



Instructions

Issued by FAHR about Methods to Asses Behavioral Efficiencies

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Introduction

Whereas FAHR is concerned with the development of all mechanisms, policies and procedures to manage the performance of federal government's employees in accordance with the legislations approved in this regard;

Whereas the annual performance assessment of behavioral efficiencies of federal authorities' staff is assigned to the direct supervisor who complies with the overall framework of behavioral efficiencies issued by FAHR in conjunction with the performance management system;

Therefore and for the importance of the role of behavioral efficiencies assessment in the final result of staff's performance as the approval of behavioral efficiencies assessment process is directly based on controlling and documenting the comments by the direct supervisor; FAHR considered that these instructions are issued to include the basics of how to measure the these efficiencies, including some appropriate examples and solutions to address the weakness points shown by the negative behaviors to assist the direct supervisors in performing the roles assigned to them in the best manner and in accordance with the requirements established by the regulation, in addition to the general framework of behavioral efficiencies.



Documenting and Recording Behavioral Comments

The process of controlling the employee's performance and behaviors upon performing his duties either by comments or feedbacks is the basis for the assessment of behavioral efficiencies in the final stage of assessment.

Therefore, the transparency element should be available in the behaviors observation process in line with the principles of fairness and credibility on which the performance management system; depending on the necessity of availability of clear standards, policies and procedures in the performance assessment process, is based.

For this purpose, the aim of issuing these instructions is clear and specific as it directs the direct supervisor to the need to comply with the documentation element, i.e. documenting and recording any comments relating to the positive or negative performance and behaviors of the employee, their types and dates to prove whether the employee complies with this behavior or not as agreed in the annual performance document and in light of the general framework of behavioral efficiencies provided that such comments are recorded and documented in a statement or record kept by the direct supervisor.

Based on the aforementioned, these instructions include the following:

First, explaining and presenting the main concepts contained in these instructions.

Second, guiding sources of information relating to the employee's behaviors with the guiding and illustrative examples of each efficiency included in the general framework of two types of behavioral efficiencies.

Third, explaining how to determine the appropriate level for the assessment of efficiencies included in accordance with the efficiencies assessment scale contained in the performance management system.



First, explaining and presenting the main concepts contained in these instructions:

1. Definition of documented record of employee's behaviors:

The record of Behavioral efficiencies means that the records prepared and kept by the direct supervisor of each employee for the purpose of recording the comments and facts relating to the positive or negative behaviors and skills observed during the year cumulatively and which have a strong impact on the assessed efficiency.

2. Importance of the documented records:

- This record is deemed as an objective tool to remind the direct supervisor of the most important events and comments relating to the employee's efficiencies during the year so that he/ or she does not have to rely on his/ or her personal memory upon the interim review or performance assessment is made by him/ or her at the end of year, especially in case of the increased number of his/ or her subordinates.
- This record helps to provide objective and realistic evidences of employee's behaviors and performance during assessment meetings held at the end of year. Thus, this matter reduces the chances of unwanted disagreements and confrontations with employees.
- This record contributes to the enhancement of employee's positive efficiencies skills and ensure their continuation as it continuously notifies the direct supervisor of exceptional achievements or behaviors highlighted by the employee during the year which deserve appreciation and moral rewards.

It should be noted here that the continuous process of updating and reviewing this record helps the direct supervisor to discover the strengths and weaknesses in



the employee's performance and efficiencies; thus it motivates him to do the following:

- Providing periodically the feedback and guidance to employees during the system cycle to help him/ or her.
- Identifying properly the employee's needs including training and development at the end of year.

3. Data which is to be recorded in the documented statement or record of employee's behaviors:

- The **direct supervisor's personal observations** of employee's behavior and skills whether they are positive or negative in light of the behavioral indicators adopted within the framework of behavioral efficiencies.
- **The feedbacks received** from all parties dealing with employees and their immediate customers both inside and outside FAHR and this feedback may be either positive or negative.
- Any **challenges** faced by employees in meeting the expectations of assessed efficiency, especially in case these challenges are beyond their control so that they should be taken into account at the time of assessment.

4. Is there a model for the documented statement or behaviors record's with which the direct supervisor complies?

There is no dedicated model for this purpose as the direct supervisor can prepare and design any model he/ or she deems appropriate for this purpose as this record is deemed as an **additional informal tool** which assists the direct supervisor in the performance management process. However; the guiding model by which the direct supervisor can find out what data is to be filled-up in this model, is prepared.



5. Standards and controls required for the documentation process:

The direct supervisor makes direct comments or feedbacks in accordance with the following criteria:

1. **They are clearly and closely relating to** the assessed efficiencies and behaviors as contained in the overall framework of behavioral efficiencies.
2. **They are significant and pivotal** in their value and impact on the assessed efficiencies as the minor and secondary events are usually not useful and they increase the subjectivity of assessment process.
3. **Based on specific facts** and events relating to the employee's behaviors and not relating to his/ or her personality.
4. The description of comments contained in the record is **accurate, comprehensive**, objective and free from personal judgments or impressions.

6. Types of Information Sources:

- The sources of information about the employee's behavioral efficiencies vary according to **the nature of both the job and assessed efficiency**, but the **direct comments** which are received from the direct supervisor are the common denominator in all occupational roles and behavioral efficiencies as a result of the continuous daily interaction between both the direct supervisor and employees. Thus, these comments are deemed as the most important, common, objective and credible ones.
- **The feedbacks received** from co-workers, customers and service providers, as they contribute with their valuable inputs to assisting the employee's performance and efficiencies, particularly when the employee participates in tasks', projects' or committees' teams.

7. Proposed Guiding Model of Behavioral efficiencies Record:



The below-mentioned guiding model illustrates the main data and contents that the direct supervisor records and documents in that record or statement and how to describe the comments or facts relating to the employee's behaviors.

Guiding Model for the Statement or Record of Behavioral Efficiencies:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks received from the direct supervisor?
*****	*****	*****	*****	*****
*****	*****	*****	*****	*****
*****	*****	*****	*****	*****



Second, guiding sources of information relating to the employee's behaviors with guiding and illustrative examples of each efficiency contained in the general framework of two types of behavioral efficiencies as follows:

- 1. Leadership Efficiencies.**
- 2. Core Efficiencies.**



First, Leadership Efficiencies

1. Enabling and Developing Employees and their Capabilities:

Information Sources of Assessed Efficiencies:

- Inspecting and reviewing the performance planning and assessment models, in addition to the stage review prepared for subordinates. You can review the comments recorded in the performance document, "reasons and justifications" by which he/ or she supports his/ or her assessment of subordinates' performance and efficiencies. These comments reflect the direct supervisor's concerns about following-up and documenting the performance of subordinates and his/ or her collection of supporting evidences.
- Reviewing the individual development plans prepared by the direct supervisor for each subordinate each year indicating that he/ or she inspects and analyzes the areas of improvement and development of subordinates. You can also ensure that these plans are implemented by requesting a list of training courses attended by the subordinates during the year.
- Noting the percentage of projects and tasks delegated to subordinates because it is a very important means to develop the employee's capabilities and enable him/ or her to gain a variety of experiences which have added value on his career path.
- Gathering the feedbacks received from subordinates on the performance monitoring and assessment meetings. Does he/ or she meets with them periodically and encourages them to discuss the obstacles of performance and their training needs? Does he/ or she shares with them the important technical and professional experiences and knowledge that help them to raise their levels of performance and productivity? Does he/ or she encourages them to participate in educational programs



that raise their levels of knowledge and capabilities and qualify them to be developed in their career paths?

- Noting the rate of subordinates' performance development from year to year by inspecting the final assessment percentages which give a strong indicator about the results of direct supervisor's efforts in the development of efficiencies and skills of subordinates.
- Noting and recording any positive initiatives proposed and implemented by him/ or her to share knowledge and experiences among his/ or her subordinates and his counterparts of leaders.
- Following-up the results of internal surveys of work environment in FAHR (if any) where you can specifically inspect the results of enabling and developing by the direct supervisor within the concerned department or section.

- **What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/ or her job powers or responsibilities? For example, the indicators which require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?**

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his/ her job at the expected level of skills. You can also apply these indicators to the context of employee's work as described in the below-mentioned example:

Example 1:

In case the employee's rank is first and in case s/he is working as "specialist", the expected level of skills relating to the efficiency of "enabling employees and developing their capabilities" will be PL5. At this level, you will note that most of indicators are about "subordinates", but this employee has no responsibility to lead



individuals. You can apply here many of these indicators to those who deal with them from the work teams of projects, for example, to benefit from his/ or her expertise and skills, so that it has an important role in developing and enabling them informally or indirectly.

- ✓ Sharing knowledge and experience with employees to improve the individual and organizational performance.
- ✓ Setting clear goals for subordinates and provide them with the tools to achieve the best levels of performance.
- ✓ Distributing responsibilities and tasks among his subordinates and explains their respective roles.
- ✓ Following-up the recruitment needs and identifies also the effects of any changes made to requirements.
- ✓ Determining accurately the strengths and weaknesses of subordinates.
- ✓ Assisting his/ her subordinates in identifying the individual development plans, supporting actively their implementation.
- ✓ Providing the formal or informal training and guidance to develop the skills and capabilities of his subordinates, encouraging and motivating them to take advantage of all training and development opportunities available to them.
- ✓ Instructing and directs new joiners, setting clear criteria and objectives for them.
- ✓ Encouraging others to accomplish tasks by themselves, providing support and assistance to them when needed.
- ✓ Explaining his performance requirements for all his/ or her subordinates and closely monitors them to ensure that desired results are achieved.
- ✓ Providing balanced feedbacks to others showing strengths and areas that need to be developed.
- ✓ Treating all his/ or her subordinates fairly and



equitably, without any preference or bias.

- ✓ Appreciating the positive performance, addressing poor performance and analyzing accurately the strengths, weaknesses and development needs of others.
- ✓ Emphasizing the importance of development; investing time with work team and individuals and giving feedbacks in this regard.
- ✓ Reviewing the training possibilities and outputs, discussing the potential career path, demonstrating openness to the individual capabilities of his/ or her employees, accepting the development plans, controlling achieved progress and reviewing projects to identify the learned lessons.

Example (2):

In case the employee's rank is first and in case s/he is working as a "Senior Executive", the expected level of skills relating to the efficiency of "enabling the employees and developing their capabilities" will be PL5. You can here ignore some behavioral indicators that require supervisory responsibility, apply some indicators to those who deal with them from the projects' work teams or new and inexperienced joiners to benefit from their expertise and skills so that s/he has an important role in developing and enabling them informally or indirectly.

- ✓ **Sharing knowledge and experiences with employees to improve the individual and organizational performance.**
- Setting clear goals for his subordinates, providing them with the tools required to achieve the best levels of performance.
- ✓ **Distributing also responsibilities and tasks among his subordinates, explaining the roles of each of them** (as directed by the direct supervisor).



- Following-up the recruitment needs, identifying the effects of any changes made to requirements.
- Determining accurately the strengths and weaknesses of his/ or her subordinates.
- ✓ **Assisting his/ or her subordinates in identifying the individual development plans, supporting actively their implementation (as directed by the direct supervisor).**
- Providing the formal or informal training and guidance to develop the skills and capabilities of his/ her subordinates, encouraging and motivating them to take advantage of all training and development opportunities available to them.
- ✓ **Instructing new joiners, directing them and setting clear criteria and objectives for them.**
- ✓ **Encouraging others to accomplish tasks by themselves, providing support and assistance as needed (as directed by the direct supervisors).**
- Explaining his/ or her performance requirements for all his/ or her subordinates, closely controlling them to ensure that desired results are achieved.
- ✓ **Providing balanced feedbacks to others showing strengths and areas that require to be developed.**
- Treating all his/ or her subordinates fairly and equitably, without any preference or bias.
- Appreciating the positive performance, addressing poor performance and accurately analyzing the strengths, weaknesses and development needs of others.
- ✓ **Emphasizing the importance of development; investing time with both the work team and individuals, giving feedbacks.**
- Reviewing the training possibilities and outputs, discussing the potential career path, demonstrating openness to the individual capabilities of his/ or her employees, accepting



the development plans, controlling achieved progress and reviewing projects to identify the learned lessons.

○ They may be ignored in the assessment.

✓ They can be applied or adapted to the context of work in accordance with the directions issued by the direct supervisor.



2. Change Leadership

Information Sources of Efficiency Assessment:

- Noting whether the initiatives and projects he/ or she leads contain a plan to manage the target group's expectations for change and mechanisms to meet the challenges of adapting to new systems or not.
- Noting the resistance level of his/ or her employees to any strategic initiative for change and the speed of acceptance and adaptation to the new systems. These comments help you to measure both his/ or her efficiency in establishing the culture of flexibility and changes made to his/ or her management and effectiveness of his/ or her efforts in facilitating the process of change and helping his/ or her subordinates to understand the vision of change, its benefits and objectives.
- Gathering feedbacks from his/ or her subordinates on encouraging creativity by applying new proposals, ideas and solutions that work more effectively and exceed expectations.
- Noting the direct supervisor's keenness to keep abreast of and adopt (local, regional and global) best practices in the field of work wherever appropriate opportunities are available, as well as his/ or her flexibility in opening to different professional cultures which will feed his/ or her department's work system with new and innovative methodologies, frameworks and models. Record all important situations that indicate this matter whenever possible.
- Noting and recording any initiatives for systems or tools proposed and implemented by the direct supervisor in his/ or her department to encourage, motivate and reward his/ or her employees for innovation such as brainstorming sessions or an electronic system to receive, sort and assess proposals.



What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/ or her job powers or responsibilities? For example, the indicators require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?

Most of behavioral indicators contained in this efficiency do not require leadership responsibility as the leadership of change is essentially represented in thinking, direction, methodology and skill you can expect from experienced individuals. Therefore, each employee classified in the second rank and above is supposed to have the experience that can yield the energies or skills to manage change. The expected level of skills contained in this efficiency is determined by its job rank in accordance with the framework of behavioral efficiencies.



3. Strategic Thinking:

Information Sources of Efficiency Assessment:

- Noting the plans of initiatives and projects adopted by him/ or her: Does it has a clear vision, long-term goals, identify stakeholders, include the deduction and analysis of external opportunities and challenges, as well as the internal strengths and weakness.
- Noting ideas during meetings and brainstorming sessions. Do his/ or her directions and proposals apply only to the present or extend to the future? Does he/ or she think from the perspective of his/ or her department only or at the level of FAHR and Government as a whole or even at the level of whole country? You can here record your comments during the meeting.
- Noting his/ or her methodology in dealing with new tasks assigned to him/ or her. Is he/ or she asked for details that give depth and dimension to the new task such as available resources, sustainability of project, stakeholders, beneficiaries, risks and the likes.
- Noting and following up his/ or her reports and presentations: Does it merely contain a narrative of facts and data or an analysis of these facts, linking them together so as to integrate the larger picture and reach important conclusions that can be used.
- Noting his/ or her executive or operational plans to ensure that they contain a predictive element of potential hazards and emergencies, develop effective scenarios and alternatives to secure these executive plans and ensure that they achieve the desired results.
- Noting his/ or her relationships with other FAHR's departments and his/ or her external relationships made with both the Federal Authorities and other parties (such as suppliers and stakeholders): Are they just relationships to ensure the facilitation of routine daily works or advanced strategic relationships that result in new areas of activities and cooperation that



benefit his/ or her department and strategic objectives of concerned FAHR.

- Noting their effectiveness in the process of dropping goals and strategic plan in his/or her department where you can here inspect the objectives stipulated by him for both his department and subordinates in the annual performance documents in accordance with the strategic plan.
- Noting the level of his/ or her knowledge and familiarity with the developments of economic and social environment surrounding FAHR at the local, regional and international levels. This knowledge is reflected in the effectiveness of strategic plans developed by (or co-developed) by him/ or her to help him/ or her to expect potential risks and opportunities.

What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/ or her job powers or responsibilities? For example, the indicators require a supervisory or administrative position while the employee is not responsible for the leadership of other individuals or management of FAHR's organizational units?

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his/ or her job at the expected level of skills.

Example:

In case the employee's rank is second and in case s/he is working as "researcher", his/her expected level of skills contained in the efficiency of "strategic thinking" will be PL5. You can here ignore some behavioral indicators that require supervisory responsibility or leadership powers that do not fit with his/her job responsibilities of the function such as the last part of seventh indicator as shown below:

1. Understanding clearly FAHR's vision, mission and goals in a way that reflects on his/ or her daily decisions.



2. Having no much effort or time to focus on the long-term improvement of processes and procedures adopted within his/ or her department.
3. Developing a broader understanding of business to improve the performance and operations of his/ or her work team.
4. Determining the priorities of work in line with FAHR's objectives, implementing new initiatives in accordance with FAHR's objectives and strategies.
5. Modifying the concepts, models and methodologies learned by him/or her and apply them to specific situations.
6. Thinking comprehensively, taking into account the broader picture and defying the traditional thinking.
7. Having the ability to see a wider strategic context, understanding the Ministry's strategy, contributing successively to achieving it, adding local executive plans and outlining the strategy and plans for employees enabling them to effectively implement.
8. Having also the ability to be ready, make decisions, collect important data, identify key issues and address difficult issues and problems with objectivity, sensitivity and rationality, especially upon making decisions under pressure and has intellectual strength.
9. Making wise decisions in business, identifying the issues that create value and make a difference, mobilizing the appropriate support, resources and events for these affairs using simultaneously rational and emotional acumen to decide the same.



Second, Core Efficiencies

1. Focusing on Customers Service:

Information Sources of Efficiency Assessment:

If you assess an employee to which the with leadership, supervisory or administrative responsibilities are assigned.	Noting whether the customer takes into consideration upon making his/her decisions and recording the important decisions he/she makes to prove or do not prove the same.
	Noting how he/she deals with customers, how his/her subordinates deal with their (internal and external) customers and record your comments immediately.
	Noting whether his/her reports, presentations, proposals and work plans usually contain the customer's service element and development of services quality as and when necessary.
	Receiving feedbacks from customers directly either through interviews or surveys.
If you assess an employee who his rank is included in the supporting category.	Noting whether he/she is thinking of serving the customers before starting the implementation of tasks or not.
	Noting how to deal with his/her (both internal and external) customers and record your comments.
	Receiving feedbacks from customers directly either through interviews or surveys. You can ask the individuals who worked with him/her in task or project teams and record their important comments.
	Recording any helpful proposals initiated by the employee that will improve the quality of services provided to the customers and meet their expectations.
	Developing an electronic system for recording calls with customers if the employee is working in the customers or staff service center.

Guiding Example:

Situation: Mr. Hamad is working as "Technical Support Executive Technical Support" in the Information Technology Department. His duties include answering staff's inquiries and telephone complaints about systems and software. I have once noted that Mr. Hamad speaks nervously via telephone. As you asked Mr. Hamad about his nervousness, he said that one of the employees is complaining about the slow performance of his computer's Windows program and this slow performance causes the recurrent disruption of his work. Mr. Hamad added that although the employee is repeatedly instructed to take some steps to settle the problem, the employee fails to implement these steps. Eventually, he told the employee that he would have to contact him again and later to help him.



In this situation, you should draw the attention of Mr. Hamad to the inadequacy of his behaviors and guide him to good behaviors in accordance with the behavioral indicators at the level of his expected skill, then you should record this situation in the employee's behavioral skills record:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
****	*****	Focusing on customer service - PL3 "address problems with understanding, calming them down and personally correcting problems quickly".	Negative	Mr. Hamad listened attentively when I discussed him, acknowledged his mistakes and promised to try to understand the staff's problems in the coming times if the same situation is repeated.

- **What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/her job powers or responsibilities for example, the indicators require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?**

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his/her job at the expected level of skills.

Example:

In case the employee's rank is second and in case s/he is working as "Senior Executive", the expected level of skills relating to the efficiency of "focusing on customers" will be PL5. If you believe that "developing a mechanism to obtain feedbacks from customers" is a behavioral indicator that is not fit with his/her job powers and responsibilities, avoid them in the assessment, taking all other indicators into account as shown below:



- ✓ Evaluating services, initiating to improve them to better meet customer needs.
- Establishing clear mechanisms and bases to receive feedbacks from customers and develop them.
- ✓ Initiating to develop and propose new policies and procedures that improve customer services.
- ✓ Collaborating with key customers to solve complex problems, meet special needs and find solutions that are effective in terms of time, cost and quality.

2. Focusing on Results:

Information Sources of Efficiency Assessment:

<p>If you assess an employee to which the leadership, supervisory or administrative responsibilities are assigned</p>	<p>Noting whether strategic and operational plans are deemed as a baseline for setting goals, preparing action plans, identifying resources and making decisions or not.</p>
	<p>Noting the extent to which the outputs and strategies of organizational unit presided by him are consistent with the objectives and priorities of concerned FAHR.</p>
	<p>Noting the extent of his/her concern with following-up the performance of his/her department, performance of his/her subordinates and his/her keenness to prepare reports to measure the levels of achievement, progress in the course of working towards achieving objectives and strategic or operational plans of the organizational unit presided by him/her.</p>
	<p>Noting the extent of his/her concern with updating the work priorities of his/her department in accordance with the strategic directions of FAHR and his/her keenness to modify the performance of his subordinates upon deviating from the right road, as well as his/her concern with providing effective solutions, proposals and alternatives to simplify the work procedures of his/her department and make them more flexible and fast.</p>
	<p>Noting whether his/her reports of performance, presentations, proposals and work plans usually contain the element of forecasting risks and challenges that may</p>



	hinder the achievement of objectives and how to overcome them. All feedbacks received from project team members or the tasks presided or participated by him/her in this regard can also be provided here.
	Noting whether he/she is interested in identifying priorities on a regular basis and accurately understanding them so that he/she can achieve his/her objectives and meet expectations.
	Noting whether he is always seeking to obtain feedbacks on the outcomes of his/her work either directly from you or from his/her co-workers or customers. You can here contact the team members of works or projects in which he/she is participating and all necessary information mentioned in this respect.
If you assess an employee who his/her rank is included in the supporting category.	Noting his/her continuous keenness to notify you of the existence of any challenges or difficulties faced by him/her and which may affect his/her performance or prevent the achievement of his/her objectives. You should also ask the employee about the steps and initiatives taken by him/her to overcome these obstacles before submitting this matter to you. You can here measure the extent of his/her enthusiasm, concern and perseverance to achieve his objectives.
	Recording any useful proposals initiated by the employee that will improve or develop the working procedures for the purpose of achieving objectives faster and more efficiently.

Do not forget to **record** your personal comments in writing in the employee's behavioral efficiencies record, as well as feedbacks received from his/her customers. Do not forget also to **collect and keep** all reports, presentations or documents where you have a clear indication of your feedbacks.



Guiding Example:

Situation: You have asked your department's administrative employee or coordinator to call a specific list of customers to gather some important information required for updating the project database. The list contained 100 customers. I told the employee that they expected him/her to complete this task within one working week, including updating the database of information gathered from customers. A week later, I inspected the database and found that there are approximately 50 customers whose data is not updated. When asked about the reasons thereof, the employee explained that he/she contacted them as requested, but he/she is unable to reach them either because they are busy or they did not answer the phone.

What should you do in this situation?

In this situation, you should draw the attention of the administrative employee to the fact that he/she should reconnect later to this group of customers more than once until he/she can finally reach them. The purpose or result of this task is not the communication process itself, but its purpose is to gather the desired information and record them in the database so that the rest of project team members can benefit from this data and move to the next stage in the project. If all his/her attempts failed, he/she should escalate the matter to you to give him/her the support and guidance necessary to achieve this task before the lapse of one working week, then you should record this situation in the employee's behavioral efficiencies record as follows:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
*****	*****	Focusing on Results, PL3	Negative	The employee expressed his/her regret and showed a clear determination to correct his/her mistakes by requesting an opportunity for an additional two days to resume contact with customers and update their data.



- **What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/her job powers or responsibilities? For example, the indicators require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?**

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his job at the expected level of skills.

Example:

In case the employee's rank is fourth and in case s/he is working as "senior administrative", his/her expected level of skills contained in the efficiency of "focusing on results" will be PL4. Both the first indicator whose purpose is to "manage both his/her performance and performance of his/her employees in line with the operational plans based on the main objectives" and the "third indicator" proposes new ideas and ways to implement FAHR's policy and strategy and continuously seeks to improve operational processes, are not fit with his/her job powers and responsibilities, avoid them in the assessment, taking all other indicators into consideration as shown below:

1. Managing both his/her performance and performance of his/her employees in line with the operational plans focusing on the main objectives.
2. The realism is depending on the allocation of time and resources required to accomplish business.
3. Proposing new ideas and ways to implement FAHR's policy and strategy, and constantly seeks to improve operational processes.
4. Being ready to work for long hours if needed, completing business with enthusiasm, effectiveness



and determination.

5. Preparing reports on the progress of works, and fully and effectively complies with the implementation of works in accordance with the stipulated stages and deadlines.
6. Identifying and controlling the achievable and modifiable self-objectives.
7. Seeking to clarify expectations, roles and deadlines which are determined before conforming to accomplishing a new task.
8. Preparing and maintaining effective systems for both the storage and use of information.



3. Effective Management of Resources:

Information Sources of Efficiency Assessment:

If you assess an employee to which the leadership, supervisory or administrative responsibilities are assigned.	Noting whether the element of budget, planning and allocation of resources are availablely contained in his/her executive and operational plans.
	Noting and commenting the initiatives and proposals submitted by him/her to rationalize both the expenses and consumption in the organizational unit presided by him/her without prejudice to the quality of outputs.
	Noting whether his/her department's program and project plans include a mechanism for the distribution of financial, human and material resources available to accomplish his/her department's works and objectives and how to calculate these resources?
	Reviewing the financial reports and match the actual expenses of projects and programs with the allocated budget.
	Noting and recording the initiatives and proposals submitted by him/her to raise human productivity and levels of work efficiency in his department through the optimal use of resources. - For example; automation of certain processes and procedures.
	Reviewing the internal audit results reports to ensure that the department; presided by him/her, complies with the appropriate financial and technical practices, policies and procedures.
If you assess an employee to which the leadership, supervisory or administrative responsibilities are not assigned.	Noting how the employee deals with materials, tools and other financial resources in the work environment in terms of their maintenance and consumption.
	Gathering the reports relating to the ratio of expenses to the allocated budget in any task carried out by the employee to which the powers to act in some financial resources are assigned to him/her. - Such as disposition of the petty cash.
	Gathering or preparing the reports relating to the rates of loss or damage occurred to



	the Company's resources and assets (whenever possible) as a result of default or negligence in the employee's performance. These reports may be positive as they prove that the employee's performance of his/her work responsibilities is not resulted in any significant losses.
	Recording any useful proposals initiated by the employee that will save expenses, times, efforts or sizes of resources used to accomplish works.

Do not forget to **record** your personal comments in writing in the employee's behavioral efficiencies record, as well as feedbacks received from his/her customers. Do not forget also to collect and keep all reports, presentations or documents where you have a clear indication of your feedbacks.



Guiding Example:

Situation: The right to make a budget of AED 1,000 is given to the training coordinator in your department to prepare and organize 5 workshops, including the costs of training rooms in hotels, foods and beverages provided to trainees and the necessary training tools and materials. Two days before the workshops are held, the training coordinator submitted a report to you, stating that he/she expended only a total of AED 600 to prepare these workshops where he/she managed to provide an internal training room at the company's headquarter for the purpose of holding these workshops. This room is reserved by another department, but he contacted the concerned parties in this department to ask them about the possibility of using the same room for the purpose of holding only two workshops and they agreed to his/her request. The coordinator also told you that he/she did so when he/she noticed a significant rise in the prices of hotel room bookings which would either exhaust or exceed the allocated budget.

What should you do in this situation?

- Thanking the employee for his/her good initiative which resulted in saving AED 400 of allocations for these workshops.
- Documenting the coordinator's efficiencies record as shown below.
- Keeping a copy of invoices to prove savings.

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
****	*****	Effective Management of Resources - PL3 "demonstrate the ability to use and adopt less costly methods to achieve business objectives".	Positive	Not Applicable

- What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/her job powers or responsibilities? For example, the indicators require a supervisory or administrative position while the employee is not



responsible for leading other individuals or managing FAHR's organizational units?

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his/her job at the expected level of skills.

Example:

In case the employee's rank is third and in case s/he is working as "secretary", the expected level of skills relating to the efficiency of "focusing on results" will be PL4. Both the first indicator whose purpose is to "ensure the application of approved financial practices to achieve the greatest return on investment" and the fourth indicator "identify the gaps found in the expenses or resources management and demonstrate the opportunities to address them to ensure competitiveness", are not fit with his/her job powers and responsibilities, avoid them in the assessment, taking all other indicators into account as shown below:

1. Ensuring the application of approved financial practices to maximize return on investment.
2. Identifying the resources required for the accomplishment of works and ensure that they are used in an efficient and secure manner.
3. Demonstrating the ability to implement action plans in a way that contributes to achieving FAHR's objectives and visions.
4. Identifying the gaps found in the expenses or resources management and show opportunities to address them to ensure competitiveness.
5. Seeking to collect the investment value of resources by focusing on outputs.



4. Accountability:

Information Sources of Efficiency Assessment:

<p>If you assess an employee to which the leadership, supervisory or administrative responsibilities are assigned</p>	<p>Noting whether some powers and responsibilities are empowered by him/her to his/her subordinates or not to encourage them to bear the responsibility thereof. Noting also whether he/she is giving a space to them or not to take some decisions or tended generally to intervene in the simplest of things.</p>
	<p>Noting and recording the decisions taken by him/her and for which the consequences are also borne by him/her if they did not achieve the desired results. Is he responsible for the results of his/her department's works and the quality levels of their outputs whatever?</p>
	<p>Noting whether the plans of programs, projects or policies developed by him/her include a mechanism for the distribution of roles and responsibilities to all stakeholders, as well as criteria for measuring performance.</p>
	<p>Noting the compatibility and harmony of his/her promises and sayings with his/her actions and decisions.</p>
	<p>Noting how to face emergencies, crises and difficult situations. And whether he directed his/her energies towards addressing and resolving these crises or he/she tended to focus on blaming and accusing others.</p>
	<p>Noting whether he/she is keen to follow-up and measure the performance of his/her subordinates and projects for which he/she is periodically responsible.</p>
	<p>Noting the extent of his/her adoption of the strategic or operational initiatives proposed by him/her and for which he/she bears full burdens and consequences.</p>
	<p>Noting the extent of employee's compliance with labor laws, policies and procedures. Record situations that clearly reflect the employee's failure or success in complying with the business procedures and policies.</p>
	<p>Noting the degree of reliability demonstrated and proven by employees and can you rely on multiple aspects of the</p>



<p>If you assess an employee to which the leadership, supervisory or administrative responsibilities are not assigned.</p>	<p>completion of all works and tasks assigned to you on time and with minimal supervision? Does he/she follow-up the implementation of works to ensure that the required works are completed?</p>
	<p>Gathering feedbacks from co-workers and employee's customers in the projects where he/she participated to fulfill the tasks assigned to him/her and within the required timeframe. Keep the letters of praise or complaint received in this respect from members of teams of project where the employee participates.</p>
	<p>Noting whether the employee usually adheres to his/her covenants, acknowledging his/her mistakes and undertaking to address them or not.</p>
	<p>Noting and recording those situations in which the employee demonstrated a high degree of dedication and sincerity in the work in terms of readiness to work for additional hours or in weekends when work conditions are required to accomplish the tasks on time.</p>
	<p>Noting and recording any proposals or initiatives submitted by employees to accomplish additional objectives or tasks and show positive energy in adopting and implementing these tasks independently.</p>
	<p>Noting the extent to which the employee respects the powers of his/her managers and does not exceed the limits of his/her job unless he/she is asked or given permission to do so in accordance with the directions of his/her managers.</p>

Guiding Example:

Situation: Mrs. Batoul is working as "department secretary". And is assigned to write, print and send some important reports by urgent post to a government authority within two days to be arrived to this authority within 3 days at maximum. And you are surprised when the government authority contacted you by telephone five days later and asked you about these reports. By asking Mrs. Batoul, she denied her responsibility for the delay thereof. She explained that she delivered these reports to the office boy on the second day when these reports are requested to send them to this government authority on the same day. You found later that the office boy did not send these reports to the post company on the same day when these reports are received from Batoul which caused this delay.



What should you do in this situation?

- Notifying Batoul that she should have followed-up the office boy to make sure that he sent these reports on the same day to the post company.
- Urging her to bear responsibility and not to blame others.
- Urging her to tell you immediately if you can't accomplish any tasks on time.
- Recording then this situation in the employee's behavioral efficiencies record as follows:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
*****	*****	Showing reliability to ensure that projects included within his responsibilities are completed on time - PL4.	Negative	The employee regretted the delay, promised to follow-up this matter with the post company immediately and ensured by herself that these reports reached the government authority as soon as possible.

- **What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/her job powers or responsibilities? For example, the indicators require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?**

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his job at the expected level of skills.

Example:



In case the employee's rank is third and in case s/he is working as "secretary", the expected level of skills relating to the efficiency of "focusing on results" will be PL4. Both the first indicator whose purpose is to "cooperate and show flexibility in taking responsibility for subordinates" and the fifth indicator whose purpose is to "set the standards of his/her performance and performance of his/her employees, taking responsibility for successfully achieving work objectives and achieving the desired results of works", are not fit with his/her job powers and responsibilities, avoid them in the assessment, taking all other indicators into consideration as shown below:

1. Cooperating and showing flexibility in taking responsibility for his subordinates.
2. Seeking actively to accountability and takes responsibility for measuring performance.
3. Showing reliability to ensure that projects included within his/her responsibilities are completed on time.
4. Demonstrating his/her ability to control programs and events, taking corrective measures when needed.
5. Determining and setting the standards of his/her performance and performance of his/her employees, taking responsibility for successfully achieving the work objectives, achieving also the desired results of works.
6. Respecting his/her co-workers, subordinates and customers, providing feedbacks about the behaviors of others.



5. Working as One Work Team:

Information Sources of Efficiency Assessment:

<p>If you assess an employee to which the leadership, supervisory or administrative responsibilities are assigned</p>	<p>Noting the directions and behaviors of managers in dealing with other sectors or departments? Does he/she adopt common objectives and put them ahead of his/her personal interests? Is the department presided by him/her characterized by the smooth and flexible implementation of joint projects with other departments? You can also record feedbacks received from team members of tasks and projects about their cooperation in carrying-out their responsibilities and providing the necessary support.</p>
	<p>Following-up the results of internal survey relating to the work environment in FAHR. You can specifically inspect the results of teamwork within the concerned department or division because they measure the manager's success in spreading and promoting a culture of collaboration and teamwork spirit in the organizational presided by him/her.</p>
	<p>Noting whether the plans of programs, projects or policies developed by him/her include a mechanism to unify the objectives, strengthen relationships between concerned stakeholders and avoid potential conflicts between them.</p>
	<p>Noting the levels of trust and cooperation between him/her and his/her subordinates, as well as those found among his/her subordinates and mutual trust between the members of work team is as it is deemed as the basis of teamwork among individuals. Follow-Up and record the situations in which the element of trust played a key role either in the effective accomplishment of tasks or obstruction of both their achievement and achievement of objectives.</p>
	<p>Following-Up the percentage of disputes and complaints received from department's</p>



	employees' due to poor cooperation or lack of trust.
	Noting and recording any positive initiatives proposed and implemented by him/her to develop and consolidate the thinking of teamwork both within his/her department or between his/her department and other departments.
	Noting the extent to which the manager encourages the exchange of knowledge and experience between him/herself, his/her subordinates and his/her counterparts to achieve common objectives. Does he encourage a culture of participation and consensus among subordinates before making decisions?
If you assess an employee to which the with leadership, supervisory or administrative responsibilities are not assigned	Noting and recording the situations that demonstrate the extent to which the employee <u>cooperates</u> with his/her co-workers in his/her work team and work teams of other departments.
	Gathering feedbacks from co-workers and employee's customers in the projects where he/she participates in terms of his/her flexibility, willingness to help others and sharing the knowledge and experience required for the achievement of team's objectives. For the purpose of documentation, keep letters of praise or complaint received by you from members of teams of projects where the employee participates.
	Noting the employee's thoughts and attitudes about teamwork. Is he/she focusing solely on personal objectives or is he/she also thinking about the general interest of whole work team?
	Noting the employee's readiness to exert greater effort and undertake to carry-out works exceeding his/her job responsibilities in times of crisis and emergency.



Guiding Example:

Situation: Mr. Ali is an administrative employee and participates in a project team. He is the first to join the team. He has a good idea about the project history, developments and achievements and I requested Mr. Ali to prepare new joiners included in the project by providing them with all necessary information and documentation. A month later, I noticed a clear failure in the team performance. By inspecting the problem, Mr. Ali found that the new team members have only some marginal data and he did not provide them with much important and vital information leading to a significant delay in the action plan. By facing Mr. Ali, he expressed frankly his concern about his diminishing role in succeeding project and impact on the value of its outputs.

What should you do in this situation?

- Thanking him for his courage in expressing his concerns frankly.
- Making it clear to him the importance of sharing information to facilitate the completion of project and avoid bearing the greater burdens of project.
- Ensuring him that the sharing of information does not threaten the employee's integrity at all; on the contrary, it is the behavioral efficiency required from him as the more skillfully demonstrated, the greater the chances of rising in job rank.

You should record this situation in the employee's behavioral efficiencies record as follows:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
*****	*****	Sharing information whenever possible and keep employees updated - PL12	Negative	The employee showed satisfaction with feedbacks and gradually began to share the important information for the completion of project.

- **What happened if the employee's expected level of skills includes some behavioral indicators that do not fit with his/her job powers or responsibilities For example, the indicators require a supervisory or administrative position while the employee is not**



responsible for leading other individuals or managing FAHR's organizational units?

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his/her job at the expected level of skills.

Example:

- In case the employee's rank is first and in case s/he is working as "specialist", the expected level of skills relating to the efficiency of "working as one work team" will be PL5. The seventh indicator whose purpose is to "assign the responsibility to some of his/her employees for accomplishing tasks and praising success cases" may be the only indicator at this level that is not fit with his/her job powers and responsibilities, avoid the same in the assessment process and take all other indicators into consideration as shown below:

1. Adjusting his own personal goals in a manner consistent with the public interest.
2. Recognizing and acknowledging the efforts and contributions of other employees.
3. Communicating and managing the complex and multi-level relationships with stakeholders and carefully adjust the points of view.
4. Putting the interests of individuals in the first place.
5. Listening attentively, deriving motivations by observing others at work, recognizing the importance of awareness of emotions, as well as using logic in managing relationships and conflicts.
6. Creating a model of cooperative leadership style, expressing his/her opinions and reservations directly to others.
7. Authorizing the responsibility to some of his employees for the purpose of accomplishing tasks and appreciating the success cases.
8. Encouraging teamwork within the various occupations



and departments, stressing the benefits provided to the whole FAHR as a result thereof.

9. Seeking to remain neutral about differences, working to resolve them transparently.
10. Welcoming the joining of employees from various cultures and backgrounds to his department.
11. Facilitating the formation of joint teams between various occupations and departments.



6. Communication and communication skills:

Information Sources of Efficiency Assessment:

If you assess an employee to which the leadership, supervisory or administrative responsibilities are assigned	Noting the skills of presentation, influencing and persuasion during meetings, conferences, seminars and dialogues made with counterparts of managers and external parties. Is he/she able to communicate his/her point of view with elegance, clarity and professionalism which helped to achieve positive goals for FAHR?
	Following-up the percentage of errors and problems occurred in his/her department that are resulted from the low level of communication and transparency among his/her employees.
	Noting whether the plans of programs, projects or policies developed by him/her include a mechanism for understanding, communication channels and feedbacks received among concerned parties and stakeholders.
	Gathering feedbacks received from subordinates about the performance following-up and assessing meetings. Does he meet periodically with them and encourage dialogue and discussion made between him/her and them? Does he share important experiences and knowledge on a regular basis?
	Noting his/her success rate in building positive and constructive relationships with other departments and stakeholders in projects and programs; as well as documenting feedbacks received in this regard.
	Noting and recording any positive initiatives proposed and implemented by him/her to deepen communication and understanding between individuals whether within his/her department, between his/her department and other departments or between FAHR and external parties.
	Controlling and documenting the situations where the Director succeeded in negotiating with external parties and reaching satisfactory and mutually beneficial solutions.
	Following-up the results of internal survey relating to the work environment in FAHR. You can specifically inspect the results of transparency, open and effective communication within the concerned department or division because they measure the manager's success in spreading and promoting a culture of dialogue and communication in the organizational presided by him/her.
If you assess an employee to which the leadership, supervisory or administrative responsibilities are not assigned	Noting his/her skills in communicating clearly, smoothly and tactfully with other employees and external parties during meetings. Can he communicate his/her thoughts, information and views effectively? You can measure this matter by controlling and responding to attendees' reactions in meetings.
	Gathering feedbacks from co-workers and employee's customers in the projects where he/she participates in terms of sharing the necessary knowledge and experiences.
	Following-up and keeping copies of correspondences, documents and reports made by the employee to measure the clarity and integrity of drafting, accuracy, comprehensiveness and sequence of contents, and its appropriateness with the recipient's culture and expectations.
	Noting the employee's performance in presentations and training to measure his/her interactive skills with the public. How is his/her level of self-confidence in presenting and submitting information? The response and interaction of attendees is deemed as an important indicator of the efficiency of presentation or training.
	Controlling and documenting the situations where the employee demonstrated his/her ability to persuade and influence others, especially during crises, emergencies and challenges.



Guiding Example:

Situation: You are working as supervisory employee in FAHR's Information Technology Department which is currently working to launch the new procurement system as the latest units of the Establishments' Information Management System designed specifically to meet FAHR's growing needs. The training process of procurement department's staff is assigned to Mr. Nasser who is working under your supervision. Nasser had about four days to prepare a presentation on the new system. In this presentation, I realized that Nasser is fluent in scientific material relating to all details of the procurement unit in the system. Nasser is surprised by a question directed from a Procurement Management Officer that referred to a defect happened in the process linking the Procurement Unit with the Accounts and Financial Transactions Unit. Nasser is confused in answering this question and got an unconvincing response to this employee, especially when the employee faced him with some discomfort and ridicule. This situation had a negative impact on Nasser's morale and self-confidence as a result of his embarrassment. There is no real defect in this process, but rather a new and different approach to the process is required to further explanation, clarification and persuasion.

What should you do in this situation?

- Providing positive feedback to Nasser on the overall level of his performance in the introduction presentation where he is generally efficient and fluent.
- Notifying Mr. Nasser that he should not face any criticism from others in person, no matter how embarrassing.
- Encouraging employee to face difficult questions in logic and argument and avoid escaping or circumventing them.
- Asking the attendees to look up and get back to them as soon as possible, if you do not have an answer to a question.
- Encouraging staff to prepare a list of expected questions and train himself to answer them before presentation.

You should then record this situation in the employee's behavioral efficiencies record as follows:

Describe the comments and how did you know them?	Date of their Occurrence	Assessed Behavioral Efficiency and Relevant Indicators.	Do the comments have a negative or positive impact on efficiency?	In case the impact is negative, how is the employee's response to feedbacks?
*****	*****	Responding to questions consciously and logically, taking a positive attitude towards criticism or embarrassing questions - PL3	Negative	The employee listened carefully to the direct supervisor's comments and promised to train himself to effectively answer questions in future presentations.

- What happened if the employee's expected level of skills includes some behavioral indicators that do not



fit with his/her job powers or responsibilities for example, the indicators require a supervisory or administrative position while the employee is not responsible for leading other individuals or managing FAHR's organizational units?

For the purpose of making true and fair assessment in this case, the employees will be assessed only in the light of indicators that can be applied to his job at the expected level of skills.

Example:

In case the employee's rank is fourth and in case s/he is working as "assistant administrative employee", his/her expected level of skills contained in the efficiency of "working as one work team" will be PL5. If the nature of his/her job does not require negotiating with different parties, managing their interests and expectations, you can ignore the indicators that measure those skills, but if the employee has these skills, it will be counted as a positive assessment of that skill. The indicator related to these skills is the ninth indicator whose purpose is to "seek to achieve useful results to all parties by persuading others to adopt a certain course of action by giving them motivational reasons and guarantees to achieve certain benefits."

1. Negotiating with opponents of his/her ideas, explaining his/her opinion successfully.
2. Communicating effectively with various authorities.
3. Encouraging proactively the open and transparent sharing of ideas and opinions, helping others to express their ideas clearly and concisely.
4. Presenting effectively obstacles to action.
5. Allocating time to effectively communicate with various stakeholders.
6. Responding at the same time to the needs of different individuals.
7. Adopting tact and diplomacy to ensure that confidential



information is not disclosed.

8. Seeking to understand the personal and practical motivations of others, using them in determining the appropriate negotiating strategy.
9. Seeking to achieve useful results to all parties by persuading others to adopt a certain course of action by giving them motivational reasons and guarantees to achieve certain benefits.



Third, explaining how to determine the appropriate assessment level of behavioral efficiencies in accordance with the efficiencies assessment scale contained in the performance management system:

The direct supervisor complies with the behavioral efficiencies assessment scale contained in the performance management system (described below) upon assessing and determining the behavioral efficiencies of his employees during the annual performance assessment stage.

Points	Level	Levels of Efficiencies
4	Exceeding Expectations Significantly	The employee proved to enjoy the following: All behavioral indicators determined in accordance with the level of skill required for his/her job rank and most of the behavioral indicators of the following skill level during the evaluation period. No penalties are applied to him/her during the year.
3	Exceeding Expectations	The employee proved that he/she has all behavioral indicators that meet the level of skill in all efficiencies required for his/her job rank. The employee proved to have some behavioral indicators that exceed the skill level specified in the minimum 4 efficiencies. No penalties are applied to him/her during the year.
2	Achieving Expectations	The employee generally proved that he/she enjoys most of the behavioral indicators required for his/her current job rank, while he/she does not show any additional behavioral indicators.
1	Requiring to be improved	The employee lacks most behavioral indicators in 4 efficiencies or more, leading to major defects and deficiencies that adversely affect the work or team. Therefore, the improvement is required in the most important behaviors.

How to assess and classify each behavioral efficiency separately:

The choice of appropriate level of assessment for each behavioral efficiency depends on two main elements:

1. The number or rate of appropriate behavioral indicators proved by the employee in the targeted sub-efficiency (i.e., in his expected level of skill in accordance with the job category and rank).
2. The time period during which the employee showed the behaviors and skills that characterize these indicators during the year.



These elements are deemed as the conditions to be met so that the employee deserves the level of assessment.

The following is considered as a guiding table that helps the direct supervisor to choose the appropriate level of assessment in accordance with the following two elements:

Level of Assessment	Rate of appropriate indicators proved by the employee in the expected level of skill (PL).	Rate of appropriate indicators proved by the employee at the highest level of skill (PL+1)	Time period to show these indicators
Exceeding Expectations Significantly	All appropriate indicators	all or most of appropriate indicators	All or most of time during the year
Exceeding Expectations	All appropriate indicators	Some or many appropriate indicators	All or most of time during the year
Achieving Expectations	all or most of appropriate indicators	The employee did not prove any behaviors or indicators at the highest level of skill or a few of them.	Sometimes during the year
Requiring to be improved	All or most of appropriate indicators	Not Applicable	Sometimes or few times during the year
Requiring to be improved	Few or some indicators	Not Applicable	All or most of times during the year

An example of how to assess and classify the behavioral efficiencies:

Supposing the employee is in the seventh rank in accordance with the **behavioral efficiency chart**, his expected level of skill in all core efficiencies is (PL12). We now assess one of these core efficiencies:

"Working as One Work Team"

In this step, we should refer to the **general framework of behavioral efficiencies** to compare the actual behaviors shown and proven by the employee during the assessment year with the behavioral efficiencies relating to the level of skill (PL12) in the efficiency of "working as one work team". These indicators serve as an assessment reference to the



efficiency of behaviors and skills demonstrated by the employee during the assessment year.

PL2	<ul style="list-style-type: none"> Working in collaboration with all employees. Sharing information whenever possible and keep employees updated. Listening to the ideas of his/her other co-workers, responding constructively to them. Making decisions to make a positive curve to all concerned parties. Providing honest and constructive feedbacks to his/her other co-workers, suggesting ways to improve the overall effectiveness.
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It is also advisable to look at the behavioral indicators at higher levels such as PL3 and PL4 because the employee is likely to demonstrate some behaviors relating to these levels in many situations during the assessment year and thus exceeding expectations. The indicators of PL3 in the same efficiency include the following:

PL3	<ul style="list-style-type: none"> Ensuring that the efforts and objectives of subordinates are consistent with the department's objectives. Establishing open and transparent business relationships. Identifying the points of disagreement and taking actions to settle them. Including individuals from a variety of backgrounds in his/her department. Reviewing the failure and success cases by giving feedbacks to subordinates and other departments.
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Following-up the example of how to assess and classify the behavioral efficiency:

We look now at how to assess and classify the employee's actual behaviors according to the assessment scale table for efficiencies:

Probabilities of actual employee's behaviors during the assessment period.	The appropriate classification for each probability.	Points
If the employee showed all the behavioral indicators at level of PL2 during the year at all times, but he did not demonstrate any additional behaviors relating to skill level of PL3.	Achieving expectations required for this efficiency	2
If the employee showed all behavioral indicators at level of PL2 during the year at all times and demonstrated <u>some</u> behavioral indicators at the highest level of skill (PL3); e.g.: Manage to establish open and transparent relationships with his/her team and other work teams, dealing effectively with individuals from a variety of backgrounds in his/her department.	Exceeding expectations required for this efficiency	3
If the employee showed all behavioral indicators at the level of PL2 during the year at all times and demonstrated <u>all or most</u> of behavioral indicators in the highest level of skill (PL3) indicating the emergence of his leadership potentials and energies: For example: Manage to establish open and transparent relationships with his/her team and other teams, dealing effectively with individuals from a variety of backgrounds in his/her department. He also demonstrated clear capabilities to settle disputes arising among team members and harmonize his/her efforts and the efforts of his/her co-workers with the department's objectives.	Exceeding significantly expectations required for this efficiency	4
If the employee did not show the expected cooperation with his co-workers in many cases, in case he/she did not share the necessary information and in case he did not give them honest and constructive feedbacks, i.e., he did not meet nearly half of behavioral indicators at the required level of skill (PL2).	Requiring to be improved	1
If the employee showed the expected collaboration with his co-workers and met most or all of behavioral indicators at his/her required level of skill (PL2), but it is only achieved during the fourth quarter of year.	Requiring to be improved	1



Overall Assessment of Behavioral Efficiencies.

1. Calculation of Efficiency Results Rate:

After assessing each behavioral efficiency in accordance with the abovementioned criteria, giving it the appropriate level of assessment and the number of points assigned to each level, the efficiency rate is calculated as described in the performance management system:

Total Points of Efficiencies Assessment / Number of Efficiencies = **average Results of Efficiencies.**

Example:



Efficiencies		Classification	Points
Leadership	Empowering staff and develop their capabilities	Exceeding Expectations Significantly	4
	Change Leadership	Exceeding Expectations	3
	Strategic Thinking	Achieving Expectations	2
Basics	Communication and communication skills:	Exceeding Expectations	3
	Working as one work team:	Exceeding Expectations Significantly	4
	Focusing on Results:	Achieving Expectations	2
	Management Resources Effectively	Exceeding Expectations	3
	Accountability:	Exceeding Expectations Significantly	4
	Focusing on Customers Service	Exceeding Expectations	3
Total Points of Efficiencies			28
Efficiency Results Rate			3.1
Level of Assessment			Exceeding Expectations

2. Calculation of Overall Assessment of Efficiencies:

$$\text{Overall Assessment of Efficiencies} = \text{Efficiency Results Rate} \times \text{Weights of Job Rank Efficiencies}$$

The weight of efficiency is determined by the employee's rank as shown in the below-mentioned table:

Job Ranks	Wight of Objective	Weight of Efficiency
Occupations of Top Leadership	60%	40%



Deputy Minister / Director General Assistant Deputy Minister / Chief Executive Manager		
Rank "A" to Second Rank	50%	50%
Third Rank and Above (Except the Servicing Occupations)	40%	60%