



United Arab Emirates

Federal Authority for Government Human Resources

Application Manual of Performance Management System for Line Manager

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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.
- 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 his/her 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 his/her 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 his/her objectives according to the general framework of behavioral competencies, which includes two different sets of competencies (three leadership and six basic) 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.

Leadership Competencies:	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									
	3										
	4	PL3									
	5										
Supporting Functions	6	PL2									
	7										
	8	PL1									
	9										
	10										

Scope of Application of Performance Management System

This system applies to all ministries and Federal Authorities, 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 Authorities:

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 Line Manager and the Concerned Parties

The Line Manager plays a pivotal role in the success of the performance management process. He is deemed the effective component in planning, evaluating, developing and enhancing the performance of the subordinates

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.

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.

Human Resources Department

- Providing support and assistance to Line Managers and employees during the implementation of the Personnel Performance Management System.
- Holding workshops and training courses for Line Managers and employees to raise awareness about the performance management system.
- Ensuring that all sectors and departments of the ministry or the Federal Authority are complying with the timeframe set for the employee's performance 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 claims
- ✓ Individual development plans
- ✓ Low performance management

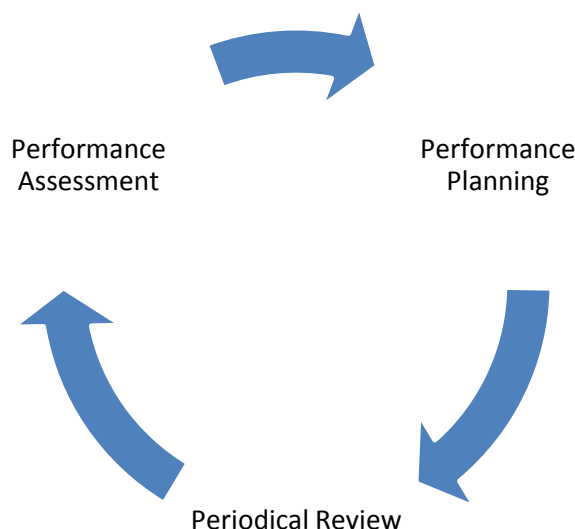
According the general framework of the system, the Performance Management System Cycle consists of three phases:

Phase	Timetable	Objective
First Phase: Performance Planning	January and February of Each Year	<ul style="list-style-type: none"> • Developing individual objectives or key business responsibilities according to the employee's functional degree. • Selecting the desired behavioral competency levels based on the principles and values specified in the competency framework. • Agreeing and signing of annual performance document.
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 development of the employees.

First Phase

Performance Planning

Following-up and documenting performance, and submitting feedback



Performance Assessment System Cycle

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 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

1. **The Undersecretary's Meeting with the Managers of the Departments:** The Undersecretary of the Ministry or his/her representative meets with the managers of his/her departments (in accordance with the organizational structure) in January to inform them of the strategic plan and the relevance main performance indicators in order to reach an agreement to identifying their annual objectives in line with the strategic plan.
2. **The Managers of the Department's Meeting with the Heads of his/her Organizational Units:** Each department manager meets with the heads of his/her organizational units - which may include heads of departments or heads of teams or Line Managers - to be informed of the strategic plan and key performance indicators related to the work of the department and agree to set their own annual objectives. The similar departments and organizational units will derive their objectives from the department's objectives in order to ensure consistency and complementarity with the strategic objectives.
3. **The Line Manager's Meeting with his/her Employees:** Each Line Manager meets with his/her employees to agree with them on the identification of individual objectives based on their responsibilities and their main tasks.

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:

- To ensure that you can meet all the initial requirements of these meetings, and answer all the questions your employees may ask during the meeting, in addition to enhancing their skills in setting smart and effective objectives, you should prepare the meeting prior to its date by reviewing the strategic plan of the organization:
 1. Job description cards (if available) for your employees.
 2. Performance management system for federal government employees
 3. The framework of behavioral competencies adopted in the federal government with a focus on behavioral indicators compatible with the functional degrees of your subordinates.
 4. Reviewing relevant models, documents and tools.
- You should also meet with your employees to inform them of the federal strategic plan and the objectives of the sector and the management of your employees. It is also advisable to clarify the link between their functions and the objectives of the department and the section.

In this manner, you help them to identify appropriate and consistent individual objectives with the strategic plan.

- In preparation for this meeting, please feel free to contact the Human Resources Department to provide you with the information and models required.

During the meeting

During the meeting with the employee, three steps are taken:

1. Formulation and agreement on individual objectives.
2. Identifying the relative weights of the objectives
3. Identifying and interpreting the behavioral competencies

First part of the annual performance document related to the annual objectives / functional tasks

Section 1:

Annual Objectives / Functional Responsibilities

- Individual objectives required by Degrees Officers (Under-Secretary to Grade VI)



- Responsibilities and tasks required for Degrees Employees (7th or below)

No.	Individual objectives or responsibilities and individual tasks	%	Periodical Performance Review	
			Completed (yes / no)	Notes and proofs
1		%		
2		%		
3		%		
4		%		
5		%		
6		%		
7		%		
8		%		
Total		100%		

Second part of the annual performance document related to the annual objectives / functional tasks

Section 2:

Behavioral competencies

In this section, the Line Manager determines the level of main and leadership competencies required for the employee according to his/her rank, based on the general framework of behavioral competencies issued by the Federal Authority for Government Human Resources.

	Main competencies (applied to all grades up to 10 th grade)	Skill required level	Periodical Performance Review	
			Completed (yes / not)	Notices and proofs
1	Working in a team			
2	Communication and communication skills			
3	focusing on customer service			
4	Focusing on results			
5	Managing resources effectively			
6	Accountability			
	Leadership competencies (applied to degrees from the undersecretary to the second degree only)	Skill required level	Periodical Performance Review	
			Completed (yes / not)	Notices and proofs
1	Strategic thinking			
2	Empowering employees			
3	Change leadership			

First: Identifying individual objectives for employees:

- 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.
- 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.

3. The number of annual objectives for each employees 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:

Every 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 its success in his/her work.
 - The total weight of the objectives should be 100%.
 - It is recommended that the weight of the target should not be less than 10% and not more than 40%.
 - Weights are adjustable during the periodical review phase only, and then they may not be modified.

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 an employee to perform his/her job properly.
- Each Line Manager shall, after the end of the phase of setting objectives and its weights, determine the behavioral competencies and the level required for the competencies of his/her subordinates in accordance with the general framework of behavioral competencies issued by the Federal Authority for Government Human Resources, where the Line Manager and employee 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.
- The Line Manager shall also select behavioral indicators to suit the nature of the employee's work and powers, and then clarify and discuss them with the employee. To ensure fair assessment, kindly review the Behavioral Competency Assessment Guide, which is included with the system to help you to identify the appropriate behavioral indicators.

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								
	2										
Supervision Functions	3	PL4	PL4						Not Applicable		
	4	PL3	PL3								
	5										
	6										
Supporting Functions	7	PL2	PL2								
	8	PL1	PL1								
	9										
	10										

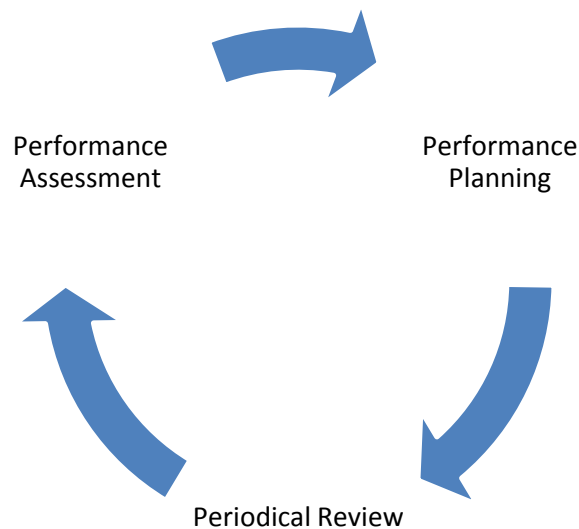
Step 3: Signing the document and reviewing the manager of the department

1. After completing the meeting with the employee, you must document the agreed annual objectives and behavioral competencies in the annual performance document. The document is signed in the relevant section.
2. Passing the performance document to your Line Manager 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 your Line Manager recommends some modifications, you shall notify and discuss the employee, to be changed in the document.
4. After the signatures, you must retain the original copy of the performance document, sending a copy hereof to the employee and the other to the Human Resources Department.
5. You shall agree with the employee on a date for the interim review - within the period prescribed - and continuously exchange informal assessments and observations (ongoing review).

Following-up and Documenting Performance

Following-up and documenting performance, and submitting feedback



Performance Assessment System Cycle

Why Following-up and Documenting Performance?

The Performance Management Cycle is an annual cycle, which requires the Line Manager to ask the employee to assess the performance and competencies at the end of the year, so you face two main challenges:

- Remembering your feedback on employee behavior throughout the year.
- Correcting performance when deviating from the path of the objective.

Therefore, if you do not have a mechanism to follow-up and write down your feedback in writing continuously about the employee's behavioral competencies and progress on the path to achieving the objective, the above challenges will turn into real risks preventing the performance assessment objectively and accurately.

What are the elements of this ongoing dynamic process?

Following-up Performance	Following-up Competence
What do you follow? Pursuing progress in achieving annual goals agreed upon.	What do you follow? Pursuing the employee's behavior in the light of behavioral indicators that match the competencies and level of skill required for the functional degree.
Documenting achieved progress and providing feedback to the employee	Documenting your observations about the actual significant situations that demonstrate the positive or negative behaviors you have observed, Providing feedback to the employee
Your reference in Assessment: Smart objectives in the annual performance document	Your reference in Assessment: Behavioral indicators within the general behavioral competencies frame.

Here is an example of a performance following-up record that we suggest to use to document your feedback:

1. Annual Objectives

Smart Objective	Monthly progress toward the objective achievement			Remarks / Notes
	First Month	Second Month	Third Month	
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%	Completion of the preparation of the scientific material and presentation	Completing three training workshops include 25 employees from three departments in the Authority with a satisfaction rate ranging between 80 - 85%	Completing other three training workshops include 30 employees from five departments in the Authority with a satisfaction rate ranging between 80 - 85%	Lack of internal training rooms The employees apologized for the shortage of work time.

This shall be the method for the rest of the objectives with a focus on meeting the challenges and providing support for the employee?

2. Main Tasks (seventh-degree employees and below)

Task	Monthly performance level of the task			Remarks / Notes
	First Month	Second Month	Third Month	



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	Preparing and distributing the schedules of all meetings of the Committees, including three meeting, whose schedules have been prepared and distributed prior to the meeting of three weeks.	Preparing and distributing the schedules of all meetings of the Committees within two weeks, including two meeting, whose minutes have been prepared and distributed at the same day.	The period for preparation and distribution of the minutes of the meeting has taken more than two days. I have received some complaints from Complaints and Legal Consultants Committees for the delay.	Receiving feedback from some members of Complaints and Legal Consultants Committees on the inaccuracy of some information.
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3. Behavioral Competencies

Competency / Skill Level	Notes on important behavioral situations (positive or negative)	
	Description of situation / behavior	Date
Focusing on Customer Services / PL3	Ahmed was able to calm an angry customer because of the delay of the supply of electricity service to his/her home for 3 full days. Ahmed treated him/her calmly and took him/her to a private room to discuss his/her problem. The customer came out happy with this meeting and thanked me for the good listening, understanding and sympathy. Ahmed promised the customer to solve the problem within 24 hours and I have confirmed the delivery of the service during this period.	03/10/2012

This record helps you in the following matters:

1. Reminding the employee's behavioral performance over the course of the assessment year.
2. Enhancing your periodical review and annual assessment with objective evidence that will enhance the accuracy and fairness of the results and provide the employee with credibility during the periodical review meeting.

Providing Feedback

Performance monitoring is not an end in itself, but a means of adjusting the level of performance in objectives and behaviors to achieve the desired results. Therefore, it is worthless if it is not accompanied by an employee's awareness of the progresses of achieving the objectives and the extent to which his/her behavior and skills are

consistent with the required competency indicators. It is also accompanied by guidance and all the means of support that help the employee to meet the expectations.

Feedback and constructive Feedback Standards

1. Immediate: after the occurrence of the act directly or at the earliest opportunity. Delay in the provision of feedback weakens its importance in the eyes of the employee and increases the chances of recurrence.

2. Balanced: It combines points of strengths and weaknesses. Start and end with positive feedback and mention your development notes in the middle.

Example:

"I have prepared an accurate report, but it would be better if it contained an additional section of recommendations as we agreed before, so it is not only accurate but also comprehensive. I was impressed by your use of graphics, and this increased the clarity and significance of the data."

3. Praising in public and criticizing in secret: This criterion is very important because it concerns the morale of the employee. Praising before the colleagues or a top-level manager motivates the employee to continue their successful performance and urges him/her to exceed expectations. Criticizing the employee in a secret meeting only preserves the employee's respect for him/herself and does not cause embarrassment to others because, and does not damage him/her with frustration and unwilling to improve.

4. Listening to the employee during the presentation of your feedback to feel him/her of the importance of his/her opinions and to consider them if they are reasonable and provide important information to improve performance.

5. Focusing on the action not the employee. You are not evaluating the person, but you are evaluating his/her performance and behavior at work only. Therefore, your observations should be focused on performance and behavior deficiencies with reference to a specific fact so that they do not become absolute personal judgments that may cause counter results on the employee.

6. Reminding that you are giving feedback about:

Behavior		Person
Your dialogue style with your colleague was somewhat sharp, and you did not give him/her an opportunity to respond to you.	Not	"You are nervous and violent"

Note on performance		Conclusion
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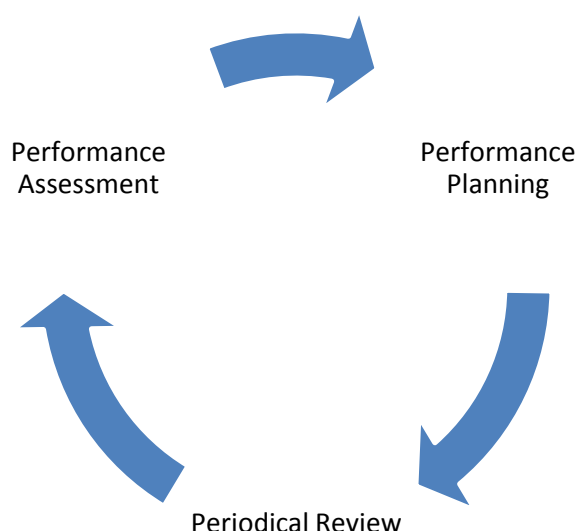
I have noticed that the satisfaction rate of the employees in the last training workshop did not reach the minimum rate required 90%	Not	"Your training is not effective, you did not give him/her enough attention from your time and effort"
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You shall share ideas	Not	Advise and direct order
"My opinion is to look at the comments of the trainees in the evaluation forms of the course and exclude the aspects of improvement. What do you think?"		Kindly reconsider the scientific materials and the presentation and notify me of thereof.

You shall discover alternatives	Not	Submitting ready solutions
We have two choices to overcome this challenge: ____ or ____? What would you prefer?		The solution is the direct communication with the managers of the employees, who failed to attend the workshop.

Second Phase: Periodical Review

Following-up and documenting performance, and submitting 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 with the employee

Step 2: Holding the meeting with the employee

Step 3: Documenting and signing the Annual Performance Document

Step 1: Preparing for the periodical review meeting with the employee

- 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 employees under the employee supervision.
- The Line Manager shall notify the employee by sending a note indicating the date, purpose and preparation of the periodical audit meeting.
- Prior to the date of the periodical review meeting, the employee shall prepare and record written observations on his/her performance to be informed to his/her Line Manager, as well as other information related to the objectives he has achieved and those that he has 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.

Section 1:

Annual Objectives / Functional Responsibilities

- Individual objectives required by Degrees Officers (Under-Secretary to Grade VI)
- Responsibilities and tasks required for Degrees Employees (7th or below)

No.	Individual objectives or responsibilities and individual tasks	%	Periodical Performance Review	
			Completed (yes / no)	Notes and proofs
1		%		
2		%		
3		%		
4		%		
5		%		
6		%		
7		%		
8		%		
Total		100%		

Section 2:

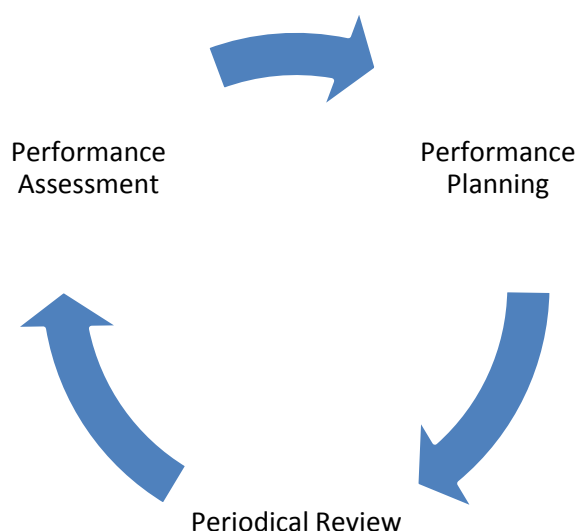
Behavioral competencies

In this section, the Line Manager determines the level of main and leadership competencies required for the employee according to his/her rank, based on the general framework of behavioral competencies issued by the Federal Authority for Government Human Resources.

	Main competencies (applied to all grades up to 10 th grade)	Skill level required	Periodical Performance Review	
			Completed (yes / not)	Notices and proofs
1	Working in a team			
2	Communication and communication skills			
3	focusing on customer service			
4	Focusing on results			
5	Managing resources effectively			
6	Accountability			
	Leadership competencies (applied to degrees from the undersecretary to the second degree only)	Skill level required	Periodical Performance Review	
			Completed (yes / not)	Notices and proofs
1	Strategic thinking			
2	Empowering employees			
3	Change leadership			

Third Phase: Periodical Review

Following-up and documenting performance, and submitting feedback



Performance Assessment System Cycle

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 with the employee

Step 2: Holding the meeting with the employee, which includes

- Assessing objectives
- Assessing behavioral competencies

Step 3: Calculating the final performance result of the employee

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 with the employee

The 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 under the employee supervision.

Final Result of the Assessment

Total assessment of objectives	60%	50%	40%			
Total assessment of Competencies	40%	50%	60%			
Assessment of final performance based on the total of the results						



Significantly Beyond Expectations	Beyond Expectations	Meet Expectations	Need improvement
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Completing the signature of annual performance

Employee's Signature / Date Department Manger's Signature Line Manager's signature / Date

If the assessment is meeting acceptations and above or need improvement

Signature of the Head of Department

Date: __/__/____.

Final results and notes of Balancing and Adjusting Committee in the Federal Authority:

- _____
- _____

Step 2: Holding the meeting with the employee, which includes

First: Objectives Assessment

- During the meeting, the Line Manager and the employee will review the supporting documents that demonstrate the employee's 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/she 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.

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%.

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

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

The Line Manager and the employee 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 example of how to evaluate and classify the behavioral competency:

Assuming that the employee occupies the seventh degree, then skill level expected from him/her in all competencies, according to the plan of behavioral competency, is (PL2). Here is one of the main competencies, as follows: -

In this step, reference should be made 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 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, keeping the employees informed of the updates. Listening to the ideas of his/her colleagues and respond to them constructively. Communicating decisions positively to all parties involved. Providing honest and constructive feedback to colleagues, and suggesting ways to improve overall effectiveness.
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It is also advisable to look at the behavioral indicators at the higher levels, such as PL3 and PL4 because the probability of the employee demonstrating some of the behaviors associated with these levels in many situations during the assessment year and therefore exceeding expectations. PL3 indicators in the same efficiency include:

PL3	<ul style="list-style-type: none"> Ensuring that the efforts and objectives of his/her subordinates are consistent with the department objectives Establishing open and transparent business relationships. Indicating the points of disagreement and actions taken to resolve them. Including individuals from a variety of backgrounds in his/her department. Reviewing cases failures and success by giving feedback to subordinates and other departments.
-----	---

Now, we look at the assessment and classification process of the actual behaviors of the employee, in accordance with the competency assessment scale:

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/she 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/she has succeeded in establishing open and transparent relationships with his/her team and other teams. He/she has also dealt effectively with individuals from a variety of backgrounds in his/her department. He/she 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/she did not meet more than half the behavioral indicators at the level of skill required.	Need improvement	1

* Appropriate behavioral indicators are applicable to the nature of the employee's work and the powers vested to him/her. Please refer to the "Behavioral Competency Assessment Manual" attached to the system.

Step 3: Calculating the final performance result of the employee

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 the result.

$$\text{Assessment performance degree of each objective} \times \text{Goal weight} = \text{Result of objective assessment}$$

$$\text{Total of Objectives Assessment Results}$$

Example of a second-degree employee:

Objective	Weight	Assessment	Points	Calculation Method
Objective / Task 1	40%	Significantly beyond expectations	4	$4 \times 0.40 = 1.6$
Objective / Task 2	20%	Significantly beyond expectations	4	$4 \times 0.20 = 0.8$
Objective / Task 3	20%	Beyond expectations	3	$3 \times 0.20 = 0.6$
Objective / Task 4	10%	Meet expectations	2	$2 \times 0.10 = 0.2$
Objective / Task 5	10%	Meet expectations	2	$2 \times 0.10 = 0.2$
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.

$$\text{Total competencies points} / \text{number of competencies} = \text{competencies results rate}$$

Example:

Competencies	Classification	Points
Leadership	Empowering employees and developing their capacities	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)	60%	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

D. Calculating the final result of the performance



Example:

Calculating the final result of the performance for a second-degree employee, based on the previous example: -

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

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, you shall document the results, observations and all data relevant to the Annual Performance Assessment section of the Performance Document.
- You must then sign the document, get the signature of the employee in the section dedicated to that in the performance document, and then keep a copy hereof for you and for the employee.
- You 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 employees' performance results.
- Your superior manager will make a comprehensive review for all the result of the relevant department and ensure their consistency and fairness before approving and sending them to Human Resources Department, which will ensure that all information in the various models is complete, clear and accurate, and retain and document the model within the files and documents of performance management.
- The Director of Human Resources Department will then receive the approved annual performance assessment forms approved by the manager of the departments and the dates of the meetings of Adjustment and Ration Balancing Committee.

- The Line Manager shall inform the superior manager of the following manager in writing if the performance results fall within the level of beyond expectations and above or need improvement in order to be considered and approved before the Adjustment and Ration Balancing Committee practiced its functions.

Guidelines for successful and effective performance assessment meeting

Discussions about evaluating employees' performance seem particularly important and sensitive. They all wonder, "How does a performance management system affect an individual? Therefore, every effort should be made to improve ways of discussing performance assessment to help the employees to play a positive role in this process.

Through positive discussion and constructive guidance during the interview, the employee becomes more aware of his/her functional contributions, his/her actual abilities, and his/her training and development needs, which help him/her to progress in his/her career path. This will make him/her more motivated to maximize his/her 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 his/her professional objectives.

First: Preparation for the Meeting

1. Before meeting the employee, it is advised to take the following preparatory measures: -

- Reviewing the job description card for its 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 model 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.

2. Do not surprise the employee by the date of the meeting, but you shall notify him/her of the date of an sufficient period to allow him/her to prepare him/herself mentally and morally and give him/her the opportunity to gather and document his/her achievements during the year and prepare the areas that he/she would like to discuss with you, such as the challenges faced, training, development needs and future plans.

Second: Building the meeting positively

- **Before initiating a performance assessment discussion**, reviewing the purpose of the meeting and what are the main subjects of the discussion. The purpose of



the meeting is not the assessment itself, but rather the creation of a mechanism to communicate with the Line Manager to review and assess his/her performance for the past year rather than to evaluate it personally. The purpose of the interview is also to explore the possibility of maximizing the employee's abilities and future productivity and to identify any challenges that prevent the achievement of his/her objectives. The formulation of the purpose in this manner at the beginning of the meeting contributes to reducing the employee's tension and reducing his/her resistance towards the assessment process and makes him/her more positive during the meeting.

- **Encouraging dialogue** with the employee in the sense that you interact with him/her and listen to him/her by making it possible to participate in the meeting and discuss all aspects related to levels of performance and technical competencies completed. You can urge him/her to make clear all the challenges and constraints he/she faced during the assessment period and whether he/she has any suggestions on how to improve his/her performance and develop his/her future abilities.
- **Focusing your feedback** on performance or behavior rather than on the employee personality, so that the discussion does not turn into an attempt to criticize the employee that will trigger negative and defensive feelings in the employee. It is also advisable to avoid making general observations that do not indicate specific and certain behavior during the assessment year. Your feedback must focus on the act, not on the person.

Example:

This observation was formulated in a negative way: "You are not cooperating with your colleagues."

Instead of this wording, you can say "I noticed that you did not respond to the request for help from your colleagues during field implementation in project A "and then go on to mention the actual positions that prove this attitude".

- Explain your opinion in a balanced way to cover both positive and negative observations (not just negative ones) and support them with realistic examples from the record of performance notes, always cite your notes with the help in aspects that need to be improved.
- Adopt an open and flexible approach to change your initial impressions on the performance if the employee gives strong and persuasive evidencing of achieving the objective or demonstrating his/her efficiency.
- Encourage the employee to assess him/herself. This will stimulate the employee's thinking about the level of his/her performance and the detection of strengths and weaknesses in its competencies and then provide feedback to encourage dialogue and bring the views closer.

- Before concluding the meeting, you shall agree on the results and the assessment ratios, and emphasize the key strengths of the employee and how making maximum use of them in achieving future objectives and motivating them to work.
- Before concluding the meeting, the employee's areas of improvement should be identified and utilized as inputs to prepare the individual training and development plan, and identify the support strategies required in developing skills, knowledge and capabilities for the next assessment year.

Models for Performance Assessment Dialogue Questions:

- Do you fully understand your job?
- Are there any areas in your work that you want to make clearer?
- What parts of your job do you perform better?
- Is it possible to make any changes in your work that improve your performance?
- Do you have any skills, information or capabilities that can be used more efficiently?
- What are your future plans?
- Do you suggest achieving your ambition in light of additional training and extensive experience?

These questions should preferably be addressed to the employees to reflect on them before discussing the report with him/her. So that the discussion is therefore positive. In general, the frank discussion of performance reports with the employees regarding their progress and weaknesses gives them hope for a better career future.

Formulating observations on performance and behaviors in the annual assessment model document

The performance assessment model should be a useful and helpful tool for the development of the employee. The following terms in the "Justifications and Reasons" section of the assessment model do not provide much benefit:

- Performing a great job with colleagues and customers.
- Always reliable
- Always show bad behavior with others

The following terms are useful and specific, include:

Mr. Hamad clearly has effective problem-solving skills, and the ability to handle the problems as soon as they occur immediately. He always seeks to find practical solutions that are applicable. for example, he expected a problem has on the subject (...) and acted to handle it, as he contacted the competent employees in three different departments to solve the problem.

Based on the observations and opinions of colleagues, Mrs. Fatima was able to establish and maintain good working relationships with other departments and units.

The following are examples of wrong phrases and how to correct them to be objective, useful and constructive:

Wrong phrase	Its defects	Proposed correction
Ms. Hessa receives incoming calls well but she has to do it better	contradictory and unspecified	Although the information provided by Ms. Hessa about incoming call messages is detailed, but they do not mention the caller's name. She shall ensure the provision of adequate information including the name and number of the caller.
Mr. Waleed is lazy and does not cooperate with others	It contains a judgment of intention and does not refer to a specific behavior	Mr. Waleed did not enter the data on the new system on time, although he was notified several times, which delayed the date of preparation of the report
Mr. Khaled is a weak trainer and is unable to direct the employees for safety procedures	It lacks accuracy and objectivity, because it judged the person himself and does not refer to the defects in performance.	Mr. Khalid presented conflicting information to the employees about the safety procedures during the training session, which was confusing to them, and he used very technical terms during the training that the employees did not understand. He also did not provide sufficient clarifications when requested

Guidelines for Line Manager on Reviewing the Method and Results of Assessment

After the entire performance assessment cycle is completed, we recommend that you give yourself time to think on the effectiveness of the method used in the assessment. Start thinking about the steps you can take to improve the assessment process next year, prioritizing your work and your findings to make the assessment more effective. The following questions help you get started:

- Were your assessments far from subjective views?
- Have you given your employees specific examples of strengths or needs of training?
- Have you provided a "safe" environment, dialogue and mutual discussions from both sides?
- Have you taken the employees' comments and opinion into account?
- Has the "message" addressed to the employee been heard?
- Was your assessment based solely on skills, abilities and outcomes?
- Have you allocated adequate time to prepare your feedback on performance and supporting evidence?
- Do you give your employees an opportunity to see your assessment of their performance and respond to feedback?
- Do your employees understand what they expected level?



- Have you documented the performance throughout the year?
- Have you communicated with your employees about their performance during the year?
- Have you given adequate recognition to your employees for the achievements they have made throughout the year?

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. Its decisions are final with respect to the final assessment of the performance of each employee.
- Members of the Committee shall, during the adjustment and balancing of ratios, exchange views and discuss feedback, considerations of possible adjustments and changes in all departments on the basis of the limits determined for the distribution of the overall results of the employees' performance assessment in the performance management system described below:



Performance Classification	Employees Rate
Significantly beyond expectations	0 – 5%
Beyond expectations	0 – 10%
Meet expectations	80 – 100%
Need improvement	0 – 5%

What is the role of Line Manager in the process of adjusting and balancing of ratios?

If you are a manager of a department

You may be invited to provide them with information or clarifications about the results of your employees' performance assessment. In this case, you should provide them with a summary of the objectives achieved, proven competencies, results submitted, supporting notes and documentation for behavioral competencies, and areas to be improved at the level of your employees.

The Line Manager

1. If the Adjustment and Balancing Committee recommends adjusting and amending the final results of the performance of some employees, the Line Managers responsible for verifying all modified statements shall submit their final annual performance assessments to their employees.
2. The Line Manager shall submit the final annual performance assessment forms to the managers of departments, who will in turn audit the models and ensure that the decisions and changes adopted by the Adjusting and Balancing Committee are complying with the Performance Management System and then sent them to the Line Manager and Human Resources Department.
3. The Line Manager will be responsible for informing the employees of the final performance results and feedback based on the decisions and recommendations of the Adjusting and Balancing Committee and the approval of the manager of the department.
4. The manager of the department sends copies of the final annual assessment model to the Human Resources Department, where they are documented and kept in the performance management files. Human Resources Department will also send copies of these results to the Line Manager and the concerned employees, as well as commencing preparation for linking them to the awards.

The process of determining rewards associated with performance

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.

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:

Employees whose performance assessment is within the following levels:

- 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
- Employees whose 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.
- Employees are 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, the Line Manager and the employee 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 to be issued by the Authority later.

Complaints and Plaints Process

Objective of the process

- The 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 the employee fallen within "Need improvement" category 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 employee 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, the employee is aware of the level of his performance during the year and the extent to which he meets the expectations, which reduces the chance of "surprises" 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 the employee does not agree to the overall result of his/her 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. The employee 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 you should adopt in your capacity as a Line Manager in case of low performance?

- First: diagnosing the problem and agree with the employee on its existence.
- Second: identifying the underlying reasons of low performance, acknowledging at first of the factors beyond the control of the employee
- Third: addressing low performance
 1. Developing a clear performance improvement plan with the concerned employee for 6 months.
 2. Monitoring the performance of the concerned employee and providing feedback and training on a continuous basis.
 3. Re-assessment of performance after 6 months.

You must coordinate to meet with the employee and inform him/her in advance that the objective of the meeting is to talk to him/her to try to determine the reasons leading to the low performance and the development of a plan for its treatment.

You can find below a guiding table that helps you diagnose and analyze the performance problem and identify potential underlying causes.

You can use the table in the early preparation before the meeting and formulate the relevant questions to be asked to the employee during the meeting.

Reasons related to capability	Are they falling within your scope of supervision	Are they may be addresses
Lack of or shortage of training on the knowledge and skills required	Yes	Yes
Lack of information, equipment, tools and devices that promote productivity	Yes	Yes
Lack of feedback and guidance required during the year	Yes	Yes

Reasons related to motive	Are they falling within your scope of supervision	Are they may be addresses
Lack of sufficient awareness of the functional jobs and their institutional role	Yes	Yes
The objectives are not clear	Yes	Yes
Actual shortage of the size of powers necessary to complete the objectives	Yes	Yes
Inappropriate work environment and conditions	May be	May be
Lack of compatibility with the teamwork	Yes	Yes



Lack of intention to implement the work as the employee is adopting negative direction, in general	No	No
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Personal Reasons	Are they falling within your scope of supervision	Are they may be addresses
Lack of mental abilities and emotional balance	No	No
Family problems	No	No
Health challenges	No	No

An example of the mechanism of asking diagnostic questions for low performance

Ms. Mona is always delaying the delivery data of the report required on Thursday of each week, causing the delay of other employees who rely on this data for preparing analytical reports.

When discussing Mona about this matter, ask the following questions:

1. Do you have all the data you need to prepare these reports?
2. Do you receive the necessary inputs in time for preparing the report? When, how and what are included?
3. Do you need help in prioritizing your work? How can I help?
4. Do you have any problems with other employees or departments? What is its nature?
5. How well do you know how to prepare this report?
6. What do you know about the consequences of delaying the submission of the report?

Based on the answers of Mona on these questions, you can find out the causes of the delay and prepare a plan to help and then improve the performance:

If the answer of Mona on the third question as follows:

Every Thursday, I receive requests from the accounting department to prepare the payroll report, and from the administrative department to prepare the data entry reports, but I do not know what should be prepared first, and I do not even feel that I have the decision-making power in this regard. I always try to complete the two reports at the same time, but in the most cases the completion of one of them is delayed, which cause angry to other colleagues in concerned management. In other cases, I completed both reports at the same time, but they are complete, angering the colleagues in both departments, in addition to other normal workloads ... I think it is difficult to bear this entire burden alone.

What can you offer to Mona?

Identification of priority in relation to both reports

And so with the rest of the questions

Addressing Low Performance

1. Developing a clear performance improvement plan with the concerned employee 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

Allocating 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 his/her work and his/her 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

Providing feedback on the employee's level of performance and the extent to which he has completed the specific plan, and updating feedback and observations in the performance improvement plan model, 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 his/her function degree for the previous year	A formal warning is given against him/her and an additional 6 months are granted to improve his/her 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 his/her services due to the lack of efficiency.