competencies in the Federal Government - Proficiency Levels

Essential	Average	Advanced	Expert
Requires a basic understanding of business systems and processes and includes responsibility for implementing and achieving results through the performance of tasks rather than through others.	This level requires a moderate understanding of business processes and performance indicators including responsibility for monitoring strategy implementation. This competency includes limited or indirect responsibility to colleagues and/or the need to take broader methodologies into account.	This level requires a strong understanding of the corporate environment, operational plans and current strategic direction as well as a strong ability to analyse and advise on available options for action. This competency includes responsibility for supervising colleagues as well as for their work; decisions at this level have a broader impact.	This level requires a broad knowledge depth to develop the strategic vision and to provide expert opinion regarding the general direction of the entity. This level includes responsibility for areas of work and for the work of colleagues. Decisions are characterised by their strategic impact.

## Specialised Competencies Applications



**\*For more details, please refer to the Federal Government Competency Framework.**