



United Arab Emirates

Federal Authority for Government Human Resources

Application Manual of Performance Management System For Federal Government  
Employees

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For Federal Government Employees

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## Overview:

### Objectives of Performance Management System

- Developing a scientific and logical methodology to link rewards, incentives and bonuses to the level of performance, and recognition of the achievements and outstanding results.
- Improving and increasing the productivity of federal government employees of the United Arab Emirates through the annual performance assessment process in line with the government's strategic objectives of the government of United Arab Emirates.
- Establishing a comprehensive understanding of the strategic objectives of the ministries and federal government in the United Arab Emirates and encouraging communication with all employees regarding its details at individual levels of managers and employees.
- Encouraging and enhancing individual achievements of the employees of ministries and federal government, and instilling a culture of continuous learning, opportunities for advancement, career development and principles of teamwork.
- Encouraging federal government agencies to identify and evaluate employees with outstanding performance, competencies and high skills, and preparing and equipping them with the necessary expertise to occupy leadership positions in the future.
- Providing a systematic mechanism to measure the contribution of individuals to achieving and completing the strategic objectives of ministries and federal government entities in the United Arab Emirates.

### Basic Principles of the System

#### Strategic alignment

Enhancing and developing the culture of performance by linking the performance of the individual employee to the strategic direction of the federal government in general and the ministry or the federal authority in which he works in particular.

#### Based-Objective Managing

It means the engagement of the employee in planning and making objectives to adhere to the controls and standards that achieve the objectives, as he feels that your work is valuable and appreciated by the management, which achieves job satisfaction.

#### Feedback

Encouraging fair and positive feedback from the line managers, who monitor their employees' performance as a method to develop and review performance.



## Integrative Relationship

Linking performance to incentives, bonuses, promotion opportunities, training and development, where measuring the effectiveness of the performance of the government authority depends on the extent of achieving the objectives.

## Justice and credibility

Establishing a stable, fair, equitable and credible system to manage the performance of the employees by defining clear standards, policies and procedures in line with federal government legislation and regulations.

## Basics of the System

The system consists of two main basics

### Objectives «What it accomplished»

This objective represents the expected accomplishments of the employees during the year. These objectives help the employee to ensure that he focuses on the key aspects of your work, which achieves achievement with efficiency and effectiveness. In addition, all employee objectives are linked and aligned with the institutional objectives of the federal authorities or the operational requirements of the departments and sections.

### Competencies «How to accomplish»

This objective focuses on the method or mechanism that determines how the employee fulfills your objectives according to the general framework of behavioral competencies, which includes two different sets of competencies (three leadership and six basic competencies) developed according to strategic priorities and values, and the "Principles of Professional Conduct and Public Service Ethics".

Federal Authorities Objectives
Competencies "How"
Objectives "What"
Leadership Competencies
Behavioral Competencies
Main Competencies
Smart Objectives

## Competencies

### Types of behavioral competencies approved in the Federal Government:

#### Behavioral competencies are divided into two parts:

**Leadership Competencies:** Leadership competencies are among the main competencies for roles and positions within the categories of "leadership" and "senior



management" positions, which have been prepared in line with the strategic thinking, directions and the development of the leadership of the federal government.

**Main Competencies:** Main Competencies include the general competencies that are required to be available in the employees of the federal government, who occupy the tenth grade and above in order for any entity is able achieve its objectives and vision. They have been prepared in light of the vision and plan of government of United Arab Emirates and the "Principles of Professional Conduct and Public Service Ethics".

<b>Leadership Competencies:</b>	Strategic thinking	The ability to create and crystallize a clear vision for the future, linking the strategic objectives of the federal entity with the priorities of the work. This includes a long analysis of priorities for the purpose of creating a common vision for the employees of the federal authority to encourage them, and generate interest and enthusiasm toward this vision, as well as motivating them to achieve the strategic objectives of the federal authority.
	Empowering the employees and developing their capabilities	The ability to motivate and encourage the employees and teamwork by giving them the necessary powers to facilitate their business, providing support, guidance and development, creating an encouraging work environment to achieve the highest levels of individual performance, and preparing future leaders to ensure sustainability of the success of the federal authority.
	Leadership Change	The ability to motivate the employees and teamwork to adopt change thinking, constructive critique of work mechanisms, and leading development initiatives in line with the vision and strategic objectives of the federal entity.
Main Competencies	Communication and communication skills	The ability to listen, explain, persuade and influence others by expressing ideas and opinions in a way that corresponds to the situations in different aspects, both orally and in writing, in a way that leads to positive communication.
	work as one team	The ability to work in a team spirit among different organizational units in order to achieve common objectives while maintaining positive linkages at all levels regardless of cultural differences while respecting mutual views.
	Focusing on the results	The ability to identify and achieve strategic objectives, maintain focus, effectiveness and excellence in achieving results that are consistent with the objectives of the entity. This includes the ability to overcome challenges and obstacles to work and to find appropriate solutions to them, in accordance with available possibilities.
	Managing resources effectively	The ability to properly and effectively plan the organization's resources and adopting the criteria of excellence in achieving its objectives and strategies, including prioritizing, encouraging cooperation and



		motivating employees to perform their tasks, in accordance with the required standards of excellence.
	Accountability	Assuming the full responsibility for the results of employee decisions resulting from the tasks assigned to him/her, and effectively addressing problems, and encouraging its employees to be committed to achieving the objectives and fulfilling the tasks with sincerity and honesty.
	Focus on customer service	The ability to understand the needs of internal and external customers, and seeking to provide the services to meet these needs within the available possibilities.

### Distribution of behavioral competencies on jobs

**Leadership Competencies:** It applies to senior management positions of the second degree and above

**Main Competencies:** It applies to all positions in different functional categories and degree.

**Skill Level (PL):** It describes the degree of complexity and the importance of behavioral indicators at each level, making them more difficult and important, up and gradually as the degree of function increases.

Job Category	Degree	Skill Level (PL)	Main Competencies						Leadership competencies		
			Human Capital		Results Group				Strategic Group		
			Working as a team	Communication and	Focusing on customer services	Focusing on results	Managing resources	Accountability	Change leadership	Empowering employees	Strategic Thinking
Leadership Positions	Undersecretary / Undersecretary Assistant	PL 7	PL 7								
Senior Management	Special (A)	PL6	PL6								
	Special (B)	PL5	PL5								
	1										
Supervision Functions	2	PL4	PL4						Not Applicable		
	3		PL4								
	4		PL4								
	5	PL3									
Supporting Functions	6	PL3	PL3								
	7		PL3								
	8	PL2	PL2								
	9		PL2								
	10	PL1	PL1								



## Scope of Application of Performance Management System

This system applies to all ministries and federal agencies, regardless of the type, duration of the contract and the functional degree, including part-time or full-time employees, except for service workers.

Members of the judiciary are also excluded from the application of this system, provided that their performance systems shall conform to the general principles and general framework of the system.

**The following table sets the time frame for the application process in all ministries and federal agencies:**

Priorities	First Year	Second Year
Identifying key performance objectives	Identifying objectives for all degrees in the final assessment	Identifying objectives for all degrees that is measured and calculate in the final assessment.
Identifying competencies based on the general competency framework of the federal government	Applied and measured in all degrees, but not calculated in the final assessment in the first year	Applied to all degrees, and measured and calculated in the final assessment of the second year
Developing and measuring weight targets	Optional in the first year	Applied according to the system of the second year
Performance-related rewards	To be determined later	To be determined later

## The Role of the Employee and his/her Line manager

The employee and the line manager play a pivotal role in the success of the performance management process.

### Subordinates

- Suggesting and agreeing objectives and weight for each of them with the line manager.
- Seeking feedback and observations from the line manager, conducting dialogue with him/her and agreeing on plans of action and how to apply them.
- Commencing the search for the methods of developing competencies required according to the system of training and development of federal government employees.
- Implementing the performance plans agreed upon in accordance with the annual performance document in a strict and faithful manner in order to achieve the established objectives.
- Applying for the line manager to review performance through periodical review.

### The Line manager





- Ensuring the understanding of the subordinates of the performance management system correctly and comprehensively.
- Discussing their subordinates and agree with them on behavioral objectives and competencies, and individual development plans.
- Following-up the performance of their subordinates and managing the development of their performance through continuous and periodic review.
- Discussing and agreeing on the annual performance document provided for in the performance management system, and according to the individual development plan contained in the system of training and development of federal government employees.
- Providing their subordinates and teamwork with feedback on their performance and measurement of each employee.
- Completing and preparing the periodical audit in the due date.
- Taking all necessary action for the final annual assessment.
- Evaluating the performance of their subordinates with all objectivity and transparency in the light of the achievements made.
- Adherence to the timeframe set for the employees' performance management cycle.

## Performance Management System Cycle

### General Framework

#### January February

##### Performance Planning

- ✓ Identifying Goals
- ✓ Identifying Behavioral Objectives

#### June - July

##### Periodical review of the progress achieved

- ✓ Informal feedback
- ✓ Performance reviewing during the project
- ✓ Periodical Review

#### November - December

##### Annual performance evaluation and identifying rewards and bonuses

- ✓ Performance-associated rewards
- ✓ Non-financial estimate
- ✓ Promotions
- ✓ Annual performance evaluation
- ✓ Adjustment process and ratios balance
- ✓ Complaints and plaints
- ✓ Individual development plans
- ✓ Low performance management

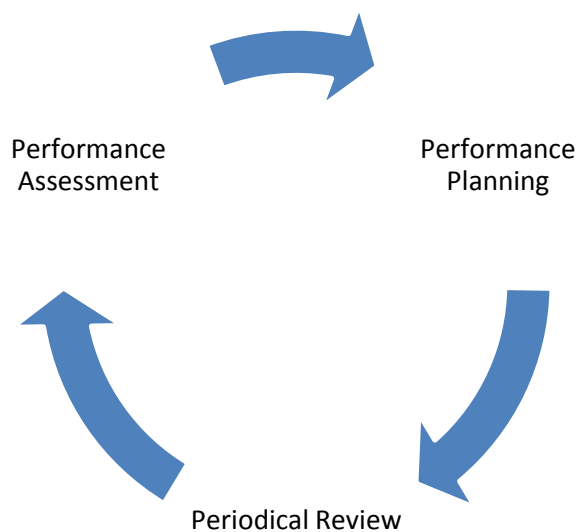


**According the general framework of the system, the Performance Management System Cycle consists of three phases:**

<b>Phase</b>	<b>Timetable</b>	<b>Objective</b>
First Phase: Performance Planning	January and February of Each Year	<ul style="list-style-type: none"> <li>• Developing individual objectives or key business responsibilities according to the employee's functional degree.</li> <li>• Selecting the desired behavioral competency levels based on the principles and values specified in the competency framework.</li> <li>• Agreeing and signing of annual performance document.</li> </ul>
Second Phase: Periodical Review	June and July of Each Year	Discussing the progress in achieving objectives, demonstrating competencies, identifying causes and obstacles and adjusting any objective, as necessary.
Third Phase: Annual Performance Assessment	November and December of Each Year	Assessing the performance of the employees by assessing the level of achievement of the objectives, competencies identified in the annual performance document, and identifying the developmental needs required to achieve the future objectives – for the support of the process of training, improvement and improvement of the employees.

### **First Phase**

#### **Receiving Feedback**



### Performance Assessment System Cycle

#### Performance Planning

##### Objective of the phase

- Developing individual objectives or key business responsibilities according to the functional degree the employee occupies.
- Identifying the desired behavioral competencies based on the principles and values set out in the behavioral competencies framework.
- Agreeing and signing the annual performance document.

##### When do we implement it?

This phase takes place in January and February of each year.

##### What should the employee and the line manager implement at this phase?

##### Step 1: Identifying Objectives

##### Step 2: Meeting with the employee and preparing the annual performance document

- ❖ Setting objectives
- ❖ Identifying the weight of the objectives
- ❖ Identifying behavioral competencies



### **Step 3: Signing the document and reviewing the manager of the Department**

#### **Step 1: Identifying Objectives**

##### **What is meant by Identifying Objectives?**

- Identifying Objectives: - It means the inclusion of objectives from the top of the institutional pyramid to the bottom, starting with the strategic plan of the federal authority to the individual objective of each employee.
- In this step, your line manager should meet you and your team, to share with you the strategic plan of the federal authority, and the derived objectives and initiative. It also reviews the objectives of the sector and department for the coming year, so that you can think of your own objectives that are consistent with the Federal Strategic Plan.
- Once you identify the strategic plan and its department objectives, you should think about the individual objectives by which you can contribute to achieving your department objectives within your specialization. Feel free to ask your manager for help in clarifying the link between your job and your plan or strategic objective.
- Write down the objectives you set for yourself to prepare and discuss them with your line manager at the performance planning meeting, as described in the next step.

**The following figure shows how the objectives are ranked from the highest point of the institutional pyramid. The objectives of each organizational unit are derived from the objectives of the higher management level to ensure consistency and full integration between the individual objectives and the strategic plan.**

#### **Objectives of the institutional sector according to the strategic plan**

- **Objectives of the Department**
- **Objectives of the Section**
- **Objectives of the Section**
- **Objectives of the Section**
- **Objectives of the Employee**
- **Objectives of the Employee**
- **Objectives of the Employee**

#### **Step 2: Meeting with the Employee and Preparing the Annual Performance Document**

This important step involves the meeting of the line manager with each employee to fill the first and second sections of the annual performance document in order to identify, discuss and document the objectives and behavioral competencies expected to be



completed by the employee by the end of the year, noting that the behavioral objectives and competencies are main basics of the performance management system.

### **Before the Meeting:**

- You should prepare for the meeting prior to its date by reviewing the following:
  1. Behavioral competencies framework, in particular those fall within the required skill level, according to your function degree.
  2. Method of formulation of the following specified smart objectives.
  3. Manual of relevant procedures, forms, documents and tools
  4. Job description card (if any) for the function you occupy.
- You should also review and provide the proposed taken objectives for the following year.

### **During the meeting**

#### **During the meeting with the line manager, three steps are taken:**

1. Discussing, formulating and agreeing with your line manager on the individual objectives.
2. Identifying the weights of the objectives
3. Identifying and discussing the required behavioral competencies and indicators.

To review the form of the annual assessment document, kindly review the list of attachment at the end of this manual

### **First: Identifying individual objectives for employees:**

1. Your line manager will review and discuss the objectives you proposed and discussed in order to ensure that they are aligned with your department objectives. He may also suggest and discuss some additional objectives with you. Your line manager should also ensure that the criteria for smart objectives are considered and that we will address them later with explanation and interpretation.
2. If the position of the subordinate is within grade 7 or below, the individual objectives are the same as the main functional responsibilities of the employee.
3. If the position of the subordinate is between the degree of Undersecretary and the sixth degree, you must agree here with a certain number of objectives to be achieved during the next year, to be based on the objectives of the department or the section to which the employee follows - to secure the process of identifying the objectives mentioned above.
4. The number of annual objectives for each employee shall not be less than 4, and it is recommended that the number shall not exceed 8.

### **The entities that specify the targets based on the functional degree of the employee**



Functional Degrees	Number of Objectives
Undersecretary to the sixth degree	4 objectives, as a minimum
Seventh degree and above	Responsibilities or key tasks of the work

\* **Except for service jobs**

### Formulation of Smart Objectives

So that the objective is effective and able to direct the abilities and efforts of the employee towards the right activities that ensure the achievement of the objectives in smart form, provided that it shall meet five basic criteria:

Written in a clear and unambiguous way about the matters to be achieved.	Specific
Providing clear and transparent metrics for measuring objectives.	Measurable
The objective must be achievable, feasible, achievable, viable and reflective of the Government's aspirations to improve federal service standards.	Achievable
Reflecting the general objectives sought by the federal government.	Relevant
A specific time period must be specified to accomplish and achieve the objective.	Time-bound

### A general guide to building Smart Objectives according to SMART standards

Who are the target customers of the objective? What is the expected outcome of its achievement? Can the objective be divided into a clear series of action plans that cause its achievement? After formulating and writing the objective, can it be interpreted in several ways specific enough to be understood and interpreted in one way?	Specific
Is there a quantitative or qualitative criterion on which the achievement of the objective can be measured? (number, quantity, frequency or descriptive standard of the desired outcome quality of the objective)	Measurable
What are the human, financial, material and technical resources needed to achieve the objective in a timely manner? Will these resources be available? What are the obstacles and challenges expected to prevent the achievement of the objective and how can it be realized?	Achievable
Are these objectives consistent with the overall objective of the function and the objectives of the department and its management? Does achieving this objective serve the Strategic Plan?	Relevant
What is the time period required to accomplish the objective? What is the start date of the objective and what is the date of completion? Is this time frame realistic and consistent with the resources available to achieve the objective?	Time-bound



## Virtual examples to illustrate the difference between smart and non-smart objectives:

### The first example

A non-smart objective for an employee in administrative support: «Providing administrative support to some committees»

To become a smart objective, it shall be reformulated as follows «Providing administrative support to the Executive, Legal Affairs and Complaints Committees so that the agenda of the meeting is prepared and distributed before the meeting of two weeks, and the completion and distribution of the minutes within two days of the meeting of the Committee»

Have you noticed the difference?

### The second example

A non-smart objective for an employee in the training department "prepare training workshops on the human resources management information system"

To become a smart objective, it shall be reformulated as follows "preparing training workshops (including scientific material and presentation) for 100 employees in all departments of the Authority during the first six months of the year, with a satisfaction rate of trainees reaching 90%

Have you noticed the difference?

## Second: Identifying the weight of the objectives:

Your line manager should, during the meeting of setting objectives, allocate a weight to the importance of each objective separately. The importance of such weight is as follows:

1. Showing the relative importance of each objective compared to other objectives over the next 12 months.
2. Demonstrating and identifying key areas that employees should focus on in their business.
3. If an objective has greater value than the other objectives, the employee then understands that the achievement of that objective confirms your success in work.

You shall comply with the following terms:

1. The total weight of the objectives should be 100%.



2. Weights are adjustable during the periodical review phase only, and then they may not be modified.
3. It is recommended that the weight of the target should not be less than 10% and not more than 40%.

### An illustrative example of the distribution of the relative weights on 4 objectives:

Objectives	Weight
First Objective	40%
Second Objective	30%
Third Objective	15%
Fourth Objective	15%
Total	100%

### Third: Determining the behavioral competencies:

- Behavioral competencies are the standards and skills that enable you to perform your job properly.
- The line manager shall, after the end of the phase of setting objectives and its weights, determining the behavioral competencies and the level required for each competency for your collagenous, in accordance with the general framework of behavioral competencies issued by the Federal Authority for Government Human Resources, where you must adhere to the corresponding level of each efficiency according to the degree shown in the map of competencies table outlined below. For additional information on efficiency levels, kindly refer to the general competency framework issued by the Federal Authority for Government Human Resources.

#### Example: A second-degree employee

- 6 main competencies
- 3 leadership competencies.
- Skill level required: PL5

#### Example: A fifth-degree employee

- 6 main competencies
- Do not subject to leadership competencies
- Skill level required: PL3

#### Example: An eighth-degree employee

- 6 main competencies
- Do not subject to leadership competencies





- Skill level required: PL2

Job Category	Degree	Skill Level (PL)	Main Competencies						Leadership competencies		
			Human Capital		Results Group				Strategic Group		
			Working as a team	Communication and	Focusing on customer services	Focusing on results	Managing resources	Accountability	Change leadership	Empowering employees	Strategic Thinking
Leadership Positions	Undersecretary / Undersecretary Assistant	PL 7	PL 7								
Senior Management	Special (A)	PL6	PL6								
	Special (B)										
	1	PL5	PL5								
Supervision Functions	2	PL4	PL4						Not Applicable		
	3										
	4	PL3	PL3								
	5										
Supporting Functions	6	PL2	PL2								
	7										
	8	PL1	PL1								
	9										
	10										

### Step 3: Signing the document and reviewing the manager of the department

1. After completing the meeting with the line manager, the line manager shall document the agreed behavioral objectives and competencies in the first and section of the annual performance document. Then both shall sign the document in the relevant section.
2. After the signatures, your line manager shall forward the performance document to the higher manager according to the organizational structure of the department to review and ensure the quality of the outputs of the performance planning process, ensuring the quality and clarity of the objectives and aligning them with the strategic objectives of the department and its relevance to SMART Objectives.
3. If the higher manager recommends some modifications, your line manager shall notify and discuss these amendments with you, and therefore the amendments are conducted in the document.



4. Your line manager will deliver you with a copy of the performance document, sending a copy hereof to the Human Resources Department, maintaining the original copy.
5. Your line manager will agree with you on a date for the periodical review - within the period prescribed - and continuously exchange informal assessments and observations (ongoing review).

### **Receiving Feedback**

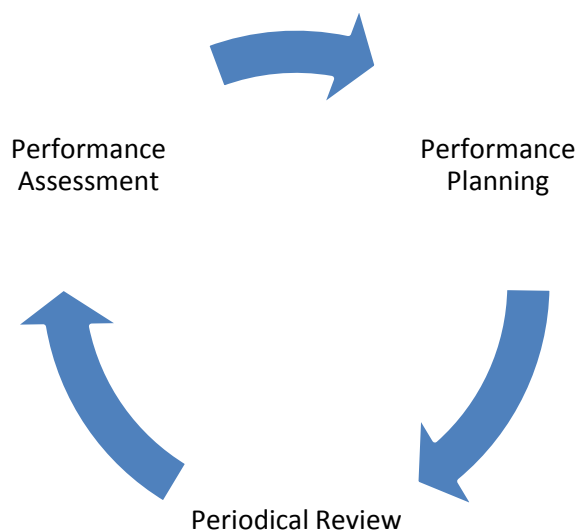
After completing performance planning, your line manager will keep track of your progress in achieving the objectives and providing you with feedback to help you achieving your objectives.

Here you should try to make benefit of feedback from your line manager, because it allows you to adjust your performance to the desired results.

### **Criteria and Standards of Effective and Constructive Feedback**

1. You should listen to your line manager while giving feedback to you to make him/her feel the importance of his/her opinions and to take them into account if they are logical and provide important information to improve performance.
2. Do not take notes personally. Your line manager will not assess your person but assess your performance and your behavior at work only. You will notice that most of the observations are fact-centered and there is no need to be overly sensitive to these observations.
3. You should share your thoughts: do not make the feedback session an individual discussion by your line manager, but you should be positive and engaged in dialogue, and express your opinion clearly, respecting the opinion of your line manager.
4. Be sure to write down your line manager remarks during the meeting, listening to him/her, this will help you take the necessary steps to improve your performance and make sure you do not forget the important points discussed.

### **Second Phase: Receiving Feedback**



### Performance Assessment System Cycle

#### Objective of the phase

- Discussing the extent of progress in achieving objectives, demonstrating competencies, identifying causes and obstacles and adjusting any objectives, as necessary.

#### When do we implement it?

- This phase takes place in June and July each year.

#### What should the line manager do at this phase?

Step 1: Preparing for the periodical review meeting

Step 2: Holding the meeting with your line manager

Step 3: Documenting and signing the Annual Performance Document

#### Step 1: Preparing for the periodical review meeting

- The line manager shall properly prepare for the periodical review meeting by collecting and documenting short written notes on the level of performance and achievement, and collecting feedback from the supervisor and other you worked under their supervision.
- The line manager shall send a note indicating the date, purpose and preparation of the periodical audit meeting.



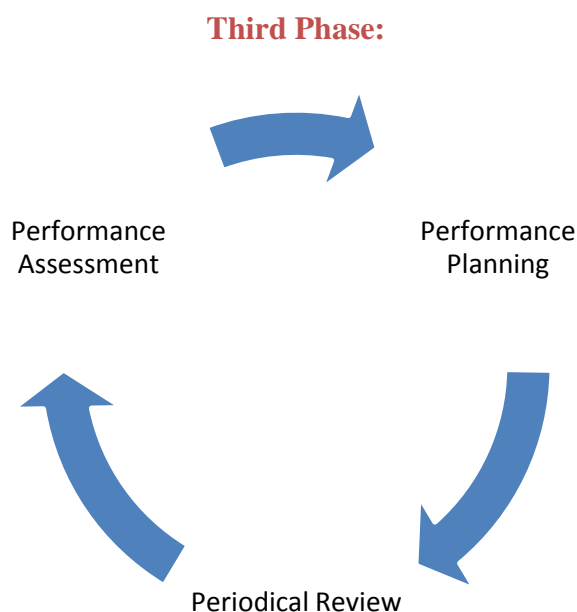
- From your part, prior to the date of the periodical review meeting, you shall prepare and record written observations on your performance to be informed to your line manager, as well as other information related to the objectives you achieved and those that you do not achieved, referring in writing to reasons and justifications for any objectives not achieved.

### **Step 2: Holding the meeting with the employee**

- During the meeting, the line manager and the employee will review the documents and conduct an open discussion on the progress of the performance, achievement of objectives, measurement of key performance indicators and behavioral competencies developed.
- Discussing the obstacles or challenges faced by the employee during the first half of the performance cycle, and agreeing with him/her on practical direct procedures to correcting the path.
- In accordance with the latest developments in the working conditions, you can agree with the employee to make any necessary adjustments to the set objectives or weights, as well as add new objectives or delete one, as a last chance before the stability of the objectives, as it is not allowed to be modified again until the end of the year.
- In some cases, this review will be an important opportunity for employees whose nature of work and objectives have changed during the first phase of the performance cycle, where the line manager will adjust the performance objectives in line with the business interest and the circumstances surrounding it. This review is also being used to set objectives and identify behavioral competencies for those new employees, who joined work after February and before June.

### **Step 3: Documenting and signing the Annual Performance Document**

- After the meeting with the employee ends, the line manager will document the outputs of the periodical review meeting in the section dedicated for this purpose in sections I and II of the annual performance document, then sign them and obtain the employee's signature.
- The line manager shall retain the original copy of the performance document and send two copies thereof to the Human Resources Department and to the employee.



### Performance Assessment System Cycle

#### Third Phase: Annual Performance Assessment

##### Objective of the phase

- Assessing the performance of the employee by assessing the level of completion and achieving the objectives and competencies that have been achieved in the annual performance document, and determining the improvement needs required for the completion of future objectives, benefiting the path of training process and functional development and improvement.

##### When do we implement it?

- This phase takes place in November and December each year.

##### What should the line manager do at this phase?

###### Step 1: Preparing for the assessment meeting

###### Step 2: Holding the meeting, which includes

- Assessing objectives
- Assessing behavioral competencies



Step 3: Calculating the final performance result

Overall assessment of objectives + overall assessment of competencies = Final Performance results

Step 4: Reviewing and documenting the performance document by the manager of the department

### Step 1: Preparing for the assessment meeting

- Your line manager shall properly prepare for the periodical assessment meeting by collecting and documenting short written notes on the level of performance and achievement, and collecting feedback from the supervisor and other employees you work under their supervision.
- To review the form of the annual assessment document, kindly review the list of attachment at the end of this manual

### How would you prepare for performance assessment meeting?

1. Reviewing your important achievements during the past year, collecting and preparing supporting documents.
2. Self-assessment of the results of annual objectives and behavioral competencies. Developing your perceptions of the levels of assessment you think are due, writing down your notes and preparing relevant supporting documents.
3. Self-assessment of skills, knowledge and abilities and identifying your strengths as well as areas of improvement.
4. Thinking about the obstacles and challenges of performance that you have faced during the year and your proposals to overcome them next year.

### Step 2: Holding the meeting

#### First: Objectives Assessment

- During the meeting, you and your line manager will review the supporting documents that demonstrate your achievement of the agreed objectives and the key contributions he has made during the assessment period. Therefore, the level of achievement of the objectives is measured using the assessment scale for the objectives and tasks described below:

Points	Level	Level Description
4	Significantly Beyond Expectations	Achieve his/her objectives with efficiency and effectiveness throughout the year exceeded the percentage of measurement of the performance



		indicators of the objectives significantly (more than 100%). Achieve more objectives than agreed in the annual performance document, and the objectives achieved have a positive and clear impact his/her employer. Submit suggestions and initiatives that have been introduced and applied by his/her employer.
3	Beyond Expectations	Achieve its objectives efficiently and effectively. Achieve the percentage of measurement for the performance indicators of the objective (80-100%). The objectives achieved have a clear and positive impact on the department or the sector in which he is working. Make positive suggestions and initiatives.
2	Meet Expectations	Perform his/her work on a regular basis and fulfills expectations in all that is required to achieve most of its objectives (60-80%).
1	Need improvement	The employee's performance level is always below expectations, as he achieves measurement ratio of performance indicators less than 60% in many basic areas of work and needs to develop and improve performance to the required level.

### An example of how to analyze and evaluate the level of achievement for each objective:

Assuming that one of the specific objectives is:

Preparation of training workshops (including scientific material and presentation) and training of 100 employees in all departments of the Authority during the first half of the year, provided that the rate of satisfaction of trainees is reaching up to 90%.

According to the assessment scale of objectives, the line manager can estimate the level of achievement as follows: -

Actual achievement possibilities of this objective	The appropriate level of assessment for each probability	Points
If the employee prepared the scientific material and the presentation and trained 75 employees within 6 months, achieving satisfaction rate of 70%.	Meeting the expectations for this objective	2
If the employee prepared the scientific material and the presentation and trained 100 employees within 6 months, achieving satisfaction rate of 90%. After the training, he summarized the notes of trainees and proposed useful additions and amendments to the scientific material.	Exceeding the expectations for this objective	3



If the employee prepared the scientific material and the presentation and trained 90 employees within 7 months, achieving satisfaction rate of 80%. After training, he summarized the notes of trainees and proposed useful additions and amendments to the scientific material.	the expectations for this objective	3
If the employee prepared the scientific material and the presentation in an innovative manner and trained 150 employees in less than 5 months and exceeded the satisfaction rate of 95%, and took to allocate additional hours to hold guidance sessions for those interested after the completion of the course and this initiative resonated widely among the trainees and increased the skill of using the system.	Significantly exceeding the expectations for this objective	4
If the employee prepared the scientific material and the presentation and trained only 40 employees, or the satisfaction rate of trainees is less than 50%	Need improvement	1

## Second: Assessing Behavioral Competencies

You and your line manager will discuss the level of achievement and demonstrating the behavioral competencies identified. Therefore, the level of competency assessment is measured using the following scale of assessment:

Points	Level	Level Description
4	Significantly Beyond Expectations	Throughout the year, the employee proves that he enjoys the behavioral indicators determined in accordance with the required skill level and most behavioral indicators of the following skill level significantly throughout the assessment period. No administrative sanctions were imposed against him/her during the year.
3	Beyond Expectations	Throughout the year, the employee proves that he enjoys all behavioral indicators that meet the level of skill in all competencies required for his/her degree. The employee also demonstrates that he has some behavioral indicators that exceed the skill level specified in 4 competencies, as a minimum. No administrative sanctions were imposed against him/her during the year.
2	Meet Expectations	Throughout the year, the employee generally proves that he has the most behavioral indicators required for his/her current degree, while the employee does not show any additional behavioral indicators.
1	Need improvement	The employee lacks most behavioral indicators in 4 or more behavioral competencies, leading to major defects and deficiencies that adversely affect the work or the team. Therefore, improvement is required in the most important behaviors.

## An illustrative example of how to evaluate and classify the behavioral competency:





If you occupy the seventh degree, then skill level expected in all competencies, according to the plan of behavioral competency, is (PL2). Here is one of the main competencies, as follows: -

In this step, your line manager will refer to the behavioral competencies framework to compare the actual behaviors demonstrated by the employee during the assessment year with the appropriate behavioral indicators under the skill level (PL2) in the "teamwork" competency. These indicators serve as an evaluation reference for the competency of the behaviors and skills you demonstrated during the assessment year:

PL2	<ul style="list-style-type: none"> <li>• Working in collaboration with all employees.</li> <li>• Sharing information whenever possible, keeping the employees informed of the updates.</li> <li>• Listening to the ideas of his/her colleagues and respond to them constructively.</li> <li>• Communicating decisions positively to all parties involved.</li> <li>• Providing honest and constructive feedback to colleagues, and suggesting ways to improve overall effectiveness.</li> </ul>
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Now, look at the mechanism of evaluating and classifying the actual behaviors of the employee, in accordance with the competency assessment scale for competencies:

Actual behaviors possibilities of the employee during the assessment period	The appropriate classification for each probability	Points
If the employee showed the most appropriate behavioral indicators at PL2 level throughout the year, but he did not demonstrate additional behaviors beyond this level.	Meeting the expectations for this competency	2
If the employee shows, throughout the year, all appropriate behavioral indicators at PL2 level, and demonstrated some behavioral indicators at skill at the highest PL3 level – for example: He has succeeded in establishing open and transparent relations with his/her team and other teams and also succeeded in dealing with clearly efficiently with individuals from diverse backgrounds in his/her department. No disciplinary sanctions were imposed against him/her during the year.	Exceeding the expectations for this competency	3
If the employee showed, throughout the year, all the relevant behavioral indicators at the PL2 level and demonstrated most of the behavioral indicators at the highest PL3 level, indicating the emergence of potential and leadership potential: For example, he has succeeded in establishing open and transparent relationships with his/her team and other teams. He has also dealt effectively with individuals from a variety of backgrounds in his/her department. He has also demonstrated clear abilities to resolve differences among team members and to harmonize his/her efforts with those of his/her colleagues. In addition, No disciplinary sanctions were imposed against him/her during the year.	Significantly exceeding the expectations for this competency	4



If the employee did not show the expected cooperation with his/her colleagues in many cases, did not share the necessary information, did not give them honest and constructive feedback and did not listen to his/her colleagues, i.e., he did not meet more than half the behavioral indicators at the level of skill required.	Need improvement	1
---	------------------	---

### Step 3: Calculating the final performance result

After completion of the employee assessment process, the assessment results should be calculated, which include:

#### A. Calculation of the total results of the objectives assessment:

It is calculated by multiplying the degree of assessment performance of each objective with its weight and then adding and divide the result on the number of objectives to get the average

**Assessment performance degree of each objective x Goal weight = Result of objective assessment**

**Total of Objectives Assessment Results**

#### Example of a second-degree employee:

Objective	Weight	Assessment	Points	Calculation Method
Objective / Task 1	40%	Significantly beyond expectations	4	4 x 0.40= 1.6
Objective / Task 2	20%	Significantly beyond expectations	4	4 x 0.20= 0.8
Objective / Task 3	20%	Beyond expectations	3	3 x 0.20= 0.6
Objective / Task 4	10%	Meet expectations	2	2 x 0.10= 0.2
Objective / Task 5	10%	Meet expectations	2	2 x 0.10= 0.2
Total Objectives Assessment				3.4
Classification				Beyond expectations

#### B. Calculating Competencies Results Rate

It is calculated by adding the competencies assessment degree and dividing them on the number of competencies specified in the document in order to calculate the rate.

**Total competencies points / number of competencies = competencies results rate**



### Example:

Competencies		Classification	Points
Leadership	Empowering employees and developing their capacities	Meet expectations	2
	Change leadership	Beyond expectations	3
	Strategic thinking	Meet expectations	2
Main	Communication and communication skills	Beyond expectations	3
	Teamwork	Meet expectations	2
	Focusing on results	Meet expectations	2
	Managing resources effectively	Beyond expectations	3
	Accountability	Meet expectations	2
	Focusing on customer services	Need improvement	1
Total competencies points			20
competencies results rate			2.2
Assessment level			Meet expectations

### C. Calculating the Final result of the performance:

Objectives Total Assessment = total objectives assessment results x weight of objectives against the functional degree

+

Competencies Total Assessment = competencies results rate x weight of competency against the functional degree

=

### Final result of the performance

The weight of the objective and weight of competency against the functional degree is obtained from the following table: -

Functional degrees	Objective Weight	Competency Weight
Senior leadership positions Undersecretary / General Manager Assistant Undersecretary / Executive Officer	40%	60%
From (A) to the second degree	50%	50%
Third degree and below (Except services positions)	40%	40%

The final or total classification of the performance is determined according to the final result of the performance, as follows: -

Final result of the performance	Final classification of the performance
4	Significantly beyond expectations
3	Beyond expectations
2	Meet expectations
1	Need improvement



### Example:

By applying the said equation to the above example to calculate the final performance result of a second-degree employee:

<b>Total assessment of objectives</b>	$3.4 \times 50\% = 1.7$
<b>Total assessment of competencies</b>	$2.2 \times 50\% = 1.1$
<b>Final result of the performance</b>	$1.7 + 1.1 = 2.8$
<b>Final classification of the performance</b>	<b>Beyond expectations</b>

### Note:

If the final result of the performance is a decimal number as in the preceding example, then the fractions "rounded", as follows:

The range between 0.1 - 0.49 is close the minimum (Example 2.2 becomes 2)

The range between 0.5 - 0.99 is close to the maximum (Example 2.8 becomes 3)

### Step 3: Reviewing and documenting the performance document by the department manager

- After completing the calculation of the final performance result, the line manager shall document the results, observations and all data relevant to the Annual Performance Assessment section of the Performance Document.
- The line manager must then sign the document, get your signature in the section dedicated to that in the performance document, and then keep a copy hereof for you and for you.
- The line manager shall send the original copy of the performance document to the above manager (in accordance with the organizational structure of the department) who will in turn review and it provide feedback on: the performance result, feedback provided by the line manager, which may sometimes lead to changes in performance results. In such case, your line manager will notify you and discuss the result with you.

### Guidelines for successful and effective performance assessment meeting

Through positive discussion and constructive guidance during the interview, you become more aware of your functional contributions, your actual abilities, and your training and development needs, which help him/her to progress in your career path. This will make him/her more motivated to maximize your productivity, efficiency and future contributions and finally put the employee on the right track, which lead to achieve the strategic objectives of the federal authority and your professional objectives.

Your effective role in the success of the performance assessment meeting is summarized, as follows: -



## **First: Preparation for the Meeting**

### **1. Before meeting your line manager, it is advised to take the following preparatory measures: -**

- Reviewing the job description card for your work, if available, the agreed annual objectives as well as the framework of behavioral competencies related to the expected level of skill.
- Preparing the observations made during the assessment year on the performance and behavior of the employee, and preparing the periodical review form and its results.
- Getting performance feedback from people who have worked with the employee before, so you are ready with any supporting information that will ensure both credibility and objectivity in the assessment process.
- Preparing the questions and inquiries that you would like to discuss with your line manager, such as the challenges faced, training, development needs and future plans.

## **Second: Building the meeting positively**

- Before initiating a performance assessment discussion, remember that the purpose of the meeting and what are the main subjects of the discussion. The purpose of the meeting is to enhance your capabilities and productivity in the future, and identifying any challenges that prevent the achievement of your objectives.
- You should participate in the dialogue with your line manager, in the sense that you shall interact with him/her and listen to him/her by discussing all aspects related to the levels of performance and technical competencies completed. Be explicit in clarifying all the challenges of implementing the performance management system for federal government employees, the constraints encountered during the evaluation period and making suggestions on how to improve your performance and develop your future capabilities.
- Be positive and help your line manager to give you effective and accurate feedback. If you notice that most of your line manager's observations are only general observations that do not indicate specific or concrete behavior that occurred during the evaluation year. You should ask him/her for specific examples to support these observations. You can also provide some examples that you have noted during the preparation phase of the evaluation meeting, which support your position objectively and transparently.

## **Process Related to Performance Assessment System**



- Adjustment and balancing of ratios Process
- Complaints and Plaints Process
- Identifying rewards according to performance
- Low performance management process

## **Adjustment and balance of ratios process**

### **Objective of the process**

Identifying standards and criteria for the classification of the employee performance in order to achieve fairness and equality in the annual performance assessments, and overall classification of performance in the federal authority. Through this process, the results of the employees' performance are adjusted in the government federal authority.

### **When does this process take place?**

This process is implemented after the annual performance assessment (the last week of December and the first week of January of each year).

### **Who is the person in charge of this process?**

- Adjustment and Balancing of Ratios Committee shall be responsible for this process. It is formed in each federal authority under the presidency of the Undersecretary of the Ministry or Director General and the membership of the Director of Human Resources Department and Undersecretary Assistant.
- If the Committee decided that your assessment is higher or less than what do you deserve, the assessment will be adjusted later to achieve justice and equity.
- The decisions of this Committee are final with regard to final assessment of the performance of each employee.

## **The process of determining rewards associated with performance (1)**

### **Objective of the process**

The recognition and rewarding outstanding employees, who enjoy high performance according to the results of the annual performance assessment, increasing their degree of professionalism and inspiring them to continue to achieve the annual objectives at the highest possible level and maximum possible productivity.

### **When does this process take place?**

This process is implemented after the completion of the adjustment and balancing process during the month of January of each year

### **What is the outcome of this process?**



In this process, rewards and promotions are determined according to the results of the final performance assessment for each employee approved by the Adjusting and Balancing Committee.

The following table shows the system of linking the results of the final performance assessment and promotions / rewards:

Final Performance Assessment	Periodical Bonus (Becomes a part of the salary paid monthly to the employee)	promotion
Significantly beyond expectations	According to the executive regulations	Qualified for exceptional promotion or function or bonus
Beyond expectations	According to the executive regulations	Qualified for functional or financial promotion
Meet expectations	According to the executive regulations	Qualified for financial promotion
Need improvement	Not qualified for periodical bonus	Not qualified for any type of promotion

It should be noted that the periodic bonuses and promotions are determined based on the annual budget of the functions of each federal government and in light of the Decree Law No. (11) of 2008 on the government human resources and its executive regulations, and Federal Decree Law No. 9 of 2011 on the amendment of some provisions of Federal Law No. (11) of 2008 on human resources in the federal government.

## The process of determining rewards associated with performance (2)

### First: Promotions

#### Exceptional promotion for two degrees

It is subject to the following standards and controls:

- The promotion to a higher vacant degree
- The promoted job title, objectives and tasks should be different and with higher responsibilities than the responsibilities, objectives and functions of the previous job.
- The employee has a performance assessment within a category (significantly beyond expectations) for the previous year.
- No sanctions have been imposed on the employee unless they have been canceled in accordance with the provisions of Article 94 of the Federal Decree-Law referred to above.

#### Regular Promotion

It is subject to the following standards and controls:

- The promotion to a higher vacant degree



- The promoted job title, objectives and tasks should be different and with higher responsibilities than the responsibilities, objectives and functions of the previous job.
- The employee has a performance assessment within a category (beyond expectations) for the previous year.
- No sanctions have been imposed on the employee unless they have been canceled in accordance with the provisions of Article 94 of the Federal Decree-Law referred to above.

### **Second: Bonuses**

- The employee shall be given the actual periodic bonus linked to the assessment result. On this basis, it varies from year to year. If the employee meets and fulfill the performance expectations, he will be eligible for the periodic bonus according to the following principles:
- If your performance assessment fallen with the following levels, you shall deserve a periodic bonus in accordance with the provisions of Article (31) of the executive regulations of the Legislative Decree. It may also be given to a person who significantly exceeds the expectations the exceptional, functional or financial promotion, and those exceeds the expectations for the financial or functional promotion and those meet the expectations for financial bonus.
  - Significantly beyond expectations
  - Beyond expectations
  - Meeting expectations

### **The process of determining rewards associated with performance (3)**

- If your performance rating (needs to be improved) shall not receive a periodic bonus or any financial reward. They must communicate with their line managers to develop a performance improvement plan.
- You will be eligible for a periodic bonus on the first of January or July of at least one year from the date of appointment.
- The employee whose services are terminated for any of the reasons specified by law during the assessment year or even during or after the issuance of the final decisions related to bonuses and rewards associated with the performance management system and before receiving them, he is not subject to the application of these bonuses and rewards or any other annual increases.

### **Third: Moral Incentives**

In accordance with the provisions of the Human Resources Law, the federal authorities may provide moral incentives during the year within their budget to the employees who





contribute to exceptional achievements that would contribute to the development of work through one of the following means:

- Certificate of appreciation from the Minister during one of the activities of the Authority.
- Nomination for Sheikh Khalifa Award for Excellence in Government Performance
- Appreciating the employees' efforts during public events.
- Employee of the "Month or Year"
- Providing in-kind gifts.
- Any other means determined by the federal authorities.

#### **Fourth: Individual Development Plans**

During the annual performance assessment process, you and your line manager will determine the professional and behavioral development points that the employee needs to develop. To this end, the areas of improvement identified in the meetings of the phases of the performance management cycle are deemed the main basis for developing the individual development plans, to be linked to the training and development policy.

### **Complaints and Plaints Process**

#### **What is the objective of complaints and plaints process**

- If you are an employee that your performance results fall within the category of (need improvement), complaints and plaints process aims to give the employees whose performance results fall within the category of "Need improvement" the opportunity to complain about these results. However, it is always advisable to encourage dialogue and transparency between the line managers and their employees to discuss the subject of objection before resorting to the process.

#### **When does this process take place?**

- This process takes place after the line manager informs the employees of the final performance results based on the decisions of the meeting of the "Adjusting and Balancing Committee."

#### **What do you need to implement as a line manager to avoid reaching this phase?**

- You should make the most logical efforts and follow best practices to communicate with your line manager through informal discussions and using the appropriate methods to convince and always infer of practical facts and evidence.



- Creating an atmosphere of transparent and frank communication between you and the line manager to direct the feedback so that the guidance and periodic follow-up of its performance during the assessment year and draw attention to the extent of progress in achieving the objectives and competencies required on a continuous basis - both before or after the phase of "periodical review" implemented in June and July.
- Thus, you will be aware of the level of your performance during the year and the extent to which he meets the expectations, which reduces the chance of "surprises" or clash with your line manager in the performance assessment phase at the end of the year.

### A summary of the steps of Complaints and Plaints Process

- ❖ The employee will fill out the Complaints and Plaints Form
- ❖ The line manager meets with the employee to discuss the clarifications
- ❖ If no satisfactory result is reached
- ❖ The employee shall submit the complaint within 5 working days to the next administrative level
- ❖ The Manager of the Concerned Department, the Manager of the Human Resources Department shall meet with the complaining employee

If the complaint is settled and you accepted the decision	If the complaint is not settled
The original copy of the Complaints Form is kept by the Manager of Human Resources Department and (a copy hereof shall be sent to the line manager and the employee)	The complaint shall be submitted to the Minister or his/her representative

- ❖ The Minister will discuss the complaint with the Manager of Human Resources Department and take the final decision

### Details of the steps

1. If you do not agree to the overall result of your performance which falls within the level of performance «needs improving», he shall fill out the complaints form and submit it to the line manager within 5 working days, who will set a date to meet with the employee and discuss the justification of the complaint submitted, performance results and submit of clarifications and reasons for this assessment.
2. The line manager shall document the results of the meeting in the relevant section of the Complaints Form and inform the employees of the decision.



3. If a satisfactory result is not reached, the employee is entitled to submit a complaint within 5 working days to the next administrative level and must respond within 10 working days.
4. The Human Resources Department coordinates and follows up the meeting, which includes both the manager of the concerned department, the Manager of Human Resources Department and the Complaining Employee, with a view to discussing the reasons for the complaint and clarifying the justification for evaluating its performance. After the meeting, both the manager of the concerned department and the Manager of Human Resources Department will discuss the situation and exchange views and observations thereon and agree on a decision either to reassess the performance of the employees or to maintain the assessment itself.
5. The manager of the concerned department and the Manager of the Human Resources Department will document the data at the relevant part of the Complaints Form, and then the Manager of Human Resources Department will notify the complaining employee of the outcome of the meeting, the observations and decisions taken.
6. If the issue of the complaint is resolved and the employee accepts the decision taken, the Manager of Human Resources will retain the original copy of the Complaints Form and send a copy thereof to the line manager and to the employees. If the issue of the complaint is not resolved, they shall recourse to the Minister to solve it.
7. You may file a complaint to the Minister or his/her representative within 5 working days to the next administrative level, and shall be responded within one month.
8. The Department of Human Resources provides the Minister or his/her representative with all the attachments and documents for its discussion with the Manager of Human Resources Department. The final decision will be issued based on these documents and attachments.

## Low Performance Management Process

### What is the Low Performance under the Performance Management System?

Employees whose performance falls within the category of "need improvement" are considered to be underperformers. Therefore, the concerned line manager should meet with them and discuss the underlying reasons behind this level.

### How is effective performance generated?

$$\text{Performance} = \text{Capability} + \text{Motive}$$

Capability = availability of individual skills + work environment and resources

Motive = overall direction of the employee + the support of the line manager

### What are the steps to be adopted in case of low performance?

First: Identifying the reasons of low performance

This is implemented by meeting with your line manager to work together to identify all the possible reasons that led to your lack of performance challenges or difficulties throughout the year. Here you should help your line manager by speaking out very frankly and transparently, talking to him/her positively and listening to his/her advice.

Second: Developing a plan to address low performance

## Addressing Low Performance

### 1. The line manager will develop a clear performance improvement plan for 6 months:

After conducting careful analysis of the performance problem, you have to develop a plan to improve the low performance:

- Reflecting and demonstrating understanding of performance expectations and the tasks to be accomplished over a specified period of time (performance improvement periods).
- Clarifying the tasks and responsibilities of the concerned employee.
- It includes the strategies for training and professional development, such as training courses
- Identifying the necessary resources to implement all these tasks

Possible training and improving strategies

Implementing the training plan







Training Courses	You shall focus on the priorities of objectives and competencies to be improved
Engaging the employee in the projects relevant to the nature of your work and your performance objectives	Diversity in work activities
Receiving training from an expert person	Reviewing the results achieved
Transferring the experiences to the employee with the continuous direction and guidance	Getting the opinion and support of third parties
Joining professional organizations and attending the meetings	

2. Monitoring the performance of the concerned employee, and providing feedback and training of the employees on an ongoing basis

The line manager will provide feedback on your level of performance and the extent to which he has completed the specific plan, and updating feedback and observations in the performance improvement plan form, as described in the system. Here you can use the above-mentioned performance notes to document your feedback and collect realistic evidence of progress or its continuous decline.

3. Re-assessment of performance when the improvement plan is completed (six months later) at the end of the training and follow-up phase, a performance assessment meeting will be held:

If the employee has achieved the required, in accordance with the said performance improvement plan	If the performance of the employee did not achieve, and did not achieve the objectives of the performance improvement plan
	
The Minister or his/her representative may grant the employee a cash remuneration within the half the total of the periodic bonus prescribed for your function degree for the previous year	A formal warning is given against him/her and an additional 6 months are granted to improve your performance. Prior to the start of this additional period, the line manager shall agree directly with the concerned employee on the manner and method of completing the specific improvement tasks and / or the new plan if, necessary.
	
The line manager shall agree with the employee to set goals or tasks for him/her for the remaining months of the year. Other provisions of the performance management system shall apply to him/her, like the rest of the employees.	If the employee's functional incompetence is proven, the line manager may consider taking one of the following actions: 1. Recommending the transfer of the employee to another position that commensurate with its capabilities. 2. Recommending the termination of your services due to the lack of efficiency.



### List of Attachments

- Annual Performance Document
- Complaints and Plaints Form
- Performance Improvement Plan Form

[WWW.fahr.gov.ae](http://WWW.fahr.gov.ae)



## Annual Performance Document

**التعليمات**

**القسم (1)**

**الأهداف السنوية / المسؤوليات الوظيفية**

يقوم الموظف بالاتفاق مع الرئيس المباشر على وضع الأهداف أو المسؤوليات، وتحديد ما هو مبرر في نظام إدارة الأداء لموظفي الحكومة الاتحادية، حيث يتعين على الرئيس المباشر بالاتفاق مع الموظف تحديد أهمية كل هدف أو مسؤولية ومهمة من خلال وضع وزن لكل هدف أو مسؤولية على ألا يتجاوز المجموع النهائي لوزن الأهداف أو المسؤوليات أو المهمات عن 100% .

نظام إدارة الأداء لموظفي الحكومة الاتحادية

الهيئة الاتحادية للموارد البشرية الحكومية

**وثيقة الأداء السنوي لموظفي الحكومة الاتحادية**

خاص وسري:

		تاريخ اتفاقية الأداء السنوي (17/1)		اسم الموظف:
		تاريخ مراجعة الأداء المرصدة (17/2)		الاسم الوظيفي:
				الدرجة الوظيفية:
		تاريخ تقييم الأداء السنوي (17/3)		اسم الرئيس المباشر:
		الدرجة / القسم:		اسم مدير الإدارة:

**القسم (2)**

**الكفاءات السلوكية**

يحدد الرئيس المباشر وفقاً لجدول خارطة الكفاءات كفاءات أساسية وقيادية مطلوبة من الموظف حسب الدرجة الوظيفية على أساس الإطار العام للكفاءات السلوكية الصادر عن الهيئة الاتحادية للموارد البشرية الحكومية .

2.1. مراجعة الأداء المرصدة:

يقوم الرئيس المباشر بمناقشة الموظف حول التقدم الذي أحرزه وفقاً للأهداف أو المسؤوليات المحددة في وثيقة الأداء السنوي من أجل تحديد المقربات التي تعزل تحقيق الأهداف أو المسؤوليات وذلك لتزويد الموظف بالتغذية الراجعة لغايات تصحيح مسار العمل بإيجاد الأهداف أو المسؤوليات المطلوبة بما يحقق أفضل النتائج.

**القسم (3)**

**تقييم الأداء السنوي النهائي**

يقوم الرئيس المباشر بتقييم الأهداف والمسؤوليات والمهام والكفاءات التي حققها الموظف خلال سنة التقييم بناء على ما تم تحديده في وثيقة الأداء السنوي التي تم إعدادها في بداية السنة والمراجعة المرصدة التي تمت في منتصف العام وفقاً لتسليم التقييم المؤلف من أربعة نقاط .

بعد الانتهاء من تعبئة الوثيقة والتوقيع عليها من قبل الموظف والرئيس المباشر ترسل نسخة عنها إلى ممثل الموارد البشرية من خلال مدير الإدارة المعنية ، والاحتفاظ بنسخة للرجوع إليها عند الحاجة.

لمزيد من التوضيحات حول مبادئ الكمال الوثيقة، الرجاء الرجوع إلى الأدلة الخاصة بالنظام .

(3)
(2)



## Complaints and Plaints Form

نظام إدارة الأداء لموظفي الحكومة الاتحادية

الهيئة الاتحادية للموارد البشرية الحكومية

ب) إذا كانت نتيجة الاجتماع الاتفاق على تعديل نتيجة التقييم يتم التوقيع على هذا النموذج من قبل الموظف والرئيس المباشر ومدير الإدارة أو المسؤول التالي مع بيان الأسباب وإرسال النموذج إلى مدير إدارة الموارد البشرية لتعديل نتيجة التقييم.

النتيجة السابقة	النتيجة الحالية (المعدلة)	بيان الأسباب
توقيع الموظف	توقيع الرئيس المباشر	توقيع مدير الإدارة / المسؤول التالي

ج) إذا لم يتم التوصل لاتفاق يتعين على الموظف رفع التظلم إلى مدير الإدارة أو المسؤول التالي وتحديد موعد اجتماع بين كل من مدير الإدارة أو المسؤول التالي ومدير الموارد البشرية والموظف فإذا كانت نتيجة الاجتماع تتضمن إعادة التقييم يعيد الجزء أدناه.

النتيجة السابقة	مضمون قرار إعادة التقييم للموظف	بيان الأسباب
توقيع الموظف	توقيع مدير إدارة الموارد البشرية	توقيع مدير الإدارة / المسؤول التالي

إذا كانت نتيجة الاجتماع عدم إعادة التقييم واعتماد النتيجة الأولى يتم الجوء إلى الخطوة الثالثة من حيث التظلم إلى الوزير أو من يقوم مقامه من قبل الموظف الذي يفهمه للوزير بواسطة مدير الإدارة بعد التوقيع على الجزء المقابل للتوقيع على الجزء المقابل

الخطوة الأولى (لاستعمال الموظف)  
بيان أسباب التظلم مع إرفاق المستندات الداعمة للشكوى أو التظلم

الخطوة الثانية (لاستعمال الرئيس المباشر)  
نتائج الاجتماع مع الموظف  
أ) إذا ائتمن الموظف بنتيجة التقييم يتم التوقيع على هذا النموذج من قبل الرئيس المباشر ويحفظ التظلم.

توقيع الموظف

توقيع الرئيس المباشر

تاريخ رفع التظلم / قرار الوزير أو من يمثله

مدير الإدارة أو المسؤول التالي

التوقيع





## Performance Improvement Plan Form

**سنة أشهر إضافية**

في حال لم يتحسن أداء الموظف، سيتم إصدار إنذار رسمي وسيتم إعطاؤه فرصة ستة أشهر إضافية للتطوير. قبل بداية الأشهر الستة الإضافية، سيتوقع المدير المباشر مع الموظف على طريقة تحقيق مهام التحسين المحددة، أو خطة المراجعة إذا لزم الأمر.

المهمة أو الشكاوى التي تحتاج إلى المراجعة أو التحسين	التحسين المطلوب	المؤشرات المعتمدة الإيجابية	تاريخ بلوغ المؤشرات الإيجابية المستهدفة؟	هل تم بلوغ المؤشرات الإيجابية المستهدفة؟	التعليقات / الأدلة
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	

توقيع الموظف: \_\_\_\_\_ التاريخ: \_\_\_\_\_

توقيع الرئيس المباشر: \_\_\_\_\_ توقيع الرئيس المباشر: \_\_\_\_\_

التعليق: \_\_\_\_\_

التاريخ: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

نظام إدارة الأداء لموظفي الحكومة الاتحادية

**نموذج خطة تحسين الأداء (PIP)**

**لأشهر الستة الأولى**

تأسس خطة تحسين الأداء (PIP) للموظفين الذين لم تفيهم مسمى 'خطة الأداء' في أداءهم وقرارات متخذة. وهذا النموذج يتبع المعايير والاشتراطات التي تحكمها تحسين الأداء مع الإطراء الرسمي المطلوب للتقييم التفرغ الذي يتم إجراؤه. ويتم تعبئة هذا القسم من نموذج خطة تحسين الأداء في بداية فترة الستة أشهر من أداء الموظف.

اسم الموظف:	المسمى الوظيفي:
تاريخ إصدار خطة تحسين الأداء:	تاريخ أو تواريخ المراجعة:
الدرجة الوظيفية:	

المهمة أو الشكاوى التي تحتاج إلى المراجعة والتحسين	التحسين المطلوب	المؤشرات المعتمدة الإيجابية	تاريخ بلوغ المؤشرات الإيجابية المستهدفة؟	هل تم بلوغ المؤشرات الإيجابية المستهدفة؟	التعليقات والأسباب
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	
				نعم <input type="checkbox"/> لا <input type="checkbox"/>	

تمت مناقشة خطة التحسين مع الموظف مسبقاً، والمنتج منه، في حال تحقق الموظف في تلبية المؤشرات المعتمدة أو تحقيق التحسينات المتوقعة منه. يحق للمدير التصرف بموجب نظام إدارة أداء الموظفين.

توقيع الموظف:	التاريخ:	توقيع الرئيس المباشر:	التاريخ:
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