



# Performance Management System for the employees of Federal Government

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# Introduction

Starting from the Federal Government's policy towards the continuous review of human resources policies whenever the business's interest so requires, and in light of the government's orientations towards creating a happy and positive work environment in the Federal Government, and in order to enhance 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 updates of human resources legislation in line with best practices, the Federal Authority for Government Human Resources (FAHR) has developed this Employee Performance Management System (EPMS) for the employees of Federal Government that aims to achieve the following:

- Set performance standards and annual evaluation criteria for employees.
- Determine the performance levels for which the periodic bonus is due.
- Define the performance levels eligible for promotions.
- Set the grievance and appeal process and procedures for unsatisfactory annual performance results.

Accordingly, this updated system includes the following features:

- 1 • Introducing Technical competencies while aligning behavioral competencies in accordance with the UAE Model for Government Leadership approved by the Prime Minister's Office along with the consequent amendment of weights and competencies in accordance with the system recent updates.
- 2 • Extending flexibility to line managers and employees to review the Annual Performance Form throughout the year in terms of updating the appraisal in terms of objectives
- 3 • Establishing mechanisms to evaluate employees assigned on project based appraisals
- 4 • Setting frameworks to evaluate the performance of the employee enrolled in the national service or exempted for study purposes



# Chapter One: General Framework

1 | 2 | 3 | 4 | 5 | 6 | 7

# 1: Definitions

In the application of the provisions of this system, the following words and expressions shall have the meanings indicated opposite each of them unless the context otherwise requires:

- **Country:** United Arab Emirates.
- **Government:** UAE government.
- **Cabinet:** UAE Cabinet.
- **Law:** Federal Decree (11, 2008) of the UAE Federal Government Human Resources law rules and its amendments.
- **Federal Entity:** Any ministries established in accordance with Federal Law No. (1) of 1972 regarding the roles of the ministries and the powers of the ministers and its amendments, as well as any federal agency, institution, or regulatory bodies affiliated with the government.
- **Authority:** The Federal Authority for Government Human Resources.
- **Senior Management:** The undersecretary or assistant undersecretary.
- **Employee:** Individual employed in a budgeted position.
- **Annual Performance Review:** A process during which the performance of the individual is evaluated in comparison with the objectives and key performance indicators (KPIs) set jointly between both the employee and the line manager for the period during which the review is taking place, noting that these objectives and KPIs are originally defined at the beginning of the review period during the performance period in order to take into account any major changes in tasks or responsibilities.
- **Behavioral Competencies Framework:** A general framework that is compatible with the UAE Model for Government Leadership and includes the competencies that are subject to review and that must be met by employees of federal entities.
- **Technical Competencies Framework:** A reference for the expected knowledge, skills and capabilities required by the employee to carry out the tasks, duties and responsibilities of his/her job.
- **Individual Development Plan:** An action plan prepared in a manner appropriate to the job of the person concerned to develop specific competencies.

- **Performance Main Objectives:** Measurable objectives that are determined and agreed upon in advance between the line manager and the employee at the beginning of the performance review cycle and that at the end of the performance management cycle would help in measuring the employee's progress towards achieving the individual objectives or tasks required by him/her. All objectives are directly linked to the achievement of the strategic plan.
- **Line Manager:** The person responsible for planning and evaluating employee performance.
- **Interim Review:** A periodic meeting held between the line manager and the employee in order to review and evaluate the responsibilities and behaviors mentioned in the annual performance document so that the employee knows where they stand in terms of the required performance level, and is able to rectify his/her path before the end of the review period, provided that this meeting is documented and signed by both parties according to the relevant form.
- **Periodic review:** The preventive control represented by continuous review by the line manager and employee to rectify or support the achievement in accordance with the objectives and behavioral competencies specified in the annual performance document.
- **Annual Performance Planning:** A coded action plan that includes objectives and competencies with an indication of each objective's weight, how to evaluate achievement, tasks and responsibilities, as well as evaluation mechanisms for each objective, competency and skill level required for competencies.
- **Objectives Weighting:** A measurement method that aims to indicate the importance of the weight of some objectives compared to other objectives during the review year.
- **Performance Improvement Plan:** A procedural plan that is developed to improve employee performance, with duration of three months, extendable for a similar period, and is intended for employees who receive a performance level of « 1 ».
- **Moderation Committee:** A committee established in each federal entity that applies the EPMS and is entrusted with ensuring a fair and square evaluation of the annual performance review results as described in Chapter Four of the EPMS.
- **Electronic Performance System:** An electronic system that organizes the procedures of the process carried out by the employee and the line manager
- **Training and Development System:** The system for training and developing employees of the Federal Government, which was approved in accordance with Cabinet Resolution No. (11) of 2012

## 2: Principles

The EPMS for Federal Government employees is based on the following principles:

- **Strategic Alignment:**  
Promoting and developing the performance culture through linking individual employee performance to the strategic direction of the Federal Government in general and the entity in which the employee works at in particular.
- **Management by Objectives:**  
Employee’s involvement in the planning process, objectives setting, and achieving linkage with the strategic objectives of the entity, so that the employee feels that his/her work is valuable and appreciated by the management, thus achieving job satisfaction.
- **Feedback:**  
Encouraging fair and positive remarks from the line managers who monitor the performance of their employees, as a method for developing and reviewing performance.
- **Complementary (Reciprocal) Relationship:**  
Linking performance with incentives, bonuses and opportunities for promotion, as well as training and development. Measuring the effectiveness of a government entity’s performance depends on the extent to which it has achieved the objectives.
- **Fairness and Credibility:**  
Establishing a system of employee performance management that is consistent, fair, equitable and credible, by setting clear standards, policies and procedures in line with Federal Government legislation and regulations. It also acts as a catalyst that promotes professional loyalty

## 3. Scope

EPMS applies to all employees of federal entities regardless of the type and duration of the contract, including part-time employees. The following categories are excluded from the EPMS:

1. Employees occupying job grades from degree (8) to degree (14) or their equivalent in degrees at federal entities that have tables and degrees of their own, provided that their performance is evaluated based on the tasks assigned to them
2. Members of the judicial and diplomatic corps, provided that their performance systems comply with the general principles and general framework of EPMS

## 4: Objectives

By preparing the EPMS, the Federal Government seeks to:

- Establishing an approach that ensures linking performance with rewards for achievement and outstanding results
- Improving and increasing employee productivity by evaluating annual performance consistent with the objectives of the Federal Government
- Matching the strategic objectives of the entities aligned with the Federal Government and embedding them at the individual levels
- Encouraging and promoting individual accomplishments through teamwork spirit
- Developing and encouraging a culture of continuous education and increasing opportunities for career professional development
- Enabling human resources in the Federal Government for future requirements and skills
- Enabling Federal Government entities to identify and estimate employees who enjoy a high degree of outstanding performance, efficiency and skill that will contribute to achieving government excellence
- Establishing clear standards for measuring the extent of actual contributions in achieving the strategic objectives of the federal entities

## 5: EPMS Foundations

The objective of preparing the EPMS is to ensure the focus on achieving the strategic objectives of the Federal Government. To this end, the main axes of the EPMS revolve around two main foundations:

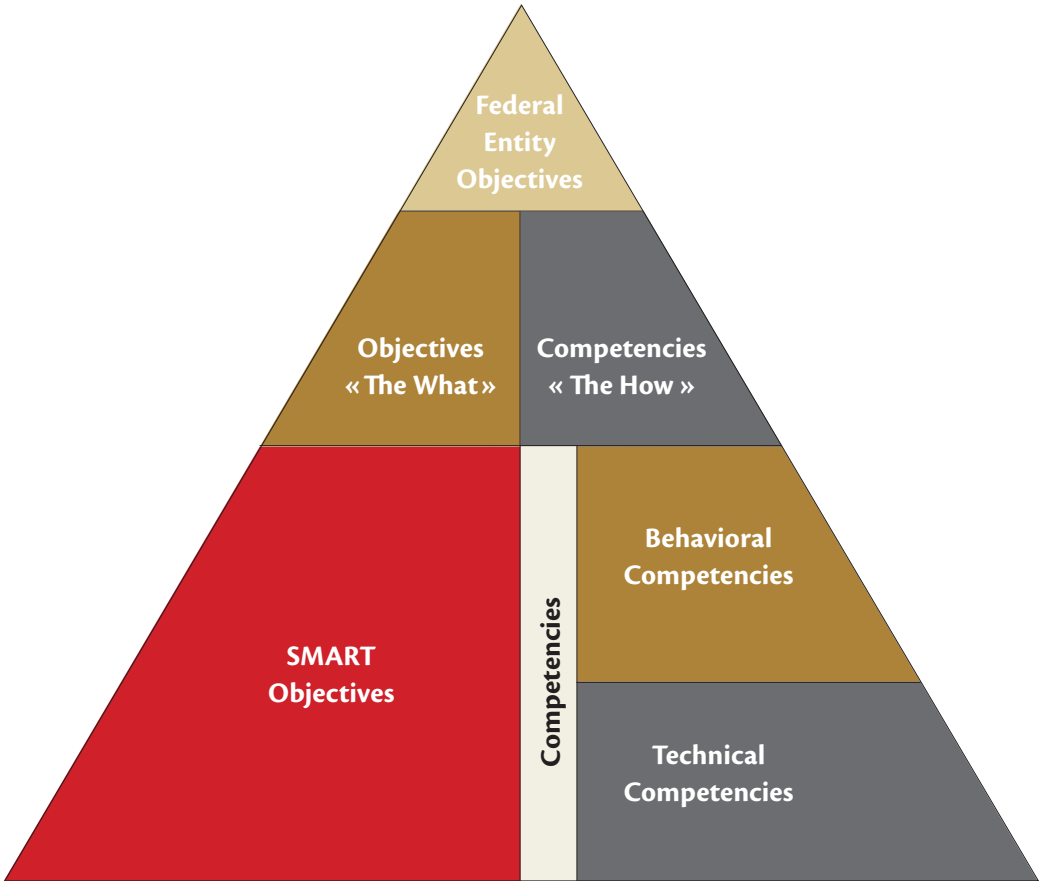
1. **Objectives:**  
This axis represents what is expected of the employee to accomplish during the year, as these objectives help the employee to focus on the main important aspects of his/her work, thus completing the achievement in an efficient and effective manner, in addition to that all employees objectives are aligned and linked with the organizational objectives of the federal entities or the operational requirements of departments and sections.
2. **Competencies:**  
This axis examines the method or mechanism that determines how an employee accomplishes his/her objectives according to the general framework of behavioral competencies, as the general framework of behavioral competencies includes three main axes drawn from the UAE Model for Government Leadership according to what is shown in table No. (1).



Table No. (1) General framework of behavioral competencies compatible with the UAE Model for Government Leadership

Axis	Competencies	Definition
Leadership	Enabler of People	Inspires, encourages, and motivates others; reinforces human capabilities and talents through empowerment, effectively leverages others' capabilities and demonstrates emotional intelligence
	Role Model	Shows values of integrity, humility and respect; embraces and promotes the concepts of happiness and positivity; makes substantial contributions in representing the country in a positive way
	Open to the world	Open-minded to different experiences; embraces the values of peace, tolerance and coexistence; enjoys an extensive network of relations and is well-versed in global culture
Future outlook	Futuristic	Well-informed about global trends; able to imagine the future; anticipate and analyze opportunities through developing future scenarios and proactive plans
	Innovation and Disruptive	Catalyst for change at the individual and institutional level; entrepreneurial, Risk Taker and adventurous for whom nothing is impossible
	Well-versed in Advanced Technology	Awareness of new technologies and trends such as the Fourth Industrial Revolution (4IR) and Artificial Intelligence (AI) and how to get the most benefits out of these technologies which will transform the way we live and work in the future to achieve people happiness
	Lifelong Learner	Seeks self-development in order to acquire and enhance diverse skills to meet future needs; passionate for knowledge, research and exploration
Achievement and impact	Agile and Fast	Creates an environment which promotes and empowers change, achieving goals in the quickest possible way and makes efficient use of available resources with self-assurance in different situations
	Smart Effective & Efficient Decision Maker	Adopts a critical, analytical style of thinking, is mindful and gutsy of all decision parameters in achieving the most desirable outcome
	Focuses on the governments ultimate goals and achievements	Strong advocate in achieving the government's objectives; adds value in all aspects of work performance relating to national goals

Figure (1) EPMS Foundations







# Chapter Two: Roles and responsibilities

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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Since the EPMS is characterized by inclusiveness in terms of application and implementation, which requires identifying responsibilities for the purposes of implementation by all concerned in the Federal Government, for this it was necessary to distribute roles and responsibilities among the concerned as follows:

## 1: Federal Authority for Government Human Resources (FAHR)

FAHR roles and responsibilities 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, in order to develop the methods used to achieve the existing objectives in the EPMS
- Follow up on the compliance of the federal entities with the provisions stipulated in the EPMS.
- Provide advisory support to Federal Government entities during the implementation phase.

## 2: UAE Federal Government Ministers

The duties of the minister and those of equivalent status include the following main responsibilities:

- Play the main and responsible role for implementing the EPMS
- Provide the necessary resources for the purposes of implementing the EPMS in the relevant federal entity
- General supervision of the EPMS implementation in the relevant federal entity
- Direct guidance to those concerned within the federal entity towards attaching importance to activating the EPMS according to the rules established therein

## 3: Senior Management in the Federal Entities

Senior management tasks include the following main responsibilities:

- Ensure the EPMS implementation and procedures, in addition to ensuring effective communication with the concerned parties within the federal entity
- Assume responsibility for the effective application of the effective moderation process in all sectors and departments affiliated to it

## 4: Human Resources Departments in the Federal Entities

The HR departments are responsible for the following:

- Assume responsibility for managing and implementing the EPMS
- Provide support and assistance to line managers during the implementation of the EPMS
- Deliver and run workshops and training courses for line managers and employees aimed at raising their awareness about the EPMS

- Contact FAHR to clarify any obstacles or difficulties that would hinder the right application of the EPMS or any other urgent problems
- Ensure that all sectors and departments in the federal entities adhere to the specific time frame for the employee performance cycle

## 5: Line Managers

Line managers of the federal entity assume the primary responsibility for the effective application of the EPMS within their departments and within the specified time, through:

- Ensuring that their direct employees understand the EPMS correctly and comprehensively.
- Discussing and agreeing on objectives, behavioral competency profiles and individual development plans (IDPs) with his/her direct employees
- Overseeing and managing the performance development of the direct reports through the continuous periodic and interim reviews.
- Discussing and agreeing on the performance planning and Annual Performance Appraisal;
- Discussing and agreeing on the Annual Performance Form stipulated in the EPMS and in accordance with the IDP mentioned in the training and development system for Federal Government employees.
- Providing their direct employees and teams with feedback on their performance, and measuring the individual performance of each employee in a documented manner on the HR Management System "Bayanati".
- Preparing ahead for the interim reviews and documenting the updates.
- Taking all the necessary measures and procedures for the final annual performance review and evaluation.
- Assessing direct reports objectively and recognizing his/her achieved objectives.
- Complying with the timeframe set for the EPMS cycle.

## 6: Employees

The employee is considered the main pillar of the EPMS, employees play a large and important role in the EPMS implementation through:

- Proposing and agreeing on the objectives, as well as their weighting with the line manager.
- Requesting feedback from line manager, initiating dialogue, and agreeing and implementing action plans.
- Proactively proposing to search for methods to develop the required competencies according to the training and development system for Federal Government employees
- Implementing the performance plans agreed upon in accordance with the Annual Performance Appraisal accurately and honestly in order to refine the competencies and achieve the objectives.
- Initiating a request to the line manager to review performance through the periodic review.



# Chapter Three: EPMS Cycle

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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This chapter analyses the content of the EPMS and its phases, how to align the federal entity's strategic goals with the employee's individual objectives, and how to develop an Annual Performance Appraisal and conduct the interim and the annual performance reviews, as well as the role of the moderation committee and its functions. This section also features the complaints and grievance process, and the correlation between the results of the annual performance evaluation and promotions, performance related pay and annual increments according to the provisions of the Human Resources Law and its executive regulation of the law.

1: EPMS Cycle Phases

The Federal Government EPMS framework is a 3-phase cycle:

1. 1 Performance Planning

The Performance planning phase of the Federal Government EPMS framework is determined based on a set of inputs supporting employee performance:

- Projects, responsibilities and tasks assigned to each employee
- Operational and strategic plan for each federal entity.
- Behavioral competencies framework compatible with the UAE Model for Government Leadership.
- Technical Competencies Framework.

The performance planning phase starts during the month of January – February of each year, in which the line manager and his/her employee agree on a set of objectives in addition to indicating the expectations and competencies required by the employee and expected to be accomplished by the end of the year and documenting all this in the Annual Performance Appraisal in accordance with the employee's grade which should be signed by both the employee and his/her line manager at this phase, bearing in mind that performance planning is available throughout the year in the event that the nature of the employee's work calls for modifying or deleting objectives throughout the year as an available option of flexibility for the employee and the line manager without being bound by a specific time frame. Also, feedback is available to the employee and the line manager throughout the year

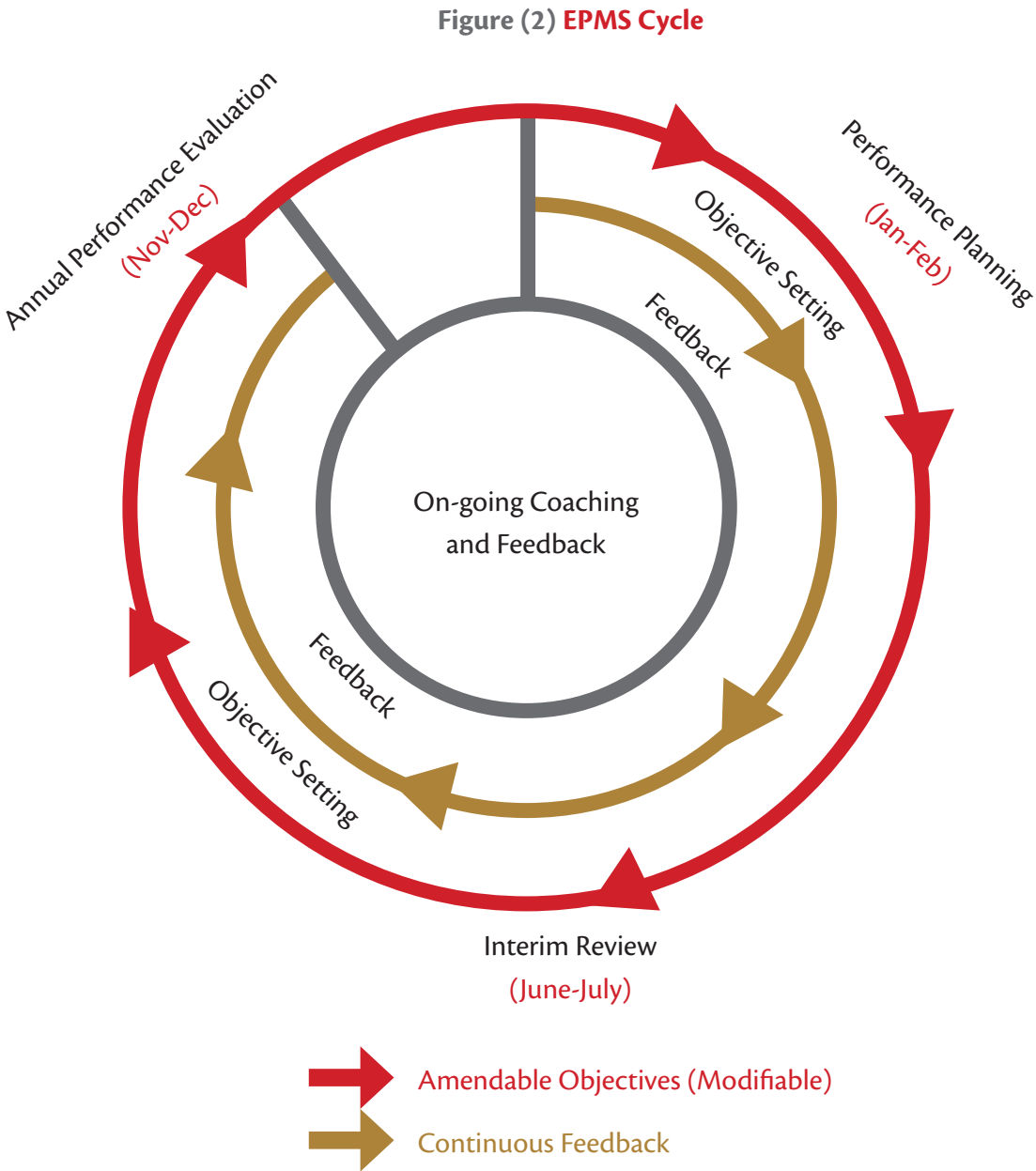
1. 2 Interim Review

The interim review phase is conducted during the month of June-July of each year. During this phase, the employee's developments and achievements must be reviewed within the planned objectives, in order to reinforce and enhance the performance strengths and identify its weaknesses, provide corrective measures when needed, and give the course of action the proper directions towards accomplishing the desired objectives and tasks in a manner consistent with and achieving the best results upon the annual performance review, according to the job grade shown in the (performance document). Also, feedback is available to the employee and the line manager throughout the year

1.3 Annual Performance Evaluation

This annual performance evaluation is the last phase of the EPMS Cycle. It starts during the last two months of the year (November – December), in which the employee's performance undergoes the final review and appraisal in accordance with the standards clearly stipulated in this EPMS.

It is worth noting that these three phases above mentioned are interspersed by the Ongoing Coaching and Feedback which is necessary for guiding, directing and controlling the completion of the objectives in accordance with the Annual Performance Appraisal. The constant and documented feedback on the electronic performance system aims at providing support to the employees by their line managers



# 1- Phase 1: Performance Planning

Prior to setting the objectives within the Annual Performance Appraisal, the federal entities are requested to adopt their strategic plans, circulate and upload them in the system so that employees can cascade organizational objectives as a closely related part of their individual objectives.

## A- Objective Cascading:

The objective cascading aims to fully align and harmonize between the strategic plan on one hand and performance management on the other hand, as this process starts from the top of the managerial hierarchy and continues down the management chain, through all the levels, i.e. from one level to another as the following:

- First:** Via the electronic performance management system, the strategic plan of the federal entity and the operational plan are uploaded (for all organizational units in the approved organization structure in Bayanati System)
- Second:** The Undersecretary meets with the Assistant Undersecretaries (reporting to him/her) and reviews the organizational objectives of the strategic plan “which was previously uploaded to the system” already implemented by every federal entity in order to align the objectives and subsequent tasks that will emerge from managing the performance of their employees with the strategic plan.
- Third:** The Assistant Undersecretary in each federal entity meets with the Departments Heads reporting to him/her according to the organizational structure and notifies them of the strategic plan and the KPIs and agrees with them on setting their annual objectives in line with the strategic plan. Objectives appear automatically in the system according to the employee’s organizational unit.
- Fourth:** The Departments Heads repeat this same process by meeting with the heads of the organizational units (reporting to them), heads of the departments, team leaders, or supervisors, for the purposes of notifying them of the strategic plan and the determined KPIs, in addition to agreeing with them on setting their individual annual objectives that appear automatically in the system.
- Fifth:** Each line manager will then meet with his/her direct reports to agree with them on the individual objectives chosen from the system based on their main job responsibilities and the objectives of their organizational units. Taking into consideration the individual differences in the level of performance and previous evaluations, if the objectives are not approved by the line manager, the objectives are raised to the next manager for approval

## B- Preparing the Annual Performance Appraisal

The Annual Performance Appraisal is prepared by following these steps:

### 1- Objective setting:

In order to prepare the Annual Performance Appraisal, the line manager and employee should meet at the beginning of the year and agree on the objectives and competencies that the employee is expected to achieve by the end of the year, given that these objectives are aligned as (S.M.A.R.T), which means they should be: -

- **Specific** - the objectives are written in a way that is clear and does not bear any ambiguity in terms of what must be achieved.
- **Measurable** - there should be clear and transparent measures of the objectives.
- **Attainable** - the target should be feasible, actionable, and reflect the government’s ambitions for improved standards of the federal services. It must be achievable.
- **Relevant**- the target should reflect what the federal entity seeks to achieve.
- **Timely**- It should be clear when the target should be delivered by.

During the preparing of the Annual Performance Appraisal meeting, each Federal Government employee will discuss and agree on a number of key objectives conform with his/her grade, provided that the number of objectives proposed in table No.(6) and mentioned in this EPMS Guidelines is taken into account and agreed upon and then approved by the employee and the line manager on the electronic system.

### 2- Objectives Weighting

During the objective setting meeting, each line manager must assign a weight for every objective. The purpose of the weightings is to:

- Present the relative importance of one objective against the other objectives over the next twelve months.
- Identify and outline key focus areas in line with employees tasks
- The minimum objective weight is (10%) and the maximum is (25%)

If an objective has a higher weighting than any of the other objectives, then the employee must realize that achieving that objective will ensure success in his/her work.

Line managers should ensure that there is a balance between the objectives in a way that the total of the weightings must add up to 100%.



3- Behavioral competency profile

After completing the objective setting and weighting phases, each line manager should determine the behavioral competencies for his/her direct reports and the level required for each in accordance with the Behavioural Competency Framework.

The line manager and his/her direct reports should comply with the skill level set for each competency in accordance with the job grade shown in the competencies’ map in table No. (2).

The employee and the line manager should also refer in this regard to the Behavioural Competency Framework that is compatible with the UAE Model for Government Leadership in order to view all the competencies and the corresponding skill levels in general, and adhere to the skill level corresponding to each competency according to the employee’s job grade in particular.

Table No. (2) the map of behavioural competencies compatible with the UAE Model for Government Leadership

Competency level 1			Grade 5 to 7	Grade 3 to 4	Special B / grades 1 and 2	Undersecretary/ DG / Ass. Undersecretary/ CEO / Special A
Awareness			Competency level 2 Practitioner	Competency level 3 Proficient		
Leadership	Enabler of People	Develops talent		*	*	*
		accountability and responsibility		*	*	*
		Strategic & Organizational Communication		*	*	*
		Enables collaboration	*	*	*	*
	Role Model	Passion, enthusiasm, ethics and values		*	*	*
		Inspires, motivates and empower others		*	*	*
		Happiness and positive outlook	*	*	*	*
	Open to the world	Convincing Others and Impact		*	*	*
		Encourages diversity		*	*	*
		Dealing with Uncertainty	*	*	*	*

Competency level 1			Grade 5 to 7	Grade 3 to 4	Special B / grades 1 and 2	Undersecretary/ DG / Ass. Undersecretary/ CEO / Special A
Awareness			Competency level 2 Practitioner	Competency level 3 Proficient		
Future outlook	Futuristic	Strategic Foresight		*	*	*
	Innovation and Disruptive	Innovation and Creative Thinking		*	*	*
		Risk-taking		*	*	*
		Realigns and Redesigns Work Practices		*	*	*
	Well-versed in Advanced Technology	Staying up to Date with Technology	*	*	*	*
	Lifelong Learner	Continuously Develops and Learns (Self Development)	*	*	*	*
Achievement and impact	Agile and Fast	Understanding of Global Markets and Industry Developments		*	*	*
		Responds and adapts quickly	*	*	*	*
	Smart Effective & Efficient Decision Maker	Effective Decisions		*	*	*
		Intellectual Capital Encourage others to learn to make effective decisions		*	*	*
	Focuses on the governments ultimate goals and achievements	Aligns to and drives national/ government Objectives	*	*	*	*

4- Determining Technical Competencies

The employee and the line manager should refer to the technical competencies framework, in order to have a clear view of all the competencies and the corresponding skill levels in general, after the end of the phases of setting objectives and behavioral competencies, each line manager must agree with the concerned employee on the technical competencies according to the job families, while adhering to the skill level corresponding to each job grade from those shown below in table No. (3) regarding the number and levels of behavioral and technical competencies

Table No. (3) the number and levels of behavioral and specialized competencies

Competencies		Under Secretary/Director General / Assistant US / Special A	Special B / Grade 1 / Grade 2	Grade 3 / Grade 4	Grade 5 / Grade 6 / Grade 7
		Competency level: proficient (expert)	Competency level: Practitioner	Competency level: Awareness	
Total number of competencies	Behavioral Competencies	10	10	10	6
	Specialized Competencies	0	0-5	From 2 to 5	From 4 to 8
Competency weight		Equal weight of competencies			

5- Performance management for employees on a projects- based appraisal

Given the nature of the work of some federal entities, whose work requires the completion of various specialized projects according to the completion criteria and specific time frames and in line with that, this EPMS allows the line managers and employees assigned with the completion and implementation of these projects sufficient flexibility in line with the nature of their work, as follows:

- 1.The employee’s performance is reviewed for each project upon completion, according to the agreed completion criteria
- 2.The possibility to amend the annual performance appraisal throughout the year
- 3.Smart objectives can be modified and changed by the line managers in coordination with the employee during the EPMS cycle, without waiting for the interim review phase
- 4.Reviewing the individual performance form must be conducted on an ongoing basis, on a quarterly basis or on a project completion basis

2- Phase 2: Interim Review

Although the employee’s ongoing feedback from the line managers continues, all Federal Government employees must undergo an interim review by meeting with their line managers within the framework of the EPMS cycle, as line managers should view the interim review meeting as an opportunity to communicate, motivate and provide corrective measures if needed to ensure continuity of the desired objectives achievement.

The formal interim review, as previously mentioned, takes place during the months of June - July between the line manager and his/her employee in order to:

- Review the development and progress towards meeting the objectives and identifying the difficulties that may hinder the completion or achievement of the objectives
- Revise and clarify the set of desired behavioral competencies.
- Change or modify any objective if it seems irrational or irrelevant, provided that this allowance is not used for amendment and avoiding follow-ups of performance in the event of underperformance
- Identify the most important challenges so that they can be rectified as soon as possible
- Plan and modify objectives for the remaining 6 months if necessary.
- Revisit the Objective weighting

The electronic system provides documentation for the ongoing feedback, provided to support employees by their line managers.



3- Phase 3: Annual performance evaluation

A: Review Processes

The Annual Performance Evaluation is constituted of 2 processes:

1- The Annual Performance Review & Evaluation of Objectives

The annual performance review and evaluation process for each employee in the federal entities is entrusted to the line manager who was responsible for carrying out the performance planning phase as well as continuous review and interim evaluation. During the annual performance review meeting, the line manager and the employee discuss the extent of development and progress achieved in terms of objectives and tasks.

The annual performance review will ensure an overall reviewing of the performance, even if the focus would be on the areas that need improvement.

The line manager and the employee should jointly agree on the performance rating taking into account the interim review’s results.

Given the importance of this phase, the overall performance rating should be supported by comments and justification, strengths and weaknesses and areas for improvement required to bridge the technical and behavioral gaps and overcome any obstacle.

All of this must be documented and written on the performance form, according to the employee’s job grade, provided that the employee’s individual objectives or tasks will be assessed on a 5-point scale as illustrated below:

Table No. (4) Objectives and tasks rating scale

Objectives and tasks rating scale	Description
5	<ul style="list-style-type: none"><li>Efficiently and effectively achieved the objectives throughout the whole year</li><li>Significantly exceeded of specific performance indicators for objectives (100% and more)</li><li>Exceeded substantially the standards and ratio for his/ her objectives.</li><li>Achieved more than the objectives agreed upon.</li><li>His/her achieved objectives had a clear and tangible positive impact on his/ her work</li><li>He/she initiated suggestions and initiatives that were taken into consideration and implemented in his/her entity</li></ul>
4	<ul style="list-style-type: none"><li>Efficiently and effectively achieved the objectives.</li><li>Achieved the specific performance indicators for objectives (85-99%)</li><li>His/her achieved objectives had a clear and tangible positive impact on the department or the sector in which he/she works at</li><li>He/she made positive suggestions and initiatives</li></ul>
3	<ul style="list-style-type: none"><li>He/she performs his/her work regularly according to the established principles and fulfills expectations in all that is required of him/her to achieve most of his/her objectives (70-84%)</li></ul>
2	<ul style="list-style-type: none"><li>He/she usually performs his/her work regularly according to the established principles and fulfills expectations in all that is required of him/her and achieves his/her objectives (60-69%)</li></ul>
1	<ul style="list-style-type: none"><li>The employee’s level of performance is consistently below average, as he/she achieved the ratio of performance indicators of less than 60% in many basic areas of work and needs improvement in order to reach to the required level.</li></ul>

2- Annual performance review and evaluation of behavioral and technical competencies

As in the process of assessing objectives, the process of assessing the behavioral and specialized competencies of each employee in the federal entity is entrusted to the line manager who was responsible for the performance planning phase through the Annual Performance Form. During the final review meeting, the line manager and the employee discuss how the employee accomplished his/her objectives and tasks based on the Behavioral Competency Framework compatible with the UAE Model for Government Leadership, which is considered as an indicator that reflects the employee’s achievement of the approved indicators for each competency identified for the levels indicated in the form according to the competency framework that the line manager must refer to for the purposes of understanding the content of the competencies and their levels before conducting the review process, noting that the review must be carried out according to table No. (5) of the rating scale shown below:

Table No. (5) Behavioral and technical competencies rating scale

Competencies rating scale	Description
5	<ul style="list-style-type: none"><li>Efficiently and effectively demonstrated the required competencies throughout the whole year</li><li>Significantly exceeded the specific performance indicators for competencies (100% and more)</li><li>Demonstrated more competencies than the expected level of his/her job grade.</li><li>He/she initiated suggestions and initiatives that were taken into consideration and implemented in his/her entity</li></ul>
4	<ul style="list-style-type: none"><li>Efficiently and effectively demonstrated the required competencies.</li><li>Achieved the specific performance indicators for competencies (85-99%)</li><li>His/her demonstrated competencies had a clear and tangible positive impact on the department or the sector in which he/she works at</li><li>He/she made positive suggestions and initiatives</li></ul>
3	<ul style="list-style-type: none"><li>He/she demonstrates competencies and fulfills expectations in all that is expected of him/her from in terms of the level of competency (70-84%)</li></ul>
2	<ul style="list-style-type: none"><li>He/she often demonstrates competencies and fulfills expectations (60-69%)</li></ul>
1	<ul style="list-style-type: none"><li>The employee’s level of demonstrating competencies is consistently below average, as he/she achieves the benchmarking ratio of indicators of less than 60% in many basic areas of work</li></ul>

Given the importance of assessing the employee’s behavioral and technical competencies process, the line manager concerned with the review should monitor the employee’s performance in general and document the observations that he/she cumulatively notices on the employee in relation to the behavioral and technical competencies that the employee demonstrates during the review year, in a manner that the line manager deems appropriate, provided that all these observations should be in writing and should show the nature and date of the remarks, which enables the line manager to discuss them with the employee in a later phase

during the evaluation process as they would consist a tangible evidence of the employee’s adherence or non-adherence to the desired behavioral competencies as opposed to the previously agreed upon in the Annual Performance appraisal.

At the end of the review process, both the line manager and the employee should utilize the review’s results in terms of their approval as inputs to the employee’s individual training and development plan according to the training and development system.

If the employee is working on specific projects, the line manager in coordination with the project managers will handle the employee’s annual performance review and assessment, as the performance form is available for amendment and addition throughout the year.

B: Performance Rating

After completing the employee’s review- in accordance with the 2 above mentioned processes- the review rating should be signed by the employee. This signature does not show his/her acceptance of the result, but rather that he/she has been informed of such. The overall performance ratings are calculated as follows:

- Overall objective score:** is calculated by multiplying the performance rating point by its relevant weight independently. The outcome is added up and the sum of all products is taken.
- Overall competency score:** is calculated by totaling the results and dividing it by the number of agreed competencies (equal weight of competencies).
- Overall performance rating:** is calculated by multiplying the overall objective and competency scores by their relevant weighting shown in table No. (6) and the sum of both is the overall performance rating,

Table No. (6) the weighting guidelines of the objectives and competencies

Objectives	Under Secretary/Director General / Assistant Under Secretary / Special A	Special B / Grade 1 / Grade 2	Grade 3 / Grade 4	Grade 5 / Grade 6 / Grade 7
	Competency level: proficient	Competency level: Practitioner	Competency level: Awareness	
Objective Weight	70%	60%	50%	
Competency Weight	30%	40%	50%	
Number of objectives	4- 10			
Objective Weights	Minimum 10% -maximum 25%			

It is worth a mention that, after completing the rating calculations, the line manager should submit these ratings to the next level through the electronic system for approval, as well as to the senior director in the next level of hierarchy if the ratings fall in the categories of 5, 4 or 1, for approval prior to their submission to the moderation committee.



# Chapter Four: Moderation, Complaints and Grievances

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# 1: Moderation process

In order to provide fair and equitable assessment data in all sections and departments, it is necessary that the performance ratings of all employees are moderated within the federal entity through the moderation process that occurs after the annual performance review meetings are conducted and before communicating the final performance rating to employees.

The purpose of this process is to align the ratings of all employees’ performance within the same Federal Government entity.

Each line manager will present the overall performance ratings of his/her direct reports, supported by evidence, and questions will be raised to ensure that the same performance rating guidelines are being applied to all employees.

The committee has full powers to request any line manager to submit any data related to the overall performance ratings of his/her direct reports, then the “moderation committee” that is established in each federal entity and presided by the Undersecretary/ Director General, having the HR Director and the assistant undersecretaries as members. The main purpose of the moderation committee is to assess the levels in all federal entities and to ensure a fair and equitable evaluation. The decisions of this committee will be considered the final performance rating of each employee.

The moderation committee approves the employee’s final performance rating within one month of the end of the review year, and the HR Director makes the decisions of the moderation committee. After that, the notification procedures are taken electronically through Bayanati.

The moderation committees in federal entities should distribute the employees’ overall performance rating in that entity, ensuring they do not exceed the percentages stated according to the guidelines below:

Table No. (7) The Distribution of Performance Ratings

Performance rating	% of employees
5	0-5%
4	0-15%
3	60-80%
2	0-15%
1	0-5%

The performance distribution percentage varies between departments in the federal entity based on the organizational KPIs and the government rating for the federal entity performance results. The performance distribution guideline is necessary to ensure realistic distribution of performance ratings in the federal entity.

In the event that the moderation committee does not meet during the period specified for the approval of the review results, the HR department in the entity shall assume the committee’s task in terms of approving the final results.

The Federal entity cannot modify any of the performance review results for the years prior to the review or retroactively modify them unless there is a justification and rating manipulation is evident on those results.

# 2: Complaints and Grievances

Any employee may complain about the overall performance rating to the grievance committee formed in his/her work place within (5) working days of receiving the appraisal results. The employee rated (1) may also object to the grievance committee’s decision to the objections committee in the Federal Government within (10) working days of receiving the grievance committee’s decision, and the objections committee’s decision will be final in this regard.



# Chapter Five: Performance related rewards and Training Policies

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# 1 : Promotions and Periodic Bonuses

Based on the outcome of the moderation meeting, the HR Director distributes final employees’ performance rating to line managers. Line managers shall communicate the final performance results to their employees.

The UAE Federal Government entity recognizes and commits to reward high/exceptional performers in accordance with the EPMS (according to table 8 shown below). The reward is in form of periodic bonuses or promotion subject to each Federal Government entities’ annual budget and in accordance with the provisions of the law and its Implementing bylaw, or any subsequent amendments thereof.

Table No. (8) **Performance Related Rewards**

Overall Performance Rating	Promotion	Periodic Bonuses
5	Eligible for exceptional, job or financial promotion	as per executive regulation of the law
4	Eligible for job promotion or financial promotion	as per executive regulation of the law
3	Eligible for job promotion or financial promotion	as per executive regulation of the law
2	Not eligible	as per executive regulation of the law
1	Not eligible	Not eligible

**\* Promotions are subject to each Federal Government entity’s annual budget and regulations of the Human Resources law and its executive regulation of the law.**

In accordance with the mentioned above, the exceptional job promotion of an employee to 2 grades higher should be governed by the following principles:

- a. The job for which the employee is being promoted to should be vacant.
- b. The job title, objectives and responsibilities are different and higher than those he/she assumed previously.
- c. The employee’s performance received the rating “5” for the review year.
- d. The employee was not subject to any administrative penalties or corrective measures, including penalties related to working hours, during the review year.

As for the job promotions, they are governed by the stipulations of the UAE Federal Government Human Resources law and its executive regulation of the law, in addition to the same above mentioned criteria and conditions, with the exception of article (c) and article (d) as the employee’s performance rating should have received the rating “5” for the review year.

According to the above mentioned table, the periodic bounces are directly linked to the Performance appraisal results; therefore they differ from one year to another.

- An employee whose performance rating is within the following levels “2”, 3 “,” “4”, or “5” shall be entitled to a periodic bonus in accordance with the provisions of the law and Implementing bylaw. Employees whose performance rating received “5” may receive exceptional or job or financial promotion, while employees whose performance rating received “4” may be eligible for job or financial promotion, and employees whose performance rating received “3” may be eligible for a financial promotion. The employee whose performance rating received “2” is granted a periodic bonus only, but he/she is not eligible for any type of promotion.
- Employees whose performance rating received “1” are not eligible for any periodic bonus, promotion or financial rewards, and are requested to communicate with their line managers in order to develop their performance improvement plan.
- Employees are eligible for the periodic bonus on the first of January following the elapse of at least one year from the date of appointment.
- Employees whose services are terminated for any of the legally specified reasons during the review year or even during or after the issuance of final decisions concerning EPMS-related bonuses and rewards and before implementation, are not eligible to receive those bonuses and rewards or any other annual increments.

# 2: Rewards and Training Plans

1. Employees are granted rewards and incentives in accordance with the provisions contained in the incentives and rewards system issued by the Cabinet in this regard
2. Training plans for employees are drawn up according to the training and development system approved in the Federal Government issued pursuant to the Cabinet Resolution No. (11) of 2012



# Chapter Six: Managing Underperformance and General Statements

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# 1: Managing Underperformance

Employees who are rated in the category of “Needs Improvement” are considered as low performers and low potentials. The HR department in the federal entity should take the following measures:

1. Issuance of a written warning to the employee to improve his/her performance in a period of three months.
2. In the event that the employee’s performance does not improve after the end of the mentioned period, another written warning will be issued to the employee to improve his/her performance during the last three-month warning period.
3. In the event that the employee’s performance does not improve after the end of the two mentioned periods above, the service of the employee concerned may be terminated due to his/her inefficiency in performing job requirements, in accordance with the provisions of the law and its executive regulation of the law.
4. An employee whose service was terminated due to job incompetence may file a written grievance to the complaints and objections committees in accordance with the procedures and mechanisms specified in the HR Law in the Federal Government and its executive regulation of the law.

# 2: General Statements

1. Employees with temporary contracts are given specific responsibilities and objectives that they should follow from the beginning of the contract, along with continuous and interim reviews in accordance with the stipulations of this EPMS, in order to evaluate their performance to determine whether a permanent job contract could be signed with them upon the end of their temporary contract, given that no time elapses between the two contracts. In case the employee will not be appointed permanently, the review and evaluation procedures shall be stopped.
2. Part time employees are also subject to the EPMS, and their performance related pays/ increments are calculated in percentages against the number of working hours and their grades.
3. In case the line manager, and for any given reason, is unable to complete the employee’s performance management cycle, the individual who takes on the line manager’s responsibilities is requested to duly accomplish this task.
4. In case the employee’s status changes during the year through a transfer, delegation or secondment, he/ she is required to review his/her objectives. Furthermore, if the changes are directly related to the core of his/her responsibilities (for business reasons), he/she is required to reformulate his/her objectives accordingly during the interim review phase.

5. The performance of the employee whose grades or job responsibilities are changed after the start of the evaluation year is assessed as follows:
  - A. If the transfer or change was during the first three months from the beginning of the evaluation year, the evaluation is based on the new job responsibilities only
  - B. If the transfer or change takes place three months after the start of the evaluation year, then the employees’ performance evaluation will be based on both their previous and their new responsibilities so that their previous line managers should collaborate with their new line managers manager in preparing their Annual Performance Review
6. The federal entity may, when evaluating the performance results of employees who are enrolled in the national service or who have extended study permits, be guided by the evaluation’s results of those concerned at the National Service and Reserve for the purposes of evaluating the concerned employee or based on the academic results of the employee exempted for study purposes or that the entity automatically conducts the evaluation process for this category. In the above two cases, the evaluation level should not exceed (4).
7. The performance result is calculated for current employees on the job, only if their total period of work during the evaluation year is more than six consecutive or separate months, with respect to employees whose period of work is less than (6) months due to interruption from work for an acceptable excuse, their performance is not evaluated for that year, the periodic bonus is paid to them, and no level of performance is determined
8. As for the new employee in the probation period, a performance form is dedicated for him/her according to the EPMS, and his/her performance is evaluated at the end of the probation period (6 months, and it may be extended for a period of 3 months). If his/her job competency is proven, he/ she will be granted permanent status and his/her objectives will be updated for the remainder of the year. If the remaining period is (6) months or more, he/she will be evaluated at the end of the year like other employees, but if the period is less than (6) months, he/she will not be included in the annual performance cycle.
9. The federal entity may not amend the results of the employees’ performance evaluation for previous years and retrospectively, unless there is a clear justification or data manipulation or results is evident
10. In the event that employees’ performance rating received 5, 4 or 1, the next level of the Line manager will review and approve the final result
11. FAHR may modify or develop new forms whenever needed.



# Chapter Seven: Appendix

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# 1- Behavioral Competencies Framework aligned with UAE Government Leadership Model

Leadership Spirit					
A Government Leader leads by example. They will enable others by ensuring they have the skills required to drive the organizational objectives. A Government Leader is also an effective communicator with the skills and ability to instill and drive the desired values, passion and enable happiness in the workplace.					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Enabler of People	Inspires, encourages, and motivates others; reinforces human capabilities and talents through empowerment, effectively leverages others' capabilities and demonstrates emotional intelligence	Develops Talent	<ul style="list-style-type: none"><li>Encourages team members to contribute their best to the team's efforts</li><li>Encourages individuals to work based on their unique strengths</li><li>Supports others in the team to develop their skills</li><li>Is aware of their own thought's and feelings</li><li>Has the ability to identify situations that are likely to have a negative impact on self</li></ul>	<ul style="list-style-type: none"><li>Identifies the talent and skills of the Team and Develops capabilities</li><li>Develops others readiness for Leadership</li><li>Recognizes the need for a diverse set of skills in team and utilizes these</li><li>Assigns tasks in line with the skills of others</li><li>Utilizes the diverse talents and opinions of team members</li><li>Does not allow personal feelings impact on how they view the skills of others</li><li>Is aware of the emotional needs of others</li><li>Identifies the competencies and expertise that the organization needs in the future, and proposes appropriate training plans</li></ul>	<ul style="list-style-type: none"><li>Creates a culture of learning by providing development opportunities for the team</li><li>Engages the skills and talents of others to drive the strategic objectives of the Organisation</li><li>Utilizes the skills of leaders across the organisation based on their skills</li><li>Provides platform for leaders to learn across the organization</li><li>Develops successors for critical leadership positions from the next generation</li><li>Able to balance their own feelings and needs with the needs of others in an appropriately for the situation</li></ul>
		Accountability and Responsibility	<ul style="list-style-type: none"><li>Take ownership for assigned tasks and actions</li><li>Encourages others to take responsibility/accountable for their actions</li><li>Proficient in prioritizing tasks in line with team objectives</li></ul>	<ul style="list-style-type: none"><li>Is Accountable for own actions</li><li>Acknowledges others for taking ownership</li><li>Holds others accountable for achieving results</li><li>Applies a realistic and pragmatic approach to prioritizing resources within the limits of the team</li></ul>	<ul style="list-style-type: none"><li>Drives a culture of accountability and a Responsibility</li><li>Rewards staff for taking responsibility periodically and regularly</li><li>Ensure accountability across organization or achieving the desired standards of excellence and results</li><li>Leads and implements organizational initiatives to overcome ambiguity and industry trends</li></ul>

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Competency	Competency Definition	Themes	Awareness	Practitioner	Mastery
Enabler of People	Inspires, encourages, and motivates others; reinforces human capabilities and talents through empowerment, effectively leverages others' capabilities and demonstrates emotional intelligence	Strategic and Organizational Communication	<ul style="list-style-type: none"><li>Is able to articulate the overall strategic objectives</li><li>Is mindful of the impact of how they communicate key messages to others</li><li>Listens to others and summaries to demonstrate understanding</li><li>Communicates in a clear and concise Manner</li><li>Engages in constructive discussions</li></ul>	<ul style="list-style-type: none"><li>Explains vision and values in attractive terms</li><li>Translates strategic plans into operational goals</li><li>Communicates strategic and operational objectives effectively and in an inspirational manner</li><li>Focuses on two-way communication in order to ensure participation and integration</li><li>Actively Listens to others, ask questions to clarify understanding</li><li>Effectively Communicates views to enable understanding</li><li>Actively updates relevant stakeholders about issues the organization is likely to face</li></ul>	<ul style="list-style-type: none"><li>Articulates vision and strategy in the light of broader institutional priorities and national vision</li><li>Articulates the vision and values in to ensure understanding and to strengthen acceptance/commitment among staff and stakeholders</li><li>Enables platforms for two way communication</li><li>Involves others and actively considers their views in organizational initiative</li><li>Adapts communication style to meet the needs of others</li><li>Demonstrates emotional intelligence in managing different circumstances</li><li>Having the ability to see the world with the eyes of others takes into account the needs, hopes and dreams of others encourages individuals to show empathy to each other whenever necessary Listen to the meaning and interpret what they hear correctly</li></ul>
		Enables Collaboration	<ul style="list-style-type: none"><li>Demonstrates a team orientation in day to day tasks</li><li>Acknowledges the contribution of others</li><li>Overcomes differences with others to work in a collaborative manner</li><li>Identifies individuals to align with on driving forward work practices</li></ul>	<ul style="list-style-type: none"><li>Leads his immediate team in a collaborative manner</li><li>Enables team spirit</li><li>Promotes consensus between teams based on a shared goals</li><li>Breaks down barriers and silos between functions to enable collaboration</li><li>Addresses differences between team members to ensure collaboration</li><li>Builds common ground by combining diverse teams in order to achieve a greater goal</li></ul>	<ul style="list-style-type: none"><li>Drives Collaboration across functions</li><li>Cultivates a team spirit and sense of belonging</li><li>Instills an consensus approach among functions based on shared organisational goals</li><li>Demonstrates a realistic and pragmatic approach to prioritizing and aligning resources</li><li>Minimises structural hierarchy to allow open communication across different levels within the institution</li></ul>

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Competency	Definition	Themes	Awareness	Practitioner	Mastery
A Role Model	Shows values of integrity, humility and respect; embraces and promotes the concepts of happiness and positivity; makes substantial contributions in representing the country in a positive way	Passion Enthusiasm Values and Ethics	<ul style="list-style-type: none"><li>Is seen as passionate towards their work</li><li>Recognizes the national values of the United Arab Emirates</li><li>Believes in the principles and organisational ideals that have been set</li><li>Adheres to organisational policies and procedures</li><li>Operates in honest and ethical manner</li></ul>	<ul style="list-style-type: none"><li>Seeks ways to create a passionate and enthusiastic work environment</li><li>Embodies the national values of the UAE</li><li>Reflects the values and ethics of the organisation</li><li>Ensures that standards are in place to protect the integrity of the organisation</li><li>Drives organizational principles and ideals</li><li>Operates within the standards and guidelines set by the organisation</li><li>Works in the overall interest of the organization</li></ul>	<ul style="list-style-type: none"><li>Creates a culture of enthusiasm and passion in the workplace</li><li>Represents the national values of the United Arab Emirates</li><li>Represents the values and ethics of the institution</li><li>Defines the values and morals of the institution and embeds these in the organisation</li><li>Acts as a Role Model by promoting organisational ideals and principles</li><li>Creates a culture that instills the adherence to standards, policies and procedures</li><li>Embodies the national values of the United Arab Emirates</li></ul>
		Inspires, motivates and empowers others	<ul style="list-style-type: none"><li>Empathizes with others when necessary</li><li>Understands the motivation of others</li><li>Is viewed as inspirational</li><li>Acknowledges others views</li><li>Is able to see things from others perspective</li></ul>	<ul style="list-style-type: none"><li>Encourages individuals to show empathy towards each other</li><li>Helps the team to discover and integrate personal motivators</li><li>Inspires and encourages others through actions</li><li>Takes on board the perspectives of others and acknowledges their needs</li><li>Empowers others through Delegation</li></ul>	<ul style="list-style-type: none"><li>Is viewed as an empathetic Leader</li><li>Cultivates a motivated workplace</li><li>Inspires and motivates others</li><li>Demonstrates inspirational Leadership</li><li>Utilises a range of techniques to empower leaders such as delegation of tasks</li><li>Seeks the views and perspectives of others and incorporates these views into action</li></ul>

Leadership Spirit					
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Competency	Definition	Themes	Awareness	Practitioner	Mastery
A Role Model	Shows values of integrity, humility and respect; embraces and promotes the concepts of happiness and positivity; makes substantial contributions in representing the country in a positive way	Happiness and Positive Outlook	<ul style="list-style-type: none"><li>Is optimistic and positive in outlook</li><li>Maintains focus and perseveres to complete tasks given</li><li>Keeps a positive outlook when under pressure</li><li>Overcomes challenges with a positive outlook</li></ul>	<ul style="list-style-type: none"><li>Works in a positive, and optimistic manner in all circumstances</li><li>Creates a positive work environment for their team</li><li>Keeps focused and ensure the focus of the team when under pressure</li><li>Remains focused on addressing and identifying challenges that may increase pressure in the team</li></ul>	<ul style="list-style-type: none"><li>Cultivates a culture of happiness and positivity within the institution</li><li>Is resilient when faced with challenges – remains optimistic whilst ensuring a clear understanding of reality</li><li>Overcomes resistance and perseveres in the face of adversity and uncertainty</li><li>Is focused amidst waves of constant change and lack of clarity and uncertainty</li><li>Creates a platform across the organization to enable a positive and optimistic outlook</li></ul>



Leadership Spirit					
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Competency	Definition	Themes	Awareness	Practitioner	Mastery
Open to the world	Open-minded to different experiences; embraces the values of peace, tolerance and coexistence; enjoys an extensive network of relations and is well-versed in global culture	Convincing Others and Impact	<ul style="list-style-type: none"><li>Uses rational and non rational arguments when convincing others</li><li>Understands the emotional impact of decisions on others</li><li>Gains buy in from others to support on tasks</li><li>Appreciates the common ground between different groups</li><li>Recognizes the needs of others when trying to convince</li></ul>	<ul style="list-style-type: none"><li>Present arguments that address both organizational and individual needs</li><li>Considers less tangible aspects to gain buy in from others</li><li>Recognizes and seeks to minimize negative impact of actions on others</li><li>Seeks a win-win situation when negotiating differences</li><li>Able to adapt approach to the needs of audience when seeking buy in</li></ul>	<ul style="list-style-type: none"><li>Takes a holistic approach when convincing others – considering rationale and non rationale arguments</li><li>Utilizes his power and position appropriately to influence</li><li>Drives an understanding of less tangible factors such as emotions and values when influencing others</li><li>Continuously adapts own approach and style to the needs of others gain buy in.</li><li>Is Proactive in finding common ground between different stakeholders</li><li>Enters negotiations that meet the interests of all parties whilst maintaining the organizational strategy</li></ul>

Leadership Spirit					
A Government Leader leads by example. They will enable others by ensuring they have the skills required to drive the organizational objectives. A Government Leader is also an effective communicator with the skills and ability to instill and drive the desired values, passion and enable happiness in the workplace.					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Open to the world	Open-minded to different experiences; embraces the values of peace, tolerance and coexistence; enjoys an extensive network of relations and is well-versed in global culture.	Encourages diversity	<ul style="list-style-type: none"><li>Recognizes that individuals have different views and opinions</li><li>Adopts the views of others as appropriate</li><li>Able to understand and see the perspective of others</li><li>Works within set social, political and cultural norms</li><li>Treats others with respect</li><li>Learn the cultures of different countries</li></ul>	<ul style="list-style-type: none"><li>Actively brings people together with diverse views</li><li>Promotes intellectual diversity within the institution in order to put forward new ideas</li><li>Works successfully within different social, political and cultural environments</li><li>Instils loyalty by treating others with respect</li><li>Accepting of and able to work with different cultures and organizational systems</li></ul>	<ul style="list-style-type: none"><li>Builds common ground by combining diverse teams in order to achieve a greater goal and to create added value</li><li>Increases organizational effectiveness by utilising the diverse teams of different functions</li><li>Promotes intellectual diversity within the institution in order to put forward new ideas</li><li>Breaks down Hierarchical barriers to utilize different skills and views</li><li>Effectively navigates social, political and cultural environments</li><li>Operates effectively and remains respectful when working internationally, within different cultures</li><li>Actively develops a global network to promote and drive the organizational agenda</li><li>Role Models treating others respectfully</li></ul>
		Dealing with Uncertainty	<ul style="list-style-type: none"><li>Is aware of the different aspects that may impact on set objectives</li><li>Engages in constructive discussions to overcome challenges</li><li>Presents considered solutions when faced with challenges</li><li>Keeps up to date with new governmental initiatives</li></ul>	<ul style="list-style-type: none"><li>Proactively explores different aspects to drive operational objectives</li><li>Works with team to overcome challenges and barriers</li><li>Is vigilant when faced with uncertainty</li><li>Keep abreast of government and national initiatives and embeds this in day to day work</li></ul>	<ul style="list-style-type: none"><li>Adapts / changes organizational objectives in alignment with global changes</li><li>Proactively utilizes industry, global and government data to drive organizational initiatives</li><li>Effectively navigates global uncertainty to drive overall strategic objectives</li><li>Cultivates a culture of being proactive to overcome ambiguity and uncertainty</li><li>Keeps up to date with knowledge cultural and economic trends</li><li>Demonstrates confidence in all situations</li></ul>

Future Outlook					
A Government Leader is future oriented and recognizes the impacts of global and national trends on the organization. They will constantly strive to implement new, innovative practices, technology and unconventional methods to drive organizational success; whilst ensuring risks are mitigated. A Government Leader to this effect will keep abreast of new development and enhance their skills to meet new global demands					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Futuristic	Well-informed about global trends; able to imagine the future; anticipate and analyze opportunities through developing future scenarios and proactive plans	Strategic Foresight	<ul style="list-style-type: none"><li>Acknowledges the needs for the organization need to respond to future challenges and opportunities</li><li>Understands the vision of the organization</li><li>Demonstrates foresight in identifying future challenges</li><li>Identifies early through analysis opportunities and risks that may impact on long term plans.</li></ul>	<ul style="list-style-type: none"><li>Contributes to the development of the vision and strategy of the organisation</li><li>Aligns the objectives and team priorities with the broader objectives of the organization</li><li>Identifies and analyzes new opportunities and strategic partnerships</li><li>Focuses on the future to identify barriers to success</li><li>Anticipates challenges and how to mitigate these to ensure organisational objectives are met</li><li>Seizes opportunities whilst ensuring strategic and operational objectives are met</li></ul>	<ul style="list-style-type: none"><li>Defines the vision and strategy of the organisation in the light of broader national and global priorities</li><li>Develops effective strategies that take into account future variations and challenges</li><li>Role Models leading in line with the Vision and Mission of the organization</li><li>Forges strategic partnership globally and nationally to drive the organization's strategic agenda</li><li>Integrates the needs of stakeholders in operational and strategic practices</li><li>Identifies, analyzes and presents global and national trends</li><li>Identifying organizational challenges and translates them into corporate priorities to overcome these</li><li>Proactively focuses on the future, anticipates new trends and initiatives and drives the implementation through organizational strategies</li></ul>

Future Outlook					
A Government Leader is future oriented and recognizes the impacts of global and national trends on the organization. They will constantly strive to implement new, innovative practices, technology and unconventional methods to drive organizational success; whilst ensuring risks are mitigated. A Government Leader to this effect will keep abreast of new development and enhance their skills to meet new global demands					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Innovation and Disruptive	Catalyst for change at the individual and institutional level; entrepreneurial, Risk Taker and adventurous for whom nothing is impossible	Innovation and Creative Thinking	<ul style="list-style-type: none"><li>Identifies factors for success and failure</li><li>Enhances efficiency and results through new ways of working</li><li>Utilizes new and unconventional methodologies</li><li>Presents creative solutions to problems</li></ul>	<ul style="list-style-type: none"><li>Analyses past successes and failures and applies the learning to new initiatives</li><li>Adopts new ideas and unconventional methodologies</li><li>Identifies opportunities to experiment with new approaches</li><li>Encourages others to come forward with creative ideas and solutions to problems</li><li>Thinks beyond the facts to find innovative solutions when solving problems</li></ul>	<ul style="list-style-type: none"><li>Uses lessons from the past to ensure success in the future</li><li>Promotes creative and innovative thinking throughout the organization</li><li>Enables staff with the platform to experiment, learn and present new ideas</li><li>Creates a culture of innovative thinking</li><li>Allocates resources to drive new age thinking and initiatives</li><li>Tracks global trends and enables the use of the newest methodologies throughout the organization</li></ul>
		Risk Taking	<ul style="list-style-type: none"><li>Identifies risks involved when presented with ambiguous situations</li><li>Is aware of the risks when implementing new ideas</li><li>Uses the expertise of the others in the team to manage and minimize risk</li><li>Suggests ways to overcome perceived risks</li></ul>	<ul style="list-style-type: none"><li>Assesses ambiguous situations as opportunities and not risks</li><li>Takes calculated risks when faced with obstacles or uncertainty</li><li>Capable of dealing with the uncertainties and risks associated with the implementation of new ideas</li><li>Uses the team's expertise to manage the risk more proficiently</li></ul>	<ul style="list-style-type: none"><li>Promotes institutional risk in order to achieve potential major successes</li><li>Takes risks in ambiguous situations that will bring long term organizational success</li><li>Proactively mitigates uncertainties and risks associated with the implementation of new ideas</li><li>Creates a platform to enable taking calculated risks to enable success</li><li>Supports Leaders and encourages taking calculated risks to drive organizational objectives</li></ul>

Future Outlook					
A Government Leader is future oriented and recognizes the impacts of global and national trends on the organization. They will constantly strive to implement new, innovative practices, technology and unconventional methods to drive organizational success; whilst ensuring risks are mitigated. A government leader to this effect will keep abreast of new development and enhance their skills to meet new global demands					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Innovation and Disruptive	Catalyst for change at the individual and institutional level; entrepreneurial, Risk Taker and adventurous for whom nothing is impossible	Realigns and Redesigns Work Practices	<ul style="list-style-type: none"><li>Aware of the organizational limitations and in the way that it operates</li><li>Understands processes and practices at work and works effectively in line with these</li><li>Makes suggestions for the enhancement and realignment of existing work practices</li></ul>	<ul style="list-style-type: none"><li>Thinks beyond the organization constraints to drive work practices and processes</li><li>Determines the course action needed for team and aligns work processes accordingly</li><li>Demonstrates an understanding of the impact of work practices on their team and key stakeholders</li><li>Realigns the team and work practices to ensure organizational objectives are met</li></ul>	<ul style="list-style-type: none"><li>Identifies national and global issues that may impact organizational operations</li><li>Responds in a timely and effective manner to unforeseen challenges by realigning operational practices</li></ul>

Future Outlook					
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Competency	Definition	Themes	Awareness	Practitioner	Mastery
Well-versed in Advanced Technology	Awareness of new technologies and trends such as the Fourth Industrial Revolution (4IR) and Artificial Intelligence (AI) and how to get the most benefits out of these technologies which will transform the way we live and work in the future to achieve people happiness	Staying up to Date with Technology	<ul style="list-style-type: none"><li>Has the ability to implement new technology</li><li>Identifies new technology to enable efficient work practices</li><li>Sees the value of using technology day to day to enable success</li><li>Shares/presents views on how new technology can be utilized</li></ul>	<ul style="list-style-type: none"><li>Contributes to the development of the Technology Foundation vision and strategy</li><li>Reconciles technology objectives and priorities with broader operational objectives</li><li>Promotes the use of technology throughout the team organizational functions</li><li>Actively seeks to implement and utilize advancements in new technology to drive operational efficiencies</li></ul>	<ul style="list-style-type: none"><li>Develops effective strategies that take into account future technology shifts/variations and challenges</li><li>Aligning the institution's technological strategy with future orientations of the state</li><li>Cultivates the use and application of technology across the organization</li><li>Stays abreast of technological advances globally</li><li>Creates a culture of thinking across the organization in the use and creation of new technology initiatives</li></ul>

Future Outlook					
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Competency	Definition	Themes	Awareness	Practitioner	Mastery
Lifelong Learner	Seeks self-development in order to acquire and enhance diverse skills to meet future needs; passionate for knowledge, research and exploration	Continuously Develops and Learns (Self Development)	<ul style="list-style-type: none"><li>Seeks to update own knowledge and skills associated with role</li><li>Is open to different learning methodologies to enhance knowledge and understanding</li><li>Identifies opportunities to acquire and develop capability through direct learning</li><li>Seeks opportunities for growth and professional development</li><li>Aware of own emotions and the mental and physical impact they may have</li><li>Manages self in difficult and stressful situations effectively</li><li>Actively seeks feedback and evaluates own performance</li></ul>	<ul style="list-style-type: none"><li>Uses different learning methodologies to enhance knowledge and skills</li><li>Actively develops advanced skills needed to drive organizational objectives</li><li>Puts self in unfamiliar/less experienced situation to develop and grow own capability</li><li>Uses self-reflection techniques to evaluate and minimize the impact of their actions and instills the same in their teams</li><li>Is self-motivated/directed towards achieving own goals</li><li>Is self-aware and controls own emotions and behaviors when dealing with difficult/stressful situations</li><li>Open to feedback on performance, takes it on board and acts accordingly</li></ul>	<ul style="list-style-type: none"><li>Drives a culture of continuous learning across the organization</li><li>Takes on new challenges to enable enhanced learning and growth</li><li>Acts as a role model promoting self-reflection across leaders to encourage a greater awareness of their actions</li><li>Actively managing own stress to through self-awareness and development</li><li>Evaluates own performance and seeks feedback on approach and how to enhance their approach</li></ul>

Achievement and impact					
A Government Leader has the ability to drive and align organization strategic and operational objectives in line with wider government and national agendas. A Government Leader adopts a way of thinking that enables them to make practical, effective decisions with organizational impact. A Government Leader is flexible, responsive and adapts to global market changes and developments.					
Competency	Definition	Themes	Awareness	Practitioner	Mastery
Focuses on the governments ultimate goals and achievements	Strong advocate in achieving the government's objectives; adds value in all aspects of work performance relating to national goals	Aligns to and drives national/government Objectives	<ul style="list-style-type: none"><li>Drive government and organization initiatives</li><li>Identifies consequences of set objectives for the organisation</li><li>Manage resources provided responsibly in order to achieve the set goals</li><li>Ensures objectives are met through driving of plans and monitoring progress throughout</li></ul>	<ul style="list-style-type: none"><li>Develop clear plans to drive government and organizational directives</li><li>Supports the feasibility of implementing organizational/government directives in line with available resources</li><li>Examines short-term gains and long-term benefits of operational objectives</li><li>Manages resources responsibly in order to achieve the set goals</li></ul>	<ul style="list-style-type: none"><li>Is knowledgeable in national, government agendas and the impact on the organization</li><li>Identifies principles from Government Agendas that are application to the organisation</li><li>Promotes government agenda and directives across the organization</li><li>Drives the achievement of shared national goals in a transparent manner across all functions</li><li>Presents an image of appreciation and care for the national agenda and driving it</li></ul>

## 2- An overview of the Technical Competencies Framework

### OVERVIEW

This document serves as a guideline for determining the knowledge, skills, and / or abilities for the UAE Federal Government employees. By using the technical competencies, the UAE federal entities will support their efforts in the several human capital aspects such as learning and development, recruitment and selection, succession planning, and performance management.

It aims at helping line managers and employees to familiarize themselves with the concept of technical competencies and their applications. Therefore, it will support employees in acquiring and developing the necessary knowledge, skills, and / or abilities required to perform their specific jobs.

### The Structure of the Technical Competency Framework

**Competency Title:** This is a short name used for the competency. It is normally unique as well as easy to understand and to communicate.

**Definition:** This statement provides an explanation of what is meant by each competency. This defines in more detail what the competency is about and what it involves.

**Proficiency Level:** This describes the progression of proficiency of the technical indicators. The level of sophistication and complexity of the competency gradually increases as the employee moves from one level to another. The following are the four proficiency levels:

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Competency	Definition	Themes	Awareness	Practitioner	Mastery
Smart Effective & Efficient Decision Maker	Adopts a critical, analytical style of thinking, is mindful and gutsy of all decision parameters in achieving the most desirable outcome	Effective Decisions	<ul style="list-style-type: none"><li>Examines information and data accurately</li><li>Recognizes the implications and consequences of decisions</li><li>Confident when making decisions</li><li>Uses available information and resources to drive decision making</li><li>Considers the pros and cons of each decision</li><li>Is open to the views of others</li><li>Balances own needs/ principles with that of the organization</li></ul>	<ul style="list-style-type: none"><li>Takes into account tangible and non tangible factors when making decisions</li><li>Reaches logical conclusions using data, models and scientific solutions</li><li>Thinks beyond the available information to identify the best approach</li><li>Draws on own experience and knowledge when presented with incomplete data to drive conclusions</li><li>Is open to others views , and places focus on what is right for the organization rather than driving own agenda</li></ul>	<ul style="list-style-type: none"><li>Promotes thinking beyond the decision to consider long-term impact in relation to the organizational objectives.</li><li>Derives conclusions based on a variety of information</li><li>Takes and implements timely decisions in line with the organizational vision and strategic objectives</li><li>Creates the platform to drive effective decision making</li><li>Encourages others to use the best mechanisms when making decisions</li><li>Actively drives scientific solutions in line with future variables</li><li>Enables others to be flexible in dealing with different circumstances and making effective decisions</li></ul>
		Intellectual Capital Encourage others to learn to make effective decisions	<ul style="list-style-type: none"><li>Contributes to the intellectual capital of the organisation by presenting and proposing new ideas</li><li>Shares intelligence across work unit</li></ul>	<ul style="list-style-type: none"><li>Enables the development and sharing of organizational intelligence across the work unit</li><li>Develops and contributes to the institution's intellectual capital by developing and exchanging new ideas</li></ul>	<ul style="list-style-type: none"><li>Utilizes intellectual capability to resolve difficult problems to provide integrated solutions</li><li>Effectively employs the team's ideas</li><li>Creates a shared platform for enabling the sharing of new intelligence across all functions</li></ul>

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Competency	Definition	Themes	Awareness	Practitioner	Mastery
Agile and Fast	Creates an environment which promotes and empowers change, achieving goals in the quickest possible way and makes efficient use of available resources with self assurance in different situations	Understanding of Global Markets and Industry Developments	<ul style="list-style-type: none"><li>Aware of global markets and some macroeconomic and micro-economic risks affecting the business</li><li>Capable of examining the environment in order to anticipate local, regional or international events that are likely to affect the department or work unit with</li><li>Identifies possible future changes that may affect the team or organization</li></ul>	<ul style="list-style-type: none"><li>Uses and Applies knowledge of global markets and most of the macro and micro risks that affect the business</li><li>Keeps track of the surrounding environment anticipating local, regional and international events and trends that are likely to affect the departments or work unit</li><li>Applies appropriate changes to department or work unit in line with global changes</li></ul>	<ul style="list-style-type: none"><li>Articulates perception of global markets and the macro and micro risks that affect the business</li><li>Redefines organisational success the light of globalization, the influence of government and social transformations</li><li>Actively monitors and utilizes industry and international global trend data to align operations</li><li>Looks ahead/moves forward in order to readjust organisations direction in line with the changing environment</li></ul>
		Responds and adapts quickly	<ul style="list-style-type: none"><li>Is adaptive and responsive to organizational needs</li><li>Understands the skills required to deal with change effectively</li><li>Adapts to the environment and in line with changes</li><li>Is flexible in approach to allow for changes beyond control</li></ul>	<ul style="list-style-type: none"><li>Adopts a flexible Leadership Style</li><li>Recognizes and aligns to the needs of different situations</li><li>Demonstrates flexibility at work and dealing with change</li><li>Responds in a timely manner when faced with a change in direction aligning the department and team accordingly</li></ul>	<ul style="list-style-type: none"><li>Cultivates a culture of flexibility and responsiveness to change</li><li>Drives systematic methodologies to enable flexibility and responsiveness to changing situations</li><li>Proactively realigns organizational priorities and objectives to meet a change in organizational or national agenda</li><li>Acts as a change agent when responding to and driving organizational strategies</li></ul>

Foundational	Intermediate	Advanced	Expert
This requires a basic understanding of the business structures, operations, and includes responsibility for implementing and achieving results through own actions rather than through others	This requires a moderate understanding of overall business operations and measurements, including responsibility for monitoring the implementation of strategy. This has limited or informal responsibility for colleagues and / or needs to consider broader approaches or consequences.	This requires strong understanding of the organization’s environment, operational plans, current strategic position and direction with strong analytical skills and the ability to advise on strategic options for the business. This includes formal responsibility for colleagues and their actions; and that their decisions have a wider impact.	This requires expert knowledge to develop strategic vision and provide unique insight to the overall direction and success of the organization. This is formal responsibility for business areas and his / her actions and decisions have a high-level strategic impact.



